



# Final Evaluation of the 'My Education, My Future (MEMF) programme'

G:

## TANZANIA EVALUATION REPORT

March 2025



**RIGHT TO PLAY**  
PROTECT. EDUCATE. EMPOWER.

**G:ENESIS**  
UNLOCKING VALUE

## DOCUMENT REFERENCE

My Education, My Future (MEMF) Final Evaluation, Tanzania Evaluation Report  
by Genesis Analytics

## DATE

January, 2024

## CONTACT INFORMATION

**Genesis Analytics (Pty) Ltd** South Africa  
Office 3, 50 Sixth Road Hyde Park, **Johannesburg**

**Genesis Analytics Ltd** Kenya  
9th Floor Europa Towers, Lantana Road, Westlands, **Nairobi**

**Genesis Analytics** Côte d'Ivoire  
Royal Work Club, Immeuble Arc-En-Ciel, Avenue Chardy, **Abidjan**

**Genesis Analytics** United Kingdom  
Office 4.06, 4th Floor, 88 Kingsway, Holborn, London, WC2B 6AA, **London**

**[www.genesis-analytics.com](http://www.genesis-analytics.com)**

## AUTHORS

Genesis Analytics

## CONTACT PERSON

Amreen Choda  
[amreenc@genesis-analytics.com](mailto:amreenc@genesis-analytics.com)

## Table of Contents

|                                                          |            |
|----------------------------------------------------------|------------|
| <b>Abbreviations</b>                                     | <b>4</b>   |
| <b>Acknowledgements</b>                                  | <b>1</b>   |
| <b>Executive Summary</b>                                 | <b>2</b>   |
| <b>1   Introduction</b>                                  | <b>3</b>   |
| <b>2   Context</b>                                       | <b>3</b>   |
| 2.1   Context of Nyarugusu and Nduta refugee camps       | 4          |
| <b>3   The MEMF Programme</b>                            | <b>6</b>   |
| 3.1   The MEMF Programme's Theory Of Change              | 9          |
| <b>4   Purpose of the evaluation</b>                     | <b>9</b>   |
| <b>5   Evaluation Approach</b>                           | <b>10</b>  |
| <b>6   Data Collection Methods</b>                       | <b>10</b>  |
| 6.1   Document Review                                    | 10         |
| 6.2   Key Informant Interviews (KIIs)                    | 10         |
| 6.3   Focus Group Discussions (FGDs)                     | 10         |
| 6.4   Surveys                                            | 11         |
| 6.5   Observations                                       | 12         |
| 6.6   Data Quality Assurance                             | 14         |
| 6.7   Research Ethics and Safeguarding                   | 14         |
| 6.8   Evaluation Observations                            | 15         |
| <b>7   Findings</b>                                      | <b>16</b>  |
| 7.1   Relevance                                          | 16         |
| 7.2   Achievement of Intermediate and Immediate Outcomes | 21         |
| 7.3   Achievement of Ultimate Outcomes                   | 56         |
| 7.4   Sustainability                                     | 71         |
| 7.5   Scalability                                        | 74         |
| <b>8   Recommendations</b>                               | <b>76</b>  |
| <b>Annex 1   Evaluation Framework</b>                    | <b>80</b>  |
| <b>Annex 2   Data collection tools</b>                   | <b>82</b>  |
| <b>Annex 3   Ethical Protocols</b>                       | <b>154</b> |
| <b>Annex 4   Safeguarding incident report form</b>       | <b>155</b> |
| <b>Annex 5   Tanzania Agenda</b>                         | <b>157</b> |

## Tables / Figures / Boxes

|                                                                                                                                                                                           |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Figure 1: Continuum of Teacher Training                                                                                                                                                   | 8  |
| Table 1: Participants that were engaged as part of FGDs, including the sample size                                                                                                        | 10 |
| Table 2: MEMF Interventions                                                                                                                                                               | 11 |
| Table 3: Intended vs Actual sample size by data collection tool                                                                                                                           | 13 |
| Figure 2: Change between endline and baseline in indicator 1220.2 %/total of teachers that have knowledge of gender-responsive play-based learning techniques                             | 24 |
| Figure 3: Responses from classroom observations on how Play-Based Learning was embedded into teaching                                                                                     | 25 |
| Figure 4: Change between baseline and endline on indicator 1200.1 %/total of teachers demonstrating gender-responsive play-based learning methodologies                                   | 28 |
| Figure 5: Responses from classroom observations on how Gender Responsive Pedagogy's were embedded into teaching                                                                           | 33 |
| Figure 6: Changes between baseline and endline on indicator 1220.1 %/total children who feel that teaching practices are gender responsive and supportive                                 | 34 |
| Figure 7: Changes between baseline and endline on indicator 1220.1 %/total children who feel that teaching practices are gender responsive and supportive; disaggregated for grades 1 - 3 | 34 |

|                                                                                                                                                                                                                                                    |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Figure 8: Changes between baseline and endline on indicator 1220.1 %/total children who feel that teaching practices are gender responsive and supportive; disaggregated for grades 4 - 6                                                          | 35 |
| Table 4: Disaggregation of the indicator of children of indicator '1220.1 %/total children who feel that teaching practices are gender responsive and supportive' by the children who have no disability and the children who have any disability. | 35 |
| Figure 9 : Responses from Children survey on gender norms                                                                                                                                                                                          | 37 |
| Figure 10: Changes between baseline and endline on indicator 1120.2 %/total of girls who can identify forms of gender-based violence                                                                                                               | 38 |
| Table 5: Data on the proportion of children who provided a positive response to questions on children's education                                                                                                                                  | 38 |
| Figure 11: Changes between endline and baseline on indicator 1120.3 %/total of children who know laws and policies on rights of the child and women (FGM, child marriage, violence, birth and marriage registration)                               | 39 |
| Figure 12: Changes between endline and baseline on indicator 1100.3 %/total of girls that feel they could make decisions regarding their sexual and reproductive health and rights                                                                 | 40 |
| Table 6: Findings on the changes on the ISELA sub-task scores between baseline and endline                                                                                                                                                         | 40 |
| Table 7: Findings on the proportion of girls that scored positive responses to the following questions relating to SRH and MHM                                                                                                                     | 41 |
| Figure 13: Responses from children the Child Survey on whether 'I like being at school' from child survey                                                                                                                                          | 44 |
| Table 8: Data on the proportion of children that responded no to the following questions                                                                                                                                                           | 45 |
| Figure 14: Changes between endline and baseline on indicator 1200.2 %/total of children that report feeling safe and included in the learning environment                                                                                          | 46 |
| Table 9: Data on the proportion of schools observed who have relevant child protection policies in place, and whether those are displayed or not                                                                                                   | 46 |
| Table 10: Data on the proportion of schools observed who have a safe physical environment                                                                                                                                                          | 47 |
| Figure 15: Responses from school observations on WASH facilities in schools                                                                                                                                                                        | 48 |
| Figure 16: Changes between endline and baseline on indicator 1110.2 %/total community members who demonstrate positive attitudes towards girls' access to education                                                                                | 49 |
| Figure 17: Responses from parents on the KAP survey on their attitudes towards girls attending school and girl's education                                                                                                                         | 50 |
| Figure 18: Responses from Children Survey on girls' views on parental support for their education                                                                                                                                                  | 51 |
| Figure 19: Responses from Children's Survey on boys' views on parental support for their education                                                                                                                                                 | 51 |
| Figure 20: Responses from KAPS survey on parents support for girls education                                                                                                                                                                       | 52 |
| Figure 21: Responses from KAPS survey on parents support for boys education                                                                                                                                                                        | 52 |
| Figure 22: Changes between endline and baseline 1100.4 %/of total girls who report receiving emotional and physical support from their caregivers and family to pursue education choices                                                           | 53 |
| Figure 23: Changes between endline and baseline on indicator 1110.4 %/total of boys and girls who report being encouraged by their parents to attend school                                                                                        | 54 |
| Figure 24 : Responses from KAPS survey on parents views of access to education for children with disabilities                                                                                                                                      | 55 |
| Figure 25: Changes between endline and baseline on indicator 1110.3 %/total community members who demonstrate positive attitudes towards children with a disability access to education                                                            | 56 |
| Table 11: ISELA sub-task scores                                                                                                                                                                                                                    | 57 |
| Figure 26: Changes between baseline and endline on indicator 1000.4 Percentage of children that demonstrate life skills                                                                                                                            | 58 |
| Figure 27: Change between endline and baseline on indicator 1100.2 %/total of girls that feel they can make decisions regarding their education                                                                                                    | 60 |
| Table 12: Findings on the questions used to show changes between the endline and baseline on indicator 1100.2 %/total of girls that feel they can make decisions regarding their education                                                         | 60 |
| Figure 28: Change between endline and baseline in indicator 1000.2 Percentage of children achieving at least a minimum proficiency in reading/ literacy                                                                                            | 62 |
| Figure 29: Survey results for letter identification sub-task across the entire sample and by gender                                                                                                                                                | 63 |
| Figure 30: Survey results for letter identification sub-task across by grade                                                                                                                                                                       | 64 |
| Figure 31: Survey results from non-word reading sub-task for the entire sample and by gender                                                                                                                                                       | 64 |
| Figure 32: Survey results from non-word reading sub-task by grade                                                                                                                                                                                  | 65 |
| Figure 33: Survey results from oral reading sub-task for the entire sample and by gender                                                                                                                                                           | 66 |
| Figure 34: Survey results from oral reading sub-task by grade                                                                                                                                                                                      | 66 |
| Figure 35: Survey results from listening comprehension sub-task for the entire sample                                                                                                                                                              | 67 |
| Figure 36: Survey results on listening comprehension sub-task by grade                                                                                                                                                                             | 68 |
| Figure 37: Survey results on reading comprehension for the entire sample                                                                                                                                                                           | 69 |
| Figure 38: Survey results on reading comprehension by grade                                                                                                                                                                                        | 70 |

# Abbreviations

| Abbreviation | Meaning                                                |
|--------------|--------------------------------------------------------|
| CFMEU        | Child, Early, and Forced Marriage                      |
| COP          | Communities of Practice                                |
| CoTT         | Continuum of Teacher Training                          |
| ECCD         | Early Childhood Care and Development                   |
| EGRA         | Early Grade Reading Assessment                         |
| FGD          | Focus Group Discussion                                 |
| FT           | Foundational Training                                  |
| GBV          | Gender-Based Violence                                  |
| GR-PBL       | Gender-Responsive Play-Based Learning                  |
| IRC          | International Rescue Committee                         |
| ISELA        | International Social and Emotional Learning Assessment |
| JRS          | Jesuit Refugee Service                                 |
| KAP          | Knowledge, Attitudes and Practices                     |
| KII          | Key Informant Interview                                |
| MEMF         | My Education, My Future                                |
| MHM          | Menstrual Hygiene Management                           |
| MoHA         | Ministry of Home Affairs                               |
| MTI          | Medical Teams International                            |
| MSF          | Médecins Sans Frontières                               |
| NGO          | Non-Governmental Organizations                         |
| NRC          | Norwegian Refugee Council                              |
| PBL          | Play-Based Learning                                    |
| PTA          | Parent-Teacher-Association                             |
| PMF          | Performance Measurement Framework                      |
| RCA          | Reflect-Connect-Apply                                  |
| RTP          | Right To Play                                          |
| SDGs         | Sustainable Development Goals                          |
| SGBV         | Sexual and gender-based violence                       |
| SMC          | School Management Committee                            |
| SRHR         | Sexual and Reproductive Health and Rights              |

| Abbreviation | Meaning                                                          |
|--------------|------------------------------------------------------------------|
| TOC          | Theory of Change                                                 |
| TOR          | Terms of Reference                                               |
| TRCS         | Tanzania Red Cross Society                                       |
| USD          | United States Dollar                                             |
| USRI         | United States Committee for Refugees and Immigrants              |
| UNESCO       | United Nations Educational, Scientific and Cultural Organisation |
| UNHCR        | United Nations High Commissioner for Refugees                    |
| UNICEF       | United Nations Children's Fund                                   |
| WASH         | Water, Sanitation, and Hygiene                                   |
| WLAC         | Women's Legal Aid Centre                                         |
| WUSC         | World University Service of Canada                               |



# Acknowledgements

Genesis Analytics would like to thank Jessica Best, Aminah Arab and Yaz Sezgin from Right to Play International for their guidance and assistance during the course of this study. Our appreciation also goes to the Right to Play country teams in Tanzania, particularly Sarah Mkumbo, for their dedicated support during the implementation of the study.

