

Bangladesh Leadership Development Program Impact Assessment Final Report

September 2015



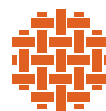
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LANGER RESEARCH ASSOCIATES
SURVEY RESEARCH DESIGN • MANAGEMENT • ANALYSIS

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GLOSSARY OF ACRONYMS

ICT Information Communication Technologies

IPs Implementing Partners

LDP Leadership Development Program

PMEP Performance Monitoring Evaluation Plan

UP Union Parishad

USAID U.S. Agency for International Development

KEY TERMS

Adults/community leaders: All LDP participants in the community leadership program, as opposed to the youth program.

Civic values/democratic values: Terms used interchangeably to denote constructs including tolerance for different opinions, compromise, belief in the rule of law, the importance of voting and equal rights for women and minorities.

Cohen's d : A measure of the magnitude of the difference between two means, used to assess the impact of LDP training and the size of differences between groups.

Cohort: Used to refer to the year in which LDP leaders were trained. Cohort 1 leaders were trained in 2013, cohort 2 in 2014 and cohort 3 in 2015.

Community development: Organized efforts to improve conditions or opportunities within a community.

Corruption: Defined here as misuse of official funds for personal gain or to unfairly benefit favored groups or individuals.

Efficacy: A person's belief that they have the ability and power to have an impact.

Female youth/young women: Used interchangeably to identify female recruits for the LDP youth program.

Implementing Partner: Local civil society organization participating in the LDP.

Leaders/trainees/participants: Used interchangeably to indicate individuals who have participated in the LDP.

Male youth, young men: Used interchangeably to identify male recruits for the youth program.

Recruits: LDP participants who have not yet undergone training.

Union Parishad: The lowest level of elected government in Bangladesh.

Upazila administration: Sub-national level of government, democratically elected as of 2008.

Youth: All LDP recruits enrolled in the youth leadership program.



ASSESSMENT INTRODUCTION AND ACKNOWLEDGEMENTS

This study is the final phase of an impact assessment commissioned by the Bangladesh Leadership Development Program (LDP), implemented by Counterpart International and funded by the U.S. Agency for International Development (USAID). Results are presented from separate pre- and post-training surveys of LDP participants, measuring their attitudes, values and activities relating to democratic orientation and participation in community development.

This report primarily focuses on a post-treatment survey of a representative sample of LDP participants who completed training in 2013 and 2014 (cohorts 1 and 2, respectively). The program's effectiveness is assessed by comparing these trainees' views and behaviors with those expressed by participants surveyed before undergoing training. In addition, a pre-training survey was administered to enrollees in the LDP's next class (cohort 3). This survey was intended as a baseline to evaluate the effectiveness of the 2015 and 2016 LDP training sessions, with a post-treatment survey planned for 2017. However, given the program's defunding due to donor budgetary cuts as of 2015, this report serves as a final assessment of the LDP.



The surveys were conducted from Jan. 13 to Feb. 16, 2015, via face-to-face interviews with random samples of 1,750¹ participants in cohorts 1 and 2 and an additional 1,750 cohort 3 recruits. Respondents were chosen randomly from a database of all LDP participants. To remain unbiased, the surveys were not specifically associated with the LDP until the final section of the questionnaire.

The assessment is based on an extensive review of the literature on the effectiveness of training in leadership, civic engagement, democratic values and community development, as presented in the project's 2013 baseline report.² Selected survey questions have been grouped as indices and subindices that map to relevant survey-based elements of the LDP's Performance Monitoring Evaluation Plan (PMEP). These indices usefully summarize aspects of the LDP's core curriculum.

The first section of this report, the executive summary, provides an overview of key findings. The next section introduces the program and country context, including a demographic profile of cohort 1 and cohort 2 trainees (a profile of the cohort 3

¹ While 1,750 individuals identified as LDP graduates in the database completed the survey, 19 indicated that they had not completed LDP training. They were removed from the sample, yielding a final sample of 1,731.

² All previous research referred to in this report is described in detail in the literature review (Appendix A) in the *Bangladesh Leadership Development Program: Baseline Report* of July 2013.

trainees is included in the final section of the report). The subsequent six sections evaluate the impact of training on the core PMEP indices, including differences among key groups. Specifically:

- ◆ Section III focuses on changes in LDP participants' knowledge and understanding of democracy (PMEP #1), including differences in how informed about government they feel, their self-assessed ability to influence government actions, the importance they ascribe to civic values and the extent to which they view civic and religious values as compatible.
- ◆ Section IV describes post-training changes in trainees' acceptance of the role of women and minorities in community development and government (PMEP #3). This includes measurements of their respect for and willingness to work with women and minorities and their views on women taking on non-traditional roles.
- ◆ Section V focuses on PMEP #12, political and community engagement, assessing the extent to which trainees' political and community involvement and civic participation increased after training.
- ◆ Section VI describes the use of the internet, social media, SMS texting or an internet-enabled cell phone to promote democratic principles (PMEP #7).
- ◆ Section VII assesses changes in leaders' knowledge and understanding of community development (PMEP #2), including differences in the amount of information they have about community development and their confidence that they can effect change at the community level.
- ◆ The last PMEP section describes advances in leaders' commitment to addressing development challenges (PMEP #11), based on post-training changes in their participation in community development activities.

The next five sections of the report focus on factors identified in previous research as influential in the success of civic education and leadership training programs. These include trainees' overall views of government, self-confidence, interest in equal rights, living conditions and their evaluation of the quality of the LDP training they received.

An overview of cohort 3 pre-training results, including a review of demographic and attitudinal differences compared with previous trainees, follows. The final section presents conclusions and recommendations based on the results of this impact assessment.

All differences described in the report were tested for statistical significance. Because the large sample sizes in this study make it relatively easy to find statistically significant differences, we also used a more rigorous test, Cohen's d ,³ that measures the effect sizes of observed differences independently of sample size. An effect size refers to the magnitude of the difference observed (such as the effect of LDP training). Cohen's d assesses effect size by measuring the strength of a difference between two means. Typically, a d -score of .2 is considered a small effect, .5 is a medium effect and .8 is a large effect.⁴ We use d -score comparisons throughout the report.

The research was designed, managed and analyzed by Langer Research Associates of New York, N.Y., under the supervision of Counterpart International's Zahra Lutfeali, with Nurhan Kocaoglu, Rakib Ahsan and Michael Smith. Langer Research Associates Vice President, Julie E. Phelan, Ph.D., is the lead author of the report, with Gary Langer; Margaret Tyson, M.A.; Gregory G. Holyk, Ph.D.; Chad Kiewiet de Jonge, Ph.D.; and Damla Ergun, Ph.D. Survey field work was directed by Matthew Warshaw and Samantha Lee-Ming Chin of D3 Systems, Inc., of Vienna, Va., and carried out by Org-Quest Research Ltd. of Dhaka, Bangladesh.

³ Cohen's d is calculated by taking the difference between two means and dividing by the standard deviation (i.e., the variability of the results).

⁴ For ease of interpretation, statistically significant results with a Cohen's d up to .35 are referred to as small or slight effects, those from .36 to .65 are considered moderate or medium effects and anything higher than .65 is a large effect size.



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LDP successfully produced measurable, positive advances in trainees' political and community engagement and commitment to community development.

EXECUTIVE SUMMARY

The USAID-funded Bangladesh Leadership Development Program (LDP) implemented by Counterpart International in partnership with 5 local civil society organizations from 2012-2015, was designed to enhance citizens' engagement in democratic processes and community development. LDP training prepared and enabled future leaders to participate effectively in efforts to improve conditions within their communities.

Counterpart commissioned studies to assess the LDP's impact on its participants' civic involvement. The first study, conducted in 2013, produced a baseline, pre-training measurement of LDP recruits' community development activities, understanding of democratic processes and related attitudes. It also provided an extensive review of the literature on successful training in leadership and democratic values.

This study, the final wave of the LDP impact assessment, reports on a follow-up 2015 survey measuring participants' knowledge and engagement after their training and compares it with the 2013 baseline. It also includes a new baseline survey conducted among members of the 2015 LDP class, intended for use in an additional post-training assessment in 2017, now canceled due to the donor's financial limitations.

The surveys were conducted from Jan. 13 to Feb. 16, 2015, via face-to-face interviews with random samples of 1,750 participants in cohorts 1 and 2 and an additional 1,750 cohort 3 recruits. Respondents were chosen randomly from a database of all LDP participants. To remain unbiased, the surveys were not specifically associated with the LDP until the final section of the questionnaire.

Overview of Training Impacts

The overall results of the assessment indicate that the program was highly successful, with important lessons to be learned for future community leadership training efforts. The survey data demonstrate that the LDP successfully produced measurable, positive advances in trainees' political and community engagement and commitment to community development. While gains vary in magnitude, and areas for additional focus are identified, positive outcomes are apparent across virtually every topic examined.

Among the key findings:

- ◆ Trainees' knowledge and understanding of community development (PMEP #2) – a central goal of the LDP – achieved one of the largest positive changes. After training, leaders reported increased understanding of community development, as well as greater confidence in their ability to bring about change in their community.
- ◆ Alongside their increased knowledge, leaders reported greater commitment to addressing development challenges (PMEP #11) after training. This includes greater participation in development projects as well as an increased role in advising and informing others about community development issues.
- ◆ The LDP increased participants' knowledge and understanding of democracy (PMEP #1), including how informed they feel about the government and, to a lesser degree, the importance they place on democratic values, as well as the extent to which they view civic and religious values as compatible.
- ◆ As with commitment to addressing development challenges, greater knowledge and understanding of democracy is associated with greater political and community engagement (PMEP #12). Training increased this sort of engagement, including the range of civic activities in which LDP leaders participate.
- ◆ Compared with the baseline assessment, LDP leaders were more accepting of the role of women and minorities in community development and government (PMEP #3). Respect for women and minorities and willingness to work with them on community projects increased moderately. Acceptance of women taking on non-traditional roles showed a smaller but statistically significant improvement.
- ◆ Training also improved leaders' self-confidence and trust in government. While not formal indicators in this assessment, statistical modeling shows that these outcomes, along with an improvement in leaders' living conditions, contributed to advancement on many key attitudes and behaviors.
- ◆ Leaders' assessments of the quality of the training sessions were overwhelmingly and uniformly positive. Again, while this is not a formal indicator, past research has shown that the quality of leadership training strongly influences its impacts. High ratings for LDP sessions were another reason for the advancement summarized above and detailed below.

The only indicator with nominal change was use of Information Communication Technologies (ICT), such as the internet, social media, SMS texting or an internet-enabled cell phone, to promote democratic principles (PMEP #7). Overall use of ICT resources increased modestly after training, but to a still-low level, and only because of increased access to the internet, with no independent impact of training apparent. Use of ICT resources is likely to remain limited, and training effects on this outcome negligible, until internet access becomes more widespread.

Overview of training impacts – Cohen's *d* effect sizes



Note: A small effect = <.36, medium effect = .36-.65, large effect = >.65

Examples of Gains

As noted in the introduction to this assessment, the subjects mentioned above were measured by indices in which a variety of individual questions reflecting each construct were combined as a comprehensive outcome.⁵ The relationships of the measures within each index, as well as the changes in each index from pre- to post-training and the differences between key groups, were statistically tested.⁶

Each section of the main report focuses on changes in the indices on the basis of those statistical tests. These changes also are apparent in shifts in results to individual questions. While less comprehensive than the indices, these are useful for illustrative purposes.

In one example, before training, only 40 percent of leaders felt they could have at least a little influence on decisions taken by their union parishad (UP), the most local administrative level of government. After training, 61 percent felt this way, a broad gain of 21 percentage points.

⁵ One outcome, the use of ICT resources, was based on a single question rather than an index.

⁶ Index construction was tested for internal consistency using Cronbach's α ; change was tested using Cohen's *d*.

Similarly, before training, just 12 percent felt they could have at least a little influence on decisions taken by the upazila administration, the next level of government. This rose to 30 percent after training, another sharp advance, albeit with considerable room for improvement.

In another question, prior to training, 67 percent of LDP participants indicated that non-Muslim religious leaders were highly respected in their community⁷ and 64 percent said the same of religious and ethnic minorities overall.⁸ After the trainings, these increased to 88 and 75 percent, gains of 21 and 11 points, respectively. Respect for women and specifically for younger women who are involved in community affairs also increased, by 9 and 14 points, respectively.

Individual items assessing political and community engagement advanced significantly. In the baseline assessment, 47 percent reported participation in an organized effort to solve a community problem in the previous year; after training, that rose to nearly two-thirds, up 18 points. There also was an 18-point increase in the number of participants who said they had worked with community organizations to plan an event, from 43 to 61 percent; and a 16-point increase in the number who'd advocated for religious and ethnic minority rights in the previous year, albeit to only a quarter of LDP participants.

Questions that assessed leaders' understanding of community development also showed striking improvements. The number of participants who felt they at least somewhat understand the ways in which community groups can get funding increased from 28 to 46 percent. The number of leaders' who expressed confidence in their ability to create an action plan to best meet community needs increased to 49 percent, up 14 points from the baseline assessment.

The number of leaders who indicated that they were highly involved in organized efforts to improve their community increased by 11 points, albeit from only 26 to 37 percent. Participation in formal community development committees rose from 26 to 41 percent, and 54 percent of LDP participants said their participation in community projects had increased in the previous year, up from 39 percent before training.

Moreover, before training, 51 percent of leaders said no development work was being done in their community. After training, that dropped by half, to 24 percent, a dramatic change suggesting that the LDP either successfully encouraged the initiation of local development projects, helped participants gain greater awareness of the development projects already underway in their community, or some combination of the two.

⁷ These results are only among LDP participants who reported having non-Muslim religious leaders in their community.

⁸ These results are only among LDP participants who reported having religious and ethnic minorities present in their community.

Participants' confidence in their ability to lead, especially their self-reported leadership skills, also improved dramatically. For example, there were 18-point increases in the number of leaders who rated themselves as highly skilled in teamwork and problem solving and 17-point increases in ratings of communication, conflict resolution and decision-making skills.

Group Differences in the Impact of Training

While participants showed improvement on virtually all key measures, there were differences among demographic and attitudinal groups. Gains in understanding and engaging in politics and community development were greatest among youth leaders, especially young women, and more limited among adults, especially adult men. This, at least partly, reflects the fact that youth leaders and women entered the program less informed or engaged than adult leaders and men, respectively, and therefore had the most to gain.

This pattern was generally maintained across topics, albeit with some variation. Of particular note, acceptance of the role of women and minorities in community development and government improved modestly, regardless of age or gender. Knowledge and understanding of democracy, however, gained most strongly among young men rather than young women.

Among other group differences, training had virtually no impact on leaders who had attended previous leadership training programs, compared with newcomers to training. There also were weaker and less consistent training effects for the most educated participants⁹ and those most interested in equal rights. Again, these groups had less room to advance; despite their lower gains, they entered the program, and often left it, with the highest PMEP scores.

Leaders trained in the first year of the LDP (cohort 1) and those trained in the second year (cohort 2) advanced similarly. However, cohort 1 trainees reported more information about government and greater political efficacy than those in cohort 2. Given that cohort 1 trainees completed the program at an earlier period, this suggests that as leaders apply their training and become more active in their community, their information and sense of efficacy may increase.

Leaders trained in the second year, for their part, were somewhat more apt than cohort 1 participants to perceive civic and religious values as compatible. This likely reflects the fact that religious minorities score higher on this index, and there were more of them in cohort 2's ranks.

⁹ A small group, those with a college degree or more, accounted for 11 percent of trainees.

As previous research has suggested, living conditions also impacted training results. Leaders who reported better local living conditions exhibited the largest advancement in knowledge and understanding of democracy and community development, especially in terms of their political efficacy and information about government and community development.

In one exception, those who reported the most difficult living conditions had a larger advancement in their respect and willingness to work with women and minorities. This group had the lowest respect and willingness to work with women and minorities in pre-training data, so had the most to gain.

Finally, there were large differences in the impact of the LDP depending on the implementing partner providing the training. In general, participants trained by Democracy Watch showed weaker gains, if any, on the core community development and civic measures. In some cases, but not all, this may be partially due to the fact that leaders trained by Democracy Watch scored higher than others before training and therefore had less room for improvement.¹⁰

Those trained by the Wave Foundation showed stronger gains in knowledge and understanding of democracy than other leaders, while those trained by Manab Kallyan Parishad (MKP) advanced the most in engagement in politics and the community and their commitment to community development. Training effects on other measures were similar for leaders trained by either of these two IPs.

Pre-training Results for Cohort 3

As noted, this report also includes a pre-training assessment of cohort 3 recruits. This group aligned demographically with the cohort 1 pre-training population, with the exception that they were somewhat more diverse and formally educated. As a result, cohort 3 recruits were slightly more oriented toward community development, civic participation and acceptance of diversity than cohort 1 recruits. Specifically:

- ◆ Demographically, cohort 3 recruits were 10 points more apt to have received at least a secondary education and 6 points more likely to report monthly incomes greater than 15,000 taka (about U.S. \$190). They also were 11 points less likely to identify themselves as Muslims. Other population group sizes were essentially the same in cohort 3 and cohort 1 baseline data.

¹⁰ Democracy Watch participants reported worse living conditions and less formal education. As noted, those living in worse conditions most often showed weaker gains on the PMEP indicators; at the same time, those with less formal education showed the strongest gains. This suggests that demographic differences between the IPs cannot fully explain the weaker gains among participants trained by Democracy Watch.

- ◆ Attitudinally, cohort 3 recruits entered the LDP with slightly greater acceptance of women and minorities (likely reflecting their greater diversity) and understanding of democracy. They were more likely than cohort 1 recruits to say they'd used ICT resources to promote democratic values (although again this was rare) and slightly more likely to express understanding of community development issues and to participate in democratic and development activities alike.

The cohort 3 profile indicates success by the LDP in attracting a more diverse group of participants.

Conclusions and Recommendations

Results of the LDP impact assessment, explored in full in the report below, lead to several compelling conclusions and recommendations. First, the depth and breadth of the gains in desired outcomes indicate clearly that the program achieved its key goals. Participants emerged from LDP training with a greater understanding of democracy and community development issues, broader belief in their own ability to effect change, enhanced acceptance of others and more extensive involvement in community activities.

Differing gains among groups suggested possible adjustments, had the LDP program continued. Participants who have been through previous training programs, as well as those with more education or higher initial civic awareness, might have been offered an enhanced training or mentoring roles within the LDP. Sensitivity to participants' living conditions could also have been beneficial, e.g., offering particular support to those in more difficult circumstances. The data suggest that, if similar programs are conducted in the future, close on-site evaluation of the performance of IPs would be warranted.

More broadly, as extensive as the improvements are, the results indicate areas for additional progress for future leadership training programs. These include greater help increasing the number of opportunities for participation in community projects; further encouraging trainees to identify needs, make plans and pursue funding for such projects; and continuing to enhance participants' confidence that they can effect change in their community and the government.



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LDP sought to teach
leaders how to assess
pressing development
needs in their community



INTRODUCTION TO THE PROGRAM AND COUNTRY CONTEXT

The Leadership Development Program was designed to enhance community-level leadership in Bangladesh. Funded by USAID through the Global Civil Society Strengthening Leader with Associates award and implemented by Counterpart International in partnership with local civil society organizations, the LDP's goals were to increase the capacity of citizens to engage effectively and actively in politics and community development in Bangladesh, and to increase the level of such participation. The program aimed to build and support the capacity of adult community leaders, and separately to help youth leaders become change agents for democratic processes and development.

Specifically, the LDP sought to teach leaders how to assess pressing development needs in their community using the participatory rural appraisal (PRA) method and to identify key assets and resources available to address these needs. Initial sessions focused on PRA training and on strengthening leadership skills such as communication and decision making that can facilitate the PRA process. Participants conducted a comprehensive PRA in their community and presented what they learned. The program then focused on expanding their knowledge of the specific sectors that can help address the community needs they identified.

Bangladesh, one of the world's most densely populated countries, is a developing democracy that is characterized by a highly centralized, insular and entrenched political system. Corruption and distrust of the national government are pervasive. Political unrest is widespread. The 2014 general election was marked by major protests and a boycott by almost all major opposition parties. The roles and responsibilities of local government structures are not clearly defined. Union Parishads (UPs), the lowest elected units of local government, lack resources, capacity and transparency.

Development needs in Bangladesh are widespread. The country has been described by the World Bank as "extremely poor," with annual gross national income per capita of U.S. \$1,097 (as of 2014) and 32 percent of the population living in poverty (as of 2010). Many citizens lack access to clean water, electricity and sewage systems. Environmental degradation is extensive. Economic opportunities are limited. Worker safety is a pressing concern; substandard construction and fire-safety practices have led to substantial loss of life. Persistent gender inequities present further obstacles to development.

Women experience gender-based violence, lower socioeconomic status than men, limited access to resources and fewer opportunities for upward mobility.

At the same time, dramatic growth in the civil society sector has helped to bring about a remarkable decline in poverty (from 57 percent in the early 1990s), an impressive leap in economic growth (incomes have more than tripled in the past 30 years) and significant improvements in human development indicators such as maternal and child health and education.

A moderate Muslim country, Bangladesh has a proud history of civic activism. Yet many citizens lack understanding of their civic rights and responsibilities, don't actively participate in community decision making and are unaware of methods by which they may seek to hold their elected officials accountable. Moreover, development efforts at the local level traditionally have been dominated by those who align themselves with powerful leaders, chaining development efforts to the influence of political and financial gain.

The LDP sought to help the people of Bangladesh fill the gap of independent community-level leadership in their country. Building upon a growing demand for the decentralization of government, the LDP aimed to improve the capacity of Bangladeshi community and youth leaders to engage in discourse with local government officials, citizens and other civic society sector leaders to enact change and development in their communities and hold government accountable for its role in service delivery and the development process.

A. PARTICIPANT PROFILE

LDP participants trained in 2013-2014 (cohort 1 and 2) reflected the program's targets for gender and age. Fifty-one percent were male, 49 percent female; 56 percent were age 35 or younger. Ninety-nine percent of those surveyed confirmed their completion of LDP training.¹¹

As with the program itself, half of survey respondents took part in the youth training program and the other half participated in the community leader program for adults. (Those younger than 36 had the option of participating in either program; 15 percent in this age group chose the adult program and are referred to in this report as adult or "community" participants.)¹²

Education levels were low; 51 percent reported only a primary school education (44 percent) or no formal education whatsoever (7 percent). Forty-nine percent had a secondary or higher school education, including 11 percent who reported having earned a diploma or advanced degree.

¹¹ Given that the purpose of the study was to measure the impact of LDP training, the 19 individuals who indicated that they had not completed the program were removed from the sample.

¹² A small number of recruits identified in the participant database as youth program enrollees gave their age as 36 or older ($N = 33$), although the program is intended for those age 35 and younger.

Women were far less likely than men, and adults far less likely than youth, to have more than a primary school education. Specifically, 63 percent of female LDP participants and 69 percent of all adult leaders had no more than a primary school education, compared with 40 percent of male participants and 33 percent of youth program trainees.

Education of cohort 1 and 2 LDP participants

	All	Men	Women	Adults	Youth
No education	7%	5%	9%	12%	2%
Class 1-5	16	10	22	24	8
Class 6-8	28	25	32	34	22
Secondary school	38	45	30	25	50
Bachelor's+	11	16	6	5	17

Sixty-nine percent of trainees were married, including 90 percent of adult leaders and 48 percent of youth leaders. Youth participants in cohort 1 were more likely than those in cohort 2 to be married (53 vs. 43 percent); but, there was no difference in marital status by cohort among adult trainees. Not surprisingly, male adult leaders were the most apt to say they were head of their household (92 percent). That declined to 25 percent among female adult leaders, 23 percent among male youth leaders and 7 percent of female youth leaders.

LDP participants from cohort 1 and 2 were established in their community; 92 percent lived there for more than 10 years and 70 percent for more than 20 years, with an average tenure in the community of 36 years for adult leaders and 21 years for youth.

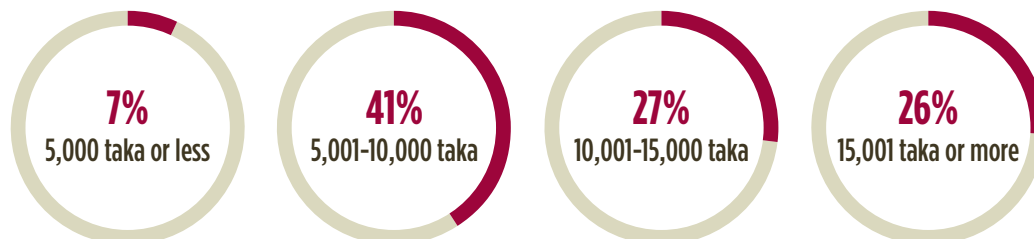
Forty-four percent overall were employed either full time or part time, including 93 percent of adult men, 51 percent of youth men, and just 16 and 13 percent of adult and youth women, respectively.

Three-quarters of cohort 1 and 2 participants had household incomes of 15,000 taka or less per month (equivalent to about U.S. \$190), including 48 percent with incomes of 10,000 taka or less (about U.S. \$130). Just a quarter rated their household economic situation as excellent (3 percent) or very good (22 percent). Thirty-four percent of women rated their economic situation negatively (as not so good or poor) compared with 19 percent of men.

Twenty percent of leaders reported participating in non-LDP leadership training, compared with 9 percent in the pre-training data. The cause of the difference is not clear; some may have attended other training during or after their LDP participation, as well as before it. Regardless, the measurement is a meaningful one given differences in training effects among those who did and did not report receiving prior training.

Income of LDP participants

2015 post-training results



Almost all cohort 1 and 2 participants reported speaking Bengali at home (96 percent), identified their ethnicity as Bengali (96 percent) and were Muslim (89 percent). Virtually every cohort 1 trainee identified as Bengali and said they spoke Bengali at home, compared with 93 percent of cohort 2 participants (in both measures). Cohort 3 participants also were somewhat less apt than cohort 1 leaders to identify as Bengali and to speak Bengali at home,¹³ suggesting that the LDP has attracted a somewhat more diverse group of leaders.

Cohort 2 leaders also were somewhat more likely than those in cohort 1 to indicate having easy access to the internet (19 vs. 14 percent).

B. MAIN DEVELOPMENT NEEDS

Before training, when participants were asked to evaluate the most important development needs facing their community, top mentions included generating employment (35 percent), improving transportation (26 percent) and improving gas, electricity and water (13 percent). After training, leaders were more focused on improving transportation (33 percent) than on generating employment (26 percent) or improving gas, electricity and water (10 percent).

Greater emphasis on transportation also was seen in the cohort 3 pre-training data, suggesting that development priorities were not influenced by LDP training but instead reflect a change in communities' most pressing needs. Moreover, the lessened primary emphasis on employment corresponded with a 10-point increase in positive ratings of the availability of jobs for men (described below).

