



Social Capital and Social Cohesion Measurement Toolkit for Community- Driven Development Operations

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FEBRUARY 2020



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Social Development

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SOCIAL CAPITAL AND SOCIAL COHESION MEASUREMENT TOOLKIT FOR CDD OPERATIONS

Acknowledgements:

The authors wish to thank Susan Wong and Audrey Sacks from the World Bank Group for their guidance and thorough technical review of this Measurement Toolkit. We are also grateful for the feedback from Scott Guggenheim and Stephen Winkler. Lastly, we acknowledge Mercy Corps' Research and Learning and Technical Support Unit team members whose insightful feedback helped to sharpen our thinking and improve the Toolkit.

The Toolkit was supported by The State and Peacebuilding Fund (SPF). The SPF is a global fund to finance critical development operations and analysis in situations of fragility, conflict, and violence. The SPF is kindly supported by: Australia, Denmark, Germany, The Netherlands, Norway, Sweden, Switzerland, The United Kingdom, as well as IBRD.

This toolkit is a living document that will continue to be revised and updated on a periodic basis based on feedback and the results of piloting and validation. This current edition was updated in December 2023 with a new cover to coincide with the release of COALESCE: Mercy Corps' Social Cohesion Handbook, but the content is otherwise identical to the initial edition that was published in February 2020.

Front Cover Image Caption:

Mereuboh, Indonesia 2005. Fishermen work with their communities to return their boats to the sea after they had been washed far inland after the tsunami. The fishermen who worked together said that they were happy to be out working with their friends and neighbors and not sitting at home alone.

Citation:

Kim, J., Sheely, R., Schmidt, C. (2020). Social Capital and Social Cohesion Measurement Toolkit for Community-Driven Development Operations. Washington, DC: Mercy Corps and The World Bank Group.

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Overview and User's Guide

The purpose of this toolkit is to facilitate the measurement of **social capital** and **social cohesion**, particularly in the context of evaluating **Community-Driven Development (CDD)** programs in settings affected by fragility, conflict, migration and forced displacement. The toolkit is designed to measure the multiple underlying dimensions of each concept while also being easy to use by evaluators and researchers.

The toolkit contains two core data collection tools: 1) a set of 15 **survey questions** that measure the conceptually relevant dimensions of social capital and social cohesion, 2) a **qualitative contextualization guide** that can be used to adapt the survey module to a particular evaluation context. This toolkit presents these two data collection instruments along with additional materials that provide guidance for using these tools in the evaluation site.

Scope and Limitations of the Toolkit

This toolkit is designed to produce a module of survey questions for measuring social capital and social cohesion that can be integrated into a larger survey that is being used to evaluate a CDD project. This approach **assumes that that a broader survey has been designed and planned, including writing questions, developing a sampling strategy, making plans for translation, and recruiting and training enumerators**. As a result, this toolkit does not address these broader survey design and implementation decisions and instead focuses on the general steps and decisions needed to integrate these tools for measuring social capital and social cohesion into the broader evaluation.

In addition, while this toolkit identifies the core dimensions of social capital and social cohesion and a parsimonious list of questions for measuring these dimensions, it **does not specify several key aspects of analysis**, including **the construction of aggregate indices** and **comparison of results across contexts**. Adding additional detail to analysis and interpretation of the survey data will require empirical testing and validation.

While a full plan for empirical validation is beyond the scope of this edition of the toolkit, Section 5 and Annex 1 provide several preliminary notes to guide future piloting, validation, and analysis. As such, this toolkit should be treated as a living document, and should be updated on an ongoing basis using the findings from any testing and empirical validation.

A Step-by-Step Guide to Using the Measurement Toolkit

This user's guide outlines the six steps that you should follow as you familiarize yourself with this toolkit and deploy these data collection tools in the evaluation site. The sections and materials that are referenced in each step are presented in order within this document. Where noted, select materials are also attached as separate documents for customization and use.

Step 1: Review Description of Definitions and Survey Questions

Start to prepare to use the toolkit by reviewing Section 1, **the description of definitions and survey questions**. This section introduces the definitions and dimensions of social capital and social cohesion that were used to select questions for this toolkit. A more in-depth discussion of the process used to develop this conceptual framework and 15 survey questions is presented in the background paper in Annex 1.

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Section 1 presents a question-by-question overview of the survey module, which includes the core text for the question and answers for each question, along with brief notes on the purpose of each question. This section is meant to introduce the evaluation team to the overall structure and purpose of the survey questions as part of initial planning and training for data collection. The **survey module template** that can be adapted for data collection is presented in Annex 3.

Step 2: Prepare to Use Qualitative Tools

After completing the preliminary review of the questions, the next step is to conduct the brief qualitative exercise in order to adapt the core set of survey questions to the CDD evaluation and to gain additional understanding about the relevant social dynamics in that setting. The **qualitative research guide** in Section 2 provides an overview of two approaches to qualitative contextualization and the overall purpose of the qualitative tools. You should review this guide to decide on an approach for the qualitative research that is appropriate for the resources and constraints of the evaluation that you are conducting.

Step 3: Conduct Rapid Qualitative Research

After selecting an approach for the qualitative exercise, you should train your qualitative enumerators on the use of the **qualitative interview and discussion guide** in Section 3 of this toolkit. The qualitative enumerators should then use this guide to implement the selected qualitative approach through semi-structured individual interviews and group discussions, recording respondents' responses and enumerators' general reflections in their notebooks. The qualitative interview tool is also available as a separate document that can be used during data collection.

Step 4: Review Qualitative Results and Adapt Survey Questions

Once the qualitative exercise has been conducted, use the **Instructions for adapting survey questions** in Section 4 of the toolkit. During this step, review the information that was collected to inform the adaptation of **the survey module template** in Annex 3 to the evaluation context and to ensure that survey questions' intended purposes are honored when translated into the local language(s).

Step 5: Collect Survey Data

During enumerator training, integrate **the description of definitions and survey questions** in Section 1 and the qualitative review notes from Section 4 to help the enumerators understand the purpose of the questions in the module and how they have been contextualized for the local context. Collect data once the **contextualized module is integrated into the full survey instrument** based on the template in Annex 2 and 3 and once enumerators are trained.

Step 6: Consider Analysis, Validation, and Index Construction

After the survey data have been collected and cleaned, the results can be analyzed on a question-by-question basis. It will be necessary to conduct additional validation tests before determining the ways in which these individual 15 questions are aggregated into an index and questions/index are compared across evaluation contexts. Section 5 provides an overview of the empirical validation opportunities for the Measurement Toolkit.

Section 1: Description of Definitions and Survey Questions

Overview

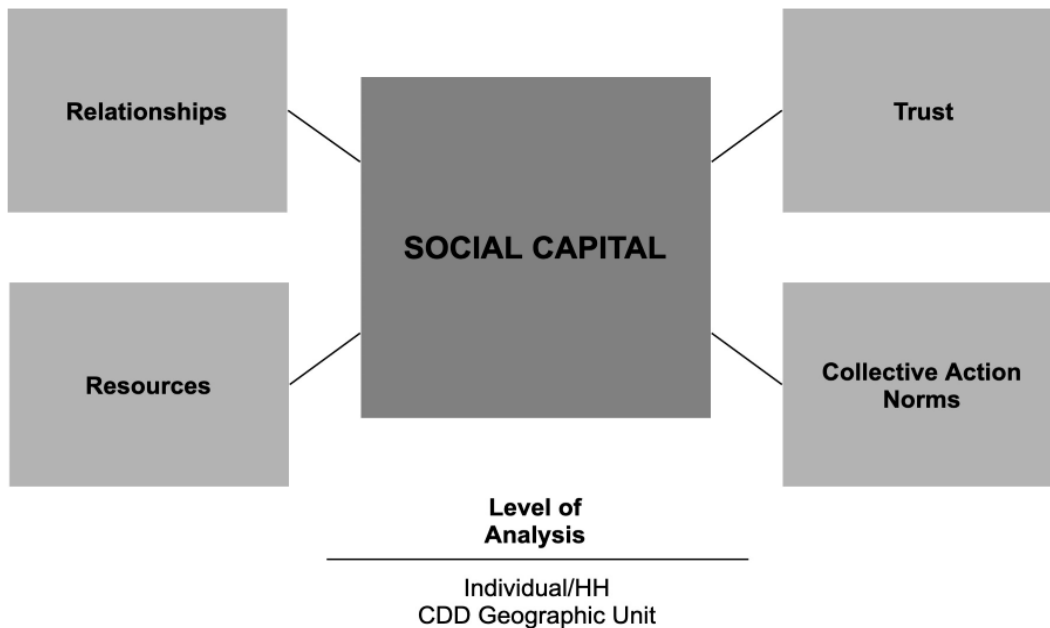
This section provides an overview of the definitions of the key concepts that are the focus of this toolkit — social capital and social cohesion — and then presents an overview of the **15 survey questions** that comprise the quantitative tool, along with very brief notes about what aspects of each question need to be adapted using qualitative research.

These definitions and survey questions were developed through a process that involved the review and assessment of 68 sources and over 2600 survey questions. For a full description of the process that was used to create the toolkit and a more detailed discussion of the core conceptual framework and definitions, see Annex 1 at the end of this toolkit.

Social Capital

Social capital is defined in this toolkit as **“the quantity and quality of resources, trust, and norms inhering in individuals’ relationships.”** This definition connects the most frequently used definitions of social capital in the conceptual literature with four of the dimensions most commonly measured in the empirical literature: Relationships, Resources, Trust, and Collective Action Norms (**Figure 1**).

Figure 1: Conceptual Framework for Social Capital



CDD Geographic Unit refers to the level at which CDD meetings are held and at which subprojects are implemented

Table 1 presents the refined working definitions of social capital and each of its measurable dimensions in the framework, along with the key citations from the literature that informed each definition.

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Table 1: Social Capital - Key Dimensions and Definitions

DIMENSION	DEFINITION	SOURCE
Social Capital	The quantity and quality of resources, trust, and norms inhering in individuals' relationships.	Woolcock 1998; Bhuiyan & Evers (ZEF) 2005
Relationships	The nature and strength of an individual's network connections with other individuals in homogeneous groups (bonding), across groups (bridging), or with individuals in positions of authority or influence (linking).	Scrivens & Smith (OECD) 2017; Mercy Corps (2017)
Resources	Material and non-material support (e.g. goods, materials, information) received by and provided to individuals.	Scrivens & Smith (OECD) 2017; REACH 2016
Trust	An individual's 1) belief that another individual, group, or institution that could do her harm or betray her will not do so and 2) willingness to take actions that make herself vulnerable to that actor.	Levi & Stoker 2000; Gambetta 2000; Ostrom & Ahn 2009; Gilligan, Pasquale, & Samii 2013; Scrivens & Smith 2013
Collective Action Norms	Collectively shared and internalized moral prescriptions that encourage costly actions that primarily benefit others.	Ostrom 1998; Ostrom 2005; Ostrom & Ahn 2009; Fehr & Fischbacher 2003; Benabou & Tirole 2005

While social capital can be measured in the aggregate, it is often useful to disaggregate it into the resources, norms, and trust inhering in three different kinds of relationships: **bonding** (network connections with individuals *within* a social group), **bridging** (network connections with individuals *across* groups), and **linking** (network connections with individuals in positions of authority or influence) (Mercy Corps 2017).

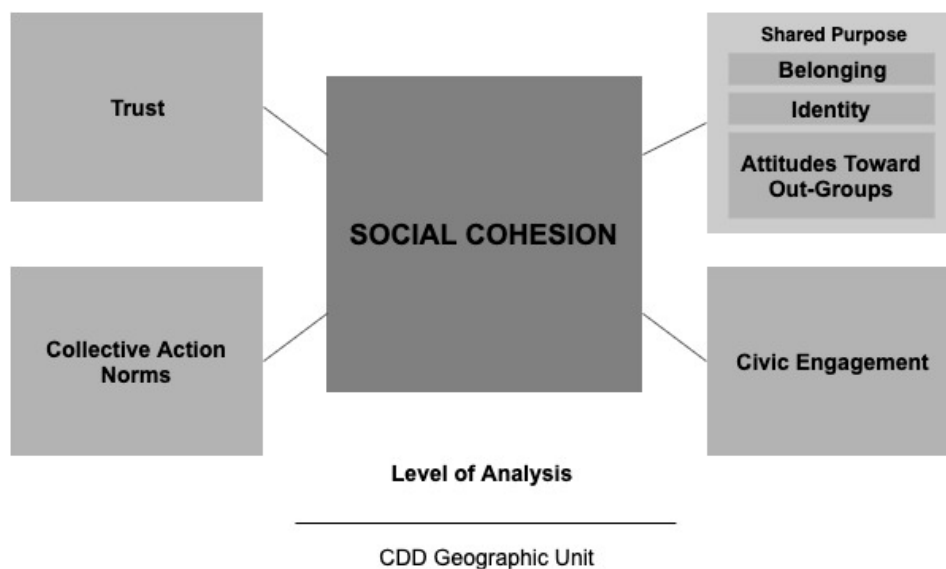
Social Cohesion

Social Cohesion is defined in this toolkit as **“a sense of shared purpose and trust among members of a given group or locality and the willingness of those group members to engage and cooperate with each other to survive and prosper.”** This definition connects the most frequently used definitions of social cohesion in the conceptual literature with six of the dimensions most commonly measured in the empirical literature: Trust, Collective Action Norms, Belonging, Identity, Attitudes Toward Out-Groups, and Civic Engagement (**Figure 2**).