We are grateful to all the participants who took the time to meet with us and respond to our questions. We especially appreciate the Headteachers of the schools we visited during the endline activities, as well as all the students and community members who contributed to this study.

We would also like to acknowledge the contributions of Maria Mongi, Idd Ramadhani, Sophia Nyanda and Ramadhan Ismail for their participation in the interviews.

Thank you all for your support and collaboration, which has been vital to the success of this project.

# Executive Summary

## Introduction

Genesis Analytics ('Genesis') was contracted by Right to Play<sup>1</sup> (RTP) to conduct the final evaluation of the My Education, My Future (MEMF) programme in Tanzania.

The purpose of this evaluation was to assess the contribution of the MEMF programme in improving children's learning outcomes and life skills. In addition to this, the evaluation assessed the relevance, effectiveness, sustainability and scalability of the MEMF approach, as well as sought to understand where the programme did not achieve its main outcomes as expected and the reasons for this, as well as any unexpected outcomes that came up during the programme's implementation.

The findings of the evaluation are expected to generate information on best practices and actionable lessons to inform future programming of RTP's work in education with children in fragile and conflict affected settings.

As part of the data collection, the evaluation team conducted fieldwork in the refugee camps in Tanzania. The final evaluation employed a mixed-methods approach, integrating both qualitative and quantitative data collection during fieldwork in Tanzania. The International Social and Emotional Learning Assessment (ISELA) was used to understand the programme's contribution to life skills, by measuring competencies such as self-awareness, relationship skills, and responsible decision-making between baseline and endline.

For learning outcomes, the Early Grade Reading Assessment (EGRA) was administered to students in grades 2 through 4, evaluating foundational reading skills including letter identification, non-word reading, oral reading fluency, and comprehension. The evaluation team conducted key informant interviews (KIIs) with RTP staff, the Norwegian Refugee Council (NRC), as well as focus group discussions (FGDs) with children, parents, and teachers. Participatory methods, such as pocket voting and force field analysis, were employed to facilitate engagement and gather nuanced insights. Surveys were administered to children in grades 1 to 6, capturing data on social and emotional learning outcomes, gender participation, and knowledge of children's and women's rights. Additionally, a Knowledge, Attitudes, and Practices (KAP) survey targeted parents and community members to assess their support for children's education and attitudes towards gender norms and inclusion. Classroom and school observations provided further context on teaching methodologies and the physical learning environment. The sample sizes achieved included 159 students for the EGRA, 383 children for the child survey, 6 school observations, 12 classroom observations, 22 parent surveys, and 16 junior leaders. This comprehensive data collection strategy ensured a robust evaluation of the program's impact on educational outcomes.

## Findings

### Relevance

The MEMF programme aligns well with national priorities, policies, and systems, particularly the Tanzanian Refugee Act (1998) and Ministry of Home Affairs (MoHA) priorities in refugee camps. The programme addresses critical challenges faced by refugee children in the Nduta and Nyarugusu camps, including limited access to education, overcrowded classrooms, a shortage of qualified teachers, and barriers to education for girls and children with disabilities.

Key contributions of the MEMF programme include:

- **Improving Education Access:** MEMF supports the provision of learning materials, classroom rehabilitation, and teacher upskilling, ensuring that refugee children, particularly girls and children with disabilities, can access education.
- **Enhancing Teaching Quality:** Due to the lack of formally qualified teachers in refugee camps, MEMF provides targeted training on child-centered and play-based learning aligned with the Burundian curriculum to support teachers in delivering quality education.
- **Addressing Gender Barriers:** The programme actively works to reduce dropout rates among girls by addressing gender-based challenges such as early marriage, pregnancy, and limited menstrual hygiene management through community sensitization and the establishment of Girls' Clubs.

<sup>1</sup> RTP is a global leader in delivering play-based programmes that promote children and young people's learning and well-being. Established in 2000, RTP reaches children through experiential programming in 14 countries in Africa, Asia, the Middle East, and North America. These programmes are supported by their headquarters in Toronto, Canada; London, UK and seven national offices across Europe and North America.

- **Strengthening Coordination with National Systems:** MEMF collaborates with local ministries, UNHCR, NRC, and other stakeholders to align with existing structures and ensure program sustainability within the refugee camps.

Through these interventions, MEMF demonstrates strong alignment with Tanzania's legal framework, responding effectively to the needs of refugee children and contributing to a more inclusive and accessible education system within refugee settings.

## Achievement of Intermediate and Immediate Outcomes

### Teacher Level outcomes

Teachers demonstrated a comprehensive understanding and effective application of GR-PBL techniques, emphasizing Reflective Classroom Assessment (RCA) as pivotal. Findings from focus group discussions (FGDs) indicated that teachers successfully integrated play into lessons, fostering inclusive environments and equal opportunities for all students. At the endline, 91.67% of teachers exhibited proficiency in GR-PBL techniques, marking a substantial increase from baseline. Notably, female teachers showed a higher adoption rate (100%) compared to male counterparts (87.5%).

Observations confirmed widespread use of diverse PBL methods including songs, art, drama, and group activities, enhancing student engagement and learning outcomes. Students corroborated these methods during primary data collection, underscoring their effectiveness in facilitating understanding and retention of lesson content. Furthermore, all observed teachers consistently applied the RCA approach, promoting deeper reflection and application of learning beyond the classroom.

The evaluation highlights teachers' positive reception and effective implementation of PBL strategies, supporting improved student concentration, confidence, and interpersonal skills. These findings underscore the integral role of GR-PBL in enhancing educational quality and inclusivity within the classroom setting.

Despite some successes, several challenges hinder the effective implementation of PBL. These include factors such as overcrowded classrooms and a shortage of teaching materials. These challenges significantly affect the effectiveness of PBL, limiting students' learning experiences and potentially hindering their long-term educational outcomes.

### Child Level Outcomes

The evaluation highlights persistent gender norms influencing children's attitudes, despite some progress in recognizing girls' education. Patriarchal beliefs remain strong, with 85% of children agreeing that men are the head of the household and 57% believing fathers should control finances. Gendered roles in caregiving also persist, with 43% of children stating that men and boys should not care for young children.

Understanding of gender-based violence (GBV) has declined, with fewer children able to identify different forms of GBV (23.48% at endline vs. 29.17% at baseline). While stakeholders report increased confidence among children in reporting GBV, overall awareness remains low. Similarly, knowledge of child and women's rights laws decreased from 41.47% to 36.83%, with boys outperforming girls at endline.

Although the proportion of girls feeling empowered to make SRH decisions slightly increased (4.17% to 5.26%), only 28.09% could identify at least two forms of contraception. Menstrual stigma remains a challenge, with only 5.22% of girls rejecting the belief that certain activities should be avoided during menstruation, a significant decline from 27.04% at baseline.

### School Level Outcomes

At endline, only a small proportion of schools met the criteria for emotional safety and wellbeing, with just 16.67% fulfilling all necessary requirements, including a child protection policy, a focal point person, codes of conduct for staff and children, an anti-bullying policy, and a behaviour management policy prohibiting corporal punishment. While many schools had some of these policies in place, they were not always displayed, preventing them from meeting the full indicator criteria. Similarly, only 16.67% of schools met the criteria for physical safety and inclusion, which required safe infrastructure such as fences, playgrounds, first aid kits, drinking water, handwashing facilities, and accessible toilets. Despite this, RTP's interventions contributed to improvements, particularly in refugee camp schools, where significant investments were made in WASH infrastructure, including the construction and rehabilitation of latrines and MHM rooms. Additionally, all schools observed had

physically accessible buildings and toilet facilities for children with disabilities, reflecting progress in promoting inclusive education.

PTAs in particular play a vital role in student learning and retention by strengthening school-community links. They raise parental awareness, follow up on dropouts, and advocate for continued enrollment, creating a supportive learning environment.

### Community Level Outcomes

Significant positive changes have been observed in parental attitudes towards girls' education. Previously, many parents were hesitant to send their daughters to school due to concerns about future job prospects and traditional gender roles. However, increased awareness and visible successes among educated girls have transformed these perceptions. Parents now actively prioritize their daughters' education, inspired by academic achievements and job placements of girls who completed their studies. This shift is underscored by a notable increase in the PMF indicator on the percentage of parents demonstrating positive attitudes towards girls' education, rising from 25.19% at baseline to 68.18% at the endline evaluation. Despite these advancements, challenges such as economic constraints and lingering traditional norms persist, influencing educational opportunities within refugee communities.

### Life Skills

Overall, the evaluation found an increase in children's life skills from 19.63% at baseline to 65.47% at endline, defined as the proportion of children who demonstrate some skill on each element of the ISELA assessment (these are the percentage of children who scored greater than 0 in every ISELA subtask). The findings also indicated that children demonstrated greater confidence in decision-making about their education. The percentage of girls who felt capable of making education-related decisions increased from 49% at baseline to 52.09% at endline. This suggests that MEMF helped children develop critical thinking and agency, though more targeted interventions are needed to further strengthen decision-making skills.

The evaluation found that Girls Clubs significantly improved girls' confidence, leadership, and decision-making skills. Stakeholders observed a shift in girls' self-perception, with many now seeing themselves as equal to boys in learning opportunities and expressing themselves more freely. Girls also reported gaining valuable life skills, including making better choices, staying in school, and avoiding negative influences, leading to increased self-agency and active participation in education.

### Learning Outcomes

Whilst almost all children in the endline sample were able to identify at least some letters, showing that by Grade 2 most children are mastering the basic building blocks of reading, by grade 4, only 2% of children in the endline sample were unable to read proficiently. Despite this, 15% of children at the endline were unable to answer any questions correctly following reading text. Based on the GPF, this suggests that at the endline, children do not generally meet the minimum proficiency for comprehending a text.

Overall, the evaluation found that there is either a progression, stagnation, and in some cases, a decline in the performance of results between baseline and endline across various EGRA sub-tasks (and in some cases, the baseline data for some EGRA tasks is not available), however, as discussed above, it is important to interpret these comparisons with caution. The results also show that as the children in the sample advance through the grades, their ability to perform the various EGRA subtasks improves. While any improvements between baseline and endline could be attributed to enhanced instruction due to the support teachers have received from RTP, or simply to students progressing as they stay in school and continue learning, it is important to acknowledge that other untested factors may also be at play.

For instance, one possibility is that lower-performing students who struggle with reading have dropped out of school, leaving behind a cohort of relatively stronger performers. If this is the case, the observed improvement in EGRA results may not reflect a true strengthening of reading instruction but rather a shift in the composition of the student population. Further investigation outside this evaluation would be needed to explore this hypothesis.

In addition to the findings on the EGRA sub-tasks, there is also evidence gathered from stakeholders engaged as part of the evaluation demonstrating an improvement in learning outcomes amongst some children. This was highlighted to be due to the integration of PBL, which has led to increased attendance and engagement.

## Sustainability

The sustainability of the MEMF program hinges on measures designed to ensure the continuity of its key outcomes beyond Right To Play's (RTP) direct support. These measures include embedding play-based learning (PBL) within existing education structures, fostering strong partnerships with local stakeholders, and building capacity among teachers, parents, and education officials.

### Key Sustainability Measures

- **Institutional Integration:** RTP collaborated closely with education officers, ensuring that PBL became part of their routine school monitoring and feedback processes. This alignment increases the likelihood of continued implementation after the program ends.
- **Collaborations and Partnerships:** The program leveraged partnerships with actors like the Norwegian Refugee Council (NRC) and the International Rescue Committee (IRC) to deliver a holistic approach, including infrastructure improvements and menstrual hygiene management.
- **Community Engagement:** Parents and Parent-Teacher Associations (PTAs) played a critical role in shifting mindsets toward the importance of education, particularly for vulnerable children. However, frequent turnover in PTA leadership poses a risk to sustainability.
- **Capacity Building:** Training for teachers and students embedded long-term competencies. For example, teaching girls to make reusable sanitary pads provided a practical skill beyond the classroom. The establishment of Communities of Practice (CoPs) among teachers ensures continued peer learning and support.
- **Alignment with Existing Initiatives:** Programs like PlayMatters have reinforced the adoption of play-based learning methodologies, demonstrating the potential for continued influence across refugee education systems.

### Sustainability Risks

Despite these measures, risks remain, including:

- The potential erosion of PBL integration without ongoing reinforcement;
- Dependence on external funding for critical infrastructure and resources; and,
- High turnover among PTA members, affecting parental engagement.