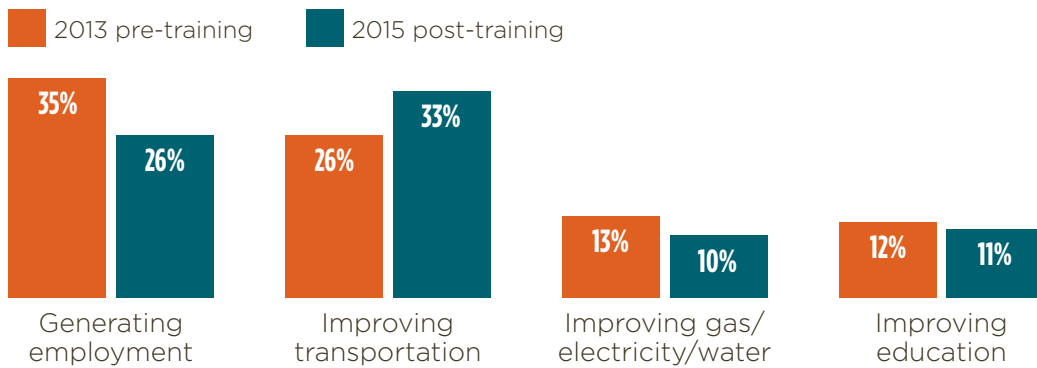
C. ECONOMIC AND EDUCATIONAL OPPORTUNITIES

Despite advances, there remained a scarcity of economic opportunities. Just a quarter of LDP-trained leaders rated the availability of jobs for men positively (as excellent or very good); fewer said the same about job prospects for young men (18 percent), women (10 percent) and young women (8 percent). Still, while few rated economic

¹³ See section XIV.



Most important development needs



opportunities positively, there were gains since the 2013 pretest. Positive ratings of economic opportunities for men increased by 10 points, and positive assessments of the availability of jobs for young men, women and young women increased by 7, 4 and 3 points, respectively.

While economic assessments were relatively bleak, views of educational opportunities for young people were far more positive. More than seven in 10 rated educational opportunities in their area for both boys and girls positively, vs. just 4 percent negatively, and more than nine in 10 said such opportunities were improving. These perceptions do not differ by gender or age group.

প্রতিভা গণগ্রন্থ

“

LDP enhanced participants' information about government, their sense that they can influence it and their commitment to democratic values.



PMEP #1: KNOWLEDGE AND UNDERSTANDING OF DEMOCRACY

DP PMEP Indicator #1, measuring knowledge and understanding of democratic principles, is an index based on three subindices, assessing participants' political efficacy and information about government, the importance they ascribe to civic values and the extent to which they see civic and religious values as compatible. Scores can range from a low of 1 to a high of 5.

Overall index scores increased after training, a moderate gain from 3.59 to 3.73, $d = .36$.¹⁴ This indicates that the LDP enhanced participants' information about government, their sense that they can influence it and their commitment to democratic values.

PMEP #1 index and subindices before and after training

	Pre	Post	Effect size
Overall index	3.59	3.73	.36
Subindices			
Government information and efficacy	1.56	1.80	.37
Compatibility of civic and religious values	3.94	4.08	.24
Importance of civic values	4.40	4.48	.19

The largest improvement was in the subscale assessing political efficacy and information about government, from 1.56 to 1.80, a medium-sized change ($d = .37$). In one individual item, the number of leaders saying they had at least a little information about the UP government increased from 63 percent before training to 75 percent after it. Further, the share who thought they had at least a little ability to influence decisions taken by the UP and upazila administrations increased respectively from 40 and 12 percent before training, to 61 and 30 percent after it – gains of 21 and 18 points.

There also was a small increase in the subscale assessing the extent to which leaders viewed civic and religious values as compatible, from 3.94 to 4.08 ($d = .24$). This reflects 10- and 8-point gains in the percentage of leaders who saw equal rights for youth and women as highly compatible with the teachings of their religion, and 11- and 7-point gains in the number who saw their religion as compatible with the rule of law and tolerance of differing opinions, respectively.

¹⁴ As noted, d -scores up to .35 are considered small effects, those from .36 to .65 are medium-sized and those higher than .65 are large effect sizes.

Views of civic values before and after training

	Important?			Compatible?		
	Pre	Post	Diff	Pre	Post	Diff
The rule of law	87%	94%	+7	69%	80%	+11
Equal rights for youth	85	94	+9	62	72	+10
Equal rights for women	84	92	+8	62	70	+8
Tolerance of differing opinions	85	92	+7	74	81	+7
Equal rights for minorities	80	86	+6	67	69	+2

The subindex measuring the importance leaders ascribe to these civic values increased slightly, from 4.4 to 4.48 ($d = .19$). The gain is a small one at least partly because leaders started out very high on this metric before training, leaving little room for improvement. Among the items:

- ◆ Post-training, 94, 92 and 86 percent said equal rights for youth, women and minorities is highly important to them, up 9, 8 and 6 points, respectively.
- ◆ Perceptions of the importance of the rule of law and tolerance for differing opinions also increased, by 7 points in each case, to 94 and 92 percent.

Ninety-eight and 85 percent viewed voting and political compromise as highly important in the post-training results; these did not increase.

A. TRAINING IMPACTS AMONG GROUPS

The main PMEP #1 index increased among youth and community leaders as well as men and women. The largest advance occurred among male youth leaders (from 3.57 to 3.76, $d = .50$), with small to moderate gains on all three subindices. Other leaders mainly improved only on the government information and efficacy subindex.

PMEP #1 by groups

	Pre	Post	Effect size
All	3.59	3.73	.36
Youth leaders	3.56	3.72	.43
Community leaders	3.62	3.74	.30
Men	3.62	3.77	.38
Women	3.55	3.68	.35
Male youth leaders	3.57	3.76	.50
Female youth leaders	3.55	3.67	.34
Male community leaders	3.66	3.78	.30
Female community leaders	3.56	3.69	.33

Among the few differences between cohorts on key variables, leaders trained during the first year of the LDP scored slightly higher than those trained during the second year on the government information and efficacy subindex (1.87 vs. 1.74, $d = .19$). This was almost entirely due to differences in perceived political efficacy at the UP level – cohort 1 participants were 10 points more likely to think they could have at least some impact on local government decisions. Given that cohort 1 completed the program longer ago, this may suggest that, as leaders apply their training and become more active in their community, their sense of efficacy increases.

On the other hand, leaders trained during the second year of the program scored slightly higher than first-year trainees on the compatibility of civic and religious values subindex (4.13 vs. 4.04, $d = .16$). This likely reflects the fact that religious minorities score higher on the index, and, as noted, there were more religious minorities in cohort 2 than in cohort 1.¹⁵

PMEP #1 and its subindices rose exclusively among the vast majority of leaders who had not attended civic leadership training before joining the LDP – an unsurprising result, since newcomers to leadership training had the most to learn. Their knowledge and understanding of democracy rose to near parity with those who had had previous training.

PMEP #1 by groups

	Pre	Post	Effect size
Previous training			
Yes	3.80	3.80	—*
No	3.57	3.71	.36
Education			
Bachelor's+	3.76	3.81	—
Secondary school	3.62	3.76	.37
Class 6-8	3.58	3.71	.34
None/class 1-5	3.49	3.66	.43
Interest in equal rights			
Extremely	3.87	3.93	—
Very	3.57	3.73	.46
Somewhat or less	3.34	3.51	.47

* Here and elsewhere, dashes are used to indicate that the difference between the pre- and post-treatment scores is not statistically significant.

¹⁵ These differences likely explain why leaders who were trained by the two IPs that started with cohort 2 (TOYMU and YPSA) scored significantly lower than those trained by the original three IPs (Democracy Watch, Wave Foundation and MKP) on the government information and efficacy subindex, but significantly higher in the compatibility of civic and religious values subindex.

There was a similar interaction with education and interest in equal rights:

- ◆ PMEP #1 post-training scores remained highest among leaders with at least a Bachelor’s degree, but it did not significantly¹⁶ increase among them. Instead, it gained most strongly among those with little to no formal education.
- ◆ While PMEP #1 continued to be highest among those most strongly interested in equal rights, it did not increase in this group. Rather, it rose among those whose interest in equal rights was less strong – again, they had the most room to gain.

As was the case with several PMEP indicators, PMEP #1 advanced strongly among leaders trained by the Wave Foundation ($d = .81$), moderately among those trained by MKP ($d = .46$), and very slightly among those trained by Democracy Watch ($d = .15$). It should be noted that, prior to training, Democracy Watch participants scored higher than others on PMEP #2, so had less room for improvement. The gains among Wave and MKP-trained leaders eliminated this difference.

Differences in PMEP #12 index by IP

	Pre	Post	Effect size
Wave Foundation	3.51	3.78	.81
MKP	3.54	3.73	.46
Democracy Watch	3.65	3.71	.15

Leaders trained by the Wave Foundation showed moderate to large gains across all three subindices (d s from .46 to .65). Gains among those trained by MKP were limited to a strong advance in the government information and efficacy subindex ($d = .84$). Democracy Watch leaders improved weakly in government information and efficacy ($d = .23$) and not at all in the other two subindices.

Another result aligned with previous research indicating that living conditions can have a strong impact on civic orientation and training success. Leaders who reported better local living conditions (in an index measuring, e.g., ratings of security, jobs and basic services) improved the most on PMEP #1, with the biggest increase (from 3.66 to 3.85, $d = .49$) among those who scored in the top third for living conditions. Those who reported worse living conditions also improved on PMEP #1, but more weakly.

¹⁶ The term “significantly,” as used in this report, indicates changes that achieved statistical significance.

B. OTHER POST-TRAINING DIFFERENCES

We produced a regression model to assess other key predictors of knowledge and understanding of democracy among leaders who have completed BLDP training. A regression model identifies the extent to which potential predictor variables independently explain an outcome (i.e., controlling for other possible influences).

The strongest predictor of PME #1, post-training, was leaders' political and community engagement and their commitment to community development (PMEPs #12 and #11). As our previous literature review suggests,¹⁷ this effect may be bidirectional: Active participation in civic and community affairs likely begets democratic knowledge and efficacy, and being knowledgeable about democracy can foster greater participation.

For example, those who scored in the top third on political and community engagement reported much higher knowledge and understanding of democracy than those in the lowest third, 3.94 vs. 3.59, $d = 1.04$. The same was true of those who score highest and lowest, respectively, in commitment to community development challenges, 3.93 vs. 3.57, $d = 1.06$.



Living conditions and interest in equal rights, both discussed previously, also positively predicted PME #1, as did knowledge and understanding of community development (PMEP #2). PME #1 scores were far higher among those in the top third on PME #2 compared with those in the lowest third, 3.91 vs. 3.57, $d = 1.00$, indicating that knowledge about democracy and community development tend to go hand in hand.

Indices assessing leaders' confidence and attributes also were positive predictors of PME #1. Those who felt more confident in a leadership role or who rated themselves more positively on leadership attributes also scored higher than others in their knowledge and understanding of democracy.

¹⁷ As noted, all previous research referred to in this report is described in detail in Appendix A, Literature Review, of the *Bangladesh Leadership Development Program: Baseline Report* of July 2013.



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The training was most effective at increasing leaders' respect for and willingness to work with women and minorities.

PMEP #3: ACCEPTANCE OF THE ROLE OF WOMEN AND MINORITIES IN COMMUNITY DEVELOPMENT AND GOVERNMENT

DP PMEP Indicator #3, measuring participants' acceptance of the role of women and minorities in community development and government, is based on an index with possible scores ranging from 0 to 1.¹⁸ The index is comprised of two subindices, one measuring respect for and willingness to work with women and minorities (with possible scores ranging from 1 to 5) and a second assessing attitudes about women taking on non-traditional roles (with scores from 1 to 4). In each case, higher scores indicate greater acceptance.

The overall PMEP #3 index increased among LDP participants, from .77 to .81, $d = .34$. This suggests that training helped to increase leaders' acceptance of women and minorities in community development activities and politics.

PMEP #3 index and subindices before and after training

	Pre	Post	Effect size
Overall index	.77	.81	.34
Subindices			
Respect and willingness to work with women and minorities	3.94	4.20	.47
Perception of women taking on non-traditional roles	3.45	3.51	.13

The training was most effective at increasing leaders' respect for and willingness to work with women and minorities. This subindex increased from 3.94 before training to 4.20 after it, a medium-sized difference ($d = .47$). All eight questions included in this subindex advanced:

- ◆ Before training, 67 percent of LDP participants with religious and ethnic minorities in their community indicated that religious leaders of other faiths were highly respected there, and 64 percent said the same of religious and ethnic minorities overall. After the program, these increased to 88 and 75 percent, gains of 21 and 11 points, respectively. These increases occurred among cohort 1 and cohort 2 participants alike.

¹⁸ The questions that make up the two subindices were assessed using different scales. Therefore, for the overall PMEP #3 index, the items were transformed to range from 0-1. The index was created by averaging these transformed items. It ranges from 0 to 1, in which 1 equals full acceptance of women and minorities.

- ◆ Eighty-four and 75 percent of participants indicated after training that women and young women who are involved in the community are highly respected, with increases of 9 and 14 points, respectively.
- ◆ Willingness to work with religious minorities to address community problems also increased, from 63 to 81 percent for working with religious leaders of non-Muslim faiths and from 60 to 76 percent for working with religious and ethnic minorities in general.
- ◆ Willingness to work with women in general increased by 10 points, to 92 percent, and willingness to work with young women in particular increased by 13 points, to 90 percent.

The subindex assessing perceptions of women who take on non-traditional roles increased after training, but only very slightly (from 3.45 to 3.51, $d = .13$).

Part of this subindex measured the acceptability of women taking on traditionally male roles, including participating in community development, leading a community development activity, pursuing a law degree, running for a position on a UP and to seeking a seat in parliament. This set of questions was asked three times, assessing the extent to which participants saw each one as acceptable for a female community member, a close female family friend and a daughter of their own.

Before training, leaders scored very high in accepting a female community member pursuing non-traditional roles, but lower when it was a female friend and lower still for a daughter of their own. After the program, leaders were more accepting of a family friend or their own daughter pursuing non-traditional roles, raising these to near-parity with views on a female community member doing so.

Acceptability of [EACH CLASSIFICATION] taking on non-traditional roles

	Pre	Post	Effect size
Female community member	3.81	3.78	—
Close female family friend	3.62	3.76	.24
Daughter	3.50	3.72	.33

This shift was due largely to male participants becoming modestly more accepting of both a female friend ($d = .32$) and their daughter ($d = .38$) in traditionally male roles. Female leaders did not improve on the “close friend” measure, but showed a small increase in acceptance of a daughter taking on non-traditional roles ($d = .29$). In both cases, women’s acceptance remained higher than men’s.

Other elements of this subindex did not improve, including the extent to which participants saw taking on a leadership role in the community as compatible with women’s and young women’s traditional roles in society, identifying an area for additional focus in the future.

A. TRAINING IMPACTS AMONG GROUPS

LDP participants overall reported similar levels of acceptance of women and minorities regardless of participants' gender or age group. Also, as with PMEP #1, PMEP #3 improved fairly similarly among males and females and youth and adult leaders alike.

PMEP #3 by groups

	Pre	Post	Effect size
All	.77	.81	.34
Youth leaders	.77	.81	.33
Community leaders	.77	.82	.43
Men	.76	.81	.40
Women	.78	.82	.40
Male youth leaders	.75	.80	.38
Female youth leaders	.79	.82	.30
Male community leaders	.77	.82	.40
Female community leaders	.78	.82	.40

As with many of the indicators, acceptance of women and minorities advanced exclusively among leaders who had not attended previous training ($d = .52$), including a medium-sized improvement in respect and willingness to work with women and minorities ($d = .49$) and a small gain in positive perceptions of women taking on non-traditional roles ($d = .18$). Leaders who attended previous training did not improve on the index or either of its subindices.

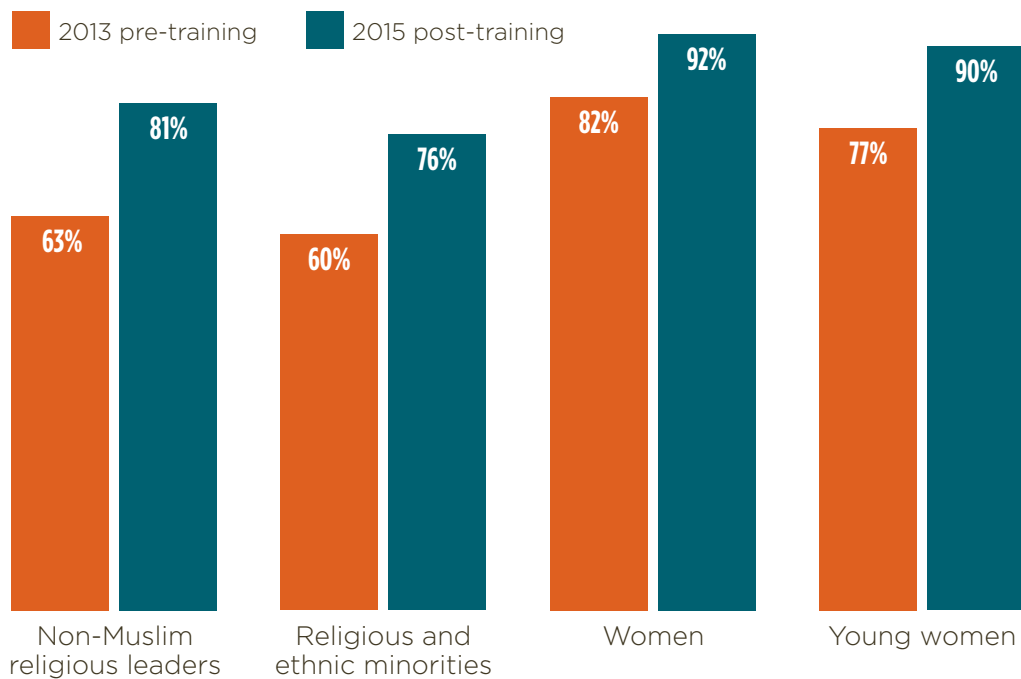
PMEP #3 by groups

	Pre	Post	Effect size
Previous training			
Yes	.81	.81	—
No	.76	.82	.52
Education			
Bachelor's+	.78	.80	—
Secondary school	.76	.81	.42
Class 6-8	.77	.82	.43
None/class 1-5	.77	.82	.45
Interest in equal rights			
Extremely	.83	.87	.42
Very	.77	.81	.36
Somewhat or less	.71	.77	.48
Living conditions			
Top third	.78	.82	.33
Middle third	.78	.81	.26
Bottom third	.75	.81	.52

Also as with other indicators, gains differed by education and interest in equal rights. College-educated leaders did not show a significant increase in acceptance of women and minorities, but those with less formal education did.

After training, the leaders most interested in equal rights remained more accepting of women in non-traditional roles than those less interested in equal rights. Nonetheless, the less-interested leaders became more accepting of women taking on non-traditional roles ($d = .31$), while the views of those more interested in equal rights did not change. Gains in the other subindex and the overall PMEP #3 index were similar regardless of interest in equal rights.

Impact of training on willingness to work on community problems with ...



Acceptance of women and minorities increased most among people who reported poor living conditions ($d = .52$). Before training, this group scored the lowest in their respect for and willingness to work with minorities. Their moderate gains on this subindex ($d = .60$) and slight improvement in their acceptance of women taking on non-traditional roles ($d = .19$) lifted their overall scores, post-training, to the same level as those who reported better living conditions.

There were differences in acceptance of women and minorities based on implementing partner, with this the only indicator in which leaders trained by Democracy Watch showed a substantial post-training gain (from .79 to .85, $d = .54$). PMEP #3 increased

similarly among Wave Foundation participants ($d = .45$), but not among MKP leaders. Indeed regression modeling identified implementing partner as the strongest independent predictor of acceptance of women and minorities.

It is possible that some of the IP differences in gains on this indicator are due to differences in living conditions and education. Democracy Watch leaders reported living in worse conditions and had less formal education, both groups that showed stronger advances in acceptance of women and minorities. However, IP remained significant in the regression model even when controlling for conditions and education.

B. OTHER POST-TRAINING DIFFERENCES

Among other regression modeling results, PMEP #1 emerged as a strong independent predictor of PMEP #3: Those who know more about democracy and civic values are more likely to be accepting of women and minorities.

Participants' rating of the quality of their LDP training sessions also predicted PMEP #3 scores. Leaders who rated their sessions in the top third of all evaluations were more accepting of women and minorities than those who rated session quality in the bottom third (.84 vs. .79, $d = .50$). This aligns with previous research¹⁹ indicating that civic training programs have the greatest impact when they are led by well-trained educators using active teaching techniques.

As with PMEP #1, acceptance of women and minorities was stronger among leaders who more positively evaluated their leadership skills, as well as those who were most interested in equal rights. For example, those who said they were extremely interested in equal rights scored vastly higher on PMEP #3 than those who were only somewhat or less interested (.87 vs. .77, $d = 1.04$).

Religious education also was a significant predictor of acceptance of women and minorities. Controlling for other factors, those with a religious education scored lower on this index.

¹⁹ See Literature Review, Appendix A, *Bangladesh Leadership Development Program Baseline Report*, July 2013.



“
LDP participants showed
greater political and
community engagement
post-training than they
did before attending LDP.”

PMEP #12: POLITICAL AND COMMUNITY ENGAGEMENT

DP PMEP Indicator #12, assessing participants' political and community engagement, is based on their interest and involvement in politics and the community and their engagement in civic activities. The index, which ranges from 0 to 1,²⁰ is based on a subindex of political and community involvement (ranging from 1 to 5) and a civic activities subindex based on a count of how many of nine types of civic behavior participants engaged in during the previous year.

LDP participants showed greater political and community engagement post-training than they did before attending LDP training (.40 vs. .33), a moderate improvement ($d = .36$). This included similar gains in both subindices.

PMEP #12 index and subindices before and after training

	Pre	Post	Effect size
Overall index	.33	.40	.36
Subindices			
Civic activities	2.72	3.68	.38
Political and community involvement	2.35	2.59	.32

Post-training, leaders reported participating in more civic activities in the previous 12 months than they did in the 12 months before the program. Those activities ranged from organized efforts to solve community problems to participating in a protest or advocating for equal rights. Among the biggest differences:

- ◆ Before training, 47 percent had participated in an organized effort to solve a neighborhood problem in the previous year. After training, that rose sharply, to nearly two-thirds.
- ◆ There was a similar 18-point gain in the number of leaders who said they'd worked with community organizations to plan an event, from 43 to 61 percent.
- ◆ There was a 16-point increase in the number who'd advocated for religious or ethnic minorities in previous year, and a 13-point jump in the number who'd contacted a community or religious leader about a community problem.

²⁰ As with PMEP #3, the two subindices were assessed using different scales. Therefore, for the overall PMEP #12 index, the items were transformed to range from 0-1. The index was created by averaging these transformed items. It ranges from 0 to 1, where 1 is the highest level of possible political and community engagement.

PMEP #12: POLITICAL AND COMMUNITY ENGAGEMENT

- ◆ Participants were 11 points more likely after training to have contacted a local government official about a community program, and to have advocated for youth rights in the previous year.

Civic participation rates before and after training

	Pre	Post	Difference
Participated in an organized effort to solve a community problem	47%	65%	+18 pts.
Worked with community organizations to plan a community event	43	61	+18
Advocated for religious/ethnic minority rights	8	24	+16
Contacted community/religious leader about a community problem	38	51	+13
Contacted local government official about a community problem	51	62	+11
Advocated for youth rights	13	24	+11
Taken part in a protest or strike	18	24	+6
Advocated for women's rights	28	31	+3
Encouraged people in your community to participate in the political process	26	27	+1

Many of the individual items in the subindex assessing political and community involvement also increased after training. For example, half of leaders indicated high interest in matters of politics and government, up from 40 percent before training.

Self-reported involvement in government and politics, while still low, improved significantly as well. More (but still relatively few) reported at least some involvement in the UP administration (40 vs. 29 percent), political organizations in their community (34 vs. 28 percent) or in the upazila administration (19 vs. 9 percent).

Community involvement also increased in other measures. LDP participants became significantly more likely to say they were frequently asked by members of their community (outside their immediate family) for advice on personal matters, community and religious matters and information in general.

Community involvement before and after training

	Pre	Post	Difference
People in the community often come to you for...			
Advice on personal matters	35%	46%	+11 pts.
Advice on community matters	22	32	+10
Information in general	35	43	+8
Advice on religious matters	19	26	+7
Advice on the workings of government	9	10	+1

A. TRAINING IMPACTS AMONG GROUPS

Before training, youth leaders and women were much less apt than community leaders and men to be engaged in politics and the community. These gaps were reduced post-training, a result of moderate gains among youth and women (d s = .47 and .48, respectively). Engagement among community leaders and men also improved, but more modestly (d s = .24 and .27).

PMEP #12 by groups

	Pre	Post	Effect size
All	.33	.40	.36
Youth leaders	.29	.37	.47
Community leaders	.38	.43	.24
Men	.41	.46	.27
Women	.25	.33	.48
Male youth leaders	.37	.43	.35
Female youth leaders	.22	.31	.66
Male community leaders	.46	.49	—
Female community leaders	.28	.36	.43

Young women showed the greatest increase in their political and community engagement ($d = .66$), including a medium-sized increase in political and community involvement ($d = .60$) and a large gain in civic activities ($d = .73$).

Before training, female youth leaders reported engaging in just one of nine civic activities in the previous year, on average. After training, that rose to 2.63. In the largest increases, 45 and 42 percent, respectively, said they participated in organized efforts to solve a community problem and to plan a community event, up very sharply from 19 and 16 percent.

On the other end of the spectrum, male community leaders showed no change in their overall political and community engagement, including no difference in political and community involvement and only a small change in participation in civic activities ($d = .27$).

As with PMEP #1, political and community engagement barely changed among leaders trained by Democracy Watch ($d = .15$). Wave Foundation trainees showed a moderate increase in engagement ($d = .44$) and leaders trained by MKP showed a large gain ($d = .89$). This pattern held for both subindices.

PMEP #12 by IP

	Pre	Post	Effect size
MKP	.28	.44	.89
Wave Foundation	.36	.44	.44
Democracy Watch	.35	.38	.15
YPSA	—	.30	—
TOYMU ²¹	—	.25	—

While there was no significant difference between cohorts on PMEP #12, post-training political and community engagement was much higher among leaders trained by the original three IPs than among those trained by the two IPs that began with cohort 2 (.42 vs. .28, $d = .82$). Leaders trained by the newer IPs were less involved in politics and the community (2.16 vs. 2.65, $d = .71$) and engaged in fewer civic activities (1.98 vs. 3.93, $d = .78$). The two newer IPs were the only ones in Chittagong; so a regional confound is possible.

As with almost every other indicator, PMEP #12 and its subindices did not improve among leaders who had previously attended leadership training, among those with a college degree and among those most interested in equal rights. Political and community engagement remained highest in these groups nonetheless. Also, unlike many others, this indicator advanced regardless of respondents' self-reported living conditions.