By focusing on a given group or locality, this definition highlights that social cohesion should be analyzed at the local level. For CDD evaluations, the appropriate level of analysis is the level at which subprojects are being decided and implemented (typically the village or the equivalent). The implication is that when data are gathered using individual/household surveys, they should then be aggregated into village-level measures.

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Figure 2: Conceptual Framework for Social Cohesion



CDD Geographic Unit refers to the level at which CDD meetings are held and at which subprojects are implemented

Table 2 presents the refined working definitions of social cohesion and each of the measurable dimensions in the framework, along with the key citations from the literature that informed each definition.

Table 2: Social Cohesion - Key Dimensions and Definitions

DIMENSION		DEFINITION	SOURCE
Social Cohesion		A sense of shared purpose and trust among members of a given group or locality and the willingness of those group members to engage and cooperate with each other to survive and prosper.	Stanley 2003; Chan et al. 2006; Mvukiyehe 2011 SIPA 2018
Trust		An individual's 1) belief that another individual, group, or institution that could do her harm or betray her will not do so and 2) willingness to take actions that make herself vulnerable to that actor.	Levi & Stoker 2000; Gambetta 2000; Ostrom & Ahn 2009; Gilligan, Pasquale, & Samii 2013; Scrivens & Smith 2013
Collective Action Norms		Collectively shared and internalized moral prescriptions that encourage costly actions that primarily benefit others.	Ostrom 1998; Ostrom 2005; Ostrom & Ahn 2009; Fehr & Fischbacher 2003; Benabou & Tirole 2005
Shared Purpose	Belonging	The degree to which an individual or collective group feel like they "fit" together in a group.	Pham & Vinck (UNICEF) 2017
	Identity	The characteristics that an individual or collective group believe to define them.	Pham & Vinck (UNICEF) 2017
	Attitudes Toward Out-Groups	How individuals perceive people with other values, lifestyles, or identities within their group or locality.	Larsen, Koch, & Dragolov 2013; Janmaat & Keating 2019; Bogardus 1925
Civic Engagement		The attitudes and behaviors of individuals that result in participation to improve local area conditions for others and/or help shape the area's future.	Adler & Goggin 2005

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Overview of Survey Questions

The 15 survey questions included in the quantitative tool were selected for their ability to accurately measure the core dimensions of social capital and social cohesion that are discussed above. As summarized in Table 3, three of the survey questions are used to measure social capital (Survey Questions 1-3), eight are used to measure social cohesion (Survey Questions 8-15), and four are used to measure both concepts (Survey Questions 4-7).

Table 3: Linking Survey Questions to Social Capital and Social Cohesion

Measuring Social Capital		Measuring Social Cohesion	
Question #	Dimension	Question #	Dimension
1	Relationships	4	Trust
2	Resources	5	Trust
3	Resources	6	Collective Action Norms
4	Trust	7	Collective Action Norms
5	Trust	8	Belonging
6	Collective Action Norms	9	Belonging
7	Collective Action Norms	10	Identity
		11	Identity
		12	Attitudes Toward Out-Groups
		13	Civic Engagement
		14	Civic Engagement
		15	Civic Engagement

Table 4 below provides an overview of each of the 15 survey questions that comprise the quantitative tool, along with information on whether the question measures social capital, social cohesion, or both, which specific dimension it measures, the original source of each question, and the intended purpose of each question. Words that are included in square brackets [like this] indicate elements of the survey that will need to be adapted using the qualitative tools in Sections 2 through 4 of this toolkit. Table 4 provides a general overview of the questions and is not intended for use as-is in the evaluation site.

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Table 4: Survey Questions, Responses, and Intended Purpose by Dimension

#	Dimension	Original Source ¹	Question	Response	Intended Purpose	Social Capital, Social Cohesion, or Both
1	Relationships	REACH 2016	<p>How close do you feel to each of the following types of individual:</p> <p><i>[Record response for each type of individual in a relationship list generated from the qualitative research. The contextualized relationship list should include three types of individuals:</i></p> <p><i>a. Individuals from my [social group]</i> <i>b. Individuals from a different [social group]</i> <i>c. Individuals/organizations/institutions representing linking relationships between social networks with differing levels of power or social status]</i></p>	<p>1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group 888. Do not know 999. Refused to answer</p>	<p>This question seeks to measure the nature and strength of an individual's connection with other individuals, groups, organizations and institutions. It asks about a. bonding, b. bridging, and c. linking relationships of relevance and/or interest to the CDD project and context.</p> <p>This list of potential bonding, bridging, and linking relationships should be tailored to the context and generated using the qualitative tools presented in Sections 2, 3, and Annex 2 of this toolkit. These sections include instructions for how to identify these types of relationships, along with examples.</p>	Social Capital
2	Resources	Woodson et al. (ILRI) 2016	<p>Now I will ask you some questions about whether your household will be able to lean on others for support during difficult times. By difficult times I mean times when there is</p>	<p>0. No 1. Yes 777. Do not know anyone from this group 888. Do not know</p>	<p>This question seeks to measure the material and non-material support (e.g. goods, materials, information) <i>received by</i></p>	Social Capital

¹**NOTE:** All survey questions were based off questions from these original sources. However, some questions were modified quite extensively to adapt them to the aim of evaluating CDD projects in fragile and conflict-affected contexts.

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			<p><u>loss of a family member, loss of income, hunger, drought, flood, conflict or similar events.</u> And by support, I include all types of support no matter how small or big including but <u>not limited to emotional support, food, information about jobs, local decision-making, and loans/credit.</u></p> <p>In difficult times, will your household be able to lean on each of the following types of people: <i>[Use same relationship list used in Survey Question 1]</i></p>	999. Refused to answer	individuals/households in a time of need, by the list of bonding, bridging, and linking relationships identified in Survey Question 1.	
3	Resources	Woodson et al. (ILRI) 2016	<p>Will these people that you will be able to lean on during your difficult times also be able to lean on you for support during their difficult times? <i>[Use same relationship list used in Survey Question 1]</i></p>	<p>0. No 1. Yes 777. Do not know anyone from this group 888. Do not know 999. Refused to answer</p>	This question seeks to measure the material and non-material support (e.g. goods, materials, information) individuals/households <i>provide to</i> their bonding, bridging, and linking connections (identified in Survey Question 1) in a time of need. It follows the previous Resource question and encompasses the same inclusive understanding of resources, to include both material and non-material forms of support.	Social Capital
4	Trust	Esenaliev et al. (SIPRI/IPPA) 2018	<p>Please tell me the degree to which you agree or disagree with the following statement: The following types of people are likely to take advantage of you. <i>[Use same relationship list used in Survey Question 1]</i></p>	<p>1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree 777. Do not know anyone from this group 888. Do not know 999. Refuse to answer</p>	This question seeks to measure interpersonal (bonding and bridging relationships) and institutional (linking relationship) trust, and inquires about an individual's belief that others and local institution(s)/leader(s) in the CDD geographic unit who have the capacity to do the respondent harm will not do so.	Both

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					Note: The response valence trends in the opposite direction to maintain the same hypothesized relationship to social capital and/or cohesion as other questions listed in this sheet.	
5	Trust	Casey, Glennerster, & Miguel 2010	<p>Please tell me the degree to which you agree or disagree with the following statement:</p> <p>If I was at a [CDD geographic unit] meeting and accidentally left [my wallet] behind, I believe that the person who found it would return it to me.</p>	<p>1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 888. Do not know 999. Refuse to answer</p>	The question seeks to measure <u>generalized</u> trust and inquires about an individual's belief that other people in the [CDD geographic unit] who have the capacity to do the respondent harm will not do so. This general line of questioning differs from Survey Question 4's assessment of <u>interpersonal</u> trust which asks about specific individuals/groups.	Both
6	Collective Action Norms	SIPA 2018	<p>Please tell me the degree to which you agree or disagree with the following statement:</p> <p>I think that it is important to help in [CDD geographic unit] activities.</p>	<p>1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 888. Do not know 999. Refuse to answer</p>	This question seeks to measure <u>internalized</u> aspects of collective action norms and inquires about an individual moral prescription about how they behave towards others in the [CDD geographic unit].	Both
7	Collective Action Norms	Narayan & Cassidy 2001	<p>Please tell me the degree to which you agree or disagree with the following statement:</p> <p>In my [CDD geographic unit], it is generally expected that people will help in [CDD geographic unit] activities.</p>	<p>1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 888. Do not know 999. Refuse to answer</p>	This question seeks to measure <u>collectively shared</u> aspects of collective action norms and inquires about the moral prescription of those in the [CDD geographic unit], their behavior towards others.	Both
8	Belonging	Grootaert & Van	Please tell me the degree to which you agree or disagree with the	<p>1. Strongly agree 2. Agree 3. Neither agree nor</p>	This question seeks to measure the degree to which an individual feels like they "fit"	

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		Bastelar (World Bank SOCAT) 2002	<p>following statement:</p> <p>I feel left out of [<i>CDD geographic unit</i>]</p>	<p>disagree</p> <p>4. Disagree</p> <p>5. Strongly disagree</p> <p>888. Do not know</p> <p>999. Refuse to answer</p>	<p>in the [<i>CDD geographic unit</i>]. This question is framed in dissent to more explicitly capture an individual's sense of exclusion and/or marginalization in the [<i>CDD geographic unit</i>].</p> <p>Note: Similar to Survey Question 4, the response valence for this question is organized in the opposite direction to maintain the same hypothesized relationship to social capital and/or cohesion as other questions listed in this sheet.</p>	Social Cohesion
9	Belonging	Narayan & Cassidy 2001	<p>Please tell me the degree to which you agree or disagree with the following statement:</p> <p>Everyone living in this [<i>CDD geographic unit</i>] feels like they are a part of this [<i>CDD geographic unit</i>]</p>	<p>1. Strongly disagree</p> <p>2. Disagree</p> <p>3. Neither disagree nor agree</p> <p>4. Agree</p> <p>5. Strongly agree</p> <p>888. Do not know</p> <p>999. Refuse to answer</p>	<p>This question seeks to measure the degree to which all people "fit" together in the [<i>CDD geographic unit</i>].</p>	Social Cohesion
10	Identity	Kuhnt et al. 2017	<p>Please indicate the degree to which you agree or disagree with the following statements:</p> <p>Being _____ is an important part of how I see myself:</p> <p>a. A resident of my [<i>CDD geographic unit</i>]</p> <p>b. A member of my [<i>Social Group</i>]</p>	<p>1. Strongly disagree</p> <p>2. Disagree</p> <p>3. Neither disagree nor agree</p> <p>4. Agree</p> <p>5. Strongly agree</p> <p>888. Do not know</p> <p>999. Refuse to answer</p>	<p>This question seeks to measure the characteristics that an individual believes to define them.</p> <p>Repeat [<i>Social Group</i>] for all groupings identified during the qualitative research.</p>	Social Cohesion

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11	Identity	Buckner 1988	<p>Please tell me the degree to which you agree or disagree with the following statement:</p> <p>If the people living in this [<i>CDD geographic unit</i>] were planning something, I'd think of it as something "we" were doing rather than "they" were doing.</p>	<p>1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 888. Do not know 999. Refuse to answer</p>	<p>This question seeks to measure the degree to which those in the [<i>CDD geographic unit</i>] believe their [<i>CDD geographic unit</i>]-identity is collectively shared.</p>	Social Cohesion
12	Attitudes Toward Out-Groups	Barron et al. (World Bank) 2009	<p>I'm going to ask you a series of questions about how you view people from a different [<i>Social Group(s)</i>].</p> <p>a. Should people from a different [<i>Social Group</i>] as you be fully welcomed in this [<i>CDD geographic unit</i>]?</p> <p>b. Should people from a different [<i>social group</i>] as you be allowed to participate in [<i>CDD geographic unit</i>] development activities?</p> <p>c. Should people from a different [<i>Social Group</i>] as you be allowed to become leaders of the [<i>CDD geographic unit</i>]?</p> <p>d. Would you welcome people from a different [<i>Social Group</i>] as you into your family through marriage?</p>	<p>0. No 1. Yes 888. Do not know 999. Refused to answer</p>	<p>This question seeks to measure how an individual perceives others with different values, lifestyles, and identities. This series of questions inquire about an individual's acceptance of group(s) of relevance to the context and/or CDD project.</p>	Social Cohesion