Overall, the MEMF program has established strong foundations for sustainability by embedding PBL within local education structures, fostering key partnerships, and strengthening capacity at multiple levels. However, continued support and adaptation will be necessary to mitigate sustainability risks and ensure long-term impact.

## Scalability

Scalability of the MEMF programme hinges on identifying the most effective activities and ensuring they can be adapted to similar contexts while addressing existing limitations. Implemented in the Nyarugusu and Nduta refugee camps in Tanzania, the programme operates within a challenging environment characterized by restrictive policies, limited resources, and an education system constrained by overcrowded classrooms and outdated curricula. These factors present significant barriers to scaling in its current form.

To enable meaningful expansion, several core activities must be reviewed and refined:

**Girls' Clubs:** Girls' clubs have been instrumental in advocating for girls' education and inclusion, addressing barriers such as child, early, and forced marriages, gender-based violence (GBV) prevention, and menstrual health awareness. However, key challenges must be addressed to enhance their scalability.

- **Supporting Girls with Disabilities:** While the clubs promote inclusive education, many teachers lack the training to identify and support students with disabilities. Without specialized attention or assistive devices, these students struggle to fully participate in learning. Scaling this initiative without addressing these gaps would not ensure meaningful access to education.
- **Menstrual Health Management (MHM):** Girls receive sanitary materials through the programme, but once these supplies run out, they have no means to replenish them due to restrictions in refugee camps. Families cannot purchase additional materials, and local markets are unavailable. Without a sustainable MHM solution, this remains a persistent barrier to girls' education.

Refining these components is essential before expanding Girls' Clubs to new locations, ensuring they do not replicate the same limitations.

**Teacher Training and Coaching:** The programme focuses on training teachers in gender-responsive, play-based learning (GR-PBL) to create positive learning environments. While play-based learning has proven effective, several barriers must be addressed before scaling:

- **Structured Support for Teachers:** Providing detailed lesson plans, a curated selection of adaptable play-based activities, and a contextually relevant play manual would help teachers integrate PBL effectively.
- **Practical Implementation:** Large classroom sizes and limited teacher incentives present challenges. The play manual should prioritize group-oriented activities, and incentives should be considered for teachers demonstrating effective PBL implementation.
- **Logistical Constraints:** Refugee camps lack electricity, limiting teachers' preparation time outside school hours. Play-based activities should be designed for easy implementation with minimal additional effort.

A refined approach that prioritizes practicality and structured support will enhance the feasibility of scaling teacher training and coaching.

**Community Sensitization:** Community engagement has been one of the programme's most effective components. Sensitization efforts on child protection, GBV referral pathways, barriers to education, and gender equality have positively shifted attitudes, leading to increased support for girls' education. Given its success, expanding community sensitization is a viable strategy for strengthening programme impact. Ensuring continuous engagement and reinforcing key messages will help sustain long-term commitment to gender equality in education.

While the MEMF programme holds significant potential for broader impact, scaling must be pursued strategically. Refining core activities to address context-specific barriers will ensure that expansion leads to meaningful and sustainable outcomes.

## Recommendations

### Recommendations for Right To Play

**Enhance and deepen the understanding and implementation of GR-PBL among the teachers.** While teachers ensure equal participation between boys and girls, GR-PBL goes beyond this by actively challenging gender biases. Teachers should adopt techniques such as promoting leadership roles for girls, reinforcing equal potential, and adapting play for inclusivity.

**Reassess the use of incentives in Girls' Clubs and integrate Girls' Clubs into school timetables to ensure sustained participation.** Incentives have successfully encouraged participation, but reliance on them risks declining engagement if withdrawn. Integrating Girls' Clubs into school timetables and recognizing achievements publicly can ensure sustained participation without material incentives.

**Align discipline practices to incorporate international standards while still holding consideration for local context.** Tensions exist between prohibitions on corporal punishment and cultural attitudes in refugee camps. RTP should collaborate with local stakeholders to develop culturally relevant disciplinary frameworks and provide training on positive discipline strategies.

**Integrate psychological support for refugee children as part of RTP programming through strategic partnerships.** Many refugee children face trauma-related psychological challenges that impact learning. RTP should partner with mental health organizations to ensure children receive psychological support alongside education.

**Ensuring a balanced distribution of programme benefits is critical to ensuring perceptions of fairness and inclusion among all children.** Boys perceive the material support for girls as unfair, leading to feelings of exclusion. RTP should introduce complementary initiatives for boys and conduct sensitization to explain the rationale behind gender-focused interventions.

**Implement a training programme for teachers on disability identification.** Teachers lack training in identifying disabilities, especially less visible conditions. RTP should develop targeted training and partner with organizations to provide assistive devices and resources.

## Recommendations for Right To Play

### Recommendations for Government and by extension Ministry of Education

**Enhance capacity building and formal training for volunteer teachers.** Most refugee camp teachers are volunteers, lacking formal qualifications, which limits their long-term teaching prospects. RTP should support their enrollment in initial teacher training programs to improve teaching quality and enable future integration into formal education systems.

**Increase access to teaching and learning resources for teachers and students.** Delays in obtaining permits for educational materials hinder effective teaching in refugee camps. RTP should engage with government authorities, UNHCR, and local organizations to streamline regulatory processes and ensure timely delivery of resources.

**Advocate for timely access to the updated Burundi curriculum and scholastic materials.** Teachers struggle to implement PBL without current curriculum materials due to importation restrictions. RTP should work closely with the Burundi government to ensure refugee children receive up-to-date materials in sync with Burundi's evolving competency-based curriculum.

**Advocate for timely administration of national exams for refugee children.** Delays of up to a year in exam administration disrupt education and increase dropout risks. RTP, alongside UNHCR and the Education Working Group, should advocate for timely exam distribution and establish secure transport and grading systems with Burundi's government.

## 1 | Introduction

Genesis Analytics ('Genesis') was contracted by Right to Play<sup>2</sup> (also referred to as RTP) to conduct the final evaluation of the My Education, My Future (MEMF) programme in Burundi and Tanzania. This report forms part of the endline evaluation which looked to assess the contribution of the MEMF in improving girls' and boys' life skills and learning outcomes in Tanzania refugee camps.

The rest of this report is structured as follows:

- Section 2 speaks to the context where the MEMF programme was implemented;
- Section 3 speaks to the description of the MEMF programme;
- Section 4 speaks to the purpose of the evaluation;
- Section 5 speaks to the evaluation approach, including the sample sizes achieved;
- Section 6 speaks to the data collection methods including, successes and limitations faced;;
- Section 7 speaks to the findings and;
- Section 8 speaks to the recommendations.

## 2 | Context

The country's legal framework for refugees is governed by the Tanzania Refugee Act of 1998, which provides the basis for granting asylum and addressing refugee needs. Additionally, Tanzania is a signatory to the 1951 UN Refugee Convention and its 1967 Protocol, ensuring the protection of refugees' rights. These laws allow for the humanitarian assistance provided by international organisations, including the United Nations High Commissioner for Refugees (UNHCR) and various Non-Governmental Organisations (NGOs) like RTP. Inter-agency coordination between the government and humanitarian actors has enhanced the response structure within camps. Positive indicators include increased child protection initiatives, thanks to the efforts of both UNHCR and Tanzania's Ministry of Home Affairs (MoHA), resulting in the construction of new child-friendly spaces in Nduta and Nyarugusu camps, which have mitigated some of the challenges faced by children living with vulnerabilities and with disabilities (UNHCR, 2023).

The refugee response in Tanzania is primarily led by the government, with UNHCR coordinating interventions in partnership with NGOs and local actors. An Interagency refugee response coordination group exists, ensuring streamlined services across sectors, including education, health, and protection. RTP actively participates in this coordination, focusing on education, psychological support, and protection for children and youth. RTP's involvement in training teachers, promoting gender equality, and addressing the needs of children with disability is integral to enhancing the welfare of refugees, particularly those at the risk of exclusion.

Children make up 55 percent of the Burundian refugee population in Tanzania, with significant proportions of unaccompanied and separated children. Children are particularly vulnerable given the limited child-friendly spaces and caseworkers, and face risks including psychological distress, physical violence, lack of documentation, inadequate shelter, sanitation and hygiene, child labour and child, early, and forced marriage. Additionally, Burundian refugees encounter numerous protection challenges, notably gender-based violence (GBV) such as survival sex and early marriages. These issues arise from limited livelihood opportunities, school closures, overcrowded shelters, a lack of supply of domestic energy, and decreased humanitarian aid (UNHCR 2021). Children are also vulnerable to extreme weather conditions in Nduta and Nyarugusu camps frequently disrupt classes, with students learning outdoors exposed to heavy rains, strong winds, and intense heat, forcing schools to halt lessons. When storms occur, makeshift classrooms collapse, papers are ruined, and children are left without safe spaces to study (UNHCR, 2018). Moreover, the gender distribution in the refugee camps is equal, with 50% male and 50% female. Additionally, regarding age demographics, 66% of the refugees fall between the ages of 0 and 24 years, while 34% are aged between 25 and over 60 years.

Access to education whilst in refugee settings is variable, and girls are particularly vulnerable to dropout. Although there is an education system within Tanzanian camps to support refugee learners, more than half do not attend school (56%). During 2022, children's school attendance rates in the Nduta camp was at 41% for Early Childhood Care and Development (ECCD), 71% for primary schools and 53% for secondary education (UNHCR, 2022). In Nyarugusu enrollment rate for children aged 6 -14 was 75%; whilst children aged 15 - 18 was 50% (UNHCR,. Student absenteeism, a shortage of sufficient classrooms to

<sup>2</sup> RTP is a global leader in delivering play-based programs that promote children and young people's learning and well-being. Established in 2000, RTP reaches children through experiential programming in 14 countries in Africa, Asia, the Middle East, and North America. These programs are supported by their headquarters in Toronto, Canada; London, UK and seven national offices across Europe and North America.

accommodate all learners, a shortage of teaching and training materials, a shortage of qualified teachers, and a lack of updated curricula content all impact the quality of the education available (UNESCO, 2018). In Nyarugusu, in 2017-2018 the teacher to pupil ratio was as high as 1:200 in primary schools where teachers received low salaries and often had to engage in other income generating activities (UNHCR 2018). The COVID-19 pandemic further strained these systems, causing long-term disruptions in schooling. The inclusion of girls and children with disabilities remains inadequate.

Refugee populations, particularly young girls, face additional challenges and barriers to education, including a lack of female teachers, a lack of appropriate sanitation facilities and limited access to menstrual hygiene management (MHM), and an increased risk of sexual violence and gender-based discrimination (Right to Play, 2021). Managing menstruation remains a significant barrier for adolescent girls in Nyarugusu refugee camp as it is compounded by the lack of privacy and access to clean water (UNFPA, 2021).

Refugee girls encounter a unique blend of challenges when it comes to accessing education. They navigate a complex intersection of obstacles as both females and displaced individuals battling systemic discrimination, gender norms, and violence prevalent on a global scale. Additionally, they grapple with limited economic resources, restricted healthcare access, and further exposure to violence - a common plight among refugees. As these girls mature, the barriers intensify: escalating school-related expenses, heightened vulnerability to sexual assault and GBV, and an unequal distribution of household responsibilities compared to male counterparts (USCRI, 2020). Surveys in Tanzanian camps reveal that girls are far more likely than boys to drop out of school due to child, early and forced marriage, a practice exacerbated during times of displacement and crisis. According to the survey, 37% of girls across Tanzania are married before their 18<sup>th</sup> birthday (Girls Not Brides, 2024).

Globally, girls in refugee contexts are more at risk of early fertility and child, early, forced marriage and unions (CFMEU), which also negatively impact girls' chances of completing school. Child marriage, which often increases in times of conflict and crisis, is also a driver of girls drop out of school. The adolescent fertility rate is 52.6 (World Bank, 2024), and when girls become pregnant, many struggle to return to school due to gendered social norms of care. Additionally, challenges of managing menstruation are exacerbated for the girls of Nyarugusu refugee camp where a lack of privacy and access to water, and materials to manage their periods, are often lacking. These girls feel embarrassed about attending school or playing with their friends when they are menstruating, anxious and fearful that someone will find out (UNFPA, 2021).