PMEP #12 by groups

	Pre	Post	Effect size
Previous training			
Yes	.51	.50	—
No	.32	.37	.27
Education			
Bachelor's+	.44	.45	—
Secondary education	.36	.43	.38
Class 6-8	.34	.39	.26
None/class 1-5	.26	.33	.40
Interest in equal rights:			
Extremely	.43	.46	—
Very	.33	.40	.39
Somewhat or less	.26	.33	.42

²¹ The sample size of leaders trained by TOYMU is small, $n = 81$, but all differences described are statistically significant.

B. OTHER POST-TRAINING DIFFERENCES

Regression modeling showed that the strongest predictors of PMEP #12 were leaders' knowledge and understanding of democracy (PMEP #1) and community development (PMEP #2), as well as their confidence. For example, leaders who scored in the top third on PMEP #1 reported far greater political and community engagement than those whose knowledge score was in the bottom third, .49 vs. .33, $d = .93$. This makes sense; knowledge and confidence often are precursors to action.

Additional predictors included IP, perceptions of corruption and trust in government. As noted, political and community engagement was much higher among leaders trained by one of the three IPs that began conducting trainings in 2013 compared with those that began sessions in 2014. In addition, those who perceived less corruption, and those who were more trusting of government, scored higher on PMEP #12. As previous research has shown, lack of confidence in government can be an impediment to involvement in politics.

Age group and gender also were significant predictors. As noted, community leaders and men reported greater political and community engagement than did youth leaders ($d = .32$) and, especially, women ($d = .74$).

Beyond the predictors that emerged in modeling, there were other differences in engagement among LDP leaders. Those who rated their economic situation positively (as "excellent" or "very good") scored moderately higher on PMEP #12 than those who described their household economic situation less positively (.46 vs. .38, $d = .42$). Those who were employed also reported greater engagement than others.

While training quality did not emerge as a predictor in the modeling, there were significant differences in political and community engagement depending on how effective leaders felt the training was at improving their comfort being a leader. Among those who called this aspect of the training extremely effective, the average score on PMEP #12 was .44, vs. .33 among those who said it was only somewhat effective or less, a fairly large difference ($d = .59$).

স্মার্ত বাস্তবায়ন

⇒ Direction নির্দেশনা

⇒ Determination প্রসংকল্প

⇒ Dedication উৎসর্গ

⇒ Dead Line সময়সীমা

Dream স্বপ্ন
Specific/নির্দিষ্ট

S ⇒ Specific/নির্দিষ্ট

M ⇒ Measurable/পরিমাপযোগ্য

A ⇒ Achievable/অর্জনযোগ্য

R ⇒ Realistic/বাস্তবসম্মত

T ⇒ Time Line/Time Bound
নির্দিষ্ট সময়সীমা

S
M
A
R
T

স্মার্ত
বাস্তবায়ন

ব

ক

PMEP #7: USE OF ICT RESOURCES TO PROMOTE DEMOCRATIC PRINCIPLES

PMEP #7, measuring use of ICT resources to promote democratic principles, is based on a question asking respondents who participated in any of nine civic activities in the previous year if they did so using “the internet, social media, SMS texting or an internet-enabled cell phone.”

Such activity is not widespread; after training, a net total of 11 percent of LDP participants said they had used ICT resources as part of a civic activity. However, that was up from just 4 percent pre-training, a modest 7-point gain ($d = .27$).

There was a cohort effect in this result, relating to internet access. Post-training, 15 percent of cohort 2 participants said they’d used ICT resources to promote democracy, compared with 6 percent of cohort 1 participants. This is partially due to the fact that cohort 2 leaders were somewhat more likely than those in cohort 1 to have easy access to the internet (19 vs. 14 percent, $d = .13$). Those with internet access were, in turn, much more likely than those without it to have used ICT resources to promote democracy (32 vs. 6 percent, $d = .70$).

Because our goal is to measure training impacts, we eliminated the effect of cohort by comparing pre- and post-training results among cohort 1 leaders only. As noted, just 6 percent of cohort 1 leaders used ICT resources to promote democracy post-training, not a statistically significant change from their pretest usage.

There also were no significant advances in cohort 1 ICT usage among demographic groups (e.g., gender, age and education). Given the strong relationship between internet access and use of ICT resources, it seems that as long as leaders’ access to the internet remains limited, it will be difficult for training to have a substantial impact on the use of ICT resources.

A. POST-TRAINING DIFFERENCES

In regression modeling, the strongest independent predictor of LDP leaders’ use of ICT resources after training, not surprisingly, was having easy access to the internet. Cohort also was a predictor – as noted, cohort 2 participants were more likely than those in cohort 1 to have used ICT resources.

Other predictors included IP and previous training. In the post-training data, 19 percent of those trained by the Wave Foundation had used ICT resources in the previous year, compared with 7 and 6 percent of MKP and Democracy Watch leaders, respectively. This is at least partially because Wave Foundation leaders were more likely to report having easy access to the internet, though IP remained a significant predictor even when controlling for internet access.

Also, 20 percent of participants who attended previous training before joining the LDP reported using ICT resources in the previous year, vs. 8 percent of previously untrained leaders.

As was the case in pre-program results, use of ICT resources post-training was higher among youth leaders than community leaders (14 vs. 7 percent) and among men than women (also 14 vs. 7 percent). This was almost entirely due to the fact that young men were especially apt to have used ICT resources to promote democracy in the previous year (21 percent had). ICT usage also continued to be highest among those with a college degree (22 percent).

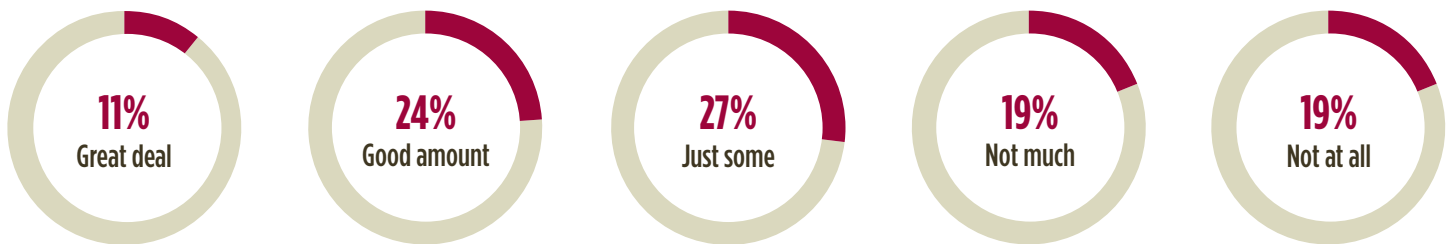
Finally, participants in Khulna were most likely to say they had used ICT resources (31 percent), followed by those in Chittagong (15 percent). Just 7 and 6 percent of leaders from Rajshahi and Dhaka said the same. This was partially due to differences by division in internet access.

PMEP #2: KNOWLEDGE AND UNDERSTANDING OF COMMUNITY DEVELOPMENT

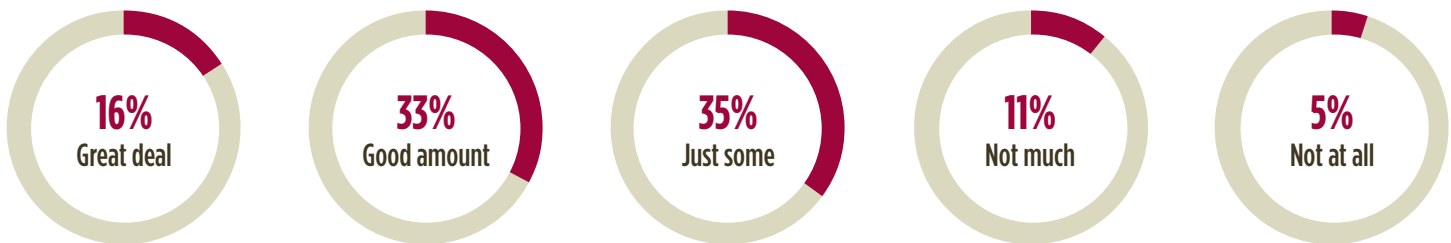
DP PMEP Indicator #2, gauging participants' knowledge and understanding of community development, is comprised of subindices measuring the amount of information leaders feel they have about community development and their understanding and efficacy in this area. Scores on the index and its subindices can range from 1 to 5.

Confidence in ability to create a community action plan

2013 pre-training



2015 post-training



PMEP #2 showed one of the largest post-training changes, advancing from 2.76 to 3.06 ($d = .42$). This included a small improvement in information about community development ($d = .24$) and a larger increase in understanding and efficacy ($d = .49$).

Given the LDP's focus, these advances (along with those in PMEP #11, commitment to addressing development challenges) are especially noteworthy, albeit with additional room for growth.

PMEP #2 index and subindices before and after training

	Pre	Post	Effect size
Overall index	2.76	3.06	.42
Subindices			
Community development information subindex	2.76	2.96	.24
Community development understanding and efficacy subindex	2.77	3.17	.49

Examples of gains in efficacy and understanding included these:

- ◆ Pre-training, 27 percent of leaders felt they could have a great deal or good amount of influence on conditions in their community, while 22 percent felt they could have no impact at all. After training, 36 percent of leaders felt they could have a strong influence, and just 13 percent felt they held no sway – a gain and drop of 9 points each.
- ◆ The number of LDP participants saying they well understood ways in which “community groups can obtain grant money from government, private or international agencies for local development” increased from 12 to 20 percent. The number saying they didn’t understand this process well at all decreased from 42 to 27 percent.
- ◆ Leaders’ confidence in their ability to create “an action plan that describes their strategy to best meet community needs” increased to 49 percent, up 14 points compared with pre-training results. More generally, leaders’ confidence in their skills and knowledge to help solve community development problems gained 12 points, to 62 percent.

The other subindex is made up of four questions that assess the amount of information leaders have about community development. All showed significant gains.

After training, 41 percent of leaders reported at least a good amount of information about development needs in their community, 34 percent said the same about ways to get involved in community development, two in ten felt well-informed about development work being done in the area and 15 percent had at least a good deal of information about resources available for community development. While these results suggest a continuing need for greater information, they were up 9, 7, 8 and 8 points, respectively, compared with pre-training results.

Information on community development

	Pre	Post	Difference
Have a great deal/good amount of information on...			
Development needs in your community	32%	41%	+9 pts.
Development work currently being done in your community	12	20	+8
Resources available to support development work in your community	7	15	+8
Ways to get involved in projects to improve your community	27	34	+7
No development work in my community	51	24	-27

These questions included an option for leaders to indicate that there was no development work being done in their community. Before training, 51 percent said so. After training, that dropped by half, to 24 percent, a dramatic advance suggesting that LDP training encouraged leaders to initiate development projects in their communities.

A. TRAINING IMPACTS AMONG GROUPS

As with most of the indicators, pre-training results found far less knowledge and understanding of community development among youth leaders and women, compared with community leaders and men. However, youth and female leaders showed stronger gains after training. The larger increase among youth leaders ($d = .59$) completely erased their pre-training gap with community leaders. The gender difference remained post-training, but was attenuated.

PMEP #2 by groups

	Pre	Post	Effect size
All	2.76	3.06	.42
Youth leaders	2.67	3.06	.59
Community leaders	2.85	3.07	.29
Men	3.01	3.28	.40
Women	2.46	2.83	.54
Male youth leaders	2.91	3.26	.57
Female youth leaders	2.40	2.85	.73
Male community leaders	3.10	3.30	.28
Female community leaders	2.54	2.81	.37

The gain among youth leaders reflected a large increase in their community development understanding and efficacy ($d = .67$) and a smaller increase in their information about community development ($d = .29$). Community leaders gained much more modestly on both.

Women showed moderate gains in their understanding and efficacy ($d = .51$) and community development information ($d = .41$). Men’s understanding and efficacy increased ($d = .56$), but their information about community development did not.

Taken together, the largest gain in PMEP #2 occurred among young women ($d = .73$). After training, female youth leaders were more likely to feel informed about community development ($d = .49$) and to report greater understanding of development issues and efficacy ($d = .68$). Adult men had only a small change in PMEP #2 ($d = .28$).

LDP participants trained by Democracy Watch showed a slight gain ($d = .25$). Those trained by Wave Foundation and MKP reported much greater knowledge and understanding after training than before (d s = .81 and .89, respectively).

Leaders trained by Wave Foundation and MKP improved strongly on understanding and efficacy (d s = 1.08 and .93, respectively). Those trained by MKP also gained in information about community development, but more moderately ($d = .58$), while those trained by Wave Foundation only gained slightly on the information subindex ($d = .24$).²²

In post-training data, leaders trained by the two new IPs (TOYMU and YPSA) scored much lower on the overall index than those trained by IPs that began during the first cohort (2.59 vs. 3.13, $d = .79$). This includes large differences on both the information subindex (2.44 vs. 3.03, $d = .72$) and the understanding and efficacy subindex (2.73 vs. 3.23, $d = .65$).

PMEP #2 and subindices by IP

	Pre	Post	Effect size
Democracy Watch			
Overall index	2.86	3.05	.25
Information subindex	2.78	3.02	.28
Understanding and efficacy subindex	2.93	3.10	.19
Wave Foundation			
Overall index	2.68	3.20	.81
Information subindex	2.82	3.01	.24
Understanding and efficacy subindex	2.61	3.38	1.08
MKP			
Overall index	2.62	3.17	.89
Information subindex	2.66	3.09	.58
Understanding and efficacy subindex	2.61	3.26	.93
TOYMU & YPSA NET			
Overall index	—	2.59	—
Information subindex	—	2.44	—
Understanding and efficacy subindex	—	2.72	—

²² As noted, Democracy Watch leaders reported poorer living conditions and less formal education. Overall, leaders in worse living conditions often showed weaker gains on PMEP #12, but those with less education showed stronger gains. This suggests that this difference by IP is not entirely explained by these factors.

The impact of previous training, education and interest in equal rights followed that of most other indicators. Leaders who attended leadership training prior to the LDP program and those who are college educated did not improve on the PMEP #2 index, while the vast majority of those without previous training and with less education did show improvements.

Participants with less interest in equal rights also showed stronger improvement than those most interested in equal rights, although even among those extremely interested in equal rights there was a significant increase. As with other indicators, knowledge and understanding of community development remained highest among those with previous training, a college education or strong interest in equal rights.

PMEP #2 by groups

	Pre	Post	Effect size
Previous training			
Yes	3.29	3.45	—
No	2.70	2.97	.39
Education			
Bachelor's+	3.20	3.35	—
Secondary school	2.89	3.22	.50
Class 6-8	2.77	3.04	.37
None/class 1-5	2.42	2.68	.38
Interest in equal rights			
Extremely	3.11	3.37	.35
Very	2.74	3.05	.46
Somewhat or less	2.45	2.79	.53
Living conditions			
Top third	2.83	3.23	.54
Middle third	2.69	3.02	.47
Bottom third	2.75	2.93	.26

Similar to PMEP #1 (knowledge and understanding of democracy) PMEP #2 increased the most among those who scored in the top third of the living conditions index ($d = .54$) and the least among those who reported the most difficult living conditions ($d = .26$). In part as a result, the gap between these groups widened.

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Of all of the PMEP indices, commitment to addressing development challenges shows the greatest change



PMEP #11: COMMITMENT TO ADDRESSING DEVELOPMENT CHALLENGES

DP PMEP Indicator #11 evaluates participants' commitment to addressing development challenges and includes a subindex that assesses their community development participation. Both range from 1 to 5.

Of all of the PMEP indices, commitment to addressing development challenges shows the greatest change, advancing to 3.35 from 3.02 ($d = .44$). This includes an even larger advance in the subindex on community development participation ($d = .50$).

PMEP #11 index and subindex before and after training

	Pre	Post	Effect size
Overall index	3.02	3.35	.44
Subindex:			
Community development participation	2.61	3.06	.50

Participation could be better still; in post-training results a minority of leaders, 37 percent, said they were highly involved in organized efforts to improve their community. But that was up 11 points compared with its pre-training level. Similarly, while just 35 percent said they participated very or somewhat frequently in “organized efforts to improve conditions or opportunities in your community” in the previous year, that represents a 14-point increase.

Moreover, the number of leaders who never participate in community improvement efforts, or who said there were no such efforts in their area, dropped by more than half, from 36 percent before training to 15 percent afterward. Participation in formal community development committees also rose, from 26 to 41 percent. A quarter reported being a committee leader, up from 17 percent.

Reflecting this greater participation, 54 percent of LDP participants said their participation in community projects increased over the previous year, up from 39 percent prior to training.

Among the other items included in the PMEP #11 index:

- ◆ Thirty-two percent of leaders in post-training results said people in their community often come to them to discuss community development issues, up 12 points.

- ◆ Forty-two percent said they frequently speak to assembled groups on community development issues, up from 33 percent before training.
- ◆ Most leaders continued to be highly interested in organized efforts to improve their community and highly committed towards improving conditions in their community (83 and 76 percent, respectively, in the post-training data). Neither changed after training.

A. TRAINING IMPACTS AMONG GROUPS

As with political and community engagement (PMEP #12), PMEP #11 was much lower among female than male leaders ($d = 1.03$) and somewhat lower among youth than community leaders ($d = .34$) before LDP training. However, stronger gains among women and youth after training ($ds = .64$ and $.57$, respectively) helped to attenuate these gaps. In post-training results, youth leaders scored only slightly lower than community leaders ($d = .16$) in their commitment to community development. A large gender gap remained ($d = .84$), though it narrowed somewhat.

PMEP #11 by groups

	Pre	Post	Effect size
All	3.02	3.35	.44
Youth leaders	2.89	3.29	.57
Community leaders	3.16	3.40	.31
Men	3.37	3.61	.36
Women	2.63	3.07	.64
Male youth leaders	3.22	3.56	.54
Female youth leaders	2.54	3.02	.79
Male community leaders	3.51	3.65	.20
Female community leaders	2.73	3.13	.53

Also following the same pattern as political and community engagement, female youth leaders’ gains in PMEP #11 were especially impressive ($d = .79$ overall and $.86$ on the participation subindex). That said, this group continued to score lower than others, indicating room for further improvement.

Leaders trained by Democracy Watch showed modest improvement in their commitment to community development ($d = .31$), while those trained by Wave Foundation or MKP showed much larger gains ($ds = .60$ and $.91$, respectively). Participants trained by these three IPs scored much higher than those trained by the two IPs that began work with cohort 2 ($d = .78$). There were no overall differences by cohort in commitment to community development.

PMEP #11 by IP

	Pre	Post	Effect size
MKP	3.03	3.28	.31
Wave Foundation	3.18	3.58	.60
Democracy Watch	2.86	3.45	.91
YPSA	—	2.95	—
TOYMU	—	2.76	—

As with most of the indicators, commitment to community development increased exclusively among leaders who did not attend pre-LDP training ($d = .40$). The few who received other leadership training before enrolling in the LDP continued to have higher scores on the index, but their commitment to community development did not increase after LDP training.

Differences by education and interest in equal rights again showed a similar pattern. Commitment was up exclusively among leaders with less than a college education, and was up less strongly among those most interested in equal rights. As with prior training, those with a college degree and those with the most interest in equal rights still scored higher on the index after training than their counterparts; the gaps, however, decreased.

PMEP #11 by groups

	Pre	Post	Effect size
Previous training			
Yes	3.73	3.75	—
No	2.96	3.25	.40
Education			
Bachelor's+	3.48	3.62	—
Secondary school	3.17	3.49	.46
Class 6-8	3.06	3.31	.33
None/class 1-6	2.65	3.04	.54
Interest in equal rights			
Extremely	3.44	3.67	.32
Very	3.02	3.34	.46
Somewhat or less	2.62	3.05	.61

B. OTHER POST-TRAINING DIFFERENCES

Not surprisingly, the strongest predictor of leaders' commitment to community development in the post-training data was their knowledge and understanding of community development (PMEP #2). Commitment in PMEP #11 was vastly higher among those who scored in the top third on PMEP #2, compared with those in the lowest third (2.71 vs. 3.92, $d = 2.37$).

A similar effect occurred with knowledge and understanding of democracy (PMEP #1). Leaders who scored in the top third on PMEP #1 also reported much greater commitment to community development than those with less understanding (3.07 vs. 3.66, $d = .89$).

As noted, knowledge is a precursor to action; therefore it is not surprising that those with the greatest understanding of community development and democracy are most involved in it. At the same time, active engagement in community development likely increases leaders' knowledge, a bi-directional effect.

The modeling also showed that leaders who scored higher on leadership confidence were more apt than others to be engaged in community development. Lack of confidence often impedes involvement and willingness to take on leadership roles.

As described above, the post-training data showed significant differences in commitment to community development by gender, age group, IP, interest in equal rights and whether or not the leader attended previous training. Each of these differences was reflected in the modeling.

Beyond modeling, there were other notable group differences in post-training commitment to addressing community development challenges:

- ◆ Leaders who reported a better economic situation at home were more likely than others to be engaged in development work. As noted, previous research indicates that training programs do better when basic needs are being met.
- ◆ There were differences in participant commitment by the quality of training sessions. Those in the top third in their ratings of session quality reported moderately greater commitment to community development than those in the bottom third (3.53 vs. 3.17, $d = .53$).
- ◆ Similarly, those who said they learned a great deal in training and who saw the training as extremely effective at improving their comfort taking on leadership roles both reported being more engaged in their community than those who were less enthusiastic about the training.
- ◆ Finally, leaders who attended at least one follow-up meeting also reported greater commitment to community development than those who did not attend a follow up (3.49 vs. 3.24, $d = .38$). Directionality is unclear, but commitment to development and participation in follow ups may be mutually reinforcing.

A. TRUST IN GOVERNMENT INDEX

In addition to the PMEP indicators evaluated above, training influenced a variety of attitudes and beliefs related to civic and community engagement. Previous research shows, for example, that people's views of their government often impact their willingness to participate in democratic and civic activities. And as noted in discussion of PMEP #12, an index of trust in government indeed predicted political and community engagement.

LDP leaders' trust in government, as measured by this index, increased modestly after training, with scores (on a scale of 1 to 5) rising from 3.60 to 3.82, $d = .27$. This included advances in trust across all levels of government. Specifically:

- ◆ Before training, 46 percent of leaders said they highly trusted their upazila government to carry out its responsibilities. After training this rose to 65 percent, a 19-point advance.
- ◆ Trust in the UP government rose similarly, with the number saying they had at least a good amount of trust increasing from 56 to 72 percent.
- ◆ Trust in the federal government increased from 52 to 62 percent.

Trust in government rose the most among male youth leaders ($d = .43$). Male youths' trust in the upazila and UP governments increased by 26 and 21 points, respectively. Trust increased more modestly among female youth and male community leaders; it did not rise significantly overall among female community leaders. Male youth leaders' trust in government may partially reflect their greater knowledge and understanding of democracy (PMEP #1), including having greater self-reported information about government.

Trust in government index by groups

	Pre	Post	Effect size
All	3.60	3.82	.27
Youth leaders	3.53	3.79	.33
Community leaders	3.67	3.86	.23
Men	3.58	3.86	.34
Women	3.62	3.78	.20
Male youth leaders	3.47	3.81	.43
Female youth leaders	3.60	3.77	.21
Male community leaders	3.69	3.92	.27
Female community leaders	3.65	3.79	—

As with many of the PMEP indices, trust in government rose only among participants trained by the Wave Foundation ($d = .55$) or MKP ($d = .47$); it did not advance meaningfully among those trained by Democracy Watch.

Again similar to most PMEP indices, trust improved among leaders who had not received prior training ($d = .27$), but not among those who'd been previously trained. However, unlike the pattern with PMEP indicators, trust in government did not increase among those with little to no education, but did among those with more education. Also, advances in trust in government occurred regardless of leaders' cohort, living conditions or interest in equal rights.

B. CORRUPTION AND GOVERNMENT PERFORMANCE

Greater trust in government was not accompanied by any change in perceptions of the amount of corruption in Bangladesh or in ratings of the government's performance. In post-training data, more than eight in 10 LDP leaders saw corruption as widespread; 53 percent called it very widespread. And the vast majority, 90 percent, continued to say the government could be doing a better job providing basic services and assistance, an attitude that was related to perceptions of corruption.

Views of corruption as widespread were especially prevalent among participants living in Chittagong (94 percent), including those trained by YPSA (96 percent) and TOYMU (91 percent). Such perceptions subsided to 75 percent among MKP-trained leaders, all in Rajshahi.

LEADER CONFIDENCE, SKILLS AND CHALLENGES

A. LEADER CONFIDENCE INDEX

LDP trainees' confidence in their leadership abilities also increased after training – an important outcome because, as noted, confidence predicts leaders' understanding of democracy (PMEP #1), understanding of community development (PMEP #2), political and community engagement (PMEP #12) and commitment to addressing development challenges (PMEP #11).

Scores on an index measuring LDP trainees' self-confidence increased from 3.78 to 4.02, a medium-sized gain ($d = .42$). This includes a small gain in a subindex measuring comfort being a leader (from 4.32 to 4.47, $d = .23$), a larger increase in self-ratings of leadership attributes (from 3.73 to 4.04, $d = .47$), and improvements on other items included in the overall index.

The modest increases in comfort being a leader included a 7-point gain in comfort speaking to assembled groups (from 81 to 88 percent) and a 5-point increase in comfort reaching out to others to learn their views (from 79 to 84 percent). Comfort offering advice and guidance to others did not increase, likely because it was so high before training. Almost all leaders, 96 percent, said they were very or extremely comfortable doing this.

Advances in leadership skills were much more impressive, including 18-point increases in the percentage of leaders who rated their teamwork and problem solving skills highly and 17-point increases in ratings of communication, conflict resolution and decision-making skills. Nine in 10 leaders rated themselves as well-skilled at teamwork post-training, and seven in 10 to three-quarters rated themselves highly on the other four attributes.

Moreover, before training, 54, 56 and 55 percent of leaders rated themselves as highly skilled in negotiation, delegation and organization, respectively. After training, these advanced to 69, 69 and 65 percent.

Leadership skill subindex items

	Pre	Post	Difference
Teamwork	71%	89%	+18 pts.
Problem solving	54	72	+18
Interpersonal communication	59	76	+17
Conflict resolution	58	75	+17
Decision making	52	69	+17
Negotiation	54	69	+15
Delegating tasks	56	69	+13
Organization	55	65	+10

Additional items in the overall leadership confidence index included leaders' assessments of how well-respected they were in their community, whether they thought of themselves as leaders and, depending on their answer, either how capable of a leader they thought they were or their self-rated potential to become a leader in the future. In summary:

- ◆ Seven in 10 reported being highly respected in their communities, essentially unchanged.
- ◆ Just 29 percent thought of themselves as leaders in their community (up 6 points).
- ◆ Of those who did see themselves as a leader, more than eight in 10 perceived themselves to be highly capable. Among those who did not see themselves as a leader, however, just two in 10 thought they had high potential to become a community leader in the future. (These, again, were essentially unchanged.)