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13	Civic Engagement	Kuhnt et al. 2017	<p>Please tell me the degree to which you agree or disagree with the following statement:</p> <p>I feel like an active member of the [CDD geographic unit] I am currently living in.</p>	<p>1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 888. Do not know 999. Refuse to answer</p>	<p>This question seeks to measure the degree to which an individual believes they participate in [CDD geographic unit] to improve conditions for others and/or to help shape [CDD geographic unit]'s future.</p>	Social Cohesion
14	Civic Engagement	Betanzo, Alcalá, & Aldana 2015	<p>How often do you participate in meetings to improve public spaces in [CDD geographic unit]?</p>	<p>1. Never 2. Very rarely 3. Sometimes 4. Regularly 5. Always 888. Do not know 999. Refuse to answer</p>	<p>This question seeks to measure the degree to which an individual participates in [CDD geographic unit] to improve conditions for others and/or to help shape [CDD geographic unit]'s future.</p>	Social Cohesion
15	Civic Engagement	Grootaert & Van Bastelar (World Bank SOCAT) 2002	<p>If there was a problem that affected the entire [CDD geographic unit], which of the following statements do you most agree with:</p> <p>a. Each individual would try to solve the problem independently; b. The individuals in each [Social Group] would try to solve the problem together; c. [Add other statements depending on number of social groups] d. The individuals in the entire [CDD geographic unit] would try to solve the problem together.</p>	<p>1. Statement a 2. Statement b 3. [Add other Statements depending on number of social groups] 4. Statement d. 888. Do not know 999. Refuse to answer</p>	<p>This question seeks to measure the extent of collective participation to improve conditions for others in their [Social Group] and in the [CDD geographic unit] as a whole.</p>	Social Cohesion

Section 2: Qualitative Research Guide

The performance of the 15 survey questions included in this toolkit will depend largely on adapting them for the context where the evaluation is taking place. In order to ensure that the survey questions are operationalized to ensure appropriateness for a local context and given CDD intervention, some aspects of the survey questions need to be adapted. We suggest **two alternative qualitative approaches** to contextualization (**Table 5**). Depending on the timeframe, budget, and personnel for a given evaluation, these two approaches can be used alone, or in combination with each other. When conditions permit, we strongly recommend Approach 1. This approach will offer in-depth insights and greater validity. However, when Approach 1 is not possible, we recommend that at a minimum the survey implementers conduct Approach 2 - a brief qualitative exercise - to ensure that survey questions' intended purposes are honored in a culturally-appropriate manner during translation and when conducting the surveys.

Table 5: Qualitative Contextualization Approaches

<p>APPROACH 1: Brief visit to selected localities</p>	<p>This option is the recommended approach for contextualization. Compared to Approach 2, this approach will require more resources to undertake. However, it will provide greater insights to accordingly adapt survey questions and its components to minimize conceptualization and operationalization bias. Approach 1 should include in-depth interviews and/or focus group discussions using purposive sampling to capture perspectives and experiences of different groups in area(s) where CDD sub-projects and meetings will be implemented. Respondents should be selected to ensure representation major types of cultural and social variation within the area in which the CDD intervention is being implemented.</p>
<p>APPROACH 2: One-on-one and/or group discussions with colleagues, experts, and/or translators</p>	<p>This option for contextualization will require less time, however, will provide less in-depth insights. Key informant interviews and/or focus group discussion respondents should be selected to represent the insights, experiences, and perspectives of those who are from or have worked in the region(s) where the CDD intervention is being implemented. Respondents who speak who speak the language(s) that will be used in the survey should be consulted to ensure that survey questions' intended purposes are honored during translation and contextualization.</p>

In Table 4 above, we note the intended purpose for each of the 15 survey questions. **Table 6 below** summarizes components of the survey questions which must be contextually adapted. As these areas of contextualization apply across multiple survey questions, we provide a qualitative interview and discussion guide with overarching qualitative questions to guide both Approach 1 and Approach 2 through key informant interviews, in-depth interviews, and/or focus group discussions.

Section 3: Qualitative Interview and Discussion Guide

This qualitative interview and discussion guide provides an overview of the questions that should be answered for successful adaptation of the 15 survey questions to the CDD implementation context. Six components will need to be adapted and these apply across the survey questions. Questions in the list below marked as **probing questions** will not be used to adapt the survey questions to the local context but provide additional insights about the state of social capital and social cohesion in the setting. In turn, these insights should also be discussed by the evaluation team as part of the debrief from the qualitative research.

These qualitative questions can be answered either using a brief visit to selected localities (Approach 1) or one-on-one interviews or group discussions with colleagues or experts (Approach 2) (Table 5). Once this set of questions has been answered, use **Section 4, Annex 2 and 3** below to guide the adaptation of the survey questions using the answers to these questions.

Regardless of the qualitative approach used to answer the questions below, these questions should be deployed as semi-structured interviews and/or discussions, with the enumerators being given sufficient flexibility to adapt the wording and sequencing of the questions and ask additional probing questions based upon responses. Qualitative enumerators should be trained on the purpose of the contextualization exercise, survey questions, and concepts of social capital and social cohesion to ensure that these interviews and discussions yield insightful and nuanced findings. Qualitative enumerators should plan to take notes in a notebook or on a tablet/laptop.

1. Name of CDD geographic unit

- a. What is the local word for the unit at which CDD subprojects and meetings are being implemented in this context?
 - i. Note: *Some examples include village, neighborhood, commune, block, and ward.*
- b. **Probing Questions:**
 - i. What aspects of social and political life happen within this CDD unit?
 - ii. What aspects happen at larger units (such as district or municipality) or smaller units (neighborhoods or groupings of households within the CDD unit)?
- c. Does this word differ across the regions where the CDD program is being implemented? If yes, list the word for the CDD geographic unit in each area where the program is being implemented.
- d. Do the meanings of the word used for unit match each other for each of the languages in which the survey will be conducted?

2. List of social groups and cleavages/divisions that are relevant for the CDD implementation context

- a. Within the units at which CDD is being implemented, what types of social divisions or cleavages between groups is the CDD intervention attempting to overcome?

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- i. Note: *Some examples might include ethnicity, tribe, race, religion, migration status (refugee/host or IDP/host), age, and gender but there may be other kinds of division. List all that apply - this can be more than one type.*
- b. Across each of these divisions, what are the commonly understood names of the group(s)?
 - i. Note: *For example, for religion, this might include the name of each religious group (i.e. Hindus and Muslims). For migration status, this might be hosts and IDPs. For age, this might be youth and elders. Be sure to include all relevant groups, including those that may be traditionally excluded and/or marginalized.*
- c. **Probing Questions:**
 - i. How do these divisions/cleavages shape **local** social, political, and/or economic life? (Note: Be sure to inquire of the geographic unit that are relevant for the unit of CDD implementation)
 - ii. Do these divisions lead to local conflict? If so, describe the most common types of local conflicts?
 - What do you think causes these conflicts?²
 - iii. How do these local divisions interact with **national-level** politics?
 - iv. Do these divisions lead to local conflict? If so, describe the most common types of national conflict.
 - What do you think causes these conflicts?
- d. Does this list of social divisions and groups differ across the regions where the CDD program is being implemented?
- e. Do the meanings of the word used to describe each type of division and group mean the same thing when translated into each of the languages in which the survey will be conducted? What is the local word for the unit at which CDD subprojects and meetings are being implemented in this context?

3. List of local decision-makers and other relationships with individuals in positions of authority or influence

- a. Within the units at which CDD is being implemented, what types of decision-makers are involved in shaping local development projects and politics?
 - i. Note: *Some examples might include local leaders (such as chiefs, village heads, village administrators), local committees, government officials (e.g. Mayor), traditional authorities, socioeconomic and political elites, NGO staff members.*

² In all of these qualitative questions and probes “you” refers to the survey, interview, and focus group respondent(s), not the enumerator.

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b. Probing Questions:

- i. What are the most common ways that ordinary individuals interact with these decision-makers?
 - ii. Are these decision-makers responsive to ordinary individuals? Are they more responsive to some social groups rather than others?
 - iii. Are there conflicts between ordinary individuals and these decision-makers? If so, describe the most common types of conflict?
 - What do you think causes these conflicts?
- c. What are other types of relationships across hierarchies?
- i. *Note: Some examples might include relationships between social classes and between community members and international NGOs or private sector companies.*
- d. Does this list of decision-makers and relationships differ across the regions where the CDD program is being implemented?
- e. Does the list of individuals for questions 3a, 3b, and 3c have the same meaning when translated into the languages in which the survey will be conducted?

4. Identifiable personal item that could be lost/returned

- a. Within the units where CDD is being implemented, what is an example of an article of identifiable personal property that can be lost and returned?
 - i. *Note: Some examples might include a passport or government ID, beneficiary distribution cards, a credit card or debit card, a wallet, a branded cow or goat, a cell phone with a unique case/wallpaper.*
- b. Is the type of item identified in 4a used throughout all of the regions where the CDD program is being implemented? Is it broadly used across different social groups within those areas? If not, what are identifiable pieces of personal property that are more commonly used in those areas/social groups?
- c. Does the list of items identified in 4a and 4b mean the same thing when translated into each of the languages in which the survey will be conducted?

5. Translation of "a part of"

- a. In the languages spoken where CDD is being implemented, does it make sense to describe "belonging" as feeling like "a part of" and "not belonging" as being "left out"?
 - i. *Note: Another synonym in English for this meaning of belonging is to "fit in". For not belonging, other synonyms are feeling like a "misfit" or "set apart" from others.*

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- ii. Make sure that this translation is different from the wording used to describe being an “active member” in Survey Question 13, which focuses on **participation** in activities that benefit the whole locality.
- b. If it does not make sense to describe belonging in these ways, what wording or types of phrases convey this idea better?
- c. Does this translation mean the same thing in each of the languages in which the survey will be conducted?

6. Locally appropriate indicators of relations between groups

Consider the list of attitudes within Survey Question 12:

- a. Should people from a different [social group] as you be fully welcomed in this [CDD geographic unit]?
- b. Should people from a different [social group] as you be allowed to participate in [CDD geographic unit] development activities?
- c. Should people from a different [social group] as you be allowed to become leaders of the [CDD geographic unit]?
- d. Would you welcome people from a different [social group] as you into your family through marriage?

- a. Within the units where CDD is being implemented, are any of these sub-questions not good indicators of relations between groups?
 - i. For example, if age conflict (youth vs elders) is identified as a major cleavage within the CDD unit, then sub-questions 12a (“welcomed into CDD geographic unit”) and 12d (“welcome into your family through marriage”) do not make sense as indicators of relations between groups, but sub-questions 12b “participate in development activities” and 12c “become leaders” do make sense.
 - ii. As another example, if local norms and practices allow marriage between religious groups that have been identified as a salient division, then sub-question 12d “welcome into your family through marriage” is not a good indicator of relations between groups.
- b. Within the units where CDD is being implemented, are there any other examples of sub-questions that are good indicators of relations between groups?
 - i. Some examples might include sharing a meal with an someone from a different [social group], inviting members of a different [social group] to an important celebration, going to shops owned by someone from a different [social group]

Section 4: Guide for Survey Question Contextualization

Once the qualitative research has been completed, the next step is to use the answers to the qualitative interview questions to adapt the survey questions. In addition, the answers to the follow-up probing questions should be used as an opportunity to extract broader lessons that influence planning for the evaluation for the broader CDD intervention.

Table 6 provides an overview of the six survey components that need to be adapted using the answers to the qualitative questions. The table also identifies which survey questions need to be adapted in this way and provides some brief instructions on how to implement the adaptation. **Table 7** provides a set of broader summary questions that can be used to reflect on the answers to the probing questions and extract broader lessons.

The steps in Tables 6 and 7 can be completed collectively by the evaluation team and qualitative enumerators in a meeting or workshop in which each enumerator reports their findings and the whole team discusses the implications of these findings for adapting the survey questions and the broader plan for the evaluation. Alternatively, these steps can be completed individually by the team member who is tasked with drafting the survey instrument. In the latter approach, each qualitative enumerator will give a summary of their qualitative notes to a designated evaluation team member who has been tasked with reviewing the qualitative results and adapting the survey questions and implementation plans accordingly.