Surveys carried out by Jesuit Refugee Service (2020) in Nduta, Ntendeli and Nyarugusu refugee camps in Tanzania highlighted a range of structural, social, economic and cultural obstacles hindering children with disabilities from accessing quality education (JRS, 2020). Socially and culturally, these children are victims of direct forms of violence such as mockery, insults, and even physical abuse, which prevents them from benefiting from quality education and developing their potential. Furthermore, the assessments reported that enrolment for children with disabilities in the refugee camps was below 10%, due to inadequate support in schools. Many schools lack ramps, assistive devices, and trained personnel to provide inclusive education, leaving children with physical and mental impairments especially marginalized (JRS, 2020). While schools were found to be relatively safer environments compared to their communities, both settings exposed children with disabilities to stigma, discrimination, and exclusion from their peers and families. Among the group of children with disabilities, those with mental impairment are the most subjected to violence and labelled as 'without educational future' even by their peers with other disabilities. The existing education curriculum does not address their specific needs, reinforcing their structural exclusion from quality opportunities (JRS, 2020).

## 2.1 | Context of Nyarugusu and Nduta refugee camps

Nyarugusu and Nduta refugee camps are located in Kasulu and Kibondo districts respectively, in the north-western parts of Tanzania, and close to the borders of Burundi and DR Congo. These 2 camps are approximately 200 kilometres apart. Nyarugusu camp, which is also ranked among the top ten largest refugee camps globally, was opened in 1996. The camp was established to accommodate refugees fleeing civil war in DRC and political violence in Burundi. As of 2023, the UNHCR reported the population at Nyarugusu camp to be over 130,000 refugees, representing 35% of refugees from Burundi and 65% of refugees from DRC. Nduta camp, on the other hand, was established in 2015 to help alleviate overcrowding in Nyarugusu camp. This camp primarily hosts Burundian refugees who fled political instability and violence in their home country. The reported population at Nduta camp stands at approximately 60,000 refugees as of 2023.

### Targeted repatriation efforts

The government of Tanzania has been focused, in the last couple years, on intentionally supporting repatriations to countries of origin. As such, most government policies as well as key activities and support provided in the camp is centered around the

need to repatriate refugees back to Burundi. This is important to highlight upfront because some of the remaining characteristics below are centered around keeping refugee camps temporary.

### **Protection of refugees**

The MoHA in conjunction with the United Nations High Commissioner for Refugees (UNHCR) lead and coordinate the refugee response in Tanzania to ensure that refugees receive the protection and assistance they need. UNHCR aims to protect the basic human rights of these displaced persons focusing on restoring dignity and social inclusion through access to services, emphasising family unity, women's dignity, children's rights, and the protection of groups living with vulnerabilities.

### **Education within the camps**

The UNHCR works in conjunction with the International Rescue Committee (IRC) to improve the access to quality education within the camps. Other organizations working alongside IRC to support the education efforts in Nyarugusu and Nduta camps include [Save the Children](#), [Plan International](#), [World University Service of Canada \(WUSC\)](#) and [RTP](#). As of June 2023, a total of 82,355 children were accommodated within the 980 classrooms in Nyarugusu and Nduta camps. Nyarugusu camp has 12 primary schools and 4 secondary schools for Congolese refugees, and 8 primary schools and 2 secondary schools for Burundian refugees. Nduta camp on the other hand has 9 primary schools and 1 secondary school. To meet the demand and address the shortage of qualified teachers, most of the teachers in the camps are volunteer teachers. These volunteers sometimes lack the requisite skills needed to implement various teaching methodologies in the classrooms. Additionally, as volunteers, these teachers are not given any pay for their services.

The National Policy in Tanzania holds that the provision of education within the camps is geared towards repatriation. For example, the implementation of the Burundian educational curriculum within the camps is aligned with broader governmental objectives to facilitate eventual return. What this means is that the use of the Burundian curriculum will allow the children to more seamlessly ensure reintegration into their home country's education system upon their return. This emphasis on repatriation has led to several challenges impacting the quality of education resulting in a shortage of qualified teachers, inadequate teaching and learning materials, overcrowded classrooms, poor school infrastructure, uncertainty/delay of examination and lack of accreditation of schools.

### **Health initiatives within the camps**

UNHCR, alongside partners like the Tanzania Red Cross Society (TRCS), Medical Teams International (MTI), UNFPA, UNICEF, WHO and Médecins Sans Frontières (MSF), operate hospitals and health facilities in Nyarugusu (7) and Nduta (5) refugee camps. They provide inpatient and outpatient care, community health programmes, nutrition, reproductive health and HIV services.

### **Food security and nutrition**

The primary organization responsible for providing food assistance in both Nyarugusu and Nduta camps is the World Food Programme (WFP). This organization works collaboratively with UNHCR to ensure food security and nutrition, with other partners such as TRCS, MTI and MSF supporting the food distribution efforts.

Refugees receive a monthly food basket that typically includes maize meal, pulses, super cereal, vegetable oil and salt. The food baskets are designed to provide approximately 2,100 kcal per person per day. This food basket however was reduced to 50% of the standard basket given a shortage of funding, and this led to deteriorating nutrition.

### **Water and Sanitation**

Water supply in the 2 camps has been maintained at an average net supply of 25.6 litres per person per day. This has been achieved through continuous maintenance of Water, Sanitation and Hygiene (WASH) infrastructure to ensure they are in good working conditions. In terms of sanitation, 79% of the camp population has access to household latrines. Additionally, soap distribution amounts to 250 grams per person per month.

The NRC is the lead agency for WASH efforts in Nyarugusu and Nduta camps. They work in collaboration with the UNHCR and OXFAM.

### **Shelter**

Housing in both Nyarugusu and Nduta camps is primarily provided by the UNHCR. The camps offer different types of shelters including family tents, emergency family shelters and refugee housing units (RHUs). The size of the housing units generally depend on the family size, and in some cases larger families may receive more spacious accommodations. Both camps prioritize keeping families together in family shelters with efforts undertaken to ensure unaccompanied minors are placed with foster families or relatives whenever possible.

As of June 2023, 35.5% of refugees across both camps lived in dilapidated shelters. Additionally, the percentage of households living in adequate shelters was 63.4% for Burundian refugees and 65.6% for Congolese refugees. The significant influx of new refugees from DRC early in 2023 coupled with the government's policy restrictions on shelter upgrades contributed to the presence of overcrowded shelters in the camps.

### Entry in and out of the camps

The evaluation team learned that there were several rules and regulations that govern entry into and out of the camps, some of which are described below:

- Refugees in both Nyarugusu and Nduta camps face restrictions on their movement. They are generally required to stay within the camp boundaries unless they have been granted special permission to leave for either medical appointments or educational opportunities.
- There are security checkpoints at the camp entrances and exits to monitor and control the movement of people. Security personnel ensure that only those with valid permits can enter or leave the camps.
- There are restrictions around what can be brought into or taken out of the camps. The MoHA must grant permission for any items that are to be brought into and taken out of the camp. There are no specific guidelines detailing permissible items for entry into and exit from the camps, but generally any items that could pose a security threat such as weapons or illegal substances are strictly prohibited. However, one significant implication of this process is that obtaining permits from MoHA can often take time, leading to delays in bringing essential materials into the camps.
- For external parties, access is limited to only permit holders. Access is generally granted for humanitarian purposes, conducting assessments, or implementing projects. These external parties are however required to be in the camps only between 8:30 am to 5:00 pm. Similarly, getting permits for external parties also takes time, which can create logistical challenges.

### Participation in Income Generating Activities

- While some homes have a bit of land where they could potentially grow some food for home consumption, this is not always the case. Specifically, residents of the camps are restricted from taking part in income generating activities outside the camps or agricultural activities within the camps for refugees. Additionally no market is allowed to operate within the camps. These form part of the strict encampment policies by the government of Tanzania to encourage repatriation back to Burundi.
- As a result of the above, most families are left completely dependent on aid for food and non-food items.
- It is important to note that even those individuals who may possess professional skills are unable to access and participate in employment either within the camps or outside the camp.

The above context is intended to paint a high level picture of both Nduta and Nyarugusu camps to help the reader to contextually situate some of the findings discussed below.

## 3 | The MEMF Programme

Recognising the challenges faced by Burundian refugees in Tanzania, RTP, with funding from Global Affairs Canada, implemented the MEMF programme<sup>3</sup> between February 2020 and running until March 2025.

**The MEMF programme endeavoured to improve learning outcomes for children (at the primary school level<sup>4</sup>), affected by the Burundian crisis who reside in refugee camps in Tanzania**, particularly in the Nduta and Nyarugusu Refugee Camps (hereafter, also referred to as Burundi). RTP contributes to this ultimate outcome through the following outcomes:

1. Increased support and access by parents and community members for inclusive, protective, gender-responsive, quality education for girls, including girls with disabilities.
2. Improved provision of protective, inclusive and gender-responsive play-based learning (GR-PBL) for girls, including girls with disabilities.

<sup>3</sup> Across both countries of implementation.

<sup>4</sup> Grades 1 to 6

The programme targeted 14,444 girls and 11,134 boys ages 6-17 in 11 primary schools and communities in the Nyarugusu and Nduta refugee camps. The estimated number of indirect beneficiaries<sup>5</sup> In Tanzania there are 52,602 women and girls and 54,741 men and boys.

The programme leveraged RTP's innovative GR-PBL methodology. PBL is an education approach which uses play as the primary means for children to explore, discover and learn about the world around them. This methodology is rooted in the belief that children learn best when actively engaged in experiences which are meaningful and enjoyable for them. This programme takes a gender-responsive angle to the PBL approach by aiming to improve gender equality through participatory, inclusive and engaging teaching methodologies.

RTP has partnered with the Norwegian Refugee Council (NRC), who have experience and expertise in conflict-sensitive education, to create an innovative approach to reduce barriers to education and build resilience among Burundian refugee girls. The programme works with a cross-border population and offers support and services for refugees and returnees on both sides, including girls and their families who may cross borders, supporting in particular their transition from primary to secondary school. Among other innovative approaches, the programme has developed and tested a new model of conflict-sensitive, play-based and gender-responsive alternative learning in Tanzania – this approach supports teenage girls including adolescent mothers and girls with disabilities, to access alternative forms of education and re-enter the school system.

Through these interventions, the programme has contributed to achieving the Sustainable Development Goals (SDGs), particularly SDG 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and SDG 5 (Achieve gender equality and empower all women and girls), to ensure inclusive and equitable quality education and promote lifelong learning opportunities for girls, including girls with disabilities, affected by the Burundi crisis.

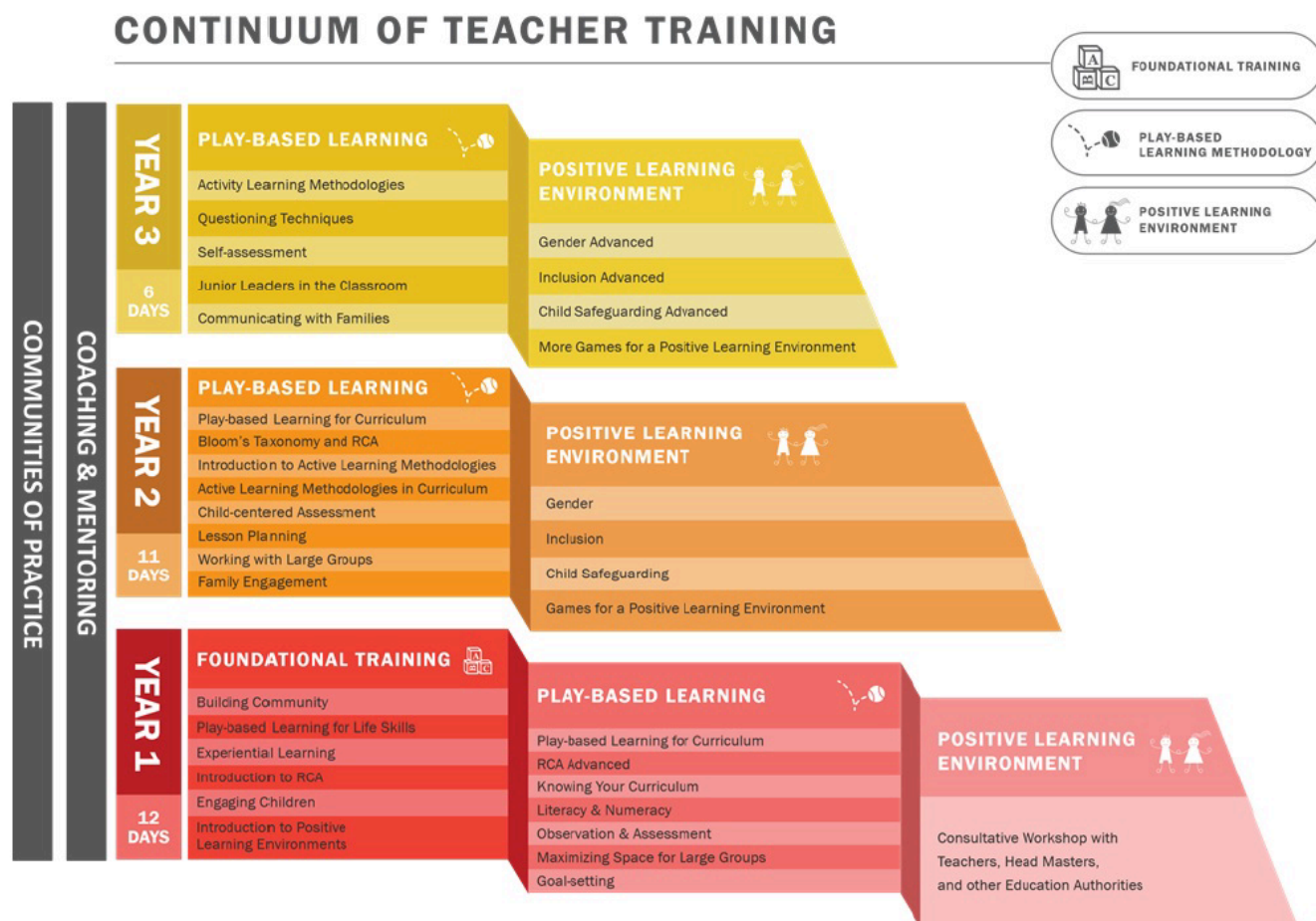
Under this programme, there are three key modalities:

1. **Girls' Clubs:** My Life, My Plan is a life skills programme designed by RTP which has been contextualised for the programme and focuses on comprehensive sexual education, adapted to cultural contexts helping children and youth make informed decisions. Through this initiative, scientifically accurate and age-appropriate information is provided while also providing insight into healthy relationships and reducing stigma and discrimination against girls. The activities include interactive sessions using tools like a tree metaphor to explore the root causes, immediate impacts, and long-term consequences of issues like teen pregnancy. It is expected that by participating in Girls' Clubs, girls become more informed about their bodies, rights and responsibilities and this knowledge is expected to empower them to make informed decisions and reduce sexual exploitation. The manual addresses critical issues around Sexual and Reproductive Health and Rights (SRHR) and Menstrual Health and is aimed at club teachers who have been trained to run girls' clubs in schools.
2. **Teacher training and coaching:** RTP's core teacher training package, a Gender Responsive Continuum of Teacher Training (CoTT) has been contextualised for the context in refugee camps in Tanzania. This resource was used to train teachers to apply PBL methodologies and support positive learning environments for boys and girls. The CoTT aims to improve the quality of education through three main components, namely i) training and capacity building of teachers; ii) coaching and mentoring; and, iii) communities of practice (CoP). Each of these components are in turn discussed below:
  - **Component 1:** The CoTT training provides teachers with the knowledge, attitudes and skills to create a childcentred, play-based and positive learning environment for children. RTP training sessions are uniquely characterised by a highly interactive, play-based approach where teachers learn concepts through play, experience and hands-on learning. Teachers are expected to receive twenty-one days of training over three years. In the first year, teachers receive foundational training (FT) on child development, PBL, reflect-connect-apply (RCA) discussions, child engagement and positive learning environments (including child protection, inclusion and gender-responsive education). The second-year sessions build on this with further training in PBL (including experiential learning, literacy and numeracy, modifying games for curriculum, working with large groups and observation and assessment) and positive learning environments. In their third year, teachers explore these topics more deeply, as well as exploring active learning methodologies and family engagement. In addition to training, participants also receive games and lesson plan manuals in life skills development, literacy and numeracy. As part of RTP's whole school approach to

<sup>5</sup> Defined as those who have been affected by activities, including other members of the community or family members who benefit positively from interventions of direct beneficiaries

education, principals, parent councils and district officials also receive training on PBL. This is summarised in Figure 1 below.

Figure 1: Continuum of Teacher Training



- Component 2:** Recognising it can be challenging for teachers to shift from teacher-centered pedagogy to learner centered or play-based pedagogy, evidence shows that the most effective teacher professional development programmes provide ongoing support to teachers in the form of coaching and mentoring. According to RTP, since district officials are best positioned to provide specific feedback related to the local school context, officials who have completed the PBL training are then trained to coach and mentor teachers and principals during follow-up support visits. With the training on coaching and mentoring, education officials are able to focus their coaching visits to enhance teachers' skills and knowledge on positive, child-centered learning and experiential, PBL methodology using behavioural indicators.
  - Component 3:** Education programming is supported by the establishment of CoP for teachers with the vision that, beyond the initial influx of support, teachers will grow and flourish independent of RTP support. Teachers are introduced to CoP during training workshops and are encouraged to meet regularly outside of these workshops to collectively reflect on their experiences and support each other's growth and development. Teachers are provided with CoP workbooks which are designed to support them in the reflection and sharing that takes place independently and with their teaching communities, and is related to key themes they will encounter during their three years of CoTT training. These workbooks allow teachers to dive deeper into the topics covered and explore their own practice around them. In addition, questions have been provided for personal reflection on their professional growth, with space for journaling about their ideas and experiences.
3. **Community Sensitisations:** Community members and parents were reached and engaged through awareness meetings and door to door campaigns. Sensitisations focused on raising awareness on child protection and Sexual and Gender-Based Violence (SGBV) referral pathways; barriers to education; all children's right to education, including children with disabilities; and gender equality.

### 3.1 | The MEMF Programme's Theory Of Change

The narrative theory of change (TOC) for the MEMF programme is presented here, outlining how RTP envisions change occurring through their programming and activities. It is important to note that this reflects RTP's expectations and assumptions about how change happens, which may not fully align with the reality on the ground.

The programme's vision is that all crisis-affected girl refugees in Tanzania will be supported and empowered to realise their right to education. **The ultimate outcome of the programme is to improve learning outcomes for girls, including girls with disabilities, affected by the Burundian crisis living in refugee camps in Tanzania.** At the heart of the programme is protective, inclusive, and GR-PBL. PBL motivates and stimulates girls and boys and supports them in the development and consolidation of skills and concepts, while helping to shape their positive attitude towards learning and life. Improving motivation and participation is expected to lead to increased attendance, retention and ultimately to improved academic performance. Gender-responsive education contributes to greater gender equality by ensuring that the curriculum and learning environment take into account the different roles, responsibilities, needs, constraints and opportunities experienced by boys and girls. This is expected to empower girls and encourage them to attend school and to perform better academically. PBL can also promote greater gender equality through encouraging a high level of interaction, respect and understanding between girls and boys, which can challenge and transform gender stereotypes and biases.

Recognising the need to leverage support from all education stakeholders in order to improve education quality and inclusion, the programme involves interventions with a range of stakeholders including girls and boys – including those with disabilities, community leaders, community members, parents, teachers, head teachers, and education authorities. The ultimate outcome will be achieved through two intermediate outcomes, Increased access to protective, inclusive, and GR-PBL education for girls, including girls with disabilities, and Improved provision of protective, inclusive and GR-PBL for girls, including girls with disabilities.

The intermediate outcome of **achieving increased access to protective, inclusive, and gender-responsive play-based education for girls, including girls with disabilities**, will involve two immediate outcomes. The first of these (Improved understanding among community members of the importance of girls' access to education, including girls' with disabilities) focuses on improving understanding among community members of the importance of access to education for girls and children with disabilities. This will be achieved through training community members and supporting existing community structures to identify and support out-of-school children to access education. The second immediate outcome focuses on improving girls' ability to make decisions about their well-being and learning through establishing girls' clubs to advocate for girls' education and training girls in life skills, SRHR, GBV and MHM.

The second intermediate outcome of **improving the provision of protective, inclusive and GR-PBL for girls, including girls with disabilities**, also involves two immediate outcomes. The first immediate outcome focuses on improving the learning environment in schools for girls and children with disabilities through the rehabilitation of school infrastructure, training Junior Leaders, improving accountability for MHM and supporting Parent-Teacher-Association (PTAs) / School Management Committee (SMCs) to produce protective, inclusive and gender-responsive school plans. The second immediate outcome focuses on improving teachers' skills to deliver protective, inclusive and GR-PBL. This outcome will be achieved through training of teachers, head teachers and education officials, the provision of teaching and learning materials, the establishment of teacher CoP, and the strengthening of teachers' life skills.

## 4 | Purpose of the evaluation

The purpose of this evaluation was to assess the contribution of the MEMF programme in improving children's life skills and learning outcomes in Tanzania.

In addition to this, the evaluation assessed the relevance, effectiveness, sustainability and scalability of the MEMF approach, as well as sought to understand where the project did not achieve its main outcomes as expected and the reasons for this, as well as any unexpected outcomes that came up during the programme's implementation.

The findings of the evaluation generate information on best practices and actionable lessons to inform future programming of RTP's work in education with children in fragile and conflicted affected settings.

## 5 | Evaluation Approach

The final evaluation of the MEMF programme was guided by an evaluation framework. The evaluation framework was informed by the terms of reference (TOR) and the key evaluations questions contained therein.

The analysis framework, contained in [Annex 1](#), was used to guide the development of the data collection tools, which are rooted in the key evaluation questions as agreed by Genesis and RTP. Furthermore, the framework was used to ensure that data on each question has been gathered from various sources. This is important so that the team is able to triangulate the responses and come to an informed and validated analysis guided by the evaluation questions. These criteria and the questions associated with them form the primary departure point of analysis for this report.

## 6 | Data Collection Methods

The final evaluation used a mixed method approach, consisting of both qualitative and quantitative data collection. As part of the data collection, the evaluation team conducted fieldwork in Tanzania. All data collection tools utilised as part of the evaluation can be found [here](#).

### 6.1 | Document Review

As part of the final evaluation, the evaluation team undertook a comprehensive document and internal data review that aimed to fulfil the following purposes:

- Provide a high-level assessment of programme implementation to date;
- Consolidate the programme research to develop an inventory of key lessons learned;
- Identify achievements and gaps in the programme that could then be further explored and validated with stakeholders during the primary data collection; and,
- To inform the development of relevant and insightful data collection tools for the methods described below.

### 6.2 | Key Informant Interviews (KIIs)

Key informant interviews (KIIs) were a key component of the primary qualitative data collection carried out for this evaluation. The interviews followed a semi-structured format with prepared guides following the criteria and overarching evaluation questions in the analysis framework. Virtual interviews were conducted in the country with RTP staff, as well as the NRC. In addition to these interviews, the evaluation team also conducted a KII with 2 School Inspectors, one from Nyarugusu refugee camp and one from Nduta refugee camp.

### 6.3 | Focus Group Discussions (FGDs)

Genesis conducted Focus Group Discussions (FGDs) with a range of participants presented in Table 1 below to gather qualitative narratives that illustrated their experiences being part of the programme, the effectiveness and impact of the programme on children, their families, teachers and schools, and the wider community. Genesis worked with RTP's field teams in Tanzania to ensure that FGDs took place at a time and venue that was convenient for all participants, including at a place where they felt safe to share responses. All FGD participants received a drink and a snack as refreshments during the discussion. Details of each FGD, including the number of participants engaged in each FGD are presented under Table 1 below.

*Table 1: Participants that were engaged as part of FGDs, including the sample size*

| Stakeholder | Number of FGDs | Total number of participants engaged as part of FGDs |
|-------------|----------------|------------------------------------------------------|
| Children    | 3              | 25 (14 Males, 15 Females)                            |
| Parents     | 3              | 26 (13 Males, 13 Females)                            |
| Teachers    | 3              | 28 (17 Males, 11 Females)                            |

As part of the FGDs, the evaluation team intended to make use of participatory approaches as part of FGDs with children. This participatory approach is called pocket voting, which is embedded in FGDs, to assess the constraints facing children in attending school, or overcoming challenges that negatively impact learning outcomes and academic success.

The procedure involves asking participants to anonymously vote by allocating dried beans into envelopes with pictures depicting various constraints. The evaluation team sought approval from RTP on the selected pictures prior to their use, to ensure they were contextually relevant. However, due to space constraints in both Nyarugusu and Nduta, the evaluation team was unable to use pocket voting; instead children were asked questions and voted to each constraint by raising their hands. The number of hands raised for each statement was recorded to capture their responses. In Nyarugusu, children were asked to explain their choices. This method ensured that despite spatial constraints, opinions were still effectively gathered, while at the same time, serving as an effective ice-breaker.