While modesty may be at play, the results on thinking of oneself as a current or future leader suggest areas in which the LDP might seek to bolster its curriculum.

1. Training Impacts Among Groups

Though the leader confidence index improved regardless of age group, post-training gains were stronger among youth leaders ($d = .55$) than community leaders ($d = .33$). As a result, what had been a significant difference between youth and community leaders ($d = .26$) was eliminated.

Female leaders continued to indicate lower confidence than male leaders ($d = .51$), albeit with gains among both women ($d = .51$) and men ($d = .40$) after LDP training. Post-training increases in self-confidence were strongest among female youth leaders ($d = .64$) and weakest among adult men ($d = .29$). Female youth leaders started with the lowest confidence, so had the most to gain.

Leader confidence index by groups

	Pre	Post	Effect size
All	3.78	4.02	.42
Youth leaders	3.70	4.00	.55
Community leaders	3.86	4.05	.33
Men	3.94	4.15	.40
Women	3.60	3.89	.51
Male youth leaders	3.86	4.12	.50
Female youth leaders	3.53	3.87	.64
Male community leaders	4.02	4.17	.29
Female community leaders	3.67	3.91	.40

In line with many of the indicators, the gain in confidence among leaders trained by Democracy Watch ($d = .23$) was much smaller than the advance among those trained by Wave Foundation ($d = .51$) or MKP ($d = .70$).

Self-confidence did not meaningfully increase among participants who had previously attended leadership training or those with a college degree, while new leaders and those with less education showed moderate gains. As with trust in government, advances in self-confidence occurred regardless of cohort, living conditions or interest in equal rights.

Leader confidence index

	Pre	Post	Effect size
Previous training			
Yes	4.16	4.21	—
No	3.75	3.98	.40
Education			
Bachelor's+	4.02	4.15	—
Secondary school	3.84	4.10	.49
Class 6-8	3.82	4.02	.36
None/class 1-5	3.59	3.84	.41

B. HOLDING THE GOVERNMENT ACCOUNTABLE

Beyond the overall confidence index, leaders' confidence that they would know how to hold the government accountable for a disruption of services also increased. In 2013, a quarter of leaders were highly confident they would know how to hold the government accountable; that rose to 44 percent post-training. Those not so or not at all confident dropped from 49 percent to 20 percent.

Confidence in holding the government accountable increased across groups, advancing the most among male youth leaders (by 25 points) and least among female community leaders (12 points).

Confidence in holding the government accountable

	Pre	Post	Difference
All	25%	44%	+19 pts.
Youth leaders	21	45	+24
Community leaders	29	44	+15
Men	32	55	+23
Women	16	34	+18
Male youth leaders	29	54	+25
Female youth leaders	13	35	+22
Male community leaders	36	56	+20
Female community leaders	20	32	+12

Before training, more Democracy Watch than Wave Foundation or MKP leaders indicated confidence in their ability to hold the government accountable (34 vs. 15 and 17, respectively). Larger advances among Wave Foundation (33 points) and MKP leaders (31 points) than among Democracy Watch leaders (8 points) eliminated this difference.

Unlike many other key attitudes and behaviors, confidence increased among leaders who had attended previous training programs (from 43 to 66 percent) as well as among those without previous training (from 23 to 39 percent).

C. LEADERSHIP ATTRIBUTES

In addition to assessing leadership confidence, respondents were asked to indicate how well a variety of attributes described them. These characteristics included: trustworthy, humble, compassionate, self-assured, optimistic, fair, committed, encouraging, ambitious, open to new ideas, decisive and risk-taker. An index was created to assess how well leaders felt these attributes, on average, described them.

Scores on this index increased after training, from 4.15 to 4.32 ($d = .39$). There were significant advances on nine of the 12 attributes tested. For example, leaders were 12 points more likely to describe themselves as highly optimistic, 11 points more apt to describe themselves as self-assured and 10 points more likely to describe themselves as both compassionate and fair.

% saying each trait describes them extremely well

	Pre	Post	Difference
Optimistic	48%	60%	+12 pts.
Self-assured	53	64	+11
Compassionate	52	62	+10
Fair	45	55	+10
Committed	40	49	+9
Trustworthy	59	66	+7
Ambitious	30	36	+6
Risk-taker	22	28	+6
Encouraging	44	48	+4

The largest advances on this index occurred among female youth leaders ($d = .52$), Wave Foundation and MKP trainees ($d_s = .57$ and $.56$, respectively) and those with little to no formal education ($d = .53$).

D. LEADERSHIP CHALLENGES

Trainees who viewed themselves as leaders were asked to describe the single biggest challenge facing them as a leader in their community. Before training, a third mentioned political rivalry or blockade of the opposition party and 15 percent indicated economic conditions; 27 percent said there were no challenges.

After training, fewer leaders mentioned political rivalry as their biggest challenge (26 percent, down 8 points, perhaps reflecting a change in the current political discourse), and fewer said there were no challenges (19 percent, also down 8 points). Other responses were scattered across multiple domains such as education, family resistance or corruption.

Single biggest challenge

	Pre	Post	Difference
Political rivalry	34%	26%	-8 pts.
Economic conditions	15	19	+4
Education	5	7	+2
Family resistance	3	2	-1
Corruption	3	2	-1
Other	13	26	+13
None	27	19	-8



“

More than nine in 10
leaders were extremely or
very interested in women
and youth rights issues

INTEREST IN EQUAL RIGHTS

A. INTEREST IN EQUAL RIGHTS INDEX

As noted, the participants most interested in equal rights showed far fewer post-training gains on many key attitudes and behaviors compared with those less interested in such rights. This was largely because those most interested already scored highest on many of the metrics, leaving them less opportunity to advance. Indeed, despite the disproportionate gains among those less interested, those most committed to equal rights remained higher on almost every key index.

In regression modeling using post-training results, an index of interest in equal rights independently predicts knowledge and understanding of democracy (PMEP #1), acceptance of the role of women and minorities (PMEP #3) and commitment to addressing development challenges (PMEP #11), underscoring the importance of these beliefs.

Training did not have an impact on the rights index, largely because interest already was so high. More than nine in 10 leaders were extremely or very interested in women and youth rights issues and three-quarters said the same about religious and ethnic minority rights.

B. OTHER EQUAL RIGHTS ITEMS

While self-reported interest in equal rights did not increase, there were gains on other attitudes and behaviors having to do with rights. These advances align with the previously described gains in acceptance of the role of women and minorities in community development (PMEP #3).

For example, before training, just 6 percent of leaders reported being members of a women's rights organization; after training that rose to 14 percent. This increase occurred mostly among community rather than youth leaders, including a 13-point advance among female community leaders and an 11-point gain among male community leaders, to 24 and 17 percent, respectively.

Tolerance for diversity also increased. Nearly eight in 10 participants said they were extremely or very comfortable having a neighbor of a different religion than their own, up 10 points from pre-training levels. Three-quarters said they'd be highly comfortable with a neighbor of a different ethnicity, up from 60 percent. Comfort having a neighbor with differing political views advanced the most, with 78 percent highly comfortable, 20 points more than before LDP training.



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It's possible that training helped to increase awareness of the inequality that religious minorities can face.

CONDITIONS IN THE COMMUNITY

A. LIVING CONDITIONS INDEX

Adequate living conditions can be a precursor to successful civic training; it's easier for individuals to focus on higher concerns if their basic needs are being met. This observation, drawn from previous research,²³ is supported by the LDP assessment. Leaders who reported better living conditions showed the strongest post-training gains in knowledge and understanding of democracy (PMEP #1), knowledge and understanding of community development (PMEP #2) and commitment to addressing development challenges (PMEP #11) alike.

Overall living conditions, moreover, improved after training, with an index based on self-reported living conditions increasing from 3.15 to 3.39, a medium-sized gain ($d = .51$). Among the biggest changes in individual items:

- ◆ Positive (excellent or very good) ratings of the local rights of youth and of women increased by 16 and 14 points, respectively.
- ◆ Assessments of “general living conditions” improved by 12 points.
- ◆ Positive ratings of the security of girls and women from domestic violence and the availability of jobs for men also advanced by double-digit margins.

The only item that showed a significant decrease after training was positive ratings of the rights of religious minorities, which declined from 59 to 50 percent. It's possible that training helped to increase awareness of the inequality that religious minorities can face.

In addition to assessing current conditions, LDP leaders were asked to evaluate whether living conditions were getting better or getting worse in their area. In line with overall assessments of current conditions, leaders perceived more positive change locally than they did prior to training. The change in conditions index increased from 3.75 to 3.89, a modest gain ($d = .38$).

Despite these advances, even post-training ratings of living conditions were largely negative. Just half rated the rights of youth and women positively, and only 43 percent said their own living conditions overall were excellent or very good. More, 63 percent, rated the local security of girls and women from domestic violence positively, but, as noted in

23 See Literature Review, Appendix A, *Bangladesh Leadership Development Program Baseline Report*, July 2013.

Section III, economic opportunity remained a major issue – just 24 percent rated the availability of jobs for men positively, and even fewer said the same about opportunities for women and for male and female youth.

% rating living conditions positively

	Pre	Post	Difference
The rights of youth	34%	50%	+16 pts.
The rights of women	34	48	+14
General living conditions	31	43	+12
Security of girls and women from domestic violence	52	63	+11
Availability of jobs for men	14	24	+10
Women’s healthcare services	41	50	+9
Security from crime and violence	51	59	+8
Educational opportunities for boys	66	73	+7
Availability of jobs for young men	11	18	+7
Educational opportunities for girls	66	71	+5
Responsiveness of local government	49	54	+5
The rights of ethnic minorities*	42	47	+5
Availability of jobs for women	6	10	+4
Availability of jobs for young women	5	8	+3
Security of girls and women from sexual assault	65	67	+2
The rights of religious minorities*	59	50	-9

*Among those who say they have ethnic minorities or religious minorities in their community, respectively.

Still, scores on the conditions index improved across almost all groups. It’s not clear whether this is because of a general improvement in conditions in Bangladesh, or whether the improvements were related specifically to the LDP. However, as noted, ratings of living conditions improved far more substantially among participants trained by Wave Foundation ($d = .56$) and MKP ($d = .89$) than they did among Democracy Watch-trained leaders ($d = .26$). Views that living conditions were improving also gained especially among Wave Foundation and MKP trainees ($ds = .35$ and $.92$, respectively), while holding relatively steady among Democracy Watch trainees ($d = .21$).

Locale may play a role. Democracy Watch operated in Dhaka division, while Wave Foundation and MKP trained leaders in Rajshahi, and improvement in ratings of local conditions was much smaller in Dhaka ($d = .26$) than in Rajshahi ($d = .74$). However, IP remained a significant predictor of many of the indicators even when controlling for living conditions.

B. EFFECTIVENESS OF LOCAL COMMUNITY DEVELOPMENT

Leaders involved in efforts to improve conditions or opportunities in their community were asked to what extent this work has developed local resources to meet community’s needs. Fewer than half, 46 percent, saw a strongly positive impact, including just 10 percent who said the efforts had accomplished “a great deal” in this regard. Most of the rest, 42 percent, said these efforts have had just some impact; 12 percent saw little to no impact.

Men were more apt than women to see their efforts as highly effective (52 vs. 38 percent); there were no differences by age group. Leaders in Khulna (where the Wave Foundation operated) were the most apt to view their efforts as effective. Also, wealthier, more educated, more knowledgeable and more established leaders all were more likely to indicate that their community development efforts had a strong impact.

% saying their development efforts have had a strong impact

All	46%
Men	52
Women	38
Khulna	57
Rajshahi	48
Chittagong	41
Dhaka	40
Household economic situation	
Excellent/very good	55
Good	45
Not so good/poor	37
Knowledge/understanding of community development	
High	66
Medium	37
Low	27
Degree of respect in the community	
Extremely well	63
Very well	48
Less well	25
Previous training	
Yes	62
No	41

C. POLITICAL UNREST AND WORKER SAFETY

Positive gains in ratings of living conditions occurred despite widespread concern about recent political unrest and accidents involving worker safety. Nearly all leaders said these matters were a substantial personal concern, with two-thirds calling them a matter of great concern.

More experienced leaders were more likely to express strong concern about the political climate and worker safety. This includes leaders with greater knowledge and understanding of democracy (PMEP #1), those who reported being highly respected in their community and those who rated their leadership skills most positively. Concern also was higher among those with more formal education and was among male leaders.

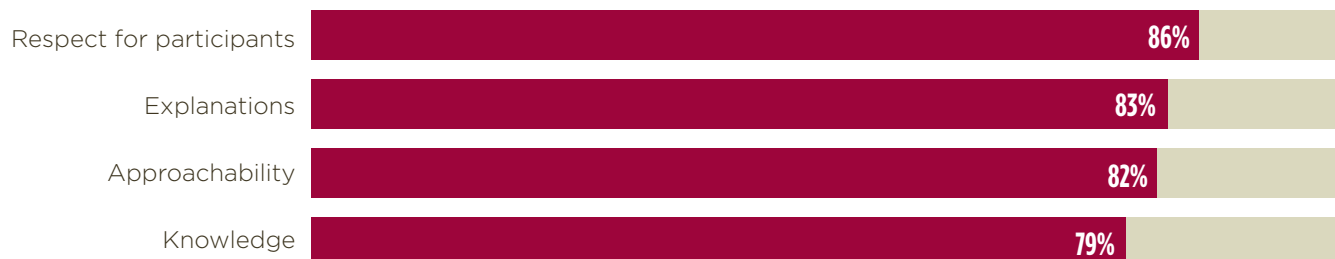
Graduates rated the LDP program overwhelmingly positively. Nearly all, 98 percent, found the training sessions highly interesting and the topics highly important. Ninety-seven to 98 percent rated their instructors positively for their ability to explain, knowledge, approachability and respect for participants.

Indeed, seven in 10 said the training was “extremely” interesting, 74 percent found the topics discussed extremely important and 79 to 86 percent rated their instructors as “excellent” in each teaching area. Further, nine in 10 said they learned at least a good amount from their training sessions and 93 percent said the program was highly effective at improving their comfort taking on a leadership role.

Ratings of session quality



% rating instructors as excellent on:



However, just 45 percent said the LDP was extremely effective at improving their comfort being a leader, and fewer, 29 percent, said they learned a “great deal.” Strength of sentiment on these was weaker compared with other course evaluation measures, indicating room for curriculum enhancement.

An index of these measures, created to reflect overall training quality, found an average score of 4.6 on a scale from 1 to 5. A subindex of instructor quality, comprised of the four teacher-rating questions, was even higher, 4.8 on the same scale.

Leaders trained by Democracy Watch rated their session quality lower than did MKP ($d = .23$) or Wave Foundation leaders ($d = .36$). In addition, leaders trained by TOYMU or YPSA rated their session quality moderately lower than did leaders trained by Democracy Watch, Wave Foundation and MKP (4.41 vs. 4.58, $d = .46$). Only 56 percent of leaders trained by YPSA gave their instructor a perfect rating, compared with 72 percent of leaders trained by the other IPs. In regression modeling, IP remained a significant predictor even when controlling for session quality, indicating that the differences between IPs on the core indicators did not simply reflect differences in training quality.

Scores on the training quality index by IP

Wave Foundation	4.64
MKP	4.60
Democracy Watch	4.52
TOYMU/YPSA	4.41

Participants who rated their leadership skills most positively (i.e., in the top third) were far more likely than those who rated their skills least positively to give high marks to their training sessions (4.45 vs. 4.69, $d = .71$). Eighty-five percent of self-rated highly skilled leaders gave their instructor a perfect rating, compared with 64 percent of other LDP trainees.

Evaluations of session quality did not significantly differ by age group, gender, cohort or attendance at previous leadership training.

Previous research shows that high-quality sessions tend to have the most impact on participants' knowledge and attitudes, and the post-training data show session quality to be a significant independent predictor of knowledge and understanding of democracy (PMEP #1) and acceptance of women and minorities (PMEP #3). The fact that it did not predict more of the indicators likely is because training sessions were rated so positively across the board, creating a ceiling effect.²⁴ The fact that so many indicators improved after training is further evidence of the quality of the LDP sessions.

A. ATTENDANCE AT FOLLOW-UP MEETINGS

In addition to the main training sessions, the LDP hosts follow-up meetings for graduates. Forty-four percent said they had attended such a meeting or event, including 23 percent who attended one (10 percent) or two (13 percent) and 21 percent who attended three or more.

Cohort 1 leaders were more likely to have attended a follow-up session than cohort 2 leaders (49 vs. 40 percent). Having finished their training earlier, cohort 1 leaders likely had more such opportunities.

²⁴ A ceiling effect occurs when there is almost no variability in responses, which severely restricts a variable's ability to predict attitudes or behaviors.



Half the leaders trained by Democracy Watch or MKP attended follow-up sessions, compared with 37 percent of Wave Foundation leaders and 28 percent of TOYMU and YPSA leaders. The lower attendance among TOYMU and YPSA was partially, but not entirely, due to the fact that these two IPs only trained cohort 2 leaders. It is not clear whether the remaining differences between IPs reflected differences in access to events or in attendance at those offered.

Not surprisingly, more engaged participants were more apt to attend post-LDP events. Those who scored in the top third on the index assessing commitment to addressing development challenges (PMEP #11) were 25 points more likely to have attended a follow-up session than those who scored in the bottom third (58 vs. 32 percent). Those who attended previous leadership training programs also were 20 points more likely to say they'd gone to a post-graduation LDP event (60 vs. 40 percent).

Similarly, more established leaders were more likely to have attended follow-up events. Half of those who said they were extremely well-respected in their community attended at least one follow-up event, compared with 39 percent of those who said they were only somewhat or less respected. Leaders who rated their own leadership skills more positively and those with greater education also were more likely to attend follow-up sessions, compared with their counterparts.

Men were significantly more likely than women to have attended follow-up meetings (49 vs. 39 percent); this likely reflects the fact that male LDP trainees tended to be more engaged, established and educated, compared with female leaders.



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While the latest recruits began their experience a bit better aligned with LDP goals, this may have made it more difficult for their training to have an impact.

COHORT 3 PRE-TRAINING RESULTS

While no longer useful for post-training assessment, results of the Cohort 3 pre-training survey are helpful for informational purposes, including assessment of the final population of LDP recruits compared with those included in the impact assessment described above.

Cohort 3 pre-training recruits resembled the cohort 1 pre-training population in most respects. But they were somewhat more diverse and more educated than those who preceded them, and likely as a result, somewhat more oriented toward community development, civic participation and acceptance of diversity.

While the latest recruits began their experience a bit better aligned with LDP goals, this may have made it more difficult for their training to have an impact. As noted previously, more educated and more interested leaders in cohort 1 and 2, while scoring higher on the core indicators, often showed weaker, if any, post-training gains, because they had less room to advance.

A. DEMOGRAPHIC DIFFERENCES

Among the top differences, cohort 3 recruits were 10 points more apt than those in cohort 1 to have at least a secondary education, and 6 points more likely to have received religious education.

They were 11 points less likely to identify themselves as Muslim, and slightly (4 and 3 points) less apt to report that their ethnicity and primary language were Bengali. They also were 6 points more likely than cohort 1 recruits to report incomes greater than 15,000 taka.²⁵

As with cohort 2 trainees, cohort 3 recruits were 8 points more likely than those in cohort 1 to have easy access to the internet, though still just 18 percent did. Also, among those with internet access, more from cohort 3 than cohort 1 said they typically accessed the internet using their mobile phone (88 vs. 72 percent).

²⁵ Unless otherwise noted, all differences described in this section compare cohort 3 recruits before training to cohort 1 recruits before training.

COHORT 3 PRE-TRAINING RESULTS

Pre-training demographics by cohort

	Cohort 1	Cohort 3	Difference
Religion: Muslim	98%	87%	-11 pts.
Secondary school or higher	47	57	+10
Easy access to internet	10	18	+8
If yes, use mobile phone	72	88	+16
Employed: Full-time	40	34	-6
Has a religious education	8	14	+6
Income: 15,001+ taka	19	25	+6
Attended previous training	9	13	+4
If yes, extremely useful	45	55	+10
Ethnicity: Bengali	100	96	-4
Language: Bengali	100	97	-3

Cohort 3 recruits were a slight 4 points more likely than cohort 1 recruits to say they attended training programs for community leaders in the past (13 vs. 9 percent); among those who'd done so, more said the previous program was extremely useful (55 vs. 45 percent). In addition, more cohort 3 recruits knew that they were enrolled to participate in the LDP (97 vs. 91 percent), suggesting greater program awareness. However, cohort 3 recruits were less likely to say they were extremely enthusiastic about participating (58 vs. 70 percent).²⁶

Other population group sizes were essentially the same in cohort 3 as in cohort 1. Those include the share of males (52 percent) and of married recruits (64 percent), average age (34.1) and average tenure of residency in the community (28.8 years).

B. ATTITUDINAL DIFFERENCES

Cohort 3 recruits began the LDP program with higher PMEP scores compared with cohort 1, reflecting, as noted, a somewhat stronger orientation toward community development, civic participation and democratic values. Most of these differences, while statistically significant, were small.

The largest difference was on the subindex measuring respect for and willingness to work with women and minorities ($d = .37$), a result that likely reflects cohort 3's religious, educational, income and ethnic diversity. Additionally, given their greater access to the internet, cohort 3 recruits were more likely to say they'd used ICT resources to promote greater civic participation ($d = .27$).

²⁶ It's possible that the difference in enthusiasm is an artifact of more trainees knowing they are enrolled in the program. Those cohort 1 leaders who did not know they were enrolled may have been less enthusiastic than others about the program, but they were not asked the enthusiasm question.

Pre-training results by cohort

	2013 pre-training	2015 pre-training	Effect size
PMEP #1: Knowledge and understanding of democracy	3.59	3.66	.18
Government information and efficacy	1.56	1.60	—
Importance of civic values	4.40	4.44	.09
Compatibility of civic and religious values	3.94	4.07	.22
PMEP #3: Acceptance of the role of women and minorities	.77	.80	.25
Respect and willingness to work with women and Minorities	3.94	4.15	.37
Perception of women taking on non-traditional roles	3.45	3.46	—
PMEP #12: Political and community engagement	.33	.35	.10
Political and community involvement	2.35	2.41	—
Civic activities	2.72	3.06	.13
PMEP #7: Use of ICT resources	.04	.11	.27
PMEP #2 Knowledge and understanding of community development	2.76	2.85	.12
Community development information	2.76	2.80	—
Community development understanding and efficacy	2.77	2.92	.18
PMEP #11: Commitment to addressing development challenges development activities	3.02	3.16	.18
Community development participation subindex	2.61	2.84	.25
Conditions index	3.15	3.32	.36
Government trust index	3.60	3.88	.34
Leader confidence index	3.78	3.94	.27
Comfort being a leader subindex	4.32	4.33	—
Skills index	3.73	3.99	.38
Interest in equal rights	4.21	4.24	—

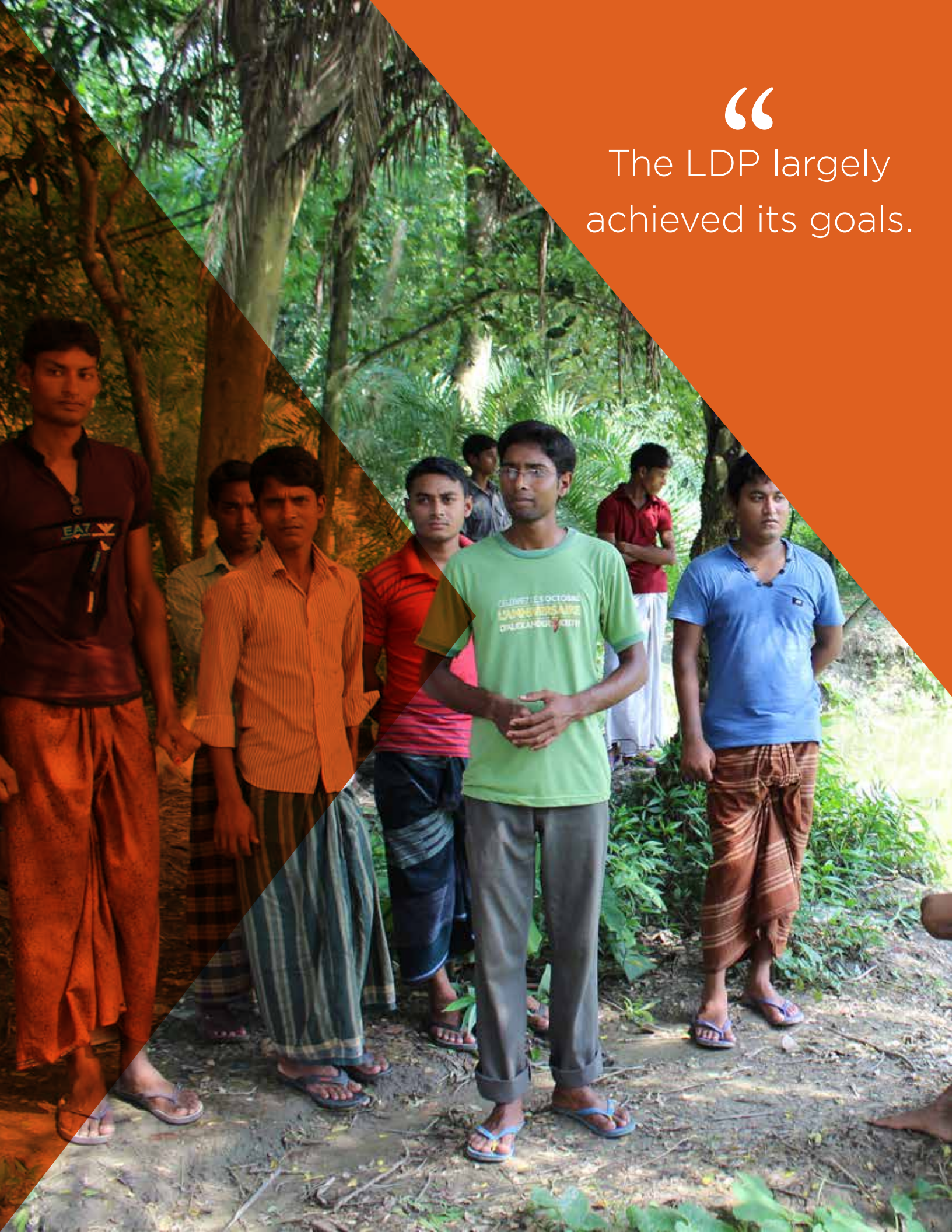
Among other PMEPE differences between cohort 1 and cohort 3:

- ◆ Cohort 3 recruits indicated greater commitment to community development activities ($d = .18$), including scoring higher on community development participation ($d = .25$).
- ◆ Baseline knowledge and understanding of democracy was higher among cohort 3 recruits vs. cohort 1 ($d = .18$). This included being more apt to think civic and religious values are compatible ($d = .22$) and slightly more likely to view civic values as important ($d = .09$).
- ◆ Differences in knowledge and understanding of community development ($d = .12$) and political and community engagement ($d = .10$) were statistically significant, but quite small.