Table 6: List of Survey Components to Adapt Using Results of Qualitative Research

Component	Survey Component to be Contextualized	Relevant Survey Questions	Instructions for Adapting Survey Questions
1	Name of CDD Geographic Unit	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15	Using the name/names for CDD Geographic units revealed by Qualitative Question 1 in the space marked with [<i>CDD geographic unit</i>] in the relevant survey questions.
2	List of social groups and cleavages/divisions that are relevant for CDD implementation context	1, 2, 3, 4, 10, 12 and 15	Use the names of the social groups/division targeted by CDD in Qualitative Question 2 in the spaces marked with [<i>social group</i>] in the relevant survey questions. In Survey Questions 1, 2, 3, and 4, insert the name of each type of relevant social division/cleavage into the spaces for “from my [social group]” and “from a different [social group]” in the relationship list . For Survey Question 10, add a statement of the format “an individual from my [social

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			<p>group]” for each social group identified as being addressed by CDD.</p> <p>For Survey Question 12, add the names of each of the relevant social groups/divisions to each sub-question (see component 6 below for other possible adjustments to Survey Question 12).</p> <p>For Survey Question 15, add a statement of the format “the individuals in each [social group] would try to solve the problem together” for each social group identified in Qualitative Question 2.</p>
3	List of local decision-makers and other relationships with individuals in positions of authority/influence	1, 2, 3, and 4	Use the names of the decision-makers and other types of hierarchical relationships revealed by Qualitative Question 3 in the relationship list in Survey Questions 1, 2, 3, and 4.
4	Identifiable personal item that could be lost/returned	5	Use the personal item(s) identified in Qualitative Question 4 in the space marked with [<i>my wallet</i>] in the relevant survey questions.
5	Translation of “a part of”	8 and 9	<p>Use any alternative wordings for “a part of” and “left out” in the translations of the relevant survey questions.</p> <p>Confirm that the translation of “a part of” and “left out” is different from the translation of “active member” in Survey Question 13.</p>
6	Determine locally appropriate list of attitudes towards individuals with other values, lifestyles, and identities.	12	<p>Use the revised list of questions (subtracting/substituting any that are not good matches and adding any that are missing) to the relevant survey questions.</p> <p>Ideally aim to subtract no more than two sub-questions for each type of social group, and only add as many sub-questions as you have subtraction.</p>

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Table 7: Broader Summary Questions to Guide Reflection on Qualitative Probing Questions

Summary Question	Implication/Next Steps
<p>What information from the qualitative probing questions is relevant for the implementation plan for this evaluation?</p> <p>Some possible elements of the evaluation implementation plan that could be influenced by answers to the probing questions include plans for translation, plans for enumerator recruitment and training, plans for sampling.</p>	<p>Adjust the implementation plan for the evaluation based on any patterns that emerge from reflection on the probing questions.</p>
<p>What information from the qualitative probing questions is relevant for the implementation plan for the CDD intervention?</p> <p>Some possible elements include the unit at which CDD activities are implemented, how CDD activities are structured, which groups are targeted in CDD mobilization and training, and additional interventions to layer with CDD.</p>	<p>Over the short term, it may not be feasible to adjust the implementation of the CDD intervention, but the evaluation team should feed these summary findings and recommendations from the qualitative research back to the team leading the CDD intervention.</p>
<p>What other information from the qualitative probing questions is interesting, surprising, or puzzling?</p>	<p>While it may not be possible to explore all emerging research questions/themes in the evaluation, generate a list of these themes as opportunities for future operational research building on the CDD program and evaluation in this context.</p>

Annex 2 provides a template to construct the relationship list along with a concrete example to guide contextualization.

Annex 3 lays out the survey module template, noting the ways in which each survey question should be adapted and contextualized for the evaluation context(s).

Section 5: Notes for Future Analysis and Empirical Validation

The 15 survey questions included in this toolkit were selected to balance the aims of valid measurement with the specific practical needs of evaluating CDD programs in contexts affected by fragility, conflict, migration and forced displacement. The accompanying qualitative contextualization guide can be used by evaluation teams to ask the preliminary questions needed to adapt the core questions to the context where they are working.

While these two measurement tools are ready to be used, additional validation considerations should be accounted for when preparing to analyze and interpret the data collected using these tools.

First, the frameworks developed here identify which dimensions and questions should be used to measure social capital and social cohesion, respectively. The main limitation of these frameworks is that by themselves, they do not suggest whether and how these individual survey questions should be combined into aggregate measures of social capital and social cohesion. To do this, it will be necessary to conduct construct validation using data collected with these tools to empirically test how these measures relate to one another. This type of validation will also be necessary to develop substantively meaningful interpretations of survey results, in terms of assessing whether an aggregate pattern of answers reflects high or low levels of social capital or cohesion and whether a given impact of a CDD program can be interpreted as substantively large or small.

Second, as the survey tool is deployed in more and more contexts, cross-context validation should be conducted to assess how the performance of individual questions and any aggregate measures is similar or different across contexts.

Finally, it is hypothesized that this set of 15 survey questions validly measure social capital and social cohesion while maximizing ease of implementation in the context of CDD operations. However, this hypothesis should be empirically tested by comparing this toolkit against other indices and survey tools used in the literature to assess relative performance on both measurement validity and ease of use. As such, this toolkit should be treated as a living document, and should be updated on an ongoing basis using the findings from any testing and empirical validation.

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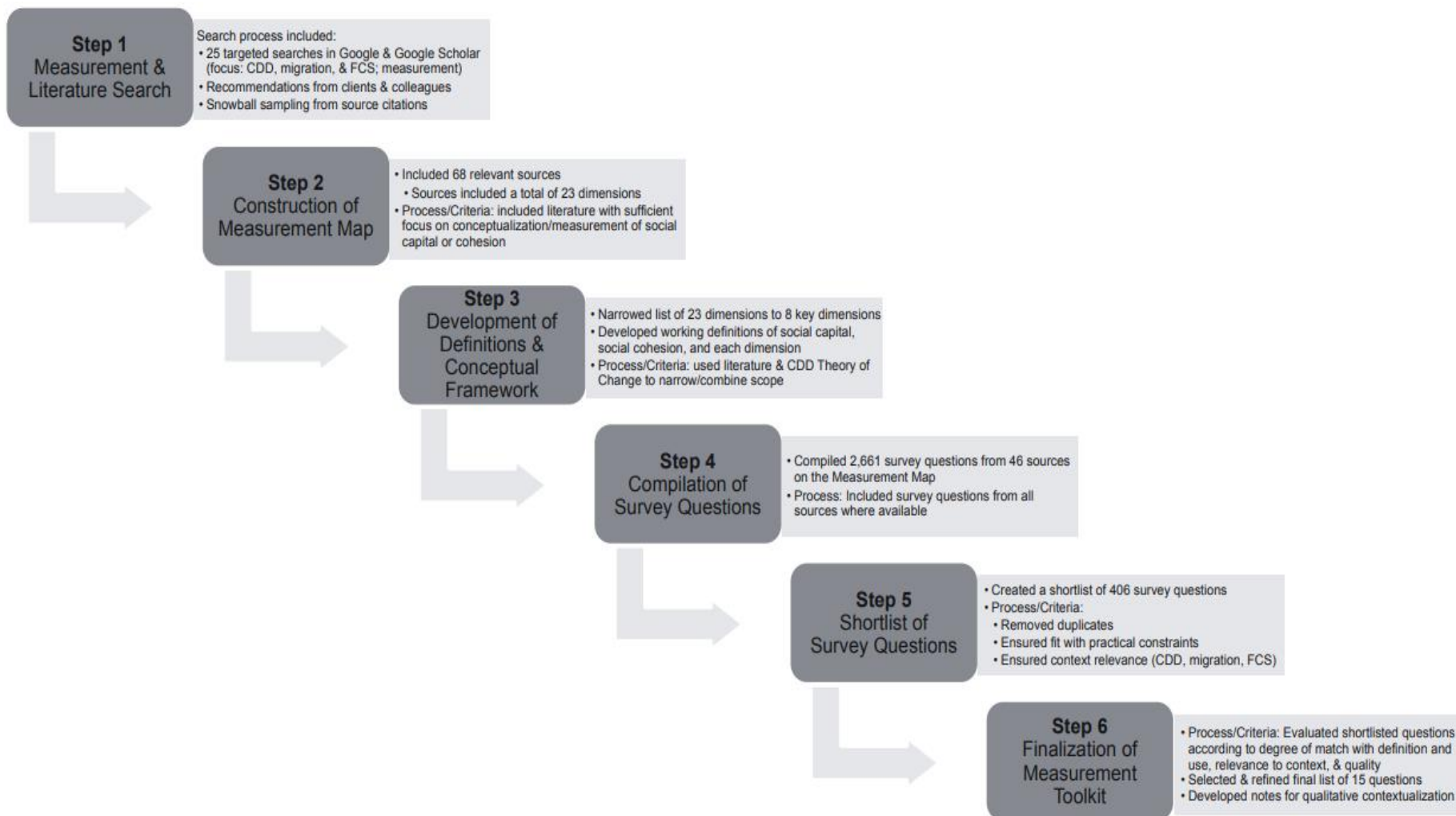
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Annex 1: Overview of Project Process and Methods

Figure A1: Project Process Schematic



SOCIAL CAPITAL AND SOCIAL COHESION MEASUREMENT TOOLKIT FOR CDD OPERATIONS

Table A1a: Social Capital Measurement Map

SOURCE	CONTEXT			D I M E N S I O N S																							
	CDD	Migration	FCS	Relationships	Resources	Information	Trust	Norms	Reciprocity	Altruism	Participation	Belonging	Identity	Recognition	Inclusion	Accepting Diversity	Empowerment	Cooperation	Collective Action	Conflict Resolution	Mobility	Equality & Equity	Legitimacy	Prosperity	Social Capital	Social Cohesion	
SOCIAL CAPITAL (1 of 1)																											
Avdeenko et al. (2015)	x		x	x			x			x										x							
Bhuiyan & Evers (2005)				x		x	x	x			x																
Casey et al. (2012)	x		x			x	x				x				x					x							
Coleman (1988)					x	x	x	x	x		x			x													
Engbers et al. (2017)				x			x	x		x	x																
Forrest & Kearns (2001)					x		x	x	x		x	x					x			x	x						
Grootaert & Van B. (2002)				x			x		x									x		x	x						
Grootaert et al. (2004)				x		x	x								x		x	x	x								x
Kaiser et al. (2019)					x																						
Labonne & Chase (2008)	x				x		x			x	x																
Lochner et al. (1999)				x	x				x			x	x														
Mercy Corps DIG (2015)				x	x																						
Narayan & Cassidy (2001)				x	x		x	x		x	x	x															x
Nguyen & Rieger (2017)	x						x			x											x						
Paldman (2000)				x			x				x							x									
Piracha et al. (2016)		x		x	x		x		x		x																
Putnam (2001)							x	x		x	x																
Scrivens & Smith (2013)				x	x		x	x			x																
Story et al. (2015)				x	x		x																				x
UNDP (2009)		x	x	x			x		x		x					x											
Valenzuela et al. (2018)							x				x	x															x
Wang et al. (2014)		x		x	x		x				x																
Woodson et al. (2016)					x	x			x																		
De Silva et al. (2005)					x			x			x																x

SOCIAL CAPITAL AND SOCIAL COHESION MEASUREMENT TOOLKIT FOR CDD OPERATIONS

Table A1b: Social Cohesion Measurement Map

SOURCE	CONTEXT			D I M E N S I O N S																							
	CDD	Migration	FCS	Relationships	Resources	Information	Trust	Norms	Reciprocity	Altruism	Participation	Belonging	Identity	Recognition	Inclusion	Accepting Diversity	Empowerment	Cooperation	Collective Action	Conflict Resolution	Mobility	Equality & Equity	Legitimacy	Prosperity	Social Capital	Social Cohesion	
SOCIAL COHESION (1 of 2)																											
Acket et al. (2011)																											
Barron et al. (2009)	x	x	x																								
Beath et al. (2013)	x	x	x																								
Berger-Schmitt (2000)																											
Betanzo et al. (2015)																											
Bottoni (2018)																											
Buckner (1988)																											
Burns et al. (2018)																											
Chan et al. (2006)																											
Colletta & Cullen (2000)																											
Dawop et al. (2019)																											
Dragolov et al. (2013)																											
ECLAC (2007)																											
Esenaliev et al. (2018)																											
Fearon et al. (2008)																											
Fergusson et al. (2017)																											
Ferroni et al. (2007)																											
Fonseca et al. (2019)																											
Forrest & Kearns (2001)																											
Gilligan et al. (2013)																											
Harb (2017)																											
Humphreys et al. (2014)																											

SOCIAL CAPITAL AND SOCIAL COHESION MEASUREMENT TOOLKIT FOR CDD OPERATIONS

Table A1b: Social Cohesion Measurement Map (cont.)