Additionally, with parents, a participatory approach called Human Voting was employed which served as both an ice-breaker as well as getting parents to physically vote on the extent to which they agree or disagree with certain statements, and following them physically voting, their positioning will encourage debate and discussion.

With teachers, during FGDS, the evaluation team used a participatory method called Force Field Analysis with the aim of understanding factors that support or block their involvement in and support for their children's education under the MEMF programme.

These approaches helped to i) overcome low literacy levels; ii) provide everyone with the space to have their own opinion that is respected and valued, iii) provide the opportunity for group involvement and reaction to group insights, and iv) can enable anonymity to facilitate conversation around sensitive conversation topics.

## 6.4 | Surveys

A range of surveys were also conducted as part of the evaluation, which are in turn discussed below.

### Child survey

A children's survey was administered to a sample of children in grades 1 to 6. The evaluation utilised the same tool used at baseline, which included a series of modules to collect data on children's background characteristics (age, gender, disability and socioeconomic background), their social and emotional learning outcomes measured through selected sub-tasks from the International Social and Emotional Learning Assessment (ISELA), and other outcomes related to the MEMF programme.

There were two versions which were developed, those from grades 1 - 3 and those for grades 4 - 6. The former version was a shortened version of the version for older children, omitting some modules altogether where these were felt to be inappropriate for younger children (e.g. on sexual and reproductive health) or where the relevant MEMF interventions are targeted at older children (e.g. decision-making). The MEMF modules of the child survey are shown in Table 2 below.

Table 2: MEMF Interventions

|                                               | Grades 1-3                                               | Grades 4-6 |
|-----------------------------------------------|----------------------------------------------------------|------------|
| Family support for education                  | X                                                        | X          |
| Gender, participation and inclusion at school | X<br>Some questions omitted for children in these grades | X          |
| Knowledge of children's and women's rights    | X<br>Some questions omitted for children in these grades | X          |
| Education goals                               |                                                          | X          |

|                                                     | Grades 1-3 | Grades 4-6 |
|-----------------------------------------------------|------------|------------|
| Decision-making skills                              |            | X          |
| Sexual and reproductive health rights and knowledge |            | X          |
| Gender-based violence                               |            | X          |

### Knowledge, Attitudes and Practices Survey (KAP)

Parents and community members (adults aged 18 to 65 in households with resident children under the age of 18) were also engaged in a survey to collect data on their knowledge, attitudes and practices (KAP) towards education, including their support for children's education, challenges to education access in the community, attitudes towards education access for girls and children with disabilities, gender norms, SRHR, knowledge of children's and women's rights, GBV.

The evaluation team also undertook surveys with junior leaders, who are children in schools who are trained and act as child advisory boards for the programme as well as support the Girls' Club.

### Early Grade Reading Assessment (EGRA)

Finally, a literacy assessment was carried out with a sample of children in grades 2, 3 and 4 using the Early Grade Reading Assessment (EGRA). The evaluation utilised the same tools used at baseline, where the tool had been developed to measure children's foundational reading skills and has been used globally. The assessments were administered orally to one student at a time and comprised a series of sub-tasks to measure different aspects of literacy. These sub-tasks aimed at measuring different reading skills, including letter identification and non-word reading and specifically consisted of the following:

- **Letter identification:** Measured alphabet knowledge, demonstrated by correctly giving the name and/or sound of letters (timed). Further, it measured children's ability to recognise and name common letters and letter combinations required to read Kirundi
- **Non-word reading:** Measured decoding ability, demonstrated by correctly reading simple nonsense words (timed). This allowed children to read words they have not previously seen, a crucial skill for progressing in reading.
- **Oral reading fluency:** Measured oral reading fluency and reading comprehension, demonstrated by reading a text accurately and at a sufficient rate (timed). For the purpose of the analysis, students were categorised as non-readers (students who could not read a single word correctly during the assessment) or readers (students who managed to read at least one word accurately).
- **Listening comprehension:** Measures listening comprehension, demonstrated by correct responses to questions about a text read by the assessor.
- **Reading comprehension:** Measured comprehension of the text read by the students, demonstrated by responding correctly to questions about the text.

To avoid lengthy surveys and respect children's time, the literacy assessment (EGRA) and child survey were conducted separately.

## 6.5 | Observations

As part of the evaluation, a series of observations were also conducted. Observations were led by Education officials in both Nyarugusu and Nduta camps. Genesis trained RTP Tanzania staff on both sets of observation tools, who then trained the Education officials on these tools (these Education officials are familiar with the tools and have been making use of them as part of monitoring visits they undertake).

## Classroom Observation

Classroom observations were conducted in order to collect information on teaching methodologies used by teachers and the extent to which these are participatory, play-based, inclusive and gender-responsive.

## School Observations

School observations were also conducted in order to collect information on school policies that provide a protective, safe and inclusive social environment and information on the physical environment of the school, with a particular focus on accessibility for children with disabilities and provision of appropriate toilet facilities and the extent to menstrual hygiene arrangements. Data was also collected through a short interview with the headteachers and through observations carried out of school premises and facilities.

## Actual versus Intended Sample Sizes

Table 3 below shows the sample size that was reached across the above data collection methods, specifically comparing the intended and achieved sample sizes. An equal split by genders, as well as by grade was intended to be achieved as part of the data collection with children. Additionally, the evaluation sought to achieve 10% of children with disabilities in the sample. The results of the achieved sample sizes by these groups are also presented in Table 3 below.

Table 3: *Intended vs Actual sample size by data collection tool*

| Tool administered as part of quantitative data collection | Intended sample size | Achieved sample size | Sample size by grade and gender                                                                                                                                                                                                  | Sample size of those who were children with disabilities |
|-----------------------------------------------------------|----------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Literacy assessment (EGRA)                                | 150                  | 159                  | Grade 2: 36 (19 males; 17 females)<br>Grade 3: 67 (34 males; 33 females)<br>Grade 4: 56 (22 males; 34 females)                                                                                                                   | 14%                                                      |
| Child survey                                              | 380                  | 393                  | Grade 1: 48 (23 males; 25 females)<br>Grade 2: 44 (22 males; 22 females)<br>Grade 3: 87 (37 males; 50 females)<br>Grade 4: 66 (28 males; 38 females)<br>Grade 5: 75 (31 males; 44 females)<br>Grade 6: 73 (39 males; 34 females) | 51.15%                                                   |
| Classroom Observation                                     | 12                   | 12                   | N/A                                                                                                                                                                                                                              | N/A                                                      |
| Parents survey (Knowledge, Attitudes, and Practice)       | 20                   | 22                   | 10 males; 12 females                                                                                                                                                                                                             | N/A                                                      |
| School observation                                        | 6                    | 6                    | N/A                                                                                                                                                                                                                              | N/A                                                      |
| Junior leaders                                            | 5 per school (15)    | 16                   | Grade 4: 7 (3 males; 4 females)<br>Grade 5: 2 (1 males; 1 females)<br>Grade 6: 7 (3 males; 4 females)                                                                                                                            | 0%                                                       |

## 6.6 | Data Quality Assurance

This section outlines the steps taken to ensure data quality throughout the data collection process.

**Survey Design:** All survey instruments were captured electronically, making data inconsistencies fewer and easier to trace. These measures enabled the evaluation team to deliver on the envisioned scope of work to the highest standards.

**Recruitment and Training:** RTP supported the Genesis team to recruit enumerators who were either responsible for the baseline data collection as part of the MEMF programme, or have collected data for other RTP programmes. This ensured that quality data was collected, by working with enumerators who are familiar with RTP's programming, as well as the MEMF programme itself.

Enumerator training highlighted the importance of accuracy and consistency, and of using child-friendly interviewing techniques in order to ensure that children are able to perform to the best of their abilities. The training included practical elements as much as possible to give enumerators practice in using the tablets and administering the assessments. During training, less experienced enumerators were paired with more experienced enumerators to learn from them. Enumerators were selected in Nduta 11 enumerators were recruited, 7 male and 4 female, in Nyarugusu there were 10 enumerators recruited, 7 male and 3 female. The evaluation team also ensured that during data collection, to the extent possible, data was collected by enumerators who are the same-sex as participants to maintain comfort and encourage open, honest communication during the interviews. This was especially true for cases where there is one to one data collection occurring i.e. one enumerator and one child, for example.

Training on the surveys as well as safeguarding policies were conducted. The training manual included: introduction, scope and purpose of the study; study logistics and sampling; confidentiality; obtaining consent, safeguarding, child protection, referral pathways, survey instruments; guidelines on assessing learners and conducting research with young children; instructions on using SurveyCTO data collection; and, practice and rehearsal of interviews.

**Data collection:** The credibility of the results of the endline survey was contingent on the extent to which the highest quality standards for data collection and collation were maintained. Genesis routinely monitored and reviewed data to ensure that the data expected from each school was received and complied with the required data quality standards. The Genesis in-country team leader was in regular contact with fieldwork teams to communicate quality concerns if and when they occurred.

**Data Management:** Data collected via SurveyCTO was imported, cleaned, labelled, and stored throughout the data collection process using Stata, a statistical software package. Stata allowed the scripting and therefore automation of complex data cleaning and analysis tasks, which, in combination with mobile data collection technology, meant that results could be generated in real-time, and a clean dataset was available as soon as fieldwork was completed.

## 6.7 | Research Ethics and Safeguarding

Enumerators, including members of the evaluation team who were responsible for data collection (referred to as the fieldwork team) recruited were required to sign RTP's international Code of Conduct and workplace harassment policy to demonstrate that they understood that discrimination and harassment of any form are strictly prohibited and would lead to termination of their contract, and to demonstrate that they commit to reporting any instances of discrimination or harassment that they encounter.<sup>6</sup> Fieldwork teams were given copies of the Child Protection and SGBV referral pathways and will follow a clear protocol (outlined below) should any safeguarding issues be identified.

### 6.7.1 | Informed Consent

At the start of any interview, whether quantitative or qualitative and whether with a child or an adult, researchers followed this process to ensure that participation was voluntary, that their attendance (or non-attendance) in this research would not affect their grades or any services they had received from RTP, that the participant gave informed consent, and that the participant understood that the researcher had an obligation to report cases of harm. Introduction statements were given in clear, age-appropriate language and covered the following points:

- The purpose and nature of the study, the participant's contribution, and how the data collected from them will be used in the study;
- The participant is not required to take part, they do not need to answer all the questions they are asked, and they may stop participating in the research at any time;
- Taking part will not be associated with a material benefit though it is hoped that the study will help to provide better education for children in the community;

<sup>6</sup> No safeguarding issues or GBV-related incidents were reported as part of the evaluation.

- Not taking part will not result in any negative consequences;
- The interview will be confidential unless the participant shares information that he/she is being harmed, or is at imminent risk of suffering harm. If this situation were to arise, the researcher will have a duty to report it even if the participant asks them not to.

Following the advice from RTP country teams, it was proposed that the headteacher of each school signs a form indicating their consent for children to participate in the study. It was additionally suggested that schools inform parents and caregivers about the study via their usual communication channels, advising them to contact the school for more information or to withdraw their child from the study.

### 6.7.2 | Anonymity, Confidentiality And Data Protection

The following measures were used to ensure anonymity:

- Interviews took place in a secure, private location (such as a separate room, corner, or outdoor space) that ensured the participant's answers were not overheard. At the same time, the location was also one where children could see others nearby to ensure they felt safe being alone with the researcher.
- Qualitative researchers did not record the names of participants and ensured that names were not recorded on transcripts of interviews and FGDs.
- No personal identifiable information was collected from children.
- This information was deleted from the main dataset and stored separately on a secure, locked server in a password-protected file for use only by programme staff and evaluators involved in the midline and endline studies.
- All data was stored on a secure, locked server, which was not accessible to anyone not involved in the study.
- Research findings are presented in such a way as to ensure that individuals could not be identified.

[Annex 3](#) presents the ethical protocol ethical guidelines and with Right to Play's child protection, child safeguarding, gender equality, beneficiary and workplace harassment policies.

## 6.8 | Evaluation Observations

While successes were realised, certain limitations arose, particularly during the data collection stage.