Beyond the PMEPE indicators, cohort 3 recruits reported better living conditions, greater trust in government and stronger leadership skills. As described elsewhere, these predict many of the indicators; therefore these differences also help to explain cohort 3's somewhat more positive orientation toward LDP goals.

“

The LDP largely
achieved its goals.



CONCLUSIONS AND RECOMMENDATIONS

The impact assessment of the Bangladesh Leadership Development Program was produced using robust pre-/post-treatment testing in a quasi-experimental research design, probability sampling of the treatment population, optimal questionnaire design and rigorous statistical testing of survey results. It finds that the LDP largely achieved its goals.

Specifically, compared with their pre-training levels, participants left the LDP with greater awareness and understanding of democratic processes and community development issues; greater sensitivity toward youth, women and minorities; enhanced personal self-confidence and self-efficacy; and increased involvement in political, community and development activities.

These advances, moreover, were broadly based. The study finds small, moderate and even large gains across all survey-based Performance Monitoring Evaluation Plan indicators save one, as well as across a range of other important, non-PMEP metrics. The one lagging PMEP, use of ICT resources for community development purposes, was limited not by LDP training, but by the lack of availability of such resources.

That said, additional efforts and some potential adjustments are worthy of consideration for future leadership training programs. While improved, a variety of the metrics covered in this report – including but not limited to efficacy and involvement in community development activities – had room for considerable further growth. Redoubling efforts to help local leaders feel empowered, and offering them avenues to realize their empowerment through action, can bear further fruit.

Additionally, the differences in advances among trainees of the various implementing partners suggests the need for greater standardization of training and enhanced monitoring of IPs in future programs. Though some of these results may reflect regional differences in living conditions, statistical modeling indicates that the differences were at least partly linked to the IPs themselves. The training, teaching staffs, teaching materials and teaching techniques used by IPs should be monitored, evaluated and, where needed, improved.

While such steps could encourage even further gains, the success of the LDP is striking. This study shows that participants emerged from the program better equipped to recognize community needs and to act to address them – potentially critical elements in Bangladesh's development in the years ahead.



A | ASSESSMENT METHODOLOGY

The final assessment of the Bangladesh Leadership Development Program participant survey was conducted Jan. 13–Feb. 16, 2015, via face-to-face interviews among random samples of 1,750 graduates of LDP training and 1,750 recruits. Nineteen individuals identified as LDP graduates indicated that they had not completed LDP training and were removed from the sample.

The final sample included 865 participants who completed their training in 2013 (cohort 1), 866 who underwent training in 2014 (cohort 2) and 1,750 recruits scheduled to complete their training in 2015 (cohort 3).

Participants were located in the following districts:

- ◆ **Cohort 1:** Mymensingh and Kishoreganj in Dhaka division and Natore and Rajshahi in Rajshahi division.
- ◆ **Cohort 2:** Bandarban and Chittagong in Chittagong division, Mymensingh and Netrokona in Dhaka division, Khulna and Magura in Khulna division and Rajshahi and Chapai Nawagbank in Rajshahi division.
- ◆ **Cohort 3:** Bandarban, Comilla, Chittagong and Cox’s Bazar in Chittagong division; Mymensingh and Tangail in Dhaka division; Magura, Jessore and Jhenaidah in Khulna division; and Rajshahi and Bogra in Rajshahi division.

The survey was produced by Langer Research Associates of New York, N.Y., with field work and data management by D3 Systems of Vienna, Va., and interviews conducted by Org-Quest Research Ltd. of Dhaka, Bangladesh. The questionnaire was prepared by Langer Research in consultation with Counterpart International and translated into Bengali by Org-Quest, with translation review by TransPerfect, a multilingual translation and interpreting service.

Sampling

LDP participants were selected by Counterpart’s implementing partners, Democracy Watch (in Dhaka), Wave Foundation (in Rajshahi and Khulna), Manab Kallyan Parishad (in Rajshahi), TOYMU (in Chittagong) and YPSA (in Chittagong). IPs recorded participant information in a database designed by Counterpart International in consultation with Langer Research Associates.

Listings included all 2,157 LDP participants who completed cohort 1 training, 6,198 trained in cohort 2 and 10,083 selected for training in cohort 3.

Respondents were selected at random from the participant database. The samples were stratified based on division, gender and program type (youth vs. adult), matching their proportions in each full cohort, yielding eight strata for cohort 1 and 16 strata for cohorts 2 and 3.

Field Work

Field work was conducted by 38 trained interviewers and supervisors (21 male and 17 female) employed by Org-Quest, 11 of whom had previously conducted interviews in wave one of the LDP assessment. Selected participants were contacted by their mobile phone numbers, listed in the participant database, to schedule appointments for face-to-face interviews.

- ◆ A total of 951 phone numbers were used to achieve 875 completed interviews in cohort 1. Ten respondents were removed from the dataset after indicating at the end of the survey that they did not complete training, yielding the final sample of 865 respondents.
- ◆ A total of 918 phone numbers were used to obtain 875 interviews in cohort 2, nine of which were removed due to incomplete training, resulting in the final sample of 866 respondents.
- ◆ A total of 1,863 phone numbers were dialed to obtain 1,750 completed interviews in cohort 3.

Interviewers introduced themselves as representatives of Org-Quest, conducting “an independent survey about civic matters in our country.” In an effort to avoid demand effects, interviewers did not associate themselves with the LDP or its IPs. If respondents specifically asked if the survey were related to leadership training, interviewers said it was “being done among participants in a leadership training program, but is independent of that program.” Twelve percent of respondents in Cohorts 1 and 2 received this information, as did 16 percent in Cohort 3.

Seventy-four percent of scheduled face-to-face interviews were completed on the initial attempt. The remainder were rescheduled, with 17 percent completed on the second, 5 percent on the third, 2 percent on the fourth and 1 percent on the fifth attempt or more. Interviews ranged from 35 to 90 minutes across all three cohorts, averaging 46 minutes for the Cohort 1 and 2 post-training interviews and 43 minutes for the pre-training Cohort 3 interviews.

Eighty-three percent of completed interviews were supervised or back-checked for quality control. In cohort 1 and 2 interviews, 40 percent were supervised in person during the interview, 47 percent were back-checked by a supervisor in person and 13 percent were back-checked by telephone by a supervisor or central office staff. The corresponding numbers for cohort 3 interviews were 39, 48 and 14 percent, respectively. Additionally, at the end of each interview, respondents were asked permission to have their photo taken. Photographic records were obtained for 81 percent of Cohort 1 and 2 respondents, and 74 percent of Cohort 3 respondents.

Data Processing

Coding and data entry were performed at Org-Quest headquarters in Dhaka in consultation with D3 Systems. Three experienced data processing staff members coded sample management variables and open-ended questions. Blinded double-entry was performed on 10 percent of the questionnaires: Data were entered and then re-entered into MS Foxpro, with a program used to compare and flag differences, which were checked and reconciled.

D3 Systems supplied the codebook and SPSS label syntax and performed additional checking and cleaning of the data, including computerized checks for duplication, logic, patterning, substantive response bias, systematic non-response and interviewer productivity. No interviews were rejected through this review.

Given the stratified, random sample design and high response rates, no weights were applied.

Sample Dispositions and Margin of Sampling Error

Sample dispositions for the three cohort samples are provided below, including rates of total numbers dialed, completed interviews, refusals and break-offs and non-contacts.¹⁸

	Cohort 1	Cohort 2	Cohort 3
Total numbers used	951	918	1,836
Completed interviews	875	875	1,750
Refusals/break-offs	5	10	27
Non-contact	76	33	59

The contact, cooperation and overall response rates were 92, 99 and 92 percent, respectively for Cohort 1; 96, 99 and 94 percent for Cohort 2; and 97, 99 and 95 percent for Cohort 3. The margin of sampling error for each of the samples, including a finite population correction, is plus or minus 2.5, 3.0 and 2.0 percentage points for Cohorts 1, 2 and 3, respectively.

¹⁸ A conservative approach to sample dispositions was employed. "Number not working" cases and gender and age miscategorizations were coded as eligible, non-interviews (i.e., "non-contact").

B | TOPLINE RESULTS

This appendix provides complete question wording and topline results from the Bangladesh Leadership Development Program final impact assessment survey, conducted Jan. 13-Feb. 16, 2015, via face-to-face interviews among random samples of 3,481 recruited participants in the LDP, including 1,750 pre-test respondents and 1,731 post-test respondents.

* = less than 0.5 percent

1. I would like to ask you about today's conditions in the village/neighborhood where you live. How would you rate the following using excellent, very good, good, not so good or poor?

	Excellent/v. good			Good	Not so good/poor		
	NET	Ex.	V. good		NET	Not so	Poor
a. General living conditions							
2013 pre-test	31	10	21	53	16	15	1
2015 post-test	43	12	30	50	7	7	*
2015 pre-test	40	11	29	52	8	7	1
b. Security from crime and violence							
2013 pre-test	51	14	37	37	12	10	1
2015 post-test	59	21	38	32	8	7	1
2015 pre-test	60	22	38	32	8	7	1
The availability of locally based jobs and economic opportunities							
c. for men							
2013 pre-test	14	3	12	38	48	39	10
2015 post-test	24	3	21	37	39	34	5
2015 pre-test	20	3	17	40	41	33	8
d. for women							
2013 pre-test	6	1	5	17	77	45	32
2015 post-test	10	1	8	28	62	53	9
2015 pre-test	7	2	6	23	70	51	19
e. for young women, age 35 and younger							
2013 pre-test	5	1	4	14	81	46	35
2015 post-test	8	1	7	25	66	50	16
2015 pre-test	7	1	6	20	73	50	22
f. for young men, age 35 and younger							
2013 pre-test	11	2	9	32	57	40	17
2015 post-test	18	2	16	34	47	38	10
2015 pre-test	16	2	14	32	53	39	14

	Excellent/v. good			Good	Not so good/poor		
	NET	Ex.	V. good		NET	Not so	Poor
g. Educational opportunities for girls							
2013 pre-test	66	20	47	28	6	5	*
2015 post-test	71	31	40	25	4	4	*
2015 pre-test	71	27	44	25	4	3	1
h. Educational opportunities for boys							
2013 pre-test	66	20	46	28	6	6	*
2015 post-test	73	34	39	23	4	3	*
2015 pre-test	71	30	41	25	5	4	*

2. Now, for each of these, would you say that in your village/neighborhood it's getting much better, getting somewhat better, staying about the same, getting somewhat worse or getting much worse?

	NET	Better		Same	NET	Worse	
		Much	Smwt.			Smwt.	Much
a. General living conditions							
2013 pre-test	86	14	72	10	4	4	*
2015 post-test	88	18	70	11	1	1	*
2015 pre-test	91	14	77	7	1	1	*
b. Security from violence and crime							
2013 pre-test	73	11	62	20	7	6	1
2015 post-test	82	21	61	15	2	2	*
2015 pre-test	81	20	61	15	4	3	*
The availability of locally based jobs and economic opportunities...							
c. for men							
2013 pre-test	48	4	44	46	6	6	1
2015 post-test	42	5	37	55	3	2	1
2015 pre-test	40	4	36	55	5	4	1
d. for women							
2013 pre-test	28	2	25	63	9	7	2
2015 post-test	32	4	28	63	5	4	1
2015 pre-test	25	2	23	67	7	5	3
e. for young women, age 35 and younger							
2013 pre-test	24	2	21	67	9	7	2
2015 post-test	33	4	29	62	5	4	1
2015 pre-test	24	2	22	64	11	7	4

	Better			Same	Worse		
	NET	Much	Smwt.		NET	Smwt.	Much
f. for young men, age 35 and younger							
2013 pre-test	42	3	39	51	7	6	1
2015 post-test	44	7	37	52	5	3	1
2015 pre-test	41	5	36	51	8	5	3
g. Educational opportunities for girls							
2013 pre-test	91	34	56	9	1	*	*
2015 post-test	93	39	53	7	1	1	*
2015 pre-test	92	42	50	7	*	*	*
h. Educational opportunities for boys							
2013 pre-test	89	33	56	10	1	1	*
2015 post-test	93	42	51	6	1	1	0
2015 pre-test	90	39	52	9	*	*	*

3. Now thinking about some additional conditions in the village/neighborhood where you live. How would you rate the following using excellent, very good, good, not so good or poor?

	Excellent/v. good			Good	Not so good/poor			None (vol.)
	NET	Ex.	V. good		NET	Not so	Poor	
a. The rights of women								
2013 pre-test	34	8	27	47	19	17	1	NA
2015 post-test	48	16	32	45	8	7	1	"
2015 pre-test	43	14	29	47	10	9	1	"
b. The rights of religious minorities								
2013 pre-test	42	12	30	28	2	2	*	28
2015 post-test	32	13	19	31	2	2	*	36
2015 pre-test	34	12	21	26	4	3	1	37
c. The rights of ethnic minorities								
2013 pre-test	9	2	7	11	2	2	*	78
2015 post-test	9	3	5	9	1	1	0	82
2015 pre-test	7	2	5	9	1	1	*	84
d. The rights of youth								
2013 pre-test	34	6	27	55	11	10	*	NA
2015 post-test	50	13	37	46	5	4	*	"
2015 pre-test	46	12	34	49	6	5	*	"
e. The responsiveness of local government to public needs								
2013 pre-test	49	13	36	35	15	14	1	NA
2015 post-test	54	16	37	37	10	9	1	"
2015 pre-test	52	14	38	33	14	13	2	"

	Excellent/v. good			Good	Not so good/poor			None (vol.)
	NET	Ex.	V. good		NET	Not so	Poor	
f. Maternal and reproductive healthcare services for women								
2013 pre-test	41	9	31	33	27	21	6	NA
2015 post-test	50	17	33	32	18	15	2	"
2015 pre-test	44	17	27	32	23	18	6	"
g. Security of girls and women from domestic violence								
2013 pre-test	52	10	42	40	8	8	1	NA
2015 post-test	63	25	38	34	4	4	*	"
2015 pre-test	61	23	38	34	5	4	1	"
h. Security of girls and women from sexual assault								
2013 pre-test	65	20	44	30	5	5	*	NA
2015 post-test	67	32	36	30	3	2	*	"
2015 pre-test	68	33	35	30	2	2	*	"

4. And for each of these, would you say that in your village/neighborhood it's getting much better, getting somewhat better, staying about the same, getting somewhat worse or getting much worse?

	Better			Same	Worse			None (vol.)	No op.
	NET	Much	Smwt.		NET	Smwt.	Much		
a. The rights of women									
2013 pre-test	81	13	68	17	1	1	*	NA	0
2015 post-test	86	20	66	13	1	*	*	"	0
2015 pre-test	85	18	68	14	1	*	*	"	0
b. The rights of religious minorities									
2013 pre-test	47	8	39	24	1	1	*	28	*
2015 post-test	51	12	38	13	*	*	0	36	0
2015 pre-test	47	15	32	16	1	*	*	37	0
c. The rights of ethnic minorities									
2013 pre-test	14	3	11	8	*	*	*	78	*
2015 post-test	13	3	10	5	*	*	0	82	0
2015 pre-test	8	2	6	8	*	*	*	84	0
d. The rights of youth									
2013 pre-test	70	11	60	28	1	1	*	NA	0
2015 post-test	82	17	65	18	1	1	0	"	0
2015 pre-test	74	13	61	25	1	1	*	"	0

	Better			Same	Worse			None (vol.)	No op.
	NET	Much	Smwt.		NET	Smwt.	Much		
e. The responsiveness of local government to public needs									
2013 pre-test	72	14	58	23	5	5	1	NA	0
2015 post-test	77	19	58	21	2	2	*	"	0
2015 pre-test	68	17	50	29	3	2	1	"	0
f. Maternal and reproductive healthcare services for women									
2013 pre-test	67	15	52	27	5	4	1	NA	0
2015 post-test	70	24	46	29	2	1	1	"	0
2015 pre-test	60	19	41	36	4	2	2	"	0
g. Security of girls and women from domestic violence									
2013 pre-test	79	15	63	20	2	1	*	NA	0
2015 post-test	80	28	53	19	1	1	0	"	0
2015 pre-test	78	27	51	21	1	1	*	"	0
h. Security of girls and women from sexual assault									
2013 pre-test	83	24	59	15	2	1	*	NA	0
2015 post-test	85	37	48	14	*	*	0	"	0
2015 pre-test	80	35	45	20	1	1	*	"	0

5. What would you say are the most important development needs facing your community? By this I mean things that you think should be undertaken to improve conditions or opportunities for the people in your community.

2013 pre-test	1st	2nd	3rd	Total
Generating employment	35	14	12	62
Improving transportation	26	20	10	57
Improving gas/electricity/water	13	16	9	38
Improving education	12	12	8	32
Improving healthcare	5	10	8	22
Other	9	21	17	47
Not applicable	0	0	7	7
No opinion	0	7	30	36
2015 post-test				
Generating employment	26	15	7	49
Improving transportation	33	17	7	57
Improving gas/electricity/water	10	14	7	32
Improving education	11	12	6	30
Improving healthcare	7	9	6	22
Other	12	19	15	46
Not applicable	0	0	14	14
No opinion	0	14	37	51

2015 pre-test	1st	2nd	3rd	Total
Generating employment	18	17	9	44
Improving transportation	43	20	6	69
Improving gas/electricity/water	11	12	8	31
Improving education	9	13	8	30
Improving healthcare	8	9	7	24
Other	11	17	13	41
Not applicable	0	0	11	11
No opinion	0	11	37	48

6. How interested are you, if at all, in [ITEM] - extremely interested, very interested, somewhat interested, not so interested or not interested at all?

	More interested			Smwt.	Less interested		
	NET	Extm.	Very		NET	Not so	At all
a. Matters of politics and government in general							
2013 pre-test	40	19	21	27	34	16	18
2015 post-test	50	20	29	28	23	15	8
2015 pre-test	45	17	28	24	32	18	14
b. Organized efforts to improve conditions or opportunities in your community							
2013 pre-test	87	56	31	10	3	2	1
2015 post-test	83	42	42	15	2	1	1
2015 pre-test	79	44	35	16	5	3	2
c. Women's rights issues							
2013 pre-test	86	54	32	11	3	3	*
2015 post-test	92	51	41	7	1	*	*
2015 pre-test	90	57	33	7	3	2	1
d. Issues involving the rights of religious or ethnic minorities							
2013 pre-test	73	35	38	19	8	7	1
2015 post-test	75	28	46	21	5	4	1
2015 pre-test	73	34	39	21	6	4	1
e. Issues involving the rights of youth							
2013 pre-test	84	46	38	14	2	2	*
2015 post-test	92	47	45	7	1	*	*
2015 pre-test	86	48	38	11	3	2	1

7. How much information, if any, do you feel you have about [ITEM] – a great deal, a good amount, just some, only a little or none at all?

	More informed			Just some	Less informed			NA (vol.)
	NET	Grt. deal	Good amt.		NET	Only little	None at all	
a. The workings of government at the union parishad level								
2013 pre-test	14	3	10	30	57	20	37	NA
2015 post-test	18	4	14	33	49	24	25	"
2015 pre-test	15	4	11	26	60	18	41	"
b. Development needs in your community								
2013 pre-test	32	8	24	43	26	17	9	NA
2015 post-test	41	10	31	40	18	12	6	"
2015 pre-test	38	12	26	36	26	18	8	"
c. Development work currently being done to improve conditions or opportunities in your community, if any								
2013 pre-test	12	3	9	21	17	11	6	51
2015 post-test	20	4	16	27	30	21	8	24
2015 pre-test	19	4	14	25	42	29	13	14
d. The resources available to support development work in your community								
2013 pre-test	7	2	5	18	24	14	10	51
2015 post-test	15	2	13	22	39	25	15	24
2015 pre-test	11	2	9	21	50	29	21	19
e. Ways in which people can become involved in projects to improve conditions or opportunities in your community								
2013 pre-test	27	5	21	28	46	24	22	NA
2015 post-test	34	7	27	37	28	21	7	"
2015 pre-test	35	10	25	31	34	20	14	"

8. How much, if at all, do you think you can personally influence [ITEM] – a great deal, a good amount, just some, only a little or not at all?

	More influence			Just some	Less influence		
	NET	Grt. deal	Good amt.		NET	Only a little	Not at all
a. The decisions taken by the national government							
2013 pre-test	0	0	0	1	99	1	98
2015 post-test	0	0	0	1	99	2	98
2015 pre-test	0	0	0	1	99	2	97
b. The decisions taken by the upazila administration							
2013 pre-test	2	*	1	5	94	6	88
2015 post-test	4	*	3	11	86	16	70
2015 pre-test	3	1	3	4	93	5	88

	More influence			Just some	Less influence		
	NET	Grt. deal	Good amt.		NET	Only a little	Not at all
c. The decisions taken by the union parishad							
2013 pre-test	9	2	7	16	75	15	60
2015 post-test	15	4	11	27	58	18	39
2015 pre-test	14	3	11	17	69	13	55
d. Conditions in your community							
2013 pre-test	27	7	20	31	41	19	22
2015 post-test	36	10	26	30	34	21	13
2015 pre-test	30	10	21	26	43	24	19

9. Balanced against your other responsibilities, to what extent, if any, do you feel a personal commitment to work towards improving conditions in your community – do you feel extremely committed to this work, very committed, somewhat committed, not so committed or not committed at all?

	More committed			Somewhat committed	Less committed		
	NET	Extremely	Very		NET	Not so	At all
2013 pre-test	75	42	33	20	5	3	2
2015 post-test	76	42	34	22	3	2	1
2015 pre-test	77	43	34	17	5	4	1

10. Did you vote in the national election in 2008, or not?

	Yes	No	Not a voter/underage (vol.)
2013 pre-test	72	5	23

11. Did you vote in the UP election in 2010, or not?

	Yes	No	Not a voter/underage (vol.)
2013 pre-test	78	7	15

12. How much, if at all, are you personally involved in [ITEM] – extremely involved, very involved, somewhat involved, not so involved or not involved at all?

	More involved				Smwt.	Less involved			NA (vol.)
	NET	Ext.	Very	Smwt.		NET	Not so	At all	
a. The upazila administration									
2013 pre-test	2	*	2	7	91	8	83	NA	
2015 post-test	5	1	4	14	81	17	64	"	
2015 pre-test	4	1	3	8	88	11	77	"	

	More involved			Smwt.	Less involved			NA (vol.)
	NET	Ext.	Very		NET	Not so	At all	
b. The union parishad								
2013 pre-test	11	4	7	18	71	10	61	NA
2015 post-test	15	5	10	25	60	17	43	“
2015 pre-test	13	5	9	18	69	13	56	
c. Political organizations in your community								
2013 pre-test	15	7	8	13	72	5	67	0
2015 post-test	15	6	9	18	65	11	54	1
2015 pre-test	13	6	7	16	71	11	60	1
d. Organized efforts to improve your community								
2013 pre-test	26	9	18	24	44	14	30	5
2015 post-test	37	11	26	34	26	14	12	3
2015 pre-test	29	13	16	30	40	21	19	1

13. Specifically, in the past 12 months, have you [ITEM], or not?

	Yes	No
a. Participated in an organized effort to solve a neighborhood or community problem		
2013 pre-test	47	53
2015 post-test	65	35
2015 pre-test	49	51
b. Contacted a local government official about a neighborhood or community problem		
2013 pre-test	51	49
2015 post-test	62	38
2015 pre-test	46	54
c. Contacted a community or religious leader about a neighborhood or community problem		
2013 pre-test	38	62
2015 post-test	51	49
2015 pre-test	41	59
d. Taken part in a peaceful protest, workers' strike or demonstration on some issue of concern		
2013 pre-test	18	82
2015 post-test	24	76
2015 pre-test	17	83
e. Worked with community organizations to plan a community event		
2013 pre-test	43	57
2015 post-test	61	39
2015 pre-test	56	44

	Yes	No
f. Advocated for women's rights		
2013 pre-test	28	72
2015 post-test	31	69
2015 pre-test	28	72
g. Advocated for rights for youth		
2013 pre-test	13	87
2015 post-test	24	76
2015 pre-test	20	80
h. Advocated for the rights of religious or ethnic minorities		
2013 pre-test	8	92
2015 post-test	24	76
2015 pre-test	23	77
i. Encouraged people in your community to participate in the political process		
2013 pre-test	26	74
2015 post-test	27	73
2015 pre-test	27	73

14. (IF YES TO ANY ITEM IN Q13) In doing any of the activities I just mentioned, did you use the internet, social media, SMS texting or an internet-enabled cell phone, or not?

	Yes	No
2013 pre-test	5	95
2015 post-test	13	87
2015 pre-test	16	84

15. "Community development activities" or "work in community development projects" means participating in organized efforts to improve conditions or opportunities in your community. Thinking again about the past 12 months – how often, if at all, have you participated in community development activities – very frequently, somewhat frequently, occasionally, rarely or never?

	More frequently			Occas.	Less frequently			Are none (vol.)
	NET	Very	Smwht.		NET	Rarely	Never	
2013 pre-test	21	7	14	27	43	15	28	9
2015 post-test	35	8	27	35	24	15	9	5
2015 pre-test	27	6	20	35	32	18	14	6

16. (IF PARTICIPATED IN COMMUNITY DEVELOPMENT AT LEAST RARELY) Has this included your participating in any formal organized community development committees, or not?

	Yes	No
2013 pre-test	41	59
2015 post-test	48	52
2015 pre-test	37	63

15/16 NET:

	Participated in development			Never participated	No development activities (vol.)
	NET	Includes committees	Doesn't include committees		
2013 pre-test	63	26	37	28	9
2015 post-test	86	41	45	9	5
2015 pre-test	79	29	50	14	6

17. (IF PARTICIPATED IN FORMAL COMMITTEES) Thinking about this committee involvement, how would you describe your role– are you a primary leader of a development committee or organization; are you one of several leaders; are you a regular participant, but not a leader; are you an occasional participant; or do you rarely participate at all?

	Primary leader	One of the leaders	Regular partic. not a leader	Occasional participant	Rarely participate
2013 pre-test	19	46	27	7	*
2015 post-test	15	45	32	7	*
2015 pre-test	14	48	26	11	1

15/16/17 NET:

	Participates in development activities									
	Includes committee participation		Doesn't					No part. No dev. (vol.)		
	NET	NET	Prim. ldr	One of ldrs	Reg	Occas.	Rare	Doesn't	No part.	No dev. (vol.)
2013 pre-test	63	26	5	12	7	2	*	37	28	9
2015 post-test	86	41	6	18	13	3	*	45	9	5
2015 pre-test	79	29	4	14	8	3	*	50	14	6

18. Would you say your participation in activities to improve conditions or opportunities in your community has increased greatly over the course of the past 12 months, increased somewhat, stayed about the same, decreased somewhat or decreased greatly?