SOURCE	CONTEXT			D I M E N S I O N S																								
	CDD	Migration	FCS	Relationships	Resources	Information	Trust	Norms	Reciprocity	Altruism	Participation	Belonging	Identity	Recognition	Inclusion	Accepting Diversity	Empowerment	Cooperation	Collective Action	Conflict Resolution	Mobility	Equality & Equity	Legitimacy	Prosperity	Social Capital	Social Cohesion		
SOCIAL COHESION (2 of 2)																												
Jenson (2010)											X	X			X	X								X	X			
Kaiser et al. (2019)												X																
King et al. (2010)	X		X				X		X	X	X						X		X								X	
KIPRA-NCIC (2014)			X				X						X							X			X		X	X		
Kuhnt et al. (2017)		X	X				X				X	X	X		X								X			X		
Langer et al. (2015)			X				X						X										X					
Larsen (2014)							X																					
Larsen et al. (2018)				X			X	X		X	X		X			X								X				
Lê et al. (2013)		X		X			X	X		X		X																
Lefko-Everett (2016)				X							X	X			X						X			X				
Markus (2018)		X									X	X	X			X							X	X	X			
Martínez et al. (2018)				X	X		X	X			X									X								
OECD (2011)															X							X					X	
Pham & Vinck (2017)			X	X	X		X				X	X	X		X													
REACH (2016)		X			X	X					X									X				X		X		
SCG & UNDP (2015)			X	X						X													X					
SIPA (2018)		X	X		X		X					X	X													X	X	
Spoonley et al. (2005)		X									X	X			X	X									X			
UNDP & SeeD (2015)			X																		X			X	X			
UNDP-UNHCR (2015)		X	X								X	X				X							X	X				
UNICEF (2014)			X								X	X			X	X							X					
Valli et al. (2018)		X	X	X			X				X				X	X	X							X				

Background Paper: Measuring Social Capital and Social Cohesion³

This brief background note describes the process and rationale used to create the Social Capital and Social Cohesion Measurement Toolkit and provides an in-depth discussion of the intermediate products and definitions that were created and used throughout this process. A schematic overview of the process is presented in Figure A1.

Steps 1 & 2: Measurement and literature search; Construction of measurement map

The measurement and literature search drew on peer-reviewed journal articles and relevant gray literature with a focus on community-driven development (CDD), social capital, social cohesion in contexts affected by fragility, (forced) migration, and conflict. This search highlighted the various dimensions that have been used by researchers to measure social capital and social cohesion, which are summarized in the measurement map above (**Tables A1a and A1b**). **The 68 sources identified in the literature review measured a total of 23 dimensions of social capital and social cohesion using over 2600 survey questions.**

Step 3: Development of definitions and conceptual framework

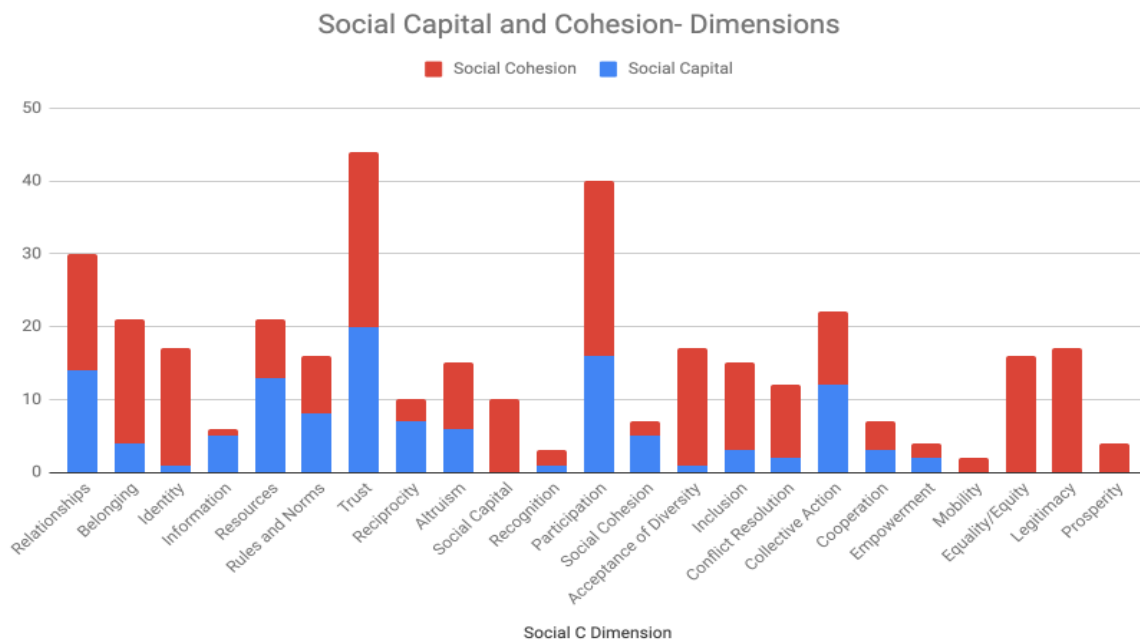
In order to productively draw on this literature review to identify a tractable set of survey questions, we simultaneously assessed the patterns in the measurement map and the definitions advanced in the broader theoretical and conceptual literature on social capital, social cohesion, and CDD. We used the conceptual and empirical literature to help refine and clarify one another. We used the conceptual literature to help identify which of the measured dimensions are **core components of each concept that need to be measured in CDD evaluations** and which are more **indirectly related causes or outcomes of social capital and social cohesion**. Conversely, we used the patterns in the questions and dimensions used in the empirical literature to help sharpen and refine the wording and components of the theoretically-informed definitions. Using this approach, we developed a conceptual framework that defines social capital and social cohesion and which identifies and defines the measurable dimensions of each concept.

Figure A2 highlights the number of times each of the identified dimensions was measured in studies on social capital and social cohesion, respectively. Using the process described above (and as visualized in **Figure A1**), we narrowed the list of 23 dimensions in the measurement map to a set of eight measurable dimensions:

- 1) two dimensions associated explicitly with social capital (relationships and resources);
- 2) four dimensions associated explicitly with social cohesion (civic engagement, belonging, identity, and acceptance of diversity); and
- 3) two dimensions that are part of both concepts (trust and collective action norms).

³Our framework separates social capital and social cohesion into distinct concepts. However, we recognize that these are interrelated concepts that should both be measured when evaluating CDD interventions. The interactions between social capital and social cohesion are subject to future validation and can/should be contextualized according to the theory of change in a given intervention.

Figure A2: Overview of Social Capital and Social Cohesion Dimensions in Measurement Map



The process of reducing these dimensions involved two main types of decisions. First, in some cases, we determined that dimensions that were identified as distinct in the literature are in fact sub-dimensions of a broader dimension. In these cases, the questions used to measure these sub-dimensions were considered as options for measuring the broader dimension that we included in our framework. Second, we determined that a number of concepts that are measured as dimensions of social capital and/or social cohesion in the literature are better understood as separate outcomes that are shaped by social capital/cohesion rather than components of these phenomena themselves. Given this understanding, incorporating questions on these concepts directly into attempts to measure social capital and social cohesion in CDD programs runs the risk of underestimating impacts. This is due to the fact that it is likely these downstream outcomes will move more slowly and will depend in part on earlier changes in social capital and social cohesion. As a result, concepts in the measurement map that fall into this category are not included in the conceptual framework or list of measures. They, however, should be considered in future studies that seek to measure additional downstream implications of CDD, social capital, and social cohesion. Using this decision-making approach, we identified a total of eight dimensions that fell into this category of “downstream outcome”: empowerment; cooperation; collective action; conflict resolution; social mobility; equality and equity; legitimacy; and prosperity. In **Table A2**, we list the measurement map dimensions that were eliminated for these two reasons.⁴

⁴ In addition, a number of studies of social capital measured social cohesion as a dimension and vice versa. Given that the aim of this project is to produce a set of measures for each concept, we dropped these dimensions from the condensed measurement map. However, the frameworks do capture the overlaps between social capital and social cohesion by identifying that two dimensions—trust and collective action norms—are part of both concepts.

SOCIAL CAPITAL AND SOCIAL COHESION MEASUREMENT TOOLKIT FOR CDD OPERATIONS

Table A2: Overview of Types of Reduction of Measurement Map Dimensions and Rationale

Measurement Map Dimension	Type of Reduction	Rationale
Information	Folded into Resources	In the literature on social capital, information is primarily discussed as a type of resource shared between individuals.
Reciprocity	Folded into Collective Action Norms	The literature identifies reciprocity as a type of social norm that is a component of both social capital and social cohesion.
Altruism	Folded into Collective Action Norms	The literature identifies reciprocity as a type of social norm that is a component of both social capital and social cohesion.
Participation	Renamed as Civic Engagement	Participation, as used in the literature, is a bit too vague and inconsistently applied with respect to both social capital and social cohesion; civic engagement better captures the key dimension of relevance--a willingness to participate for the good of a group or local area.
Recognition	Folded into Belonging	Literature that identified recognition as a dimension typically focused on a sense of being recognized as a member of a group, leading us to classify this as a subset of belonging rather than a dimension in its own right.
Inclusion	Folded into Acceptance of Diversity in Group/Locality	The aspect of inclusion that is typically measured in studies of social capital and social cohesion is inclusive attitudes towards members of other groups, which folds into the broader dimension of acceptance of diversity that was frequently measured as a dimension of social cohesion.
Empowerment	Downstream outcome; Likely shaped directly by CDD interventions (Gibson and Woolcock 2008) as well as indirectly via changes in social capital	While a small number of studies measure empowerment as a dimension social capital or social cohesion, it is better thought of as a distinct outcome, given that it is not typically incorporated in conceptual definitions of social capital and social cohesion.
Cooperation	Downstream outcome; likely shaped indirectly via changes in social capital and social cohesion	Cooperation and collective action are both highly measured in research on both social capital and social cohesion. However, reading the theoretical literature indicates that cooperation and collective action are both distinct outcomes that are shaped by social capital and social cohesion, but which are distinct from both of those phenomena. A small number of studies measure these as dimensions of social cohesion, but the conceptual/theoretical literature indicate that these are longer downstream effects that may be shaped by social cohesion (and which may shape social cohesion via a feedback loop), but which are not core to the phenomenon itself.
Collective Action	Downstream outcome; likely shaped indirectly via changes in social capital and social cohesion	
Conflict Resolution	Downstream outcome; likely shaped indirectly via changes in social cohesion	
Social Mobility	Downstream outcome; likely shaped indirectly via changes in social cohesion	
Equality & Equity	Downstream outcome; likely shaped indirectly via changes in social cohesion	
Legitimacy	Downstream outcome; likely shaped indirectly via changes in social cohesion	
Prosperity	Downstream outcome; likely shaped indirectly via changes in social cohesion	

Social Capital: Dimensions, Definition, and Rationale

Key Takeaways

Social capital is defined in this toolkit as **“The quantity and quality of resources, trust, and norms inhering in individuals’ relationships.”**

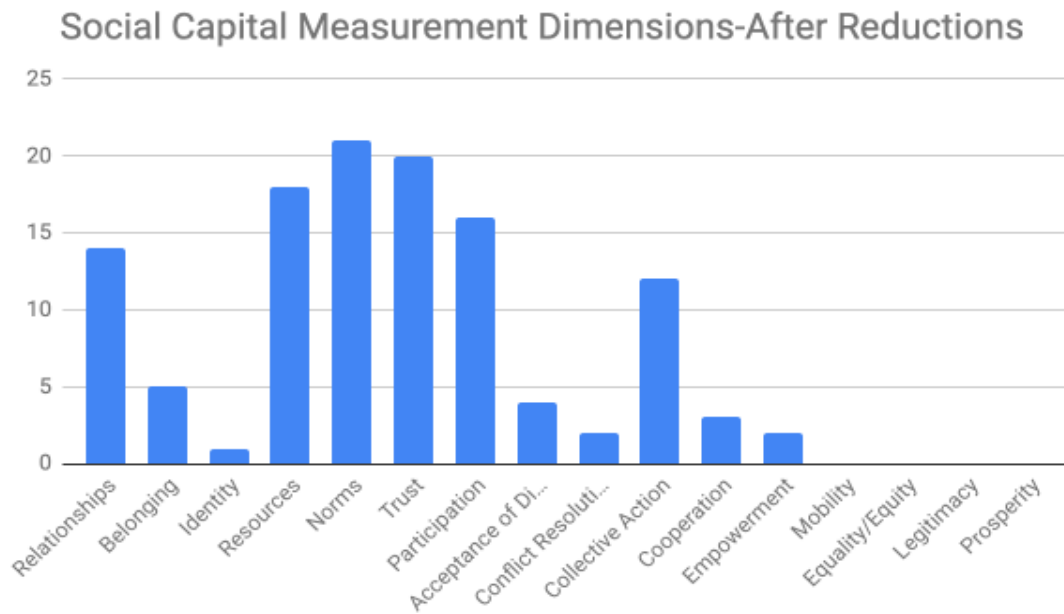
This definition connects the most frequently used definitions of social capital in the conceptual literature with four of the dimensions most commonly measured in the empirical literature: Relationships, Resources, Trust, and Collective Action Norms.