### 6.8.1 | Successes

The particular elements of engagement that led to successful in-depth data collection are noted below:

- RTP Tanzania was incredibly responsive and helpful in communicating and coordinating the fieldwork. The team was clear in its communication with the Genesis team as well as stakeholders. Stakeholders had been briefed on the purpose of the evaluation as well as the expectations for their involvement in data collection. RTP Tanzania remained in communication with the Genesis team throughout data collection and were pivotal in ensuring smooth logistics during this period.
- The evaluation was supported by local Tanzanian researchers to ensure an understanding of context and language; this ensured that the data collection process occurred effectively with sensitivity to contexts.
- Throughout the process, Genesis and RTP maintained transparent engagement which encouraged collaboration and trust. This transparency strengthened the credibility of the endline evaluation data collection.

### 6.8.2 | Limitations

The endline evaluation had some limitations which are further elaborated below. Where possible, the evaluation team endeavoured to respond to these challenges as efficiently as possible, keeping the relevant RTP stakeholders informed of their progress.

- **Delayed approval to enter camps.** According to the MoHA, approval needs to be granted by anyone who is not a refugee to enter into the camps. Whilst applications for approval were sent in, the approval process took over 6 weeks which delayed the time of entry into the camps and shortened the data collection time period.
- **In addition to the shortened time for delayed approvals, the data collection time was shorter due to children writing exams.** This had an effect on the amount of time we could spend on data collection in the schools with the

children and teachers. This also had an impact on the number of surveys conducted and number of interviews conducted.

- **School and class observations in the refugee camps were conducted by education officials rather than Evaluation team or external enumerators due to the restrictions within the camps.** While this approach ensured the requisite data was collected, it created an opportunity for potential bias during the observations. Having the educational officials lead the observations may have influenced the objectivity of classroom and school observations, resulting in the recording of only positive observations. Additionally, officials might have had a vested interest in showing positive results, consciously or unconsciously influencing their assessments. This raises concerns about the objectivity and reliability of the observation data.
- **Reluctance to share sensitive information and influence of Social Desirability Bias: The nature of the evaluation's focus on personal events and sensitive topics, such as SRHR, may have led to challenges in obtaining complete and accurate data.** While this was not directly observed, both children and adults might have been hesitant to openly discuss issues that felt too personal or emotionally charged, especially in front of their peers during FGDs or with enumerators who were strangers to them. This may have impacted the comprehensiveness of the evidence gathered. Secondly, participants may have under or over-reported attitudes, norms, or behaviours they believed were socially unacceptable. This could skew the findings, as responses might reflect what participants thought evaluators wanted to hear rather than their true feelings or experiences. To address these possible challenges, the evaluation team took deliberate steps to build trust and create a safe environment. They explained the evaluation's purpose thoroughly, assured participants of anonymity, and highlighted that responses would have no negative repercussions. Additionally, flexible, participatory, and sensitively framed interactions were used to encourage authentic and spontaneous engagement.
- **The children's survey was very long (ranging between 35-45 minutes per child), leaving children feeling very tired during the survey.** This may have impacted the quality and accuracy of their responses, particularly toward the latter parts of the survey. Additionally, surveys were conducted during school hours, potentially causing distractions. To mitigate these distractions, the evaluation worked closely with teachers to find quiet spots away from other children, for example behind the classrooms or under trees, to conduct the interview. In addition, the evaluation worked closely with the teachers to only bring one child out of the classroom at a time while others continued with classes as usual.

## 7 | Findings

*This section discusses the overarching findings from the endline evaluation and is presented according to five main sections: i) [Relevance](#); ii) [Achievement of Intermediate and immediate Outcomes](#); iii) [Achievement of Ultimate Outcomes](#); iv) [Sustainability](#); and v) [Scalability](#). In order to achieve the ultimate outcome of improved learning outcomes and life skills, the MEMF program envisions change through a series of immediate and intermediate outcomes. As such, the findings are presented in alignment with the program's ToC, beginning with immediate outcomes, followed by intermediate outcomes, and concluding with progress toward the ultimate outcomes.*

### 7.1 | Relevance

#### 7.1.1 | Alignment To National Priorities, Policies, And Systems

Overall, the programme's emphasis on ensuring access to education is well aligned with the key targets in the Tanzanian Refugee Act (1998) regarding access to education. In addition, there is clear alignment between what the MEMF programme is trying to do and the priority areas of the MoHA in the refugee camps. Details are explained below.

**The MEMF programme's commitment to improving education access in Nduta and Nyarugusu refugee camps aligns with the Tanzanian Refugee Act of 1998, particularly in ensuring education for refugee children.** The Tanzanian Refugee Act of 1998, the legal framework outlining the administration and management of refugees in Tanzania, prioritises access to education for both primary and secondary schools, recognising that children residing in Tanzania are entitled to these educational opportunities. Specifically, the Act specifies that every refugee child shall be entitled to primary education according to the National Education Act 1978, which outlines the legal framework guiding the development, management and quality assurance of education in Tanzania. The 2018 Joint Education Needs Assessment (JENA) reported five pre-primary and 33 primary schools in the camps—far below demand. In addition to this, only 78% of Burundian children are enrolled in primary school education (JENA, 2018). The government policy that only permanent classrooms should be constructed in camps is a key barrier for achieving education for all. RTPs commitment to rehabilitation classrooms and other education

facilities is relevant to the context.

**For the refugee children that do attend school there are significant challenges that impede the quality of the education they receive.** Many children study in acutely overcrowded classrooms where teachers rely on a more traditional teacher centred approach, a key limitation to effective teaching and learning. Additionally, there is a shortage of essential learning materials like benches, chalk, and blackboards. Amidst these challenges, children struggle to not only access education but to also concentrate in class due to the difficult conditions they face. Consequently, only 5% of primary school children transition to secondary school in refugee camps, compared to 78% in Tanzania ([World Bank, 2022](#)). The MEMF programme demonstrates its relevance to the provision in the Tanzania Refugee Act, through the provision of teaching and learning materials such as notebooks and textbooks for children as well as teaching supplies such as chalk for teachers.

**The MEMF programme has contributed to the professional development of primary school teachers in refugee camps in order to support teachers to drive learning outcomes.** Due to in-camp policies that restrict movement between the camps and host communities, many teachers in the camps are not formally qualified but are volunteers from within the refugee camp itself. Not only that, the government's reparation intentions necessitate instructors who are conversant and or willing to quickly upskill in the Burundi curriculum. As a result there is a shortage of qualified teachers either within the camp or from the host community who can deliver the Burundi curriculum effectively. One of the key MEMF programme components is to skill or upskill teachers and volunteers who are willing to deliver GR-PBL based off of the Burundi curriculum. Specifically, the MEMF programme equips teachers with strategies for classroom management and child-centered, play-based teaching methods, inherently enhancing the relevant teaching capacity.

**The MEMF programme places significant emphasis on ensuring that the children with vulnerabilities, particularly girls and children with disabilities, remain in school or return to school.** According to the JENA (2018) drop out rates among girls notably increase in grade 5 and 6, which often coincide with reproductive age. Whilst more girls than boys attend school between the grades of 1-3, this trend begins to decline as they progress. There are specific gender related challenges including early, child, or forced marriage, teenage pregnancy, and GBV that contribute to higher drop out rates for girls. For children with disabilities, a lack of appropriate teaching materials and prevailing cultural norms prevent them from accessing education. Whilst the Refugee Act does not implicitly mention groups living with vulnerabilities, the act stipulates that every child - which suggests every girl, boy or vulnerable child - shall be entitled to primary education. This implies that vulnerable children who are included in refugee settings also remain a priority.

"Refugees in Tanzania have an in-camp policy, they are located in a distant place from the host community. They are unable to move freely from refugee camps to host communities. Among the challenges, inadequate qualified and professional teachers is a major problem. Few existing qualified teachers who struggle to implement quality education"

*NRC KII, Tanzania*

**In direct response to some of these challenges, the MEMF programme includes targeted sensitization campaigns aimed at advocating for increased access to education for girls as well as for children with disabilities.** To illustrate, the programme's design emphasises community sensitisation highlighting the value of girls' education to parents and the broader community. Additionally, the programme supports the establishment of Girls' clubs, which develop action plans to address key challenges contributing to drop-outs including early marriages, GBV and hygiene issues. These clubs also work to educate communities on the importance of girls' education and health. The Refugee Act (1998) and Article 22 of the 1951 Refugee Convention both stipulate that every refugee child, including children with disabilities, are entitled to education. In response, the Girls' clubs also advocate for inclusivity by raising awareness about the needs and rights of children with disabilities, demonstrating the programme's commitment to fostering equitable and accessible education for all.

"Another objective, we want to see if a student can read, write, and count. And these people [Right to Play] have helped us accomplish this objective. In a very special way, they provided teaching and learning materials to be used to achieve this goal including the provision of relevant books."

*Government Official KII, Tanzania*

**At a system level, the MEMF programme closely collaborates with local ministries, particularly the MoHA, as well as other development organisations like NRC and UNHCR, to ensure that its initiatives align with the established processes**

**within refugee settings.** Although Burundian refugees reside in Tanzania, the Tanzanian government does not provide direct support to refugees. Instead, government involvement is facilitated through the MoHA, which oversees the administration of refugee camps in collaboration with stakeholders at the national, regional, and district levels, as well as camp commandants. RTP, in partnership with the NRC, implements activities that are embedded within the existing operational structures of the camps. This collaboration facilitates implementation of activities, such as securing necessary permissions and access to camps through the MoHA. In doing this the programme illustrates relevance with the way refugee camps are coordinated, ensuring that they work alongside the way the camps run to avoid parallel work and ensure that their programme is in line with systems within the camps.

### 7.1.2 | Alignment to Children's Needs

**Overall the programme was in alignment with the needs of children in the Nyarugusu and Nduta refugee camps. Children in these refugee camps face several challenges that impact effective learning. Stakeholders identified issues such as high dropout rates among girls, limited access to learning and teaching materials, negative traditional practices affecting school attendance, a lack of assistive devices for children with disabilities, and a shortage of qualified teachers.** According to the JENA (2022) report, factors contributing to non-enrolment or dropout include parental attitudes towards education, overcrowded classrooms, the opportunity cost of attending school, and competing priorities at home, such as chores and childcare. The programme's gender-responsive approach was designed to meet the specific needs of children through various initiatives. These initiatives included training teachers on inclusive teaching methods, teaching girls how to make their own sanitary pads, and providing sanitary pads to ensure that girls could attend school comfortably during their periods. The programme also focused on sensitizing the community about the importance of children attending school, offering teacher training in GR-PBL, and establishing Girls' Clubs. These efforts aimed to shift attitudes and create a safe learning environment that addressed the needs of children in the refugee camps. Details are provided below.

#### Alignment to challenges experienced in refugee camps

**RTP's focus on GR-PBL has significantly contributed to the upskilling of educators through targeted GR-PBL teacher training.** In the refugee context, educators are not always qualified teachers; many are volunteers recruited from within the refugee camps. Officials noted that prior to beginning their teaching roles, these volunteers undergo a six-month training programme aimed at enhancing their teaching skills. However, the teaching quality can vary from class to class. The MEMF programme provided teachers with GR-PBL training, which was contextualised for their context, considering that educators would be teaching the Burundian curriculum to ensure both teachers and students are adequately prepared for eventual repatriation to Burundi. This training gave teachers the opportunity to contextualise play-based methodologies within their teaching practices and equipped both teachers and volunteers with pedagogical skills to deliver curriculum in the refugee context. This training illustrated relevance to the needs of capacitating teachers in the programmes targeted teacher training. During FGDs, teachers shared that they had learned how to prepare lessons and incorporate creativity into their teaching plans. They emphasized the use of creative elements, such as songs, which helped children better understand the material and see its relevance to their lives. Teachers also noted that improvements in students' responses to lessons had a positive effect on their own motivation, creating a more enthusiastic teaching environment.

"We were taught how to prepare lessons and integrate creativity into what we are planning to teach. This includes an integration of songs that can help a child to understand well what is being taught and she/he can easily understand the relevance of the lesson to his/her expectations."