	Increased			About the same	Decreased			Not involved (vol.)
	NET	Grtly.	Smwt.		NET	Smwt.	Grtly.	
2013 pre-test	39	8	32	26	7	6	2	28
2015 post-test	54	10	44	32	5	4	*	9
2015 pre-test	44	10	33	47	4	3	*	6

18z. (IF INVOLVED IN COMMUNITY DEVELOPMENT ACTIVITIES, Q18) In your view, to what extent have these efforts been able to develop local resources to help address community development needs in your area?

	Greater impact			Just some	Lesser impact		
	NET	Great deal	Good amount		NET	Only a little	Not at all
2015 post-test	46	10	35	42	12	10	3
2015 pre-test	40	6	34	48	11	9	2

19. Thinking about the ways in which community groups can obtain grant money from government, private or international agencies for local development – do you feel that you understand this process extremely well, very well, somewhat well, not so well or not well at all?

	Extremely/very well			Somewhat well	Not well		
	NET	Extremely	Very		NET	Not so	At all
2013 pre-test	12	2	10	16	72	30	42
2015 post-test	20	5	15	26	54	27	27
2015 pre-test	11	3	9	18	70	34	36

20. People who lead development projects in their community often prepare an action plan that describes their strategy to best meet community needs. How much confidence do you have that you could develop an action plan of this type – a great deal of confidence, a good amount of confidence, just some, only a little or no confidence at all?

	Confidence			Just some	No confidence		
	NET	Grt. deal	Good amt.		NET	Not much	None at all
2013 pre-test	35	11	24	27	38	19	19
2015 post-test	49	16	33	35	15	11	5
2015 pre-test	40	10	30	34	27	19	8

21. Do you happen to be a member of any voluntary organization in this community that works specifically on women's rights issues, or not?

	Yes	No
2013 pre-test	6	94
2015 post-test	14	86
2015 pre-test	8	92

Now we will change topics...

22. What is your feeling about the idea of [ITEM] – would you say this is extremely important to you personally, very important, somewhat important, not so important or not important to you at all?

	More important			Smwt.	Less important		
	NET	Extm.	Very		NET	Not so	At all
a. Equal rights for women							
2013 pre-test	84	60	24	11	5	4	1
2015 post-test	92	67	25	7	1	1	*
2015 pre-test	90	66	24	8	3	1	1
b. The rights of youth							
2013 pre-test	85	48	37	14	1	1	*
2015 post-test	94	55	39	6	*	*	0
2015 pre-test	91	55	36	7	2	1	1
c. Equal rights for religious and ethnic minorities							
2013 pre-test	80	47	33	16	5	4	1
2015 post-test	86	39	47	13	2	1	*
2015 pre-test	87	40	46	11	2	2	*
d. The rule of law							
2013 pre-test	87	55	33	11	2	1	*
2015 post-test	94	61	33	6	*	*	0
2015 pre-test	92	54	38	8	1	1	0
e. Willingness to compromise on political issues							
2013 pre-test	86	55	31	11	3	3	*
2015 post-test	85	46	38	13	2	2	*
2015 pre-test	83	41	41	14	4	3	*
f. Tolerance for different opinions							
2013 pre-test	85	47	38	13	2	2	*
2015 post-test	92	49	43	7	1	1	*
2015 pre-test	88	49	40	11	1	1	*
g. Voting as an individual responsibility							
2013 pre-test	98	87	11	2	0	0	0
2015 post-test	98	86	12	2	0	0	0
2015 pre-test	99	85	13	1	0	0	0

23. Now to what extent, if at all, do you think the idea of [ITEM] is compatible with the teachings of your religion – a great deal, a good amount, just some, only a little or not at all?

	More compatible			Just some	Less compatible			No op.
	NET	Great deal	Good amount		NET	Only a little	Not at all	
a. Equal rights for women								
2013 pre-test	62	31	31	25	12	7	5	1
2015 post test	70	36	34	23	7	5	2	*
2015 pre-test	65	33	32	25	9	5	4	1
b. The rights of youth								
2013 pre-test	62	24	38	29	8	6	3	2
2015 post test	72	30	42	24	4	3	1	0
2015 pre-test	68	26	42	24	8	5	3	*
c. Equal rights for religious and ethnic minorities								
2013 pre-test	67	30	37	25	7	4	3	1
2015 post test	69	30	40	23	4	3	1	3
2015 pre-test	74	32	42	20	5	4	1	1
d. The rule of civil law								
2013 pre-test	69	29	40	25	4	3	1	2
2015 post test	80	38	43	17	3	2	1	0
2015 pre-test	78	39	40	19	3	2	*	*
e. Willingness to compromise on political issues								
2013 pre-test	68	31	37	23	8	5	3	1
2015 post test	71	27	43	24	6	4	1	0
2015 pre-test	68	30	38	26	6	5	1	*
f. Tolerance for different opinions								
2013 pre-test	74	34	40	20	4	3	1	1
2015 post test	81	37	43	18	2	1	*	0
2015 pre-test	81	43	38	17	2	2	*	0
g. Voting as an individual responsibility								
2013 pre-test	83	53	30	11	5	3	2	1
2015 post test	85	61	25	13	2	1	1	*
2015 pre-test	89	65	24	10	1	1	*	*

24. Do you think religious beliefs and practices should have a major role in [ITEM], a minor role or no role at all?

2013 pre-test

	Major role	Minor role	No role at all
a. the operation of government	77	19	4
b. the laws of our country	76	20	4

Now I'd like to talk a bit about your role in your community...

25. How often, if ever, do people outside your immediate family come to you [ITEM] – a great deal, a good amount, just sometimes, only rarely or never?

	More often			Some times	Less often		
	NET	Great deal	Good amount		NET	Only rarely	Never
a. For information in general							
2013 pre-test	35	10	25	44	21	15	6
2015 post-test	43	12	32	43	14	10	4
2015 pre-test	35	12	24	41	24	19	5
b. For guidance and advice on personal matters							
2013 pre-test	35	9	27	42	22	17	5
2015 post-test	46	12	34	40	14	12	2
2015 pre-test	35	10	25	43	22	18	4
c. For guidance and advice on religious matters							
2013 pre-test	19	4	15	35	46	28	18
2015 post-test	26	6	21	41	33	25	8
2015 pre-test	23	7	16	32	44	34	11
d. For guidance and advice on community matters							
2013 pre-test	22	6	16	29	50	23	27
2015 post-test	32	10	22	30	39	24	15
2015 pre-test	27	12	15	27	47	25	22
e. For guidance and advice on the workings of government							
2013 pre-test	9	2	6	12	79	22	57
2015 post-test	10	3	7	15	75	23	52
2015 pre-test	8	3	5	9	82	17	65
f. To discuss community development issues							
2013 pre-test	20	5	15	25	55	21	35
2015 post-test	32	10	22	28	40	24	16
2015 pre-test	25	10	15	23	52	28	24

26. Is speaking to assembled groups on [ITEM] something that you do a great deal, a good amount, just sometimes, only rarely or never?

	More often			Some times	Less often		
	NET	Great deal	Good amount		NET	Only rarely	Never
a. The importance of political participation							
2013 pre-test	19	7	12	25	56	17	39
2015 post-test	21	6	15	21	58	16	43
2015 pre-test	21	9	12	19	60	15	45

	More often			Some times	Less often		
	NET	Great deal	Good amount		NET	Only rarely	Never
b. Community development issues							
2013 pre-test	33	13	20	30	37	16	21
2015 post-test	42	15	27	32	26	24	2
2015 pre-test	41	18	23	24	35	16	18

27. How do you personally feel about [ITEM] – is this something with which you are extremely comfortable, very comfortable, somewhat comfortable, not so comfortable or not comfortable at all?

	More comfortable			Smwt. compf.	Less comfortable			Never do (vol.)
	NET	Ext.	Very		NET	Not so	At all	
a. Offering advice and guidance to others								
2013 pre-test	95	71	24	5	*	*	0	1
2015 post-test	96	75	21	4	0	0	0	0
2015 pre-test	91	70	21	7	1	1	0	0
b. Speaking to assembled groups								
2013 pre-test	81	48	33	11	2	2	*	6
2015 post-test	88	55	33	11	1	1	*	0
2015 pre-test	84	50	34	11	1	1	*	4
c. Reaching out to others to learn their views								
2013 pre-test	79	45	35	16	3	2	1	2
2015 post-test	84	46	39	15	1	1	*	0
2015 pre-test	78	39	39	19	2	2	*	1

28. Overall, to what extent do you feel that you have the necessary skills and knowledge to help solve development problems in your community – are you extremely confident in this, very confident, somewhat confident, not so confident or not confident at all?

	More confident			Somewhat confident	Less confident		
	NET	Extremely	Very		NET	Not so	Not at all
2013 pre-test	50	19	31	35	15	10	5
2015 post-test	62	21	41	34	4	4	1
2015 pre-test	55	21	34	37	9	7	1

29. How respected, if at all, do you feel by other members of your community – extremely well respected, very well respected, somewhat respected, not so respected or not at all respected?

	More respected			Somewhat respected	Less respected		
	NET	Extremely	Very		NET	Not so	Not at all
2013 pre-test	68	21	48	31	1	1	0
2015 post-test	71	21	50	28	1	1	0
2015 pre-test	63	21	43	35	2	2	*

30. Everybody has strengths and weaknesses. Now I'm going to read out a list of skills. For each, please tell me if you would rate your own skills in this area as excellent, very good, good, not so good or poor.

	More skilled			Good	Less skilled		
	NET	Ex.	Very good		NET	Not so good	Poor
a. Teamwork							
2013 pre-test	71	39	32	25	4	4	*
2015 post-test	89	56	33	9	1	1	0
2015 pre-test	87	56	32	11	2	2	*
b. Conflict resolution							
2013 pre-test	58	26	32	32	10	9	*
2015 post-test	75	35	40	22	3	3	0
2015 pre-test	70	31	39	25	5	5	*
c. Problem solving							
2013 pre-test	54	24	30	37	9	9	*
2015 post-test	72	34	39	25	2	2	0
2015 pre-test	68	29	39	29	4	4	*
d. Interpersonal communication							
2013 pre-test	59	25	34	34	7	7	1
2015 post-test	76	34	42	23	2	2	0
2015 pre-test	73	31	41	24	3	3	0
e. Decision making							
2013 pre-test	52	22	30	36	12	11	1
2015 post-test	69	26	43	28	3	3	*
2015 pre-test	67	28	39	30	3	3	*
f. Negotiating							
2013 pre-test	54	21	33	35	11	10	1
2015 post-test	69	27	42	29	2	2	0
2015 pre-test	68	28	40	28	5	4	*
g. Delegating tasks to others							
2013 pre-test	56	25	32	33	10	9	1
2015 post-test	69	33	36	27	4	4	0
2015 pre-test	68	29	39	27	5	5	*
h. Being well-organized							
2013 pre-test	55	22	33	34	11	10	1
2015 post-test	65	24	41	31	5	5	0
2015 pre-test	65	27	38	29	6	5	*

31. Next I'm going to read a list of personal attributes that apply to some people. For each, assessing yourself honestly, please tell me how well you think that attribute describes you personally – would you say it describes you extremely well, very well, somewhat well, not so well or not well at all?

	More descriptive			Smwt.	Less descriptive		
	NET	Extremely	Very		NET	Not so	Not at all
a. Trustworthy							
2013 pre-test	94	59	35	6	0	0	0
2015 post-test	97	66	31	3	0	0	0
2015 pre-test	96	69	26	4	*	*	0
b. Humble							
2103 pre-test	93	63	30	6	1	1	*
2015 post-test	93	58	35	6	*	*	0
2015 pre-test	93	58	35	6	1	1	*
c. Compassionate							
2013 pre-test	91	52	39	9	*	*	0
2015 post-test	96	62	34	4	0	0	0
2015 pre-test	95	59	36	5	*	*	0
d. Committed							
2013 pre-test	82	40	42	17	1	1	0
2015 post-test	92	49	43	8	*	*	0
2015 pre-test	89	47	41	11	1	1	*
e. Open to new ideas							
2013 pre-test	61	24	36	32	8	7	1
2015 post-test	70	24	46	27	3	3	*
2015 pre-test	63	22	42	32	4	4	*
f. Fair							
2013 pre-test	86	45	41	13	1	1	*
2015 post-test	93	55	39	6	*	*	0
2015 pre-test	89	52	38	10	1	1	*
g. Self-assured							
2013 pre-test	91	53	38	9	*	*	0
2015 post-test	95	64	31	5	0	0	0
2015 pre-test	94	65	29	5	*	*	0
h. Encouraging							
2013 pre-test	82	44	38	16	2	2	*
2015 post-test	90	48	41	10	0	0	0
2015 pre-test	88	48	39	11	1	1	0

	More descriptive			Smwt.	Less descriptive		
	NET	Extremely	Very		NET	Not so	Not at all
i. Optimistic							
2013 pre-test	88	48	40	11	1	1	*
2015 post-test	93	60	33	7	*	*	0
2015 pre-test	92	60	32	7	1	1	*
j. Decisive							
2013 pre-test	58	20	37	31	11	10	1
2015 post-test	68	22	47	29	3	3	0
2015 pre-test	62	21	42	31	6	6	1
k. Ambitious							
2013 pre-test	64	30	34	26	11	9	1
2015 post-test	79	36	44	17	4	2	1
2015 pre-test	74	38	36	18	7	5	3
l. Risk-taker							
2013 pre-test	54	22	32	30	16	13	3
2015 post-test	69	28	40	25	6	6	*
2015 pre-test	64	29	35	29	7	6	1

32. If you don't mind my asking, how concerned are you about what others think of you – are you extremely concerned about this, very concerned, somewhat concerned, not so concerned or not concerned at all?

	More concerned			Somewhat concerned	Less concerned		
	NET	Extremely	Very		NET	Not so	At all
2013 pre-test	24	9	15	28	48	16	32
2015 post-test	25	8	17	30	45	24	21
2015 pre-test	29	9	19	29	43	20	23

33. Modesty aside, do you think of yourself as a leader in your community, or not?

	Yes	No
2013 pre-test	23	77
2015 post-test	29	71
2015 pre-test	25	75

34. (IF THINKS OF HIS/HERSELF AS A LEADER) How capable of a leader do you think you are – extremely capable, very capable, somewhat capable or not so capable?

	More capable			Less capable		
	NET	Extremely	Very	NET	Somewhat	Not so
2013 pre-test	79	26	53	21	21	0
2015 post-test	84	31	52	16	15	1
2015 pre-test	83	36	47	17	17	*

33/34 NET:

	Thinks of self as a leader							
	More capable				Less capable			
	NET	NET	Extremely	Very	NET	Somewhat	Not so	Doesn't
2013 pre-test	23	18	6	12	5	5	0	77
2015 post-test	29	24	9	15	5	4	*	71
2015 pre-test	25	21	9	12	4	4	*	75

35. (IF THINKS OF HIS/HERSELF AS A LEADER) What to you is the single biggest challenge in being a leader in your community?

	2013 pre-test	2015 post-test	2015 pre-test
Political rivalry/blockade of opposition party	34	26	19
Economic conditions	15	19	21
Education	5	7	10
Family resistance	3	2	1
Corruption	3	2	1
Other	13	26	31
None	27	19	16
DK	0	0	1

37. (IF DOES NOT THINK OF HIS/HERSELF AS A LEADER) How would you rate your potential to become a leader in your community in the future – do you feel your potential for leadership is extremely high, very high, somewhat high, not so high or not high at all?

	Higher			Somewhat high	Less high		
	NET	Extremely	Very		NET	Not so	Not at all
2013 pre-test	16	5	11	25	59	19	40
2015 post-test	19	6	13	38	44	27	16
2015 pre-test	23	6	17	37	40	21	19

33/37 NET:

	Leader	Doesn't think of self as a leader							
		Higher				Less high			
		NET	NET	Extremely	Very	Smwt high	NET	Not so	Not at all
2013 pre-test	23	77	12	4	8	19	46	15	31
2015 post-test	29	71	13	4	9	27	31	20	12
2015 pre-test	25	75	17	5	13	28	30	16	14

37x. To what extent do you think others in your community view you as a leader? Do you think almost everyone sees you as a leader, many see you as a leader, just some do, only a few or no one sees you as a community leader?

	Everyone/many			Just some	A few/no one		
	NET	Everyone	Many		NET	A few	No one
All respondents							
2015 post-test	32	5	27	30	38	18	20
2015 pre-test	30	6	24	26	44	21	23
Among those who see themselves as a leader							
2013 pre-test	83	19	65	15	2	2	0
2015 post-test	62	14	48	28	10	8	3
2015 pre-test	75	22	54	19	6	4	2

33/37x NET:

	Thinks of self as a leader								
	NET	NET	Everyone/many			NET	A few/no one		
			Everyone	Many	Just some		A few	No one	Doesn't
2013 pre-test	23	19	4	15	3	*	*	0	77
2015 post-test	29	18	4	14	8	3	2	1	71
2015 pre-test	25	19	5	13	5	1	1	*	75

38. On another subject, I would like to ask you about some administrative levels in our country. As I read each one out, please tell me how much you trust them to carry out their responsibilities. Do you have a great deal of trust, a good amount, just some, only a little or no trust in them at all?

	Greater trust				Just some	Less trust		
	NET	Grt. deal	Good			NET	Little	None at all
a. The government of Bangladesh								
2013 pre-test	52	24	28		37	11	8	3
2015 post-test	62	27	35		28	10	7	3
2015 pre-test	62	31	31		27	11	7	4
b. The upazila administration								
2013 pre-test	46	16	30		44	10	8	2
2015 post-test	65	23	42		28	7	5	2
2015 pre-test	68	25	43		26	7	4	2
c. The union parishad								
2013 pre-test	56	22	34		37	8	6	2
2015 post-test	72	27	46		23	5	4	2
2015 pre-test	76	33	43		19	5	4	1

39. Do you think the government is doing as well as it can to provide basic services and assistance to the people of this community, or can it be doing a better job than it is now?

	Government doing as well as it can	Government can be doing a better job
2013 pre-test	8	92
2015 post-test	10	90
2015 pre-test	9	91

40. If people have a problem receiving government services, to what extent, if at all, are you confident that you would know how to hold the government accountable for this – extremely confident, very confident, somewhat confident, not so confident or not confident at all?

	More confident			Somewhat confident	Less confident		
	NET	Extremely	Very		NET	Not so	Not at all
2013 pre-test	25	9	16	26	49	23	26
2015 post-test	44	11	34	35	20	11	9
2015 pre-test	37	11	27	38	25	13	11

41. Currently, do you feel the resources being devoted to community development in your area, regardless of the source, are mainly being put to good use or mainly being wasted?

	Mainly put to good use	Mainly wasted	None in the area (vol.)	No opinion
2013 pre-test	24	21	52	2

42. One definition of corruption is misuse of official funds for personal gain or to unfairly benefit favored groups or individuals. Using this definition, do you think corruption is very widespread in Bangladesh, somewhat widespread, occasional or rare?

	Widespread			Not widespread			No opinion
	NET	Very	Somewhat	NET	Occasional	Rare	
2013 pre-test	84	45	38	16	10	6	1
2015 post-test	82	53	30	18	11	7	0
2015 pre-test	85	53	32	15	9	6	*

43. I'm going to name some groups that may be active in your community; for each please tell me how they are regarded by most people in your community. The first is [ITEM]. In your community are [ITEM] – extremely well respected, very well respected, somewhat well respected, not so well respected or not respected at all?

	More respected				Less respected			
	NET	Ext.	Very	Smwt. resp	NET	Not so	At all	None (vol.)
a. Imams and other Islamic scholars								
2013 pre-test	96	77	19	4	*	*	0	0
2015 post-test	96	77	19	2	*	*	0	2
2015 pre-test	97	79	18	2	*	*	0	1

APPENDIX B | TOPLINE RESULTS

	More respected			Smwt. resp	Less respected			None (vol.)
	NET	Ext.	Very		NET	Not so	At all	
b. Religious leaders of other faiths								
2013 pre-test	49	19	30	23	1	1	*	28
2015 post-test	66	33	33	8	1	1	0	24
2015 pre-test	55	29	26	7	1	1	*	37
c. Elders who are involved in community affairs								
2013 pre-test	95	64	31	5	*	*	0	0
2015 post-test	97	62	35	3	*	*	0	0
2015 pre-test	96	64	32	4	*	*	0	0
d. Men who are involved in community affairs								
2013 pre-test	89	43	46	11	*	*	0	0
2015 post-test	95	45	50	5	0	0	0	0
2015 pre-test	92	46	47	7	*	*	*	0
e. Women who are involved in community affairs								
2013 pre-test	75	27	48	24	1	1	0	0
2015 post-test	84	29	55	15	1	1	0	0
2015 pre-test	77	28	49	22	2	1	*	0
f. Male youth who are involved in community affairs								
2013 pre-test	72	21	51	27	1	1	0	0
2015 post-test	84	31	53	16	1	1	0	0
2015 pre-test	76	28	49	22	1	1	*	0
g. Female youth who are involved in community affairs								
2013 pre-test	61	16	44	37	2	2	0	0
2015 post-test	75	25	51	23	2	2	*	0
2015 pre-test	64	22	42	32	3	3	*	*
h. Religious and ethnic minorities								
2013 pre-test	47	15	33	25	1	1	*	27
2015 post-test	46	17	30	14	1	1	0	38
2015 pre-test	46	17	29	16	1	1	0	36

44. How do you feel about working with [ITEM] to address community problems – are you extremely willing to do this, very willing, somewhat willing, not so willing or not willing at all?

	More willing			Smwt.	Less willing		
	NET	Ext.	Very		NET	Not so	At all
a. Imams and other Islamic scholars							
2013 pre-test	88	65	23	9	3	2	1
2015 post-test	93	69	24	6	1	1	*
2015 pre-test	92	71	21	6	2	2	*

	More willing			Smwt.	Less willing		
	NET	Ext.	Very		NET	Not so	At all
b. Religious leaders of other faiths							
2013 pre-test	63	34	29	23	14	9	5
2015 post-test	81	44	37	15	4	3	1
2015 pre-test	80	46	34	16	4	3	1
c. Elders who are involved in community affairs							
2013 pre-test	88	54	34	10	3	2	1
2015 post-test	93	59	34	7	1	1	0
2015 pre-test	91	58	33	8	1	1	*
d. Men who are involved in community affairs							
2013 pre-test	81	49	32	12	7	5	2
2015 post-test	92	56	36	7	1	1	*
2015 pre-test	90	54	36	9	2	1	*
e. Women who are involved in community affairs							
2013 pre-test	82	53	30	15	3	2	1
2015 post-test	92	55	36	7	1	1	*
2015 pre-test	88	54	34	11	1	1	*
f. Male youth who are involved in community affairs							
2013 pre-test	79	45	34	15	6	4	2
2015 post-test	91	52	40	8	*	*	0
2015 pre-test	86	49	37	12	2	2	*
g. Female youth who are involved in community affairs							
2013 pre-test	77	47	29	19	4	3	1
2015 post-test	90	52	38	9	1	1	0
2015 pre-test	85	51	34	14	1	1	*
h. Religious and ethnic minorities							
2013 pre-test	60	29	31	27	13	8	5
2015 post-test	76	36	40	20	4	3	1
2015 pre-test	77	38	39	19	4	3	1

45. ASKED FIRST, FULL SERIES Imagine that a woman in your community, who is NOT a family member or friend, wanted to [ITEM] – is this something you would find entirely acceptable, somewhat acceptable, somewhat unacceptable or entirely unacceptable?

46. ASKED SECOND, FULL SERIES Now imagine that a woman who IS a close friend of you or someone in your family...

47. ASKED THIRD, FULL SERIES Now imagine that a DAUGHTER of yours...

	Acceptable			Unacceptable		
	NET	Ent.	Smwt.	NET	Smwt.	Ent.
a. Participate in a community development activity in your area						
If not friend/family						
2013 pre-test	98	88	10	2	1	1
2015 post-test	99	86	13	1	1	*
2015 pre-test	97	82	15	3	2	1
If close friend/family						
2013 pre-test	94	79	14	6	3	3
2015 post-test	98	87	12	2	1	1
2015 pre-test	97	83	14	3	2	1
If daughter						
2013 pre-test	91	74	17	9	4	6
2015 post-test	97	86	10	3	1	2
2015 pre-test	96	83	13	4	2	2
b. Run for a position on your union parishad						
If not friend/family						
2013 pre-test	96	81	15	4	2	2
2015 post-test	97	74	23	3	2	1
2015 pre-test	94	67	27	6	4	2
If close friend/family						
2013 pre-test	85	70	15	15	6	9
2015 post-test	94	76	19	6	3	3
2015 pre-test	92	69	23	8	4	4
If daughter						
2013 pre-test	79	64	15	21	5	16
2015 post-test	91	75	16	9	3	6
2015 pre-test	90	69	21	10	4	6
c. Run for a national parliament seat						
If not friend/family						
2013 pre-test	94	80	14	6	3	3
2015 post-test	94	71	23	6	4	2
2015 pre-test	91	63	28	9	6	3
If close friend/family						
2013 pre-test	84	69	15	16	6	10
2015 post-test	91	70	21	9	5	4
2015 pre-test	88	62	26	12	7	5
If daughter						
2013 pre-test	79	65	14	21	5	16
2015 post-test	88	70	18	12	6	7
2015 pre-test	86	64	22	14	6	8

	Acceptable			Unacceptable		
	NET	Ent.	Smwt.	NET	Smwt.	Ent.
d. Pursue a university degree in law						
If not friend/family						
2013 pre-test	99	95	4	1	1	*
2015 post-test	99	91	8	1	1	*
2015 pre-test	98	83	15	2	1	1
If close friend/family						
2013 pre-test	98	93	5	2	1	1
2015 post-test	99	92	7	1	*	1
2015 pre-test	98	84	13	2	2	*
If daughter						
2013 pre-test	97	90	6	3	1	2
2015 post-test	99	93	5	1	1	1
2015 pre-test	98	88	9	2	1	1
e. Lead a community development activity in your area						
If not friend/family						
2013 pre-test	97	85	12	3	2	1
2015 post-test	99	84	15	1	*	*
2015 pre-test	97	80	16	3	2	1
If close friend/family						
2013 pre-test	90	76	14	10	5	4
2015 post-test	97	85	12	3	1	2
2015 pre-test	95	80	15	5	3	2
If daughter						
2013 pre-test	87	71	16	13	5	8
2015 post-test	95	85	10	5	1	3
2015 pre-test	94	80	14	6	2	3

48. Do you feel that for a woman to take a leadership role in community affairs is compatible or incompatible with other roles traditionally taken by women in our society? Do you feel that way strongly, or somewhat?