After combining redundant dimensions into each other as described above, we re-examined the patterns in measuring social capital.⁵ Reviewing the chart of the condensed dimensions reveals that most attempts to measure social capital are focused on six dimensions: relationships, resources, norms, trust, participation, and collective action. We then contrasted these patterns with common definitions of social capital in the conceptual and theoretical literature. Of the six dimensions that we identified in the measurement map, four align most closely with existing conceptual definitions: relationships, resources, norms, and trust. Participation is discussed in the theoretical literature on social capital, but largely as a cause of social capital (participation in voluntary organizations helps to build the relationships, norms, and trust central to social capital). High levels of social capital can also produce a feedback loop where the trust, norms, and resources associated with an individual’s network of relationships encourage participation.

This close association leads some studies to measure participation as a proxy for social capital (most notably Putnam’s measurement of participation in civic organizations in Italy (1993) and the US (2001)), but this an indirect indicator rather than a core component of social capital itself. Similarly, collective action is also frequently discussed in the literature on social capital, but as an outcome that is facilitated by the norms, relationships, resources and trust that make up social capital.

⁵ While the redundant dimensions/sub-dimensions have been combined in this graph, downstream outcomes are left in to discuss them in the context of the theoretical/conceptual literature.

Figure A3: Condensed Overview of Dimensions of Social Capital in Measurement Map



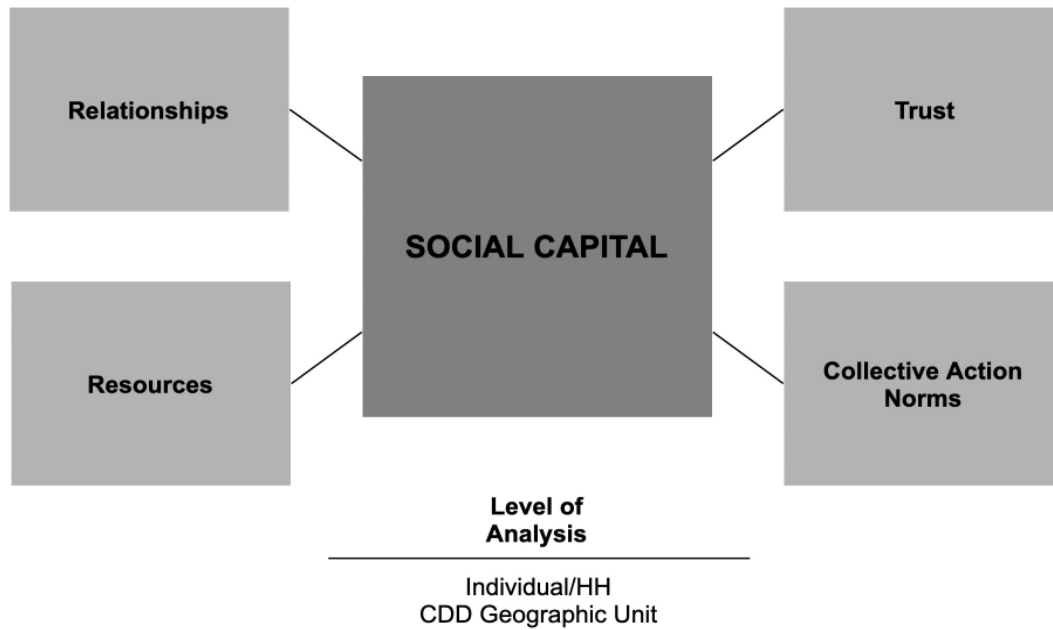
Building on this joint analysis of the measurement map and the conceptual literature, we define **social capital** as “**The quantity and quality of resources, trust, and norms inhering in individuals' relationships.**” This definition bridges the most common components highlighted in conceptual literature with four of the dimensions that surfaced most heavily in the measurement map: Relationships, Resources, Norms, and Trust. In our final framework, we highlight the connection between norms and collective action by renaming that component “Collective Action Norms,” building on usage elsewhere in the literature (Ostrom and Ahn 2009; Wong and Guggenheim 2018).

This definition has implications for the level of analysis used when evaluating the relationship between CDD interventions and social capital. By focusing in on individuals and their relationships, this definition highlights that social capital can be analyzed at the individual and household level. At the same time, it is also possible to aggregate patterns of individual level social capital into a measure that characterizes the patterns of relationships, resources, norms, and trust within a given area, such as measures of the relative stock of bonding, bridging, and linking social capital in a given village (Mercy Corps 2017).

In summary, by examining the measurement map alongside the conceptual and theoretical literature, we produced the following conceptual framework for social capital, which identifies four dimensions that should be measured when trying to assess the impact of CDD interventions on social capital.

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Figure A4: Conceptual Framework for Social Capital



CDD Geographic Unit refers to the level at which CDD meetings are held and at which subprojects are implemented

Table A3 presents the refined working definitions of social capital and each of the measurable dimensions in the framework, along with the key citations from the literature that informed each definition.

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Table A3: Social Capital - Key Dimensions and Definitions

DIMENSION	DEFINITION	SOURCE
Social Capital	The quantity and quality of resources, trust, and norms inhering in individuals' relationships.	Woolcock 1998; Bhuiyan & Evers (ZEF) 2005
Relationships	The nature and strength of an individual's network connections with other individuals in homogeneous (bonding) or heterogeneous (bridging) groups, or with organizations/institutions (linking).	Scrivens & Smith (OECD) 2017; Mercy Corps (2017)
Resources	Material and non-material support (e.g. goods, materials, information) received by and provided to individuals.	Scrivens & Smith (OECD) 2017; REACH 2016
Trust	An individual's 1) belief that another individual, group, or institution that could do her harm or betray her will not do so and 2) willingness to take actions that make herself vulnerable to that actor.	Levi & Stoker 2000; Gambetta 2000; Ostrom & Ahn 2009; Gilligan, Pasquale, & Samii 2013; Scrivens & Smith 2013
Collective Action Norms	Collectively shared and internalized moral prescriptions that encourage costly actions that primarily benefit others.	Ostrom 1998; Ostrom 2005; Ostrom & Ahn 2009; Fehr & Fischbacher 2003; Benabou & Tirole 2005

Social Cohesion: Dimensions, Definition, and Rationale

Key Takeaways

Social Cohesion is defined in this toolkit as **“A sense of shared purpose and trust among members of a given group or locality and the willingness of those group members to engage and cooperate with each other to survive and prosper.”**

This definition connects the most frequently used definitions of social cohesion in the conceptual literature with six of the dimensions most commonly measured in the empirical literature: Trust, Collective Action Norms, Belonging, Identity, Attitudes Toward Out-Groups, and Civic Engagement.

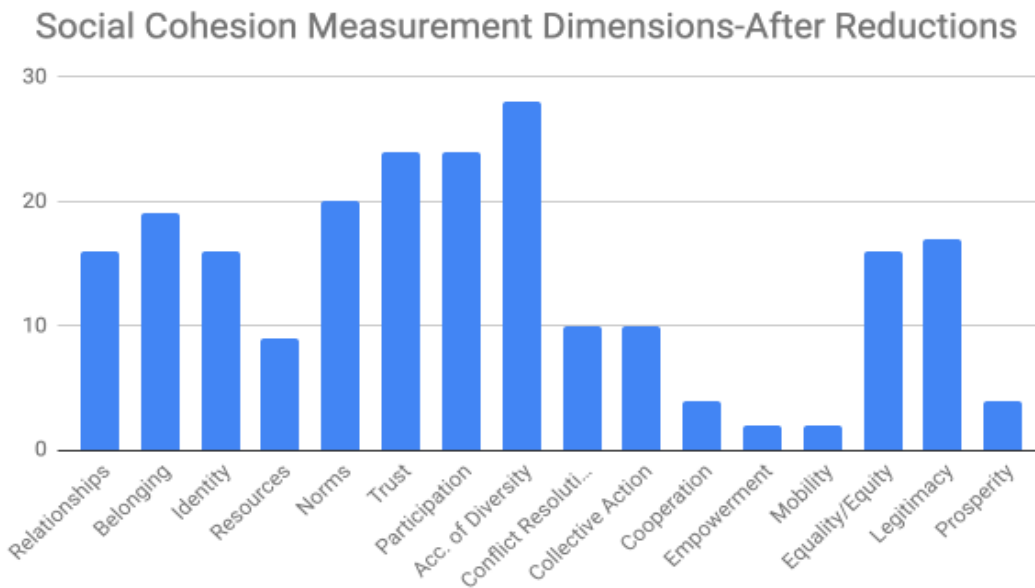
As with social capital, we examined the distribution of attempts to measure social cohesion across the reduced set of dimensions.⁶ Reviewing the condensed chart of measurement for social cohesion indicates a broader spread of dimensions used to measure the concept relative to social capital. The chart indicates that attempts to measure social cohesion are focused on nine dimensions: relationships, belonging, identity, norms, trust, participation, acceptance of diversity, equality/equity, and legitimacy.

⁶ As above, while the redundant dimensions/sub-dimensions have been combined in this graph, downstream outcomes are left in to discuss them in the context of the theoretical/conceptual literature.

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Of these nine dimensions that are most commonly used in the measurement literature, six align most closely with aspects of the definitions commonly advanced in the conceptual and theoretical literature: belonging, identity, acceptance of diversity, trust, norms, and participation. In both the measurement and conceptual literature, belonging, identity, and acceptance of diversity are often grouped together to jointly capture a key element of social cohesion: the extent to which the individuals in a locality or group feel a sense of **shared purpose** as a larger group, as opposed to only as the sub-groups of which they are a member (Chan et al 2006, Mvukiyehe 2011). Examining this set of dimensions also reveals that in the context of social cohesion, measures of “relationships” are primarily capturing intergroup relations/attitudes toward out-groups rather than the types of individual-level relationships that are used to measure social capital (Dawop et al 2019). Closer examination of these “intergroup relations” questions reveals that they are typically the same sorts of questions used to measure “acceptance of diversity,” as both get at attitudes and behavior towards other groups or subgroups within a given community. As a result, we clarified that in the context of measuring social cohesion, “acceptance of diversity” is not general, but instead refers to “acceptance of diversity in a group or locality” and folded questions that get at intergroup relations into this dimension, and renamed the broader dimension “attitudes toward out-groups”.

Figure A5: Condensed Overview of Dimensions of Social Cohesion in Measurement Map



A second grouping within the measurement and conceptual literature on social cohesion is focused around trust, norms, and participation. After acceptance of diversity, these three dimensions are the most commonly measured aspects of social cohesion. Together, they get at a second core component of definitions of social cohesion, which is described as “the willingness of group members to cooperate with each other in order to survive” (Stanley 2003) or “a willingness to participate and help” (Chan et al 2006). Building on the literature on collective action, trust and norms are key components of this “willingness” to cooperate and take actions for the good of the broader group (Ostrom and Ahn 2009). The idea of

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participating for the good of the locality or larger group (as opposed to a smaller subgroup) also largely aligns with the types of questions used to measure participation in studies of social cohesion, which focus largely on willingness to participate in activities that benefit one's entire community (as opposed to participation focused on individual benefit or benefit for a smaller sub-group). This focus on interest and involvement in action to involve the local area overlaps heavily with how "civic engagement" is conceptualized in the literature (see Adler and Goggin 2005), so we use that term to identify the type of participation that is most relevant for measuring social cohesion.

Finally, for equality/equity and legitimacy, we identify that these are separate outcomes that are connected to social cohesion, but which are distinct. While we do identify that an acceptance of diversity within a local area is a core component of social cohesion, this can be achieved without full equality between the groups within an area. Similarly, while legitimacy is connected to trust, it is more expansive, a willingness to obey authorities that is driven by a sense of government trustworthiness and procedural justice (Levi, Sacks, and Tyler 2009). This places legitimacy somewhat outside of the key dimensions of social cohesion that are identified in the conceptual and theoretical literature, although in some CDD evaluations, legitimacy (and citizen-state relationships more broadly) still may be an outcome of interest in its own right (Wong and Guggenheim 2018).

