**Grant Number:** ES/P005799/1

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**Project title:** Strengthening schools accountability mechanisms through participation: addressing education quality and equity in Afghanistan and Pakistan

The following files have been archived:

| File name | File description (Short description of content, sample size, format, any linking between different types of data, i.e. survey and interviews/focus groups) |
| --- | --- |
| 51 edgelists | These files are excel document that provide the list of factors (variables) mentioned by participants (either children, parents, teachers or school management committee members) in each school Group Model Building workshop. They are organised by group of participants (either children, parents, teachers or school management committee members), by round of workshops (round 1 or 2) and by locality (Badakhshan, Ghazni, Jaighori in Afghanistan; Bahawalnagar, Gothki, Rahim Yar Khan, Vehari in Pakistan). They are all used together to calculate a model that identify common components across Causal Loop Diagrams built by participants in those two rounds of schools’ GMB workshops. To calculate this model, we applied techniques from multivariate analysis of ecological communities. |
| Model characteristics | This file is a summary for each school of the basic model characteristics: country, locality within country, participants group ( either children, parents, teachers or school management committee members) school name, goods ownership category (either lowest 20% level, mid 60% level or highest 20% level), animals ownership(either lowest 20% level, mid 60% level or highest 20% level), ratio female to male in the participants group (from 0 to 1). |

**Publications**:

Trani JF and Hart R (upcoming). Student engagement and attendance are central mechanisms interacting with inclusive and equitable quality education: Evidence from Afghanistan and Pakistan. Plos One.