	Compatible			Incompatible		
	NET	Strongly	Somewhat	NET	Somewhat	Strongly
2013 pre-test	89	33	57	11	8	2
2015 post-test	84	28	56	16	15	2
2015 pre-test	85	30	55	15	13	2

49. Do you feel that for a male youth to take a leadership role in community affairs is compatible or incompatible with other roles traditionally taken by male youth in our society? Do you feel that way strongly, or somewhat?

	Compatible			Incompatible		
	NET	Strongly	Somewhat	NET	Somewhat	Strongly
2013 pre-test	95	61	34	5	4	*
2015 post-test	94	40	54	6	4	2
2015 pre-test	95	49	45	5	4	2

50. Do you feel that for a female youth to take a leadership role in community affairs is compatible or incompatible with other roles traditionally taken by female youth in our society? Do you feel that way strongly, or somewhat?

	Compatible			Incompatible		
	NET	Strongly	Somewhat	NET	Somewhat	Strongly
2013 pre-test	86	31	55	14	11	3
2015 post-test	86	35	51	14	11	3
2015 pre-test	85	34	51	15	10	4

51. How comfortable would you be having a neighbor who has a different [ITEM] than your own: extremely comfortable, very comfortable, not so comfortable or not comfortable at all?

	More comfortable			Smwt. comf.	Less comfortable		
	NET	Extm.	Very		NET	Not so	Not at all
a. Religion							
2013 pre-test	69	42	27	18	12	8	5
2015 post-test	79	43	36	17	4	3	1
2015 pre-test	81	48	33	13	6	5	2
b. Ethnicity							
2013 pre-test	60	34	26	22	18	11	7
2015 post-test	75	31	45	18	6	4	2
2015 pre-test	73	34	39	19	8	6	2
c. Set of political beliefs							
2013 pre-test	58	32	27	25	17	12	5
2015 post-test	78	31	47	17	5	4	1
2015 pre-test	76	34	42	17	7	6	1

52. For each item I name, please tell me how much of a concern it is to you personally – is it a matter of great personal concern, a good deal of personal concern, some, very little or not a personal concern of yours?

	More concern			Some	Less concern		
	NET	Great	Good deal		NET	Little	None
a. The political unrest that has occurred in Bangladesh in recent years							
2015 post-test	93	68	25	6	1	1	0
2015 pre-test	88	64	24	10	2	2	0
b. Accidents in the nation involving worker safety							
2015 post-test	94	65	29	5	*	*	0
2015 pre-test	91	61	30	8	1	1	0

PE-1. Overall, how important to you are the subjects that were discussed in the training session(s): extremely important, very important, somewhat important, not so important or not important at all?

	More important			Somewhat	Less important		
	NET	Extremely.	Very		NET	Not so	Not at all
2015 post-test	98	74	24	1	*	*	0

PE-2. And overall did you find the training session(s) extremely interesting, very interesting, somewhat interesting, not so interesting or not interesting at all?

	More interesting			Somewhat	Less interesting		
	NET	Extremely.	Very		NET	Not so	Not at all
2015 post-test	98	71	28	1	*	*	0

PE-3. For each item I name, please tell me if this was used by the instructor at the training session(s), or not?

2015 post-test

	Yes	No
a. Hand-outs or brochures, which would be any document that you could take with you at the end of training	99	1
b. Posters, VIPP card, flip charts, social maps, venn diagram or any visual materials (excluding hand-outs) that were used by the instructor during the class	99	1

APPENDIX B | TOPLINE RESULTS

PE-4. For each item I name, please tell me if the instructor in the training session(s) did or did not use this teaching technique?

2015 post-test

	Yes	No
a. Lecture	100	0
b. Questions and answers	100	0
c. Discussion	100	0
d. Role play	99	1
e. Energizer/game	99	1

PE-5. Overall, were the teaching techniques used by the instructor in the training session(s) extremely effective, very effective, somewhat effective, not so effective or not effective at all?

	More effective			Somewhat	Less effective		
	NET	Extremely	Very		NET	Not so	Not at all
2015 post-test	97	60	37	3	*	*	0

PE-6. How would you rate the instructor's [ITEM]: excellent, very good, good, not so good or poor?

2015 post-test

	Better				Worse		
	NET	Excellent	Very good	Good	NET	Not so good	Poor
a. Ability to explain the topics covered	98	83	16	2	0	0	0
b. Knowledge of the topics covered	97	79	19	3	0	0	0
c. Approachability	97	82	14	3	0	0	0
d. Respect for participants	97	86	11	3	0	0	0

PE-7. How much, if anything, would you say you learned from this (these) training session(s): a great deal, a good amount, some, only a little or nothing at all?

	Learned more			Some	Learned less		
	NET	Great deal	Good amount		NET	Only a little	Nothing at all
2015 post-test	89	29	60	11	0	0	0

PE-8. In terms of improving your comfort taking on a leadership role, would you say this program was extremely effective, very effective, somewhat effective, not so effective or not effective at all?

	More effective			Somewhat	Less effective		
	NET	Extremely	Very		NET	Not so	Not at all
2015 post-test	93	45	49	7	0	0	0

PE-9. Apart from the LDP training sessions, have you attended any follow-up meetings or events that also were part of the LDP program, or not?

	Yes	No
2015 post-test	44	56

PE-10. (IF ATTENDED FURTHER MEETINGS) How many such follow-up meetings have you attended?

	One	Two	Three	Four	Five or more
2015 post-test	23	29	23	10	15

PE-9/PE-10 NET.

	Zero	One	Two	Three	Four	Five or more
2015 post-test	56	10	13	10	4	7

Demographics:

D-1. Have you attended any training programs for community leaders in the past, or not?

	Yes	No
2013 pre-test	9	91
2015 post-test*	20	80
2015 pre-test	13	87

*Post-test respondents were asked “Aside from the LDP program, have you attended any other training programs for community leaders in the past, or not?”

D-2. (IF ATTENDED ANY PREVIOUS TRAINING PROGRAMS) How many such training programs have you participated in? Not individual sessions, but programs overall.

	One	Two	Three/four	Five-plus
2013 pre-test	25	25	24	26
2015 post-test*	17	29	29	24
2015 pre-test	29	25	20	27

*Post-test respondents were asked “Not counting the LDP program, how many such...”

D-3. (IF ATTENDED ANY PREVIOUS TRAINING PROGRAMS) Thinking of the last such program you attended, would you rate it as extremely useful, very useful, somewhat useful, not so useful or not useful at all?

	More useful			Somewhat	Less useful		
	NET	Extremely	Very		NET	Not so	Not at all
2013 pre-test	83	45	39	13	3	2	1
2015 pre-test	85	55	30	14	1	1	0

D-4. It is our understanding that you are enrolled to participate in the LDP (Leadership Development Program) sponsored by [INSERT implementing partner name from contact sheet] in your area – is this correct, or not?

	Yes	No	No opinion
2013 pre-test	91	0	9
2015 post-test*	99	1	0
2015 pre-test	97	0	3

*Post-test respondents were asked whether they had participated in the LDP program. The 1 percent of respondents who indicated they had not were removed from the sample.

D-5. (IF YES IN D-4) How enthusiastic are you, if at all, about participating in the Leadership Development Program – would you say you are extremely enthusiastic about participating, very enthusiastic, somewhat enthusiastic, not so enthusiastic or not enthusiastic at all?

	More enthusiastic			Somewhat	Less enthusiastic		
	NET	Extremely	Very		NET	Not so	Not at all
2013 pre-test	91	70	21	9	1	*	*
2015 pre-test	87	58	29	12	1	1	*

D-6. (IF YES IN D-4). Are you participating in any leadership training program other than the LDP at the current time, or not?

	Yes	No
2013 pre-test	3	97
2015 pre-test	4	96

D-7. Gender

	Men	Women
2013 pre-test	54	46
2015 post-test	51	49
2015 pre-test	52	48

D-8. Age

	18-24	25-34	35-49	50+	Mean	SD
2013 pre-test	29	28	31	12	32.9	11.4
2015 post-test	26	26	33	14	34.8	12.4
2015 pre-test	31	22	31	15	34.1	12.8

D-9. Language spoken at home

	Bengali	Other NET
2013 pre-test	100	*
2015 post-test	96	4
2015 pre-test	97	3

D-10. Relationship status

	Married	Never married	Divorced	Widowed	Separated
2013 pre-test	66	29	2	3	1
2015 post-test	69	25	1	4	*
2015 pre-test	64	32	1	2	*

D-11. General education

	2013 pre-test	2015 post-test	2015 pre-test
No general education	14	10	9
Class 1-8 NET	43	44	37
Class 1-5	17	16	15
Class 6-8	26	27	22
SSC/HSC NET	37	35	43
Secondary school	18	14	21
Higher secondary school	19	21	22
Dip./Bach./grad. NET	7	12	11
Diploma	1	1	1
Bachelor's degree	5	10	9
Graduate training	1	1	1

D-12. Religious education

	2013 pre-test	2015 post-test	2015 pre-test
None	92	91	86
Any rel. ed. NET	8	9	14
Ebtedayee	1	3	4
Dakhil VIII	2	2	2
Dakhil	3	2	4
Alim	2	1	2
Fazil	*	1	1
Kamil	*	*	1

D-13. Ethnicity

	Bengali	Adivasi
2013 pre-test	100	*
2015 post-test	96	4
2015 pre-test	96	4

D-14. Employment status

	2013 pre-test	2015 post-test	2015 pre-test
Employed, full-time	40	37	34
Employed, part-time	6	7	7
Not employed NET	54	56	59
Homemaker	29	33	28
Student	23	19	25
Unemployed	1	2	4
Retired	1	2	2
Disabled	0	0	0

D-15. (IF EMPLOYED, UNEMPLOYED OR RETIRED) Primary occupation

	2013 pre-test	2015 post-test	2015 pre-test
Farmer NET	35	34	33
Farming, own farm	25	23	18
Laborer	6	8	14
Farm owner, employs laborers	4	3	1
Private business owner NET	28	24	25
Skilled worker/artisan	9	5	5
Government work NET	8	9	7
Elected representative	6	7	4
Other government worker	2	3	3
Private employee NET	8	11	9
Worker NET	5	4	4
Teacher NET	4	6	9
Military/police	1	*	*
Religious work NET	1	1	1
Other	1	5	6

D-16. Tenure, if imam, religious leader or elected official

(Inadequate sample size.)

D-17. How would you describe the current economic situation in your household? Is it excellent, very good, good, not so good or poor?

	Better			Good	Worse		
	NET	Excellent	Very good		NET	Not so good	Poor
2013 pre-test	21	3	18	55	25	22	2
2015 post-test	25	3	22	48	26	24	2
2015 pre-test	24	4	19	51	25	23	2

D-18. Total monthly income

	2013 pre-test	2015 post-test	2015 pre-test
5,000 taka or less NET	11	7	11
<2,000 taka	0	0	0
2,001-3,000 taka	1	2	3
3,001-5,000 taka	10	5	8
5,001-10,000 taka NET	45	41	40
5,001-7,000 taka	19	16	19
7,001-10,000 taka	26	25	21
10,001-15,000 taka	25	27	24
15,001 taka or more NET	19	26	25
15,001-20,000 taka	11	15	13
20,001-30,000 taka	5	7	8
30,001 taka or more	3	4	4

D-19. Respondent is the head of the family/HH

	Yes	No
2013 pre-test	36	64
2015 post-test	38	62
2013 pre-test	35	65

D-20. Years lived in one's community

	less than 1	1-10	11-20	21-30	31-40	41+
2013 pre-test	*	8	25	32	16	19
2015 post-test	1	7	22	36	14	20
2015 pre-test	*	7	26	32	16	20

D-21. Do you have easy access to the internet, or not?

	Yes	No
2013 pre-test	10	90
2015 post-test	17	83
2013 pre-test	18	82

D-22. (IF YES IN D-21) Where do you most often access the internet – from home, from your place of work or school, using your mobile phone, at a community center or someplace else?

	Home	Work/ school	Mobile phone	Community center	Cyber cafe	Someplace else
2013 pre-test	16	10	72	0	2	1
2015 post-test	10	6	82	1	1	0
2015 pre-test	6	3	88	2	1	1

D-23. Religious affiliation

	Muslim	Hindu	Christian	Buddhist
2013 pre-test	98	2	*	0
2015 post-test	89	7	1	3
2015 pre-test	87	8	*	4

D-24. Would you describe your religion as the single most important thing in your life, one of a few extremely important things, very important, somewhat important or less important than that?

	2013 pre-test	2015 post-test	2015 pre-test
Single most important thing	89	90	85
One of a few extremely important	4	8	12
Very important	7	3	3
Somewhat important	*	0	0
Less important than that	0	0	0

C | FULL QUESTIONNAIRE

This appendix reproduces the English-language version of the full, formatted questionnaire for the Bangladesh Leadership Development wave 2 impact assessment survey. Unless otherwise indicated, questions were asked of both post-test respondents (cohort 1 and 2) and pre-test respondents (cohort 3). Please contact Counterpart International for the Bengali version.

Introduction

“Greetings, I am from OrgQuest surveys, an independent research organization. We are conducting an opinion survey among people like you to find out your views on issues of public interest. This is an independent survey about civic matters in our country. Your answers will be kept entirely confidential, your name will not be given to anyone and your views will be analyzed along with those of thousands of others.”

If contact is in person, proceed with interview. If contact is by telephone, arrange appointment for in-person interview.

If respondent asks how they were selected:

“This survey is being done among randomly selected participants. It is an independent survey. Your answers are strictly confidential and you are encouraged to answer openly and freely.”

S-3. *“This survey is being done among participants in a leadership training program, but is independent of that program. Your answers are strictly confidential and you are encouraged to answer openly and freely.”*

M-21. Interviewer: Was S-3 used?

1. YES
2. NO

(Post-test respondents only) Read only if respondent indicates they have already done the survey:

S-4. “A similar survey was conducted before the leadership training program began. This survey is being conducted now the training has finished. Your answers are strictly confidential and you are encouraged to answer openly and freely”

M-22. Interviewer: Was S-4 used?

1. Yes
2. No

Section I: General Living Conditions / Security

Q-1. I would like to ask you about today’s conditions in the village/neighborhood where you live. How would you rate the following using excellent, very good, good, not so good or poor?

SHOW CARD	Excellent	Very Good	Good	Not So Good	Poor	Ref (vol.)	DK (vol.)
a. General living conditions	1	2	3	4	5	8	9
b. Security from crime and violence	1	2	3	4	5	8	9
c. The availability of locally based jobs and economic opportunities for men	1	2	3	4	5	8	9
d. The availability of locally based jobs and economic opportunities for women	1	2	3	4	5	8	9
e. The availability of locally based jobs and economic opportunities for young women age 35 and younger	1	2	3	4	5	8	9
f. The availability of locally based jobs and economic opportunities for young men age 35 and younger	1	2	3	4	5	8	9
g. Educational opportunities for girls	1	2	3	4	5	8	9
h. Educational opportunities for boys	1	2	3	4	5	8	9

Q-2. Now, for each of these, would you say that in your village/neighborhood it’s getting much better, getting somewhat better, staying about the same, getting somewhat worse or getting much worse?

SHOW CARD	Much Better	Somewhat Better	About The Same	Somewhat Worse	Much Worse	Ref (vol.)	DK (vol.)
a. General living conditions	1	2	3	4	5	8	9
b. Security from crime and violence	1	2	3	4	5	8	9
c. The availability of locally based jobs and economic opportunities for men	1	2	3	4	5	8	9
d. The availability of locally based jobs and economic opportunities for women	1	2	3	4	5	8	9
e. The availability of locally based jobs and economic opportunities for young women age 35 and younger	1	2	3	4	5	8	9
f. The availability of locally based jobs and economic opportunities for young men age 35 and younger	1	2	3	4	5	8	9
g. Educational opportunities for girls	1	2	3	4	5	8	9
h. Educational opportunities for boys	1	2	3	4	5	8	9

Q-3. Now thinking about some additional conditions in the village/neighborhood where you live. How would you rate the following using excellent, very good, good, not so good or poor?

SHOW CARD	Excellent	Very Good	Good	Not So Good	Poor	There Are None (vol.)	Ref (vol.)	DK (vol.)
a. The rights of women	1	2	3	4	5		8	9
b. The rights of religious minorities [Record 'There Are None' if there are none]	1	2	3	4	5	7	8	9
c. The rights of ethnic minorities [Record 'There Are None' if there are none]	1	2	3	4	5	7	8	9
d. The rights of youth	1	2	3	4	5		8	9
e. The responsiveness of local government to public needs	1	2	3	4	5		8	9
f. Maternal and reproductive health care services for women	1	2	3	4	5		8	9
g. Security of girls and women from domestic violence	1	2	3	4	5		8	9
h. Security of girls and women from sexual assault	1	2	3	4	5		8	9

Q-4. And for each of these, would you say that in your village/neighborhood it's getting much better, getting somewhat better, staying about the same, getting somewhat worse or getting much worse?

SHOW CARD	Much Better	Somewhat Better	About The Same	Somewhat Worse	Much Worse	There Are None (vol.)	Ref (vol.)	DK (vol.)
a. The rights of women	1	2	3	4	5		8	9
b. The rights of religious minorities [Record 'There Are None' if there are none]	1	2	3	4	5	7	8	9
c. The rights of ethnic minorities [Record 'There Are None' if there are none]	1	2	3	4	5	7	8	9
d. The rights of youth	1	2	3	4	5		8	9
e. The responsiveness of local government to public needs	1	2	3	4	5		8	9
f. Maternal and reproductive health care services for women	1	2	3	4	5		8	9
g. Security of girls and women from domestic violence	1	2	3	4	5		8	9
h. Security of girls and women from sexual assault.	1	2	3	4	5		8	9

Q-5. What would you say are the most important development needs facing your community? By this I mean things that you think should be undertaken to improve conditions or opportunities for the people in your community.

(Open-ended, accept up to three.)

a. First Mention: _____

b. Second Mention: _____

c. Third Mention: _____

97. Not applicable (vol.)

98. Refused (vol.)

99. Don't Know (vol.)

Section II: Information, Interest and Efficacy

READ: “On a new subject...”

Q-6. How interested are you, if at all, in (ITEM) – extremely interested, very interested, somewhat nterested, not so interested or not interested at all?

SHOW CARD	Extremely Interested	Very Interested	Somewhat Interested	Not So Interested	Not At All	Ref (vol.)	DK (vol.)
a. Matters of politics and government in general	1	2	3	4	5	8	9
b. Organized efforts to improve conditions or opportunities in your community	1	2	3	4	5	8	9
c. Women's rights issues	1	2	3	4	5	8	9
d. Issues involving the rights of religious or ethnic minorities	1	2	3	4	5	8	9
e. Issues involving the rights of youth	1	2	3	4	5	8	9

Q-7. How much information, if any, do you feel you have about (ITEM) – a great deal, a good amount, just some, only a little or none at all?

SHOW CARD	Great Deal	Good Amount	Just Some	Only A Little	None At All	There Are None (vol.)	Ref (vol.)	DK (vol.)
a. The workings of government at the union parishad level	1	2	3	4	5		8	9
b. Development needs in your community	1	2	3	4	5		8	9
c. Development work currently being done to improve conditions or opportunities in your community, if any [Record 'There Are None' if none is being done]	1	2	3	4	5	7	8	9
d. The resources available to support development work in your community [Record 'There Are None' if none is being done]	1	2	3	4	5	7	8	9
e. Ways in which people can become involved in projects to improve conditions or opportunities in your community	1	2	3	4	5		8	9

Q-8. How much, if at all, do you think you can personally influence (ITEM) – a great deal, a good amount, just some, only a little or not at all?

SHOW CARD	Great Deal	Good Amount	Just Some	Only a Little	Not At All	Ref (vol.)	DK (vol.)
a. The decisions taken by the national government	1	2	3	4	5	8	9
b. The decisions taken by the upazila administration	1	2	3	4	5	8	9
c. The decisions taken by the union parishad	1	2	3	4	5	8	9
d. Conditions in your community	1	2	3	4	5	8	9

Q-9. Balanced against your other responsibilities, to what extent, if any, do you feel a personal commitment to work towards improving conditions in your community – do you feel extremely committed to this work, very committed, somewhat committed, not so committed or not committed at all? (SHOW CARD)

1. Extremely committed
2. Very committed
3. Somewhat committed
4. Not so committed
5. Not committed at all

8. Refused (vol.)

9. Don't Know (vol.)

Section III: Participation

Q-12. How much, if at all, are you personally involved in (ITEM) – extremely involved, very involved, somewhat involved, not so involved or not involved at all?

(SHOW CARD)	Extremely Involved	Very Involved	Somewhat Involved	Not So Involved	Not At All	There Are None (vol.)	Ref (vol.)	DK (vol.)
a. The upazila administration	1	2	3	4	5		8	9
b. The union parishad	1	2	3	4	5		8	9
c. Political organizations in your community [Record 'There Are None' if there is no political organization]	1	2	3	4	5	7	8	9
d. Organized efforts to improve your community [Record 'There Are None' if none is being done]	1	2	3	4	5	7	8	9

Q-13. Specifically, in the past 12 months, have you (ITEM), or not?

	Yes	No	Ref (vol.)	DK (vol.)
a. Participated in an organized effort to solve a neighborhood or community problem	1	2	8	9
b. Contacted a local government official about a neighborhood or community problem	1	2	8	9
c. Contacted a community or religious leader about a neighborhood or community problem	1	2	8	9
d. Taken part in a peaceful protest, workers' strike or demonstration on some issue of concern	1	2	8	9
e. Worked with community organizations to plan a community event	1	2	8	9
f. Advocated for women's rights	1	2	8	9
g. Advocated for rights for youth	1	2	8	9
h. Advocated for the rights of religious or ethnic minorities	1	2	8	9
i. Encouraged people in your community to participate in the political process	1	2	8	9

Q-14. (Ask if respondent answered YES '1' to any item in Q-13a-i) In doing any of the activities I just mentioned, did you use the internet, social media, SMS texting or an internet-enabled cell phone, or not?

1. Yes
2. No

7. Not asked

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

Q-15. (ASK ALL) "Community development activities" or "work in community development projects" means participating in organized efforts to improve conditions or opportunities in your community. Thinking again about the past 12 months – how often, if at all, have you participated in community development activities – very frequently, somewhat frequently, occasionally, rarely or never? (SHOW CARD)

1. Very frequently
2. Somewhat frequently
3. Occasionally
4. Rarely
5. Never

(SKIP TO Q-18)

7. No such activities (vol.) (SKIP TO Q-18)

8. Refused (vol.) (SKIP TO Q-18)

9. Don't Know (vol.) (SKIP TO Q-18)

Q-16. Has this included your participating in any formal organized community development committees, or not?

1. Yes, have participated in a formal community development committee
2. No, have not participated in a formal community development committee (SKIP TO Q-18)

7. Not asked (SKIP TO Q-18)

8. Refused (vol.) (SKIP TO Q-18)

9. Don't Know (vol.) ((SKIP TO Q-18)

Q-17. **(Ask if respondent answered code '1'YES in Q-16)** Thinking about this committee involvement, how would you describe your role– are you a primary leader of a development committee or organization; are you one of several leaders; are you a regular participant, but not a leader; are you an occasional participant; or do you rarely participate at all?

1. Primary leader
2. One of several leaders
3. Regular participant, but not a leader
4. Occasional participant
5. Rarely participate at all

7. Not asked
8. Refused (vol.)
9. Don't Know (vol.)

Q-18. **(ASK ALL)** Would you say your participation in activities to improve conditions or opportunities in your community has increased greatly over the course of the past 12 months, increased somewhat, stayed about the same, decreased somewhat, or decreased greatly? **(SHOW CARD)**

1. Increased greatly
2. Increased somewhat
3. Stayed about the same
4. Decreased somewhat
5. Decreased greatly

7. No involvement in community development activities (vol.)
8. Refused (vol.)
9. Don't Know (vol.)

Q-18z. (Ask if respondent answers 1, 2, 3, 4, 5, 8, or 9 in Q-18) In your view, to what extent have these efforts been able to develop local resources to help address community development needs in your area?

1. A great deal
2. A good amount
3. Just some
4. Only a little
5. Not at all

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

Q-19. Thinking about the ways in which community groups can obtain grant money from government, private or international agencies for local development – do you feel that you understand this process extremely well, very well, somewhat well, not so well or not well at all? (SHOW CARD)

1. Extremely well
2. Very well
3. Somewhat well
4. Not so well
5. Not well at all

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

Q-20. People who lead development projects in their community often prepare an action plan that describes their strategy to best meet community needs. How much confidence do you have that you could develop an action plan of this type – a great deal of confidence, a good amount of confidence, just some, only a little or no confidence at all? **(SHOW CARD)**

1. A great deal of confidence
2. A good amount of confidence
3. Just some confidence
4. Only a little confidence
5. No confidence at all

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

Q-21. Do you happen to be a member of any voluntary organization in this community that works specifically on women's rights issues, or not?

1. Yes, member of a women's rights organization
2. No, not a member of a women's rights organization

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

Section IV: Knowledge and Democracy

READ: “Now we will change topics...”

Q-22. What is your feeling about the idea of (ITEM) – would you say this is extremely important to you personally, very important, somewhat important, not so important or not important to you at all?

(SHOW CARD)	Extremely Imp.	Very Imp.	Somewhat Imp.	Not So Imp.	Not At All	Ref (vol.)	DK (vol.)
a. Equal rights for women	1	2	3	4	5	8	9
b. The rights of youth	1	2	3	4	5	8	9
c. Equal rights for religious and ethnic minorities	1	2	3	4	5	8	9
d. The rule of law	1	2	3	4	5	8	9
e. Willingness to compromise on political issues	1	2	3	4	5	8	9
f. Tolerance for different opinions	1	2	3	4	5	8	9
g. Voting as an individual responsibility	1	2	3	4	5	8	9

Q-23. Now to what extent, if at all, do you think the idea of (ITEM) is compatible with the teachings of your religion – a great deal, a good amount, just some, only a little or not at all?

(SHOW CARD)	Great Deal	Good Amount	Just Some	Only a Little	Not At All	No relig. (vol.)	Ref (vol.)	DK (vol.)
a. Equal rights for women	1	2	3	4	5	7	8	9
b. The rights of youth	1	2	3	4	5	7	8	9
c. Equal rights for religious and ethnic minorities	1	2	3	4	5	7	8	9
d. The rule of civil law	1	2	3	4	5	7	8	9
e. Willingness to compromise on political issues	1	2	3	4	5	7	8	9
f. Tolerance for different opinions	1	2	3	4	5	7	8	9
g. Voting as an individual responsibility	1	2	3	4	5	7	8	9

Section V: Leadership

READ: “Now I’d like to talk a bit about your role in your community...”

Q-25. How often, if ever, do people outside your immediate family come to you (ITEM) – a great deal, a good amount, just sometimes, only rarely or never?