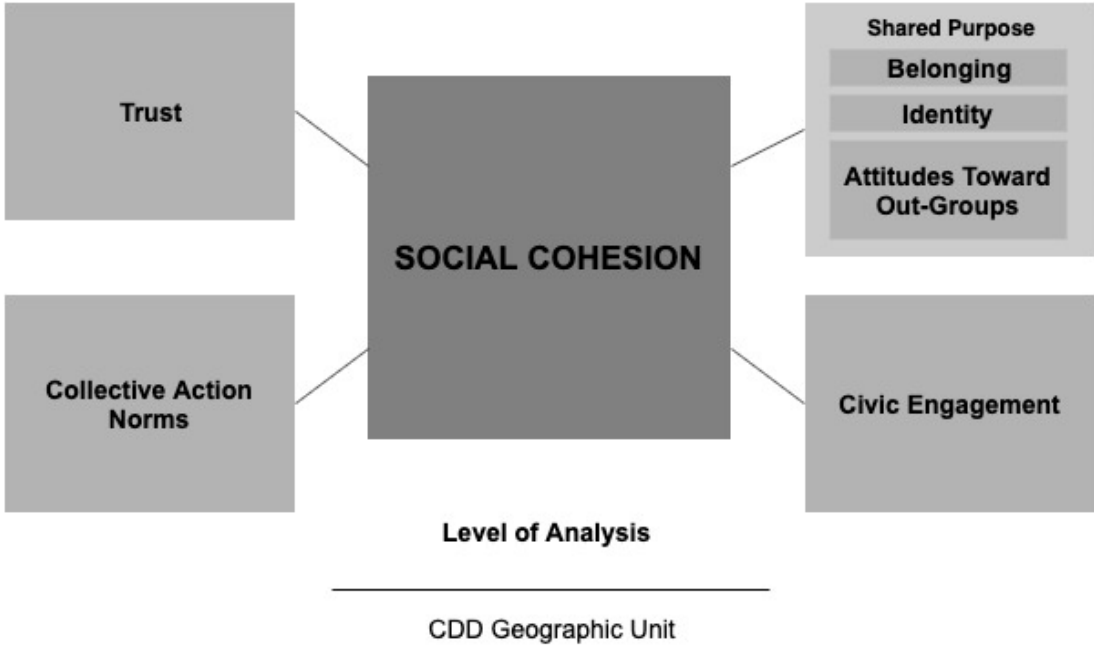
Building on this joint analysis of the measurement map and the conceptual literature, we define **social cohesion** as **"A sense of shared purpose and trust among members of a given group or locality and the willingness of those group members to engage and cooperate with each other to survive and prosper."** This definition connects the most common components highlighted in conceptual literature with six of the dimensions that surfaced most heavily in the measurement map: Trust, Collective Action Norms, Belonging, Attitudes Toward Out-Groups, Identity, and Civic Engagement.

This definition has implications for the level of analysis used when evaluating the relationship between CDD interventions and social cohesion. By focusing on a given group or locality, this definition highlights that social cohesion should be analyzed at the local level. For CDD evaluations, the appropriate level of analysis is the level at which subprojects are being decided and implemented (typically the village or the equivalent). The implication is that when data is gathered using individual/household surveys, it should then be aggregated into village-level measures.

In summary, by examining the measurement map alongside the conceptual and theoretical literature, we produced the following conceptual framework for social cohesion, which identifies six dimensions that should be measured when trying to assess the impact of CDD interventions on social capital.

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Figure A6: Conceptual Framework for Social Cohesion



CDD Geographic Unit refers to the level at which CDD meetings are held and at which subprojects are implemented

Table A4 presents the refined working definitions of social cohesion and each of the measurable dimensions in the framework, along with the key citations from the literature that informed each definition.

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Table A4: Social Cohesion - Key Dimensions and Definitions

DIMENSION		DEFINITION	SOURCE
Social Cohesion		A sense of shared purpose and trust among members of a given group or locality and the willingness of those group members to engage and cooperate with each other to survive and prosper.	Stanley 2003; Chan et al. 2006; Mvukiyehe 2011 SIPA 2018
Trust		An individual's 1) belief that another individual, group, or institution that could do her harm or betray her will not do so and 2) willingness to take actions that make herself vulnerable to that actor.	Levi & Stoker 2000; Gambetta 2000; Ostrom & Ahn 2009; Gilligan, Pasquale, & Samii 2013; Scrivens & Smith 2013
Collective Action Norms		Collectively shared and internalized moral prescriptions that encourage costly actions that primarily benefit others.	Ostrom 1998; Ostrom 2005; Ostrom & Ahn 2009; Fehr & Fischbacher 2003; Benabou & Tirole 2005
Shared Purpose	Belonging	The degree to which an individual or collective group feel like they "fit" together in a group.	Pham & Vinck (UNICEF) 2017
	Identity	The characteristics that an individual or collective group believe to define them.	Pham & Vinck (UNICEF) 2017
	Attitudes Toward Out-Groups	How individuals perceive individuals with other values, lifestyles, or identities within their group or locality.	Larsen, Koch, & Dragolov 2013; Janmaat & Keating 2019; Bogardus 1925
Civic Engagement		The attitudes and behaviors of individuals that result in participation to improve local area conditions for others and/or help shape the area's future.	Adler & Goggin 2005

Step 4 & 5: Compilation of survey questions; Shortlist of survey questions

As noted above, the purpose of producing these conceptual frameworks and definitions for social capital, social cohesion, and their underlying definitions is to make it possible to move from the 23 dimensions and over 2600 survey questions identified in the literature review to a short survey questionnaire that could easily be deployed in CDD evaluations. Reducing and defining the dimensions associated with social capital and social cohesion made it possible for us to work through a set of three steps that we used to produce our final set of survey questions. First, the full set of 2661 questions was shortened to a candidate list of 406 questions by eliminating three types of questions: 1) duplicates, 2) questions that are practically infeasible for CDD evaluations due to length or complexity, 3) questions that are inappropriate for the key contexts where this toolkit will be used - CDD programs in fragile and conflict affected states (FCS), particularly those involving migration or displacement.

Second, the candidate list of 406 questions was evaluated using the following criteria: 1) Level of match with our framework's definition of the concept the question is trying to measure, 2) Degree of ease of use/feasibility for CDD evaluations, 3) Level of appropriateness for contexts where the toolkit will be used, and 4) Quality of the Question. The three researchers leading this project each assessed all 406 questions on all of these

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criteria, producing average scores on each dimension as well as an overall score for each question.

Step 6: Finalization of measurement toolkit

Finally, the three researchers leading this project then used the scores to collaboratively select the questions to include in the final survey measurement tool. This stage focused heavily on the central aim of this tool - balancing state-of-the art measurement of social capital and social cohesion with the practical demands of implementing these measures in the context of CDD operations. In particular, the primary practical constraint was the need to keep the survey instrument for social capital and cohesion as short as possible. This aim is in tension with the general approach that we observed in the measurement literature on social capital and cohesion, which tends to cope with definitional ambiguity and imprecise proxies by using extremely long questionnaires. The framework developed above was central to meeting the core aim of this project as it allowed us to identify the minimal number of dimensions that are needed to measure social capital and social cohesion. The definitions included in the framework also allowed us to select questions that most directly and precisely measured the key dimensions, allowing us to select a small number of targeted questions per dimension (**Table A5**).

Table A5: Linking Survey Questions to Social Capital and Social Cohesion

Measuring Social Capital		Measuring Social Cohesion	
Question #	Dimension	Question #	Dimension
1	Relationships	4	Trust
2	Resources	5	Trust
3	Resources	6	Collective Action Norms
4	Trust	7	Collective Action Norms
5	Trust	8	Belonging
6	Collective Action Norms	9	Belonging
7	Collective Action Norms	10	Identity
		11	Identity
		12	Attitudes Toward Out-Groups
		13	Civic Engagement
		14	Civic Engagement
		15	Civic Engagement

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Uses of Framework, Limitations, and Future Empirical Validation

The 15 survey questions included in this toolkit were selected by using the measurement map and conceptual framework developed in this project to balance valid measurement with the specific practical needs of evaluating CDD programs in FCS contexts characterized by migration and forced displacement. The accompanying qualitative contextualization guide can be used by evaluation teams to ask the preliminary questions needed to adapt the core questions to the context where they are working.

While these two measurement tools are ready to be deployed, we have several additional recommendations regarding validation that should be taken into consideration when preparing to analyze and interpret the data collected using these tools. First, the frameworks developed here identify which dimensions and questions should be used to measure social capital and social cohesion, respectively. The main limitation of these frameworks is that by themselves, they do not suggest whether and how these individual survey questions should be combined into aggregate measures of social capital and social cohesion. To do this, it will be necessary to conduct construct validation using data collected with these tools to empirically test how these measures relate to one another. This type of validation will also be necessary to develop substantively meaningful interpretations of survey results, in terms of assessing whether an aggregate pattern of answers reflects high or low levels of social capital or cohesion and whether a given impact of a CDD program can be interpreted as substantively large or small. Second, as the survey tool is deployed in more and more contexts, cross-context validation should be conducted to assess how the performance of individual questions and any aggregate measures is similar or different across contexts. Finally, it is our hypothesis that the set of questions that we selected here validly measures social capital and social cohesion while maximizing ease of implementation in the context of CDD operations. However, this hypothesis should be empirically tested by comparing this toolkit against other indices and survey tools used in the literature to assess relative performance on both measurement validity and ease of use.

Annex 2: Template for Constructing the Relationship List

Survey Questions 1-4 are built around a list of relationships that capture three types of relationship :

A. Bonding

Examples of **bonding** individuals include relationships with relatives, non-relatives/neighbors within my ethnic group/clan; same migration status, age group, gender. These encompass horizontal relationships WITHIN social group(s) of interest.

B. Bridging

Examples of **bridging** individuals include non-relatives/neighbors of other ethnic group/clan, other migration status, age group, gender. These encompass horizontal relationships ACROSS social group(s) of interest.

C. Linking

Examples of **linking** individuals include government officials (e.g. Mayor), traditional authorities, socioeconomic and political elites, NGO staff members. These encompass vertical relationships ACROSS social, political, and economic classes and with individuals/groups in positions of power (e.g. access to resources, key decision-making).

In order to generate this relationship list, it is necessary to identify the main social divisions/groups that are being targeted by CDD that were uncovered by **Qualitative Question #2. These will be used to fill in the bonding and bridging relationships in the relationship list.**

This may be only one group/division, but it could also be more than one. For the template below, there are three spaces, but delete or add rows as needed.

Social Group 1	Social Group 2	Social Group 3

Next, it is necessary to identify the decision-makers or other individuals of authority/influence identified in **Qualitative Question #3. These will be used to fill in the linking relationships in the relationship list. For the template below, there are two spaces, but delete or add rows as needed.**

Decision-Maker 1	Decision-Maker 2

Relationship Type	Template Text
Bonding	Individuals from my [<i>Social Group 1</i>]
	Individuals from my [<i>Social Group 2 - if relevant in context</i>]
	Individuals from my [<i>Social Group 3 - if relevant in context</i>]
	<i>Add additional bonding relationships as needed based on qualitative results</i>
Bridging	Individuals from a different [<i>Social Group 1</i>]
	Individuals from a different [<i>Social Group 2 - if relevant in context</i>]
	Individuals from a different [<i>Social Group 3 - if relevant in context</i>]

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	<i>Add additional bridging relationships as needed based on qualitative results</i>
Linking	<i>[Name or title of decision-maker/Authority #1]</i>
	<i>[Name or title of decision-maker/Authority #2]</i>
	<i>Add additional linking relationships as needed based on qualitative results</i>

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Adapting Survey Questions Using Qualitative Results: Example from Kenya

As an example of how to construct the relationship list, imagine a hypothetical example of a CDD intervention being implemented in rural “**town centers**” in semi-arid areas of north eastern Kenya (Sheely 2013, 2015). The following example works through the results of rapid qualitative research in this example.

In order to generate this relationship list, it is necessary to identify the main social divisions/groups that are being targeted by CDD that were uncovered by **Qualitative Question 2**. **These will be used to fill in the bonding and bridging relationships in the relationship list.**

Social Group 1	Social Group 2	Social Group 3
Tribe	Age	N/A

Next, it is necessary to identify the decision-makers or other individuals of authority/influence identified in **Qualitative Question 3**. **These will be used to fill in the linking relationships in the relationship list. For the template below, there are two spaces, but delete or add rows as needed.**

Decision-Maker 1	Decision-Maker 2	Other Influential Individual	Other Influential Individual
Chief	Member of County Assembly	Chairperson of a Local NGO	Large Landowner

This set of responses to the qualitative questions would lead to the following

Relationship Type	Relationship
Bonding	Individuals from my tribe
	Individuals from my age group
Bridging	Individuals from a different tribe
	Individuals from a different age group
Linking	The Chief for this location
	The Member of the County Assembly for this ward
	Chairperson of a local NGO
	Large landowner

For this example, enumerators will ask Survey Questions 1-4 for each entry on this relationship list, marking the response for each relationship.