(SHOW CARD)	Great Deal	Good Amount	Some-times	Rarely	Never	Ref (vol.)	DK (vol.)
a. For information in general	1	2	3	4	5	8	9
b. For guidance and advice on personal matters	1	2	3	4	5	8	9
c. For guidance and advice on religious matters	1	2	3	4	5	8	9
d. For guidance and advice on community matters	1	2	3	4	5	8	9
e. For guidance and advice on the workings of government	1	2	3	4	5	8	9
f. To discuss community development issues	1	2	3	4	5	8	9

Q-26. Is speaking to assembled groups on (ITEM) something that you do a great deal, a good amount, just sometimes, only rarely or never?

(SHOW CARD)	Great Deal	Good Amount	Sometimes	Rarely	Never	Ref (vol.)	DK (vol.)
a. The importance of political participation	1	2	3	4	5	8	9
b. Community development issues	1	2	3	4	5	8	9

Q-27. How do you personally feel about (ITEM) – is this something with which you are extremely comfortable, very comfortable, somewhat comfortable, not so comfortable or not comfortable at all?

(SHOW CARD)	Ext. Com.	Very Com.	Smwt Com.	Not So Com.	Not At All	Never Do This (vol.)	Ref (vol.)	DK (vol.)
a. Offering advice and guidance to others	1	2	3	4	5	7	8	9
b. Speaking to assembled groups	1	2	3	4	5	7	8	9
c. Reaching out to others to learn their views	1	2	3	4	5	7	8	9

Q-28. Overall, to what extent do you feel that you have the necessary skills and knowledge to help solve development problems in your community – are you extremely confident in this, very confident, somewhat confident, not so confident or not confident at all? **(SHOW CARD)**

1. Extremely confident
2. Very confident
3. Somewhat confident
4. Not so confident
5. Not confident at all

8. Refused (vol.)

9. Don't Know (vol.)

Q-29. How respected, if at all, do you feel by other members of your community – extremely well respected, very well respected, somewhat respected, not so respected or not at all respected? **(SHOW CARD)**

1. Extremely well respected
2. Very well respected
3. Somewhat respected
4. Not so respected
5. Not respected at all

8. Refused (vol.)

9. Don't Know (vol.)

Q-30. Everybody has strengths and weaknesses. Now I'm going to read out a list of skills. For each, please tell me if you would rate your own skills in this area as excellent, very good, good, not so good or poor.

(SHOW CARD)	Excellent	Very Good	Good	Not So Good	Poor	Ref (vol.)	DK (vol.)
a. Teamwork	1	2	3	4	5	8	9
b. Conflict resolution	1	2	3	4	5	8	9
c. Problem solving	1	2	3	4	5	8	9
d. Interpersonal communication	1	2	3	4	5	8	9
e. Decision making	1	2	3	4	5	8	9
f. Negotiating	1	2	3	4	5	8	9
g. Delegating tasks to others	1	2	3	4	5	8	9
h. Being well-organized	1	2	3	4	5	8	9

Q-31. Next I'm going to read a list of personal attributes that apply to some people. For each, assessing yourself honestly, please tell me how well you think that attribute describes you personally – would you say it describes you extremely well, very well, somewhat well, not so well or not well at all?

(SHOW CARD)	Extremely Well	Very Well	Somewhat Well	Not So Well	Not At All	Ref (vol.)	DK (vol.)
a. Trustworthy	1	2	3	4	5	8	9
b. Humble	1	2	3	4	5	8	9
c. Compassionate	1	2	3	4	5	8	9
d. Committed	1	2	3	4	5	8	9
e. Open to new ideas	1	2	3	4	5	8	9
f. Fair	1	2	3	4	5	8	9
g. Self-assured	1	2	3	4	5	8	9
h. Encouraging	1	2	3	4	5	8	9
i. Optimistic	1	2	3	4	5	8	9
j. Decisive	1	2	3	4	5	8	9
k. Ambitious	1	2	3	4	5	8	9
l. Risk-taker	1	2	3	4	5	8	9

Q-32. If you don't mind my asking, how concerned are you about what others think of you – are you extremely concerned about this, very concerned, somewhat concerned, not so concerned or not concerned at all? **(SHOW CARD)**

1. Extremely concerned
2. Very concerned
3. Somewhat concerned
4. Not so concerned
5. Not concerned at all

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

Q-33. Modesty aside, do you think of yourself as a leader in your community, or not?

1. Yes
2. No **(SKIP TO Q-37)**

-
8. Refused (vol.) **(SKIP TO Q-37)**
 9. Don't Know (vol.) **(SKIP TO Q-37)**

Q-34. **(Ask if respondent answered YES code '1' in Q-33)** How capable of a leader do you think you are – extremely capable, very capable, somewhat capable, or not so capable? **(SHOW CARD)**

1. Extremely capable
2. Very capable
3. Somewhat capable
4. Not so capable

-
7. Not asked
 8. Refused (vol.)
 9. Don't Know (vol.)

Q-35. (Ask if respondent answered '1' YES to Q-33) What to you is the single biggest challenge in being a leader in your community? **(Open-ended, accept only one response.)**

Record response: _____

97. Not asked

98. Refused (vol.)

99. Don't Know (vol.)

Q-37. (Ask if respondent answered '2' NO to Q-33) How would you rate your potential to become a leader in your community in the future – do you feel your potential for leadership is extremely high, very high, somewhat high, not so high or not high at all? **(SHOW CARD)**

1. Extremely high

2. Very high

3. Somewhat high

4. Not so high

5. Not high at all

7. Not asked

8. Refused (vol.)

9. Don't Know (vol.)

Q-37x. **(ASK ALL)** To what extent do you think others in your community view you as a leader? Do you think almost everyone sees you as a leader, many see you as a leader, just some do, only a few, or no one sees you as a community leader? **(SHOW CARD)**

1. Almost everyone sees me as a leader
2. Many see me as a leader
3. Just some see me as a leader
4. Only a few see me as a leader
5. No one sees me as a leader

8. Refused (vol.)

9. Don't Know (vol.)

Section VI: Trust in Government/Accountability/Corruption.

Q-38. On another subject, I would like to ask you about some administrative levels in our country. As I read each one out, please tell me how much you trust them to carry out their responsibilities. Do you have a great deal of trust, a good amount, just some, only a little or no trust in them at all?

(SHOW CARD)	Great Deal of Trust	Good Amount of Trust	Just Some Trust	Only A Little Trust	No Trust At All	Ref (vol.)	DK (vol.)
a. The government of Bangladesh	1	2	3	4	5	8	9
b. The upazila administration	1	2	3	4	5	8	9
c. The union parishad	1	2	3	4	5	8	9

Q-39. Do you think the government is doing as well as it can to provide basic services and assistance to the people in this community, or can it be doing a better job than it is now?

1. The government is doing as well as it can to provide basic services
2. The government can be doing a better job than it is now

3. Depends (vol.)

8. Refused (vol.)

9. Don't Know (vol.)

Q-40. If people have a problem receiving government services, to what extent, if at all, are you confident that you would know how to try to hold the government accountable for this – extremely confident, very confident, somewhat confident, not so confident or not confident at all? **(SHOW CARD)**

1. Extremely confident
2. Very confident
3. Somewhat confident
4. Not so confident
5. Not confident at all

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

Q-42. One definition of corruption is misuse of official funds for personal gain or to unfairly benefit favored groups or individuals. Using this definition, do you think corruption is very widespread in Bangladesh, somewhat widespread, occasional or rare? **(SHOW CARD)**

1. Very widespread
2. Somewhat widespread
3. Occasional
4. Rare

5. Never (vol.)
8. Refused (vol.)
9. Don't Know (vol.)

Section VII: Tolerance/Women/ Rights

READ: “Turning back to your community...”

Q-43. I’m going to name some groups that may be active in your community; for each please tell me how they are regarded by most people in your community. The first is (ITEM). In your community are (ITEM) – extremely well respected, very well respected, somewhat well respected, not so well respected or not respected at all?

(SHOW CARD)	Ext. Well Resp.	Very Well Resp.	Smwt Resp.	Not So Well Resp.	Not At All	Are None (vol.)	Ref (vol.)	DK (vol.)
a. Imams and other Islamic scholars	1	2	3	4	5	7	8	9
b. Religious leaders of other faiths	1	2	3	4	5	7	8	9
c. Elders who are involved in community affairs	1	2	3	4	5	7	8	9
d. Men who are involved in community affairs	1	2	3	4	5	7	8	9
e. Women who are involved in community affairs	1	2	3	4	5	7	8	9
f. Male youth who are involved in community affairs	1	2	3	4	5	7	8	9
g. Female youth who are involved in community affairs	1	2	3	4	5	7	8	9
h. Religious and ethnic minorities	1	2	3	4	5	7	8	9

Q-44. How do you feel about working with (ITEM) to address community problems – are you extremely willing to do this, very willing, somewhat willing, not so willing or not willing at all?

(SHOW CARD)	Ext. Willing	Very Willing	Smwt Willing	Not So Willing	Not At All	Ref (vol.)	DK (vol.)
a. Imams and other Islamic scholars	1	2	3	4	5	8	9
b. Religious leaders of other faiths	1	2	3	4	5	8	9
c. Elders who are involved in community affairs	1	2	3	4	5	8	9
d. Men who are involved in community affairs	1	2	3	4	5	8	9
e. Women who are involved in community affairs	1	2	3	4	5	8	9
f. Male youth who are involved in community affairs	1	2	3	4	5	8	9
g. Female youth who are involved in community affairs	1	2	3	4	5	8	9
h. Religious and ethnic minorities	1	2	3	4	5	8	9

Q-45. Imagine a woman in your community, who is **NOT** a family member or friend, wanted to (ITEM) – is that something you would find entirely acceptable, somewhat acceptable, somewhat unacceptable or entirely unacceptable?

(SHOW CARD)	Entirely Acceptable	Somewhat Acceptable	Somewhat Unacceptable	Entirely Unacceptable	Ref (vol.)	DK (vol.)
a. Participate in a community development activity in your area	1	2	3	4	8	9
b. Run for a position on your union parishad	1	2	3	4	8	9
c. Run for a national parliament seat	1	2	3	4	8	9
d. Pursue a university degree in law	1	2	3	4	8	9
e. Lead a community development activity in your area	1	2	3	4	8	9

Q-46. Now imagine a woman who **IS** a close friend of you or of someone in your family. If she wanted to (ITEM) – is that something you would find entirely acceptable, somewhat acceptable, somewhat unacceptable or entirely unacceptable?

(SHOW CARD)	Entirely Acceptable	Somewhat Acceptable	Somewhat Unacceptable	Entirely Unacceptable	Ref (vol.)	DK (vol.)
a. Participate in a community development activity in your area	1	2	3	4	8	9
b. Run for a position on your union parishad	1	2	3	4	8	9
c. Run for a national parliament seat	1	2	3	4	8	9
d. Pursue a university degree in law	1	2	3	4	8	9
e. Lead a community development activity in your area	1	2	3	4	8	9

Q-47. Now imagine that a **DAUGHTER** of yours wanted to (ITEM) – is that something you would find entirely acceptable, somewhat acceptable, somewhat unacceptable or entirely unacceptable?

[If Respondent indicates they don't have a daughter, probe "If you had one"]

(SHOW CARD)	Entirely Acceptable	Somewhat Acceptable	Somewhat Unacceptable	Entirely Unacceptable	Ref (vol.)	DK (vol.)
a. Participate in a community development activity in your area	1	2	3	4	8	9
b. Run for a position on your union parishad	1	2	3	4	8	9
c. Run for a national parliament seat	1	2	3	4	8	9
d. Pursue a university degree in law	1	2	3	4	8	9
e. Lead a community development activity in your area	1	2	3	4	8	9

Q-48. Do you feel that for a woman to take a leadership role in community affairs is compatible or incompatible with other roles traditionally taken by women in our society? **[GET ANSWER, THEN ASK]** Do you feel that way strongly, or somewhat? **(SHOW CARD)**

1. Strongly compatible
2. Somewhat compatible
3. Somewhat incompatible
4. Strongly incompatible

8. Refused (vol.)

9. Don't Know (vol.)

Q-49. Do you feel that for a male youth to take a leadership role in community affairs is compatible or incompatible with other roles traditionally taken by male youth in our society? **[GET ANSWER, THEN ASK]** Do you feel that way strongly, or somewhat? **(SHOW CARD)**

1. Strongly compatible
2. Somewhat compatible
3. Somewhat incompatible
4. Strongly incompatible

8. Refused (vol.)

9. Don't Know (vol.)

Q-50. Do you feel that for a female youth to take a leadership role in community affairs is compatible or incompatible with other roles traditionally taken by female youth in our society? **[GET ANSWER, THEN ASK]** Do you feel that way strongly, or somewhat? **(SHOW CARD)**

1. Strongly compatible
2. Somewhat compatible
3. Somewhat incompatible
4. Strongly incompatible

8. Refused (vol.)

9. Don't Know (vol.)

Q-51. How comfortable would you be having a neighbor who has a different (ITEM) than your own: extremely comfortable, very comfortable, somewhat comfortable, not so comfortable or not comfortable at all?

(SHOW CARD)	Ext. Comf.	Very Comf.	Swht. Comf.	Not So Comf.	Not At All	Ref (vol.)	DK (vol.)
a. Religion	1	2	3	4	5	8	9
b. Ethnicity	1	2	3	4	5	8	9
c. Set of political beliefs	1	2	3	4	5	8	9

Q-52. For each item I name, please tell me how much of a concern it is to you personally – is it a matter of great personal concern, a good deal of personal concern, some, very little or not a personal concern of yours.

	A matter of great personal concern	A good deal of personal concern	Some	Very little	Not a personal concern	Ref (vol.)	DK (vol.)
a. The political unrest that has occurred in Bangladesh in recent years	1	2	3	4	5	8	9
b. Accidents in the nation involving worker safety	1	2	3	4	5	8	9

Section VIII. Program evaluations (Post-test respondents only):

D-4. It is our understanding that you participated in the LDP (Leadership Development Program) sponsored by [INSERT implementing partner name from contact sheet] in your area – is this correct, or not?

1. Yes

2. No **(SKIP TO D1)**

8. Refused (vol.) **(SKIP TO D1)**

9. Don't Know (vol.) **(SKIP TO D1)**

READ: *“I’m going to ask you some questions about your personal experiences in this leadership development program.”*

PE-1. **(ASK IF Respondent answers ‘1’ in D-4)** Overall, how important to you are the subjects that were discussed in the training session(s): extremely important, very important, somewhat important, not so important, or not important at all?

1. Extremely important
2. Very important
3. Somewhat important
4. Not so important
5. Not important at all

7. Not Asked

8. Refused (vol.)

9. Don’t Know (vol.)

PE-2. **(ASK IF Respondent answers ‘1’ in D4)** And overall did you find the training sessions(s) extremely interesting, very interesting, somewhat interesting, not so interesting or not interesting at all?

1. Extremely interesting
2. Very interesting
3. Somewhat interesting
4. Not so interesting
5. Not interesting at all

7. Not Asked

8. Refused (vol.)

9. Don’t Know (vol.)

PE-3. **(ASK IF Respondent answers ‘1’ in D4)** For each item I name, please tell me if this was used by the instructor at the training session(s), or not?

	Yes	No	Not Asked	Ref (vol.)	DK (vol.)
a. Hand-outs or brochures, which would be any document that you could take with you at the end of the training	1	2	7	8	9
b. Posters, VIPP card, flip charts, social maps, venn diagram or any visual materials (excluding hand-outs) that were used by the instructor during the class	1	2	7	8	9

PE-4. (ASK IF Respondent answers ‘1’ in D4) For each item I name, please tell me if the instructor in the training session(s) did or did not use this teaching technique?

	Yes	No	Not Asked	Ref (vol.)	DK (vol.)
a. Lecture	1	2	7	8	9
b. Questions and answers	1	2	7	8	9
c. Discussion	1	2	7	8	9
d. Role play	1	2	7	8	9
e. Energizer/Game	1	2	7	8	9

PE-5. (ASK IF Respondent answers ‘1’ in D4) Overall, were the teaching techniques used by the instructor in the training session(s) extremely effective, very effective, somewhat effective, not so effective or not effective at all?

1. Extremely effective
2. Very effective
3. Somewhat effective
4. Not so effective
5. Not effective at all

-
7. Not Asked
 8. Refused (vol.)
 9. Don't Know (vol.)

PE-6. (ASK IF Respondent answers ‘1’ in D4) How would you rate the instructor’s [ITEM]: excellent, very good, good, not so good or poor?

(SHOW CARD)	Excellent	Very Good	Good	Not So Good	Poor	Not Asked	Ref (vol.)	DK (vol.)
a. Ability to explain the topics covered	1	2	3	4	5	7	8	9
b. Knowledge of the topics covered	1	2	3	4	5	7	8	9
c. Approachability	1	2	3	4	5	7	8	9
d. Respect for participants	1	2	3	4	5	7	8	9

PE-7. **(ASK IF Respondent answers '1' in D4)** How much, if anything, would you say you learned from this (these) training sessions(s): a great deal, a good amount, some, only a little or nothing at all?

1. A great deal
2. A good amount
3. Just some
4. A little
5. Nothing at all

-
7. Not Asked
 8. Refused (vol.)
 9. Don't Know (vol.)

PE-8. **(ASK IF Respondent answers '1' in D4)** In terms of improving your comfort taking on a leadership role, would you say this program was extremely effective, very effective, somewhat effective, not so effective or not effective at all?

1. Extremely effective
2. Very effective
3. Somewhat effective
4. Not so effective
5. Not effective at all

-
7. Not Asked
 8. Refused (vol.)
 9. Don't Know (vol.)

PE-9. **(ASK IF respondent answers '1' in D4)** Apart from the LDP training sessions, have you attended any follow-up meetings or events that also were part of the LDP program, or not?

1. Yes

2. No (SKIP TO D-1)

97. Not Asked (SKIP TO D-1)

98. Refused (vol.) (SKIP TO D-1)

99. Don't Know (vol.) (SKIP TO D-1)

PE-10. (ASK IF respondent answers '1' in PE-9) How many such follow-up meetings or events have you attended?

RECORD ACTUAL NUMBER: ____ ____

97. Not Asked

98. Refused (vol.)

99. Don't Know (vol.)

Demographics:

READ: "Now for classification purposes only..."

D-1. (Pre-test respondents only) Have you attended any training programs for community leaders in the past, or not?

1. Yes

2. No (SKIP TO D-4)

8. Refused (vol.) (SKIP TO D-4)

9. Don't Know (vol.) ((SKIP TO D-4)

D-1. **(Post-test respondents only)** Aside from the LDP program, have you attended any other training programs for community leaders in the past, or not?

1. Yes

2. No (SKIP TO D-7)

9. Refused (vol.) (SKIP TO D-7)

9. Don't Know (vol.) (SKIP TO D-7)

D-2. **(Pre-test respondents only)** (Ask if respondent answered YES code '1' to D-1) How many such training programs have you participated in? Not individual sessions, but programs overall. **(Interviewer: Must be a number greater than zero, if respondent cannot give an exact number, ask them to estimate)**

WRITE NUMBER: _____

97. Not asked

98. Refused (vol.)

99. Don't Know (vol.)

D-2. **(Post-test respondents only)** (Ask if respondent answered YES code '1' to D-1) Not counting the LDP program, how many such training programs have you participated in? Not individual sessions, but programs overall. **(Interviewer: Must be a number greater than zero, if respondent cannot give an exact number, ask them to estimate)**

WRITE NUMBER: _____

97. Not asked

98. Refused (vol.)

99. Don't Know (vol.)

D-3. **(Pre-test respondents only)** Thinking of the last such program you attended, would you rate it as extremely useful, very useful, somewhat useful, not so useful, or not useful at all? **(SHOW CARD)**

1. Extremely useful
2. Very useful
3. Somewhat useful
4. Not so useful
5. Not useful at all

7. Not asked
8. Refused (vol.)
9. Don't Know (vol.)

D-4. **(Pre-test respondents only)** It is our understanding that you are enrolled to participate in the LDP (Leadership Development Program) sponsored by [INSERT implementing partner name from contact sheet [_____] in your area – is this correct, or not?

3. Yes
4. No **(SKIP TO D-7)**

10. Refused (vol.) **(SKIP TO D-7)**
11. Don't Know (vol.) **(SKIP TO D-7)**

D-5. **(Post-test respondents only, ask if respondent answered YES code '1' in D-4)** How enthusiastic are you, if at all, about participating in the Leadership Development Program – would you say you are extremely enthusiastic about participating, very enthusiastic, somewhat enthusiastic, not so enthusiastic or not enthusiastic at all? **(SHOW CARD)**

1. Extremely enthusiastic
2. Very enthusiastic
3. Somewhat enthusiastic
4. Not so enthusiastic
5. Not enthusiastic at all

-
7. Not asked
 8. Refused (vol.)
 9. Don't Know (vol.)

D-6. **(Post-test respondents only, ask if respondent answered YES code '1' in D-4)** Are you participating in any leadership training program other than the LDP at the current time, or not?

1. Yes
2. No

-
7. Not asked
 8. Refused (vol.)
 9. Don't Know (vol.)

D-7. Gender **(Do Not Ask)**

1. Male
2. Female

D-8. (ASK ALL) Could you please tell me your age? (Record actual age; if respondent refuses, please estimate)

D-9. What is the main language spoken in your household? (Single code only)

1. Bengali
2. English
3. Hindi
4. Urdu
5. Other (Specify) _____

98. Refused (vol.)

99. Don't know (vol.)

D-10. What is your current marital status: are you married, never married, divorced, widowed or separated?

1. Married
2. Never married
3. Divorced
4. Widowed
5. Separated

8. Refused (vol.)

9. Don't Know (vol.)

D-11. What is the highest level of general education you have completed, if any?

1. No general education
2. Class 1-5
3. Class 6-8
4. Completed secondary school (S.S.C.)
5. Higher secondary school (H.S.C)
6. Diploma
7. Bachelor's degree
8. Graduate training

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

D-12. What is the highest level of religious education you have completed, if any?

1. No religious education
2. Ebtedayee
3. Dakhil VIII
4. Dakhil
5. Alim
6. Fazil
7. Kamil

97. Other (vol.) Specify: _____
98. Refused (vol.)
99. Don't Know (vol.)

D-13. What is your ethnic group?

1. Bengali
2. Adivasi
3. Non-Bengali
4. Other (Specify) _____

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

D-14. What is your job status now, are you...?

1. Working full-time
2. Working part-time
3. Unemployed-Looking For Work
4. Unemployed-Not Looking For Work
5. Housewife (not working outside of the home) **(SKIP TO D-17)**
6. Student/Apprentice **(SKIP TO D-17)**
7. Retired
8. Disabled **(SKIP TO D-17)**

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

D-15. (ASK IF RESPONDENT IS WORKING, UNEMPLOYED, OR RETIRED, codes 1, 2, 3, 4, or 7 in D-14) What is/was your primary occupation? (INTERVIEWER: FOR THOSE WHO ANSWERED UNEMPLOYED OR RETIRED, ASK THE RESPONDENT WHAT THEIR OCCUPATION WAS WHEN THEY WERE WORKING. RECORD BELOW AND CODE. DO NOT READ LIST.)

WRITE ANSWER _____

1. Imam **(GO TO D-16)**
 2. Non-Muslim religious leader (purheet, monk, priest) **(GO TO D-16)**
 3. Religious institution employee
 4. Religious/madrassa school teacher
 5. Public school teacher
 6. Private school teacher
 7. Military/Police
 8. Elected government representative **(GO TO D-16)**
 9. Government employee - support staff
 10. Government employee – mid-level, supervisory
 11. Government employee – senior-level officer
 12. Agricultural laborer
 13. Farming on own farm
 14. Farm owner employing laborers
 15. Factory worker
 16. Other worker – unskilled
 17. Other worker – semi-skilled
 18. Skilled worker/artisan
 19. Private employee – support staff
 20. Private employee - mid-level, supervisory
 21. Private employee - senior officer
 22. Private business owner - sole proprietor
 23. Private business owner employing 1-5 workers
 24. Private business owner employing more than 5 workers
- _____
96. Other (vol.) Specify: _____
 97. Not asked
 98. Refused (vol.)
 99. Don't know (vol.)

D-16. **(Ask if respondent is Imam, Religious leader, or Elected Official, codes 1, 2, or 8 in D-15)** How many years have you served as a [INSERT LEADER TYPE]? **[INTERVIEWER: If respondent says less than one year, code as 0. If respondent cannot give an exact number, ask them to estimate]**

WRITE RESPONSE: _____ (in years)

97. Not asked

98. Refused (vol.)

99. Don't know (vol.)

D-17. **(ASK ALL)** How would you describe the current economic situation in your household? Is it excellent, very good, good, not so good or poor? **(SHOW CARD)**

1. Excellent

2. Very good

3. Good

4. Not so good

5. Poor

8. Refused (vol.)

9. Don't Know (vol.)

D-18. What is your household's total monthly income from all sources, that is all types of income for all the persons living in your home?

1. 2,000 taka or less
2. 2,001-3,000 taka
3. 3,001-5,000 taka
4. 5,001-7,000 taka
5. 7,001-10,000 taka
6. 10,001-15,000 taka
7. 15,001-20,000 taka
8. 20,001-30,000 taka
9. 30,001 taka or more

98. Refused (vol.)

99. Don't know (vol.)

D-19. Are you the head of your family (household), or not?

1. Yes
2. No

8. Refused (vol.)

9. Don't Know (vol.)

D-20. How many years have you lived in your community? **[INTERVIEWER: IF respondent says less than one year, code as 0. If respondent cannot give an exact number, ask them to estimate]**

WRITE NUMBER: ____ (in years)

98. Refused (vol.)

99. Don't know (vol.)

D-21. Do you have easy access to the internet, or not?

1. Yes

2. No **(SKIPTO D-23)**

8. Refused (vol.)

9. Don't Know (vol.)

D-22. **(Ask if respondent answered YES code '1' to D-21)** Where do you most often access the internet – from home, from your place of work or school, using your mobile phone, at a community center or someplace else?

1. From home

2. From your place of work or school

3. Using your mobile phone

4. At a community center

5. Cyber cafe

6. Somplace else

7. Not asked

8. Refused (vol.)

9. Don't Know (vol.)

D-23. **(ASK ALL)** What is your religious affiliation?

1. Muslim
2. Hindu
3. Christian
4. Buddhist
5. Other (Specify) _____
6. None

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

D-24. **(ASK IF answered code '1-5' in D-23)** Would you describe your religion as the single most important thing in your life, one of a few extremely important things, very important, somewhat important, or less important than that?

1. Single most important thing
2. One of a few extremely important things
3. Very important
4. Somewhat important
5. Less important than that

7. Not asked
8. Refused (vol.)
9. Don't Know (vol.)

Read Closing Statement to the Respondent:

“Thank you for participating in our survey. Do you have any questions? In the next few days my supervisor may contact you to evaluate the quality of my work and answer any other questions you may have.”

“It is asked if I might take a photograph with my phone as a way of verifying that our interview took place. Would it be OK if I did this?” IF YES: Take photo.