For Survey Question 1, this would look like the following:

1) How close do you feel to each of the following types of individual:

Bonding	Individuals from my tribe	1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group 888. Do not know 999. Refused to answer
	Individuals from my age group	1. Not at all close 2. Not Close 3. Close 4. Very close

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		777. Do not know anyone from this group 888. Do not know 999. Refused to answer
Bridging	Individuals from a different tribe	1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group 888. Do not know 999. Refused to answer
	Individuals from a different age group	1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group 888. Do not know 999. Refused to answer
Linking	The Chief for this location	1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group 888. Do not know 999. Refused to answer
	The member of the County Assembly for this ward	1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group 888. Do not know 999. Refused to answer
	Chairperson of a local NGO	1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group 888. Do not know 999. Refused to answer
	Large landowner	1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group 888. Do not know 999. Refused to answer

In addition, the social groups identified from the qualitative research can be used to adjust the other questions where specific groups/divisions are mentioned.

For the hypothetical context presented here, Survey Question 10 would look like this:

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10) Please indicate the degree to which you agree or disagree with the following statements:

Being a resident of my town center is an important part of how I see myself	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 888. Do not know 999. Refuse to answer
Being a member of my tribe is an important part of how I see myself	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 888. Do not know 999. Refuse to answer
Being a member of my age group is an important part of how I see myself	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 888. Do not know 999. Refuse to answer

While these are illustrative examples, it should be emphasized that the exact groups and individuals will have to be identified in each context and CDD intervention to ensure that they are appropriately considered as bonding, bridging, and/or linking relationships. It is possible that for one context, a relationship may be categorized as bonding social capital and in a different evaluation, as bridging social capital.

Annex 3: Survey Module Template

The template for each survey question is listed below with accompanying notes for contextualization in italics where relevant. In order to maximize the performance of these questions, each survey question should be appropriately adapted and translated for the evaluation context based upon insights gleaned from qualitative research (Sections 2 and 3).

For Survey Questions 1-4, consult Annex 2 for guidance on contextually constructing the relationship list.

Text in italics and [square brackets] should be full removed or replaced before deploying the survey template.

1) How close do you feel to each of the following types of individual:

Individuals from my [<i>Social Group 1</i>]	1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group 888. Do not know 999. Refused to answer
Individuals from my [<i>add any other social groups on relationship list, inserting rows as needed</i>]	1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group 888. Do not know 999. Refused to answer
Individuals from a different [<i>Social Group 1</i>]	1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group 888. Do not know 999. Refused to answer
Individuals from a different [<i>add any other social groups on relationship list, inserting rows as needed</i>]	1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group 888. Do not know 999. Refused to answer
[<i>Name/Title of decision-maker/Authority #1</i>]	1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group 888. Do not know 999. Refused to answer
[<i>Add any other decision-makers on relationship list, inserting rows as needed</i>]	1. Not at all close 2. Not Close 3. Close 4. Very close 777. Do not know anyone from this group

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	888. Do not know 999. Refused to answer
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- 2) Now I will ask you some questions about whether your household will be able to lean on others for support during difficult times. By difficult times I mean times when there is loss of a family member, loss of income, hunger, drought, flood, conflict or similar events. And by support, I include all types of support no matter how small or big including but not limited to emotional support, food, information about jobs and local decision-making, and loans/credit.

Underlined text should be contextualized to reflect relevant and locally appropriate challenges faced by and illustrative resources sought out by individuals and/or households in localities where CDD subprojects and/or meetings will be implemented

In difficult times, will your household be able to lean on each of the following types of people:

List should be same list as those identified for Survey Question 1.

Individuals from my [Social Group 1]	0. No 1. Yes 777. Don't know anyone from this group 888. Do not know 999. Refused to answer
Individuals from my [add any other social groups on relationship list, inserting rows as needed]	0. No 1. Yes 777. Don't know anyone from this group 888. Do not know 999. Refused to answer
Individuals from a different [Social Group 1]	0. No 1. Yes 777. Don't know anyone from this group 888. Do not know 999. Refused to answer
Individuals from a different [add any other social groups on relationship list, inserting rows as needed]	0. No 1. Yes 777. Don't know anyone from this group 888. Do not know 999. Refused to answer
[Name/Title of decision-maker/Authority #1]	0. No 1. Yes 777. Don't know anyone from this group 888. Do not know 999. Refused to answer
[Add any other decision-makers on relationship list, inserting rows as needed]	0. No 1. Yes 777. Don't know anyone from this group 888. Do not know 999. Refused to answer

- 3) Will these people that you will be able to lean on during your difficult times also be able to lean on you for support during their difficult times?

List should be same list as those identified for Survey Question 1.

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Individuals from my [<i>Social Group 1</i>]	0. No 1. Yes 777. Don't know anyone from this group 888. Do not know 999. Refused to answer
Individuals from my [<i>add any other social groups on relationship list, inserting rows as needed</i>]	0. No 1. Yes 777. Don't know anyone from this group 888. Do not know 999. Refused to answer
Individuals from a different [<i>Social Group 1</i>]	0. No 1. Yes 777. Don't know anyone from this group 888. Do not know 999. Refused to answer
Individuals from a different [<i>add any other social groups on relationship list, inserting rows as needed</i>]	0. No 1. Yes 777. Don't know anyone from this group 888. Do not know 999. Refused to answer
[<i>Name/Title of decision-maker/Authority #1</i>]	0. No 1. Yes 777. Don't know anyone from this group 888. Do not know 999. Refused to answer
[<i>Add any other decision-makers on relationship list, inserting rows as needed</i>]	0. No 1. Yes 777. Don't know anyone from this group 888. Do not know 999. Refused to answer

4) Please tell me the degree to which you agree or disagree with the following statement: The following types of people are likely to take advantage of you.

List should be same list as those identified for Question 1.

Ensure that "take advantage of you" is translated to reflect the intended purpose of the question.

Individuals from my [<i>Social Group 1</i>]	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree 777. Do not know anyone from this group 888. Do not know 999. Refuse to answer
Individuals from my [<i>add any other social groups on relationship list, inserting rows as needed</i>]	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree 777. Do not know anyone from this group 888. Do not know 999. Refuse to answer
Individuals from a different [<i>Social Group 1</i>]	1. Strongly agree 2. Agree 3. Neither agree nor disagree

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	4. Disagree 5. Strongly disagree 777. Do not know anyone from this group 888. Do not know 999. Refuse to answer
Individuals from a different [add any other social groups on relationship list, inserting rows as needed]	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree 777. Do not know anyone from this group 888. Do not know 999. Refuse to answer
[Name/Title of decision-maker/Authority #1]	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree 777. Do not know anyone from this group 888. Do not know 999. Refuse to answer
[Add any other decision-makers on relationship list, inserting rows as needed]	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree 777. Do not know anyone from this group 888. Do not know 999. Refuse to answer

5) Please tell me the degree to which you agree or disagree with the following statement:

Identify local name of the geographic unit in which CDD subprojects and/or meetings will be implemented.

Verify whether the scenario details (wallet; meeting) are relevant for local context. Ensure that item selected for question is identifiable and of value in context.

If I was at a [CDD geographic unit] meeting and accidentally left [my wallet] behind, I believe that the person who found it would return it to me.	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree 888. Do not know 999. Refuse to answer
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6) Please tell me the degree to which you agree or disagree with the following statement:

Identify local name of the geographic unit in which CDD subprojects and/or meetings will be implemented.

Ensure that "help" is translated to reflect the intended purpose of the question.

I think that it is important to help in [CDD geographic unit] activities.	1. Strongly agree 2. Agree 3. Neither agree nor disagree
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	4. Disagree 5. Strongly disagree 888. Do not know 999. Refuse to answer
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7) Please tell me the degree to which you agree or disagree with the following statement:

Identify local name of the geographic unit in which CDD subprojects and/or meetings will be implemented.

Ensure that "help" is translated to reflect the intended purpose of the question.

Note for respondents that reference has shifted from respondent's perceptions of themselves (Survey Question 6) to their perceptions of the experience of those living in the CDD geographic unit (Survey Question 7).

In my [CDD geographic unit], it is generally expected that people will help in [CDD geographic unit] activities.	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree 888. Do not know 999. Refuse to answer
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8) Please tell me the degree to which you agree or disagree with the following statement:

Identify local name of the geographic unit in which CDD subprojects and/or meetings will be implemented.

Ensure that "left out of" is translated to reflect the intended purpose of the question. Be careful not to use the word "belong" in revised/translated version of the question.

I feel left out of [CDD geographic unit]	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree 888. Do not know 999. Refuse to answer
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9) Please tell me the degree to which you agree or disagree with the following statement:

Identify local name of the geographic unit in which CDD subprojects and/or meetings will be implemented.

Ensure that "a part of" is translated to reflect the intended purpose of the question, to capture the togetherness aspect of collective belonging. Be careful not to use the word "belong" in revised/translated version of the question. Note for respondents that reference has shifted from respondent's perceptions of themselves (Survey Question 9) to their perceptions of the experience of those living in the CDD geographic unit (Survey Question 10).

Everyone living in this [CDD geographic unit] feels like they are a part of this [CDD geographic unit]	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree
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	5. Strongly disagree 888. Do not know 999. Refuse to answer
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10) Please indicate the degree to which you agree or disagree with the following statements:

Identify local name of the geographic unit in which CDD subprojects and/or meetings will be implemented.

Identify social group(s) of relevance for where CDD subprojects and/or meetings will be implemented. Inquire about respondent's own migration status (e.g. IDP, refugee, resident/host etc.).

Being a resident of my [<i>CDD geographic unit</i>] is an important part of how I see myself	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 888. Do not know 999. Refuse to answer
Being a member of my [<i>Social Group 1</i>] is an important part of how I see myself	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 888. Do not know 999. Refuse to answer
Being a member of my [<i>Social Group</i>] is an important part of how I see myself [<i>Add any other social groups, inserting rows as needed</i>]	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 888. Do not know 999. Refuse to answer

11) Please tell me the degree to which you agree or disagree with the following statement:

Identify local name of the geographic unit in which CDD subprojects and/or meetings will be implemented.

If the people living in this [<i>CDD geographic unit</i>] were planning something, I'd think of it as something "we" were doing rather than "they" were doing.	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree 888. Do not know 999. Refuse to answer
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12) I'm going to ask you a series of questions about how you view people from a different [*Social Group 1*].

Identify local name of the geographic unit in which CDD subprojects and/or meetings will be implemented.

Identify social group(s) of relevance for where CDD subprojects and/or meetings will be implemented. Add any other social groups, repeating all relevant sub-questions.

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Determine locally appropriate ways in which individuals can have inclusive attitudes towards individuals with other values, lifestyles, and identities.

Should people from a different [Social Group 1] as you be fully welcomed in this [CDD geographic unit]?	0. No 1. Yes 888. Do not know 999. Refused to answer
Should people from a different [Social Group 2] as you be allowed to participate in [CDD geographic unit] development activities?	0. No 1. Yes 888. Do not know 999. Refused to answer
Should people from a different [Social Group] as you be allowed to become leaders of the [CDD geographic unit]?	0. No 1. Yes 888. Do not know 999. Refused to answer
Would you welcome people from a different [Social Group] as you into your family through marriage?	0. No 1. Yes 888. Do not know 999. Refused to answer

Add any other social groups, repeating all relevant sub-questions.

13) Please tell me the degree to which you agree or disagree with the following statement:

Identify local name of the geographic unit in which CDD subprojects and/or meetings will be implemented.

I feel like an active member of the [CDD geographic unit] I am currently living in.	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree 888. Do not know 999. Refuse to answer
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14) Please answer the following question:

Identify local name of the geographic unit in which CDD subprojects and/or meetings will be implemented.

How often do you participate in meetings to improve public spaces in [CDD geographic unit]?	1. Never 2. Very rarely 3. Sometimes 4. Regularly 5. Always 888. Do not know 999. Refuse to answer
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15) If there was a problem that affected the entire [CDD geographic unit], which of the following statements do you most agree with:

Identify local name of the geographic unit in which CDD subprojects and/or meetings will be implemented.

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Identify social group(s) of relevance for where CDD subprojects and/or meetings will be implemented. Add any other social groups, repeating all relevant sub-questions.

<p>If there was a problem that affected the entire [CDD geographic unit], which of the following statements do you most agree with:</p> <p>a. Each individual would try to solve the problem independently;</p> <p>b. The individuals in each [Social Group 1] would try to solve the problem together;</p> <p>c. [Add any other social groups, inserting lines as needed]</p> <p>d. The individuals in the entire [CDD geographic unit] would try to solve the problem together.</p>	<ol style="list-style-type: none">1. Statement a2. Statement b3. Statement c4. [Add other Statements depending on number of social groups]5. Statement d <p>888. Do not know 999. Refuse to answer</p>
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