*Teacher FGD, Tanzania*

**MEMF, in collaboration with NRC, worked to construct and rehabilitate classrooms to alleviate overcrowding in schools. Children in refugee camps often endure overcrowded classrooms characterized by high pupil-teacher ratios, small classroom sizes, and insufficient facilities.** Stakeholders indicated that one of the biggest challenges facing children in both Nduta and Nyarugusu camps is limited infrastructure, in particular classrooms. To accommodate the existing demand for education, some classrooms sit over 180 children per classroom despite not being big enough to support such a large number of children. As a result, children lack proper seating and the existing classrooms remain in poor conditions such as having holes in the roof, which disrupts teaching during rainy seasons. Stakeholders indicated that one of the major contributing factors to overcrowded classrooms is the fact that the government of Tanzania is closing down and consolidating refugee camps. As a result, when schools are closed down in one camp, for example as was the case in Nduta, they end up being transferred and enrolling in the other schools within refugee camps, consequently placing significant pressure on the already limited infrastructure and resources available at the school and classroom levels. These conditions significantly hinder

effective learning and create an overwhelming environment for both teachers and students. **To address these challenges, MEMF has made great advances through the construction of classrooms and play spaces.** Through working with partners such as NRC to rehabilitate these spaces, these efforts help reduce overcrowding and provide additional infrastructure to better accommodate increased enrolments.

“The main issue is the limited number of infrastructure, meaning over crowded classrooms with 180 students in a classroom....”

*RTP KII, Tanzania*

**The refugee context imposes government restrictions that limit the movement of refugees outside the camp. As a result, accessing materials such as additional books and chalk becomes challenging due to these restrictions.** Teachers in FGD discussions also mentioned that they are unable to afford or access additional teaching materials such as chalk, pens and notebooks. The MEMF programme, in collaboration with the IRC, supported teachers with essential teaching materials, including teaching cards and other resources to aid in implementing PBL. Despite the programme's efforts, scholastic material was not always sufficient or consistently given. A teacher expressed that in training there are various materials used, however, when the teachers now need to teach, they do not have access to the same material and are unable to purchase the material.

“The main challenge was the availability of adequate teaching and learning materials. The programme can be improved by increasing availability of teaching and learning materials such as chalks, papers, and other facilities such as computers.”

*Government Official KII, Tanzania*

### Alignment to challenges experienced by children in refugee camps

**RTP was also intentional to meet target needs for girls and young women, including supporting the construction of gender friendly WASH facilities.** A significant challenge faced by children, especially girls, is the lack of appropriate WASH infrastructure, which poses difficulties during menstruation. According to the RTP report (2023), many of the schools in the refugee camps were already falling behind international standards on ratios of children to toilets, which are set at 1:25 for girls and 1:50 for boys ([OHCHR,2014](#)). The increase in the number of children in schools in the camps has further strained these resources. In response, RTP facilitated the rehabilitation of gender-inclusive latrines in 7 partner schools, thus addressing critical barriers of access for girls. Additionally, the MEMF programme collaborated with the PTA to provide training on the roles and responsibilities when it comes to rehabilitation and maintenance of the MHM rooms and latrines, this including that facilities have clean water, soap and that facilities are kept clean and sanitary. Through the rehabilitation of latrines and washrooms, and by promoting awareness of proper maintenance practices, the programme demonstrated its relevance to the challenges faced by girls.

**In addition, to support increased access to education for children with disabilities, RTP was intentional to ensure its infrastructure was friendly to children with disabilities.** Previously children with disabilities struggled to access a number of facilities within the schools, as spaces were not made inclusive. As a result, stakeholders indicated that prior to the programme children with disabilities were not attending school. When rehabilitating infrastructure, the MEMF programme was intentional about ensuring that all infrastructure was inclusive and friendly to children with disabilities. For instance where classrooms were constructed, there was the intentional construction along with wider latrines for wheelchair accessibility to classrooms and toilets.

**The MEMF programme's work to raise awareness around children with disabilities and training teachers on how to create an inclusive space not only contributed to shifting community perceptions but also ensured children with disabilities could feel encouraged and supported in going to school.** In addition to infrastructure rehabilitation, community sensitisations were instrumental in creating a supportive environment for children with disabilities. Previously children with disabilities were discriminated against, bullied and separated from other children. The MEMF programme, through its community sensitization, targeted existing harmful perceptions that often kept children with disabilities out of school. Stakeholders indicated that these efforts have led to welcomed improvements. Parents have observed a notable increase in school attendance among children with disabilities, primarily due to heightened awareness within families and the broader community about the value and potential of these children. In addition, parents indicated that as more children with disabilities go to school, this creates positive role models who are key motivation for those not yet in school.

“[There has been an improvement in the number of children with disabilities attending school]... this has been enhanced by improved parents' awareness regarding children with disabilities. Likewise, even those who used to stay at home, they can now see others going to school and ask their parents to do the same for them.”

*Parent FGD, Tanzania*

**The MEMF programme also addressed the critical need for better MHM by training girls and school matrons to produce reusable sanitary pads using locally available materials.** Girls in the FGDs indicated that they often did not go to school because of being on their period or not understanding menstruation before this training. Additionally, it was highlighted that when girls start their period it is a shock as they are not certain about what needs to be done. Many girls and girls with disabilities do not have access to affordable and reusable menstrual products which leads to difficulty in managing this during menstruation. Often girls would also miss school due to lack of resources and adequate latrines. Therefore, through the programme girls were taught how to make reusable sanitary pads. However, these tools are only given to girls from grade 4 and this then limits those who could start their period in grade 3. The girls find that the education of MHM has been beneficial but it should be extended to girls from earlier grades, given that there are 8-year-olds in grade 1 who are starting their periods and therefore training should be extended to all levels.

“Girls' attendance was addressed by having a procurement and distribution of sanitary pads... Training girls and school matrons on how to make reusable sanitary pads with available materials”

*RTP KII, Tanzania*

**In addition to addressing barriers to effective learning, the initiative tackled significant learning gaps among children who had missed years of education due to conflict and displacement.** Since 2016, targeted programmes have been implemented to help these children catch up on lost learning, enabling them to complete a grade in just six months. This was achieved by creating focused learning environments tailored to their needs, reducing distractions and allowing for more personalised attention. Teachers employed a consolidated syllabus to streamline learning objectives, ensuring that foundational skills were effectively covered in a shorter timeframe. These efforts provided children with the structure and support needed to re-engage with education and progress academically despite their disrupted schooling history.

“Seminars on reproductive health and education are only given to children in grade IV. When we start menstruating, we don't have sanitary pads to help us, and this causes other children to laugh at those who menstruate.”

*Children FGD, Tanzania*

“Creating a separate environment that allows them to quickly learn within their own capacities that is less distracting has been helpful.”

*NRC KII, Tanzania*

**RTP staff indicated that children in the camps face a myriad of challenges, including negative traditional practices such as early marriage or early pregnancies.** Burundian cultural norms often prioritise early marriages for girls, with the belief that girls who turn 18 are ready for marriage and motherhood, thereby deprioritising their education. This cultural perspective inevitably leads to higher dropout rates among girls, even earlier than the age of 18 because of the value placed on the marriage of girls. Additionally, boys' education is frequently prioritised over that of girls', who are often expected to focus on domestic responsibilities instead of school. Addressing these issues requires efforts to change parental and community attitudes to give more girls the opportunity to attend school. The MEMF programme aligns with this need by working to shift perceptions through the awareness campaigns in the Girls' Clubs. These Girls' Clubs worked on empowering girls to make decisions about going to school, but also sensitise community members with the aim of shifting attitudes about the importance of girls education. The programme further demonstrates relevance by its engagement with PTA and SMC who were engaged on the importance of equal education for boys and girls. In addition the programme also conducted community awareness campaigns to challenge parents and caregivers on harmful gender norms and stereotypes.

“Early marriages [happen] because the culture of Burundians believe that a girl who turns 18 is ready for marriage and

children - so priority is not given to them attending school”

*KII, Tanzania*

“The main issue is that some girls spend too much time with men engaging in sexual activities. This is often because men deceive girls with lies, which leads to the girls being unable to focus on or attend school.”

*KII, Tanzania*

**The MEMF programmes focus on GR-PBL with the aim of creating a safer environment for children who may be feeling unsafe and experiencing trauma relevant to the needs of many children.** During FGD discussions children indicated that they learnt about safety and child protection issues. The MEMF programme demonstrates its relevance by ensuring a safer environment for children through raising awareness among community members and parents about the importance of education and discouraging corporal punishment in schools.

## 7.2 | Achievement of Intermediate and Immediate Outcomes

### 7.2.1 | Teacher Level Outcomes

#### The use of PBL amongst Teachers

**Before presenting these results, it is important to define the different types of play.** Generally, while PBL speaks to the incorporation of PBL methodologies into classrooms, there are different types of play which are also intended to support different outcomes for children as demonstrated in the box below.

#### Examples of types of Play-Based Learning:

- **Adult-Directed PBL-** involves structured activities with set rules facilitated by adults. During this play, children are expected to follow instructions as opposed to exercising agency. These plays equally foster the development of specific skills, but they naturally limit open-ended exploration for children.
- **Collaborative/Guided PBL-** involves shared control between adults and children in playful activities or environments. This type of play is guided by specific learning objectives in both formal and non-formal settings, it is often guided by a specific learning goal or objective, and it enables child agency (defined as providing children with the ability to voice their opinions, make choices on how they learn, and have them co-design and participate in games).
- **Child-directed PBL/Free Play-** Child-directed PBL, or free play, allows children to play without adult direction, though adults may provide resources, ensure safety, and create opportunities for unstructured play in various settings

Within these types of play, there are different levels of mastery or skill levels of implementation, which are described below:

- **Emergent Skill level-** This skill level is often characterised by a basic understanding of PBL principles. The implementation and use of play in learning environments is very limited and the instructor mostly relies on traditional teaching methods and practices.
- **Beginning Skill level-** This skill level is characterised by some familiarity with PBL concepts and strategies. The instructor will start to incorporate some play activities into learning but the correct application is inconsistent.
- **Achieving Skill level-** This skill level is characterised by a strong understanding of PBL frameworks and techniques. Here, the instructor often integrates diverse play activities into the learning environments and the activities are aligned to the learning objectives.
- **Expert Skill level-** This is characterised by a deep knowledge and expertise in PBL methodologies and their impact on child development. Instructors innovatively design and facilitate PBL experiences that are tailored to meet the needs of diverse learners

## Successes around support provided by RTP in the application of PBL

**Teachers received targeted training and capacity building support from RTP to equip them with the skills needed for effective implementation of PBL methodologies in their classrooms.** In order to equip teachers with the necessary skills requisite to effectively apply PBL in the classroom, RTP invested in significant capacity building both before and during the programme duration. Several stakeholders spoke to the effectiveness of the various training sessions offered as part of skilling the teachers. For example, all teachers attended training sessions and week-long seminars which also included a 5 day training session that specifically explored PBL itself. These trainings, as discussed in the FGD with teachers, focused on not only introducing PBL but also on providing contextualized practical examples including which teaching methods to be employed for both small and large classes, how to modify games to fit the curriculum they are delivering, how to use a variety of activities in teaching, among other things. Following the week long training and seminar, teachers also received a combination of take home resources and they received continuous capacity building. To illustrate, RTP facilitators also provided flash drives that contained various pre-recorded training on how to conduct lessons. As part of the FGDs, all the teachers indicated that these recordings were useful as the teachers could always go back to re-watch the videos at any given time in the future should they have required a refresher on the methodologies to adopt to implement PBL in their classrooms.

“PBL itself is a five day training. The training is mainly intended to equip teachers on how they can incorporate the practical skills. We have a session on modifying games for [the] curriculum in how teachers are taken through games in the curriculum. How they can ensure children are included, understanding the curriculum which they are delivering, how they can deliver that curriculum through PBL. The curriculum is already there, but we have a training package that is providing the skills and knowledge on how to deliver this training.”

*KII, Tanzania*

“We were taught how to prepare lessons and integrate creativity into what we are planning to teach. This includes an integration of songs that can help a child to understand well what is being taught and she/he can easily understand the relevance of the lesson to his/her expectations.”

*FGD with teachers, Tanzania*

Despite the commendable training efforts invested by RTP, there were a few challenges to note regarding training. Specifically, stakeholders indicated that the training sessions offered by RTP reduced over time. In addition, while the teachers were given flash drives, their usefulness solely depended on the extent to which they could readily access computers, which was not the case for everyone or at all times. These points are important mostly because as mentioned above, the shortage of qualified teachers available to teach in the camps means that there is a reliance on volunteers who are not qualified teachers. Despite their competence, targeted and appropriate support is required to ensure they are appropriately skilled and equipped to effectively teach. In addition, by providing flash drives in contexts where they may not have much daily use, means their inherent value is not realized.

“Facilitators also provided flash drives containing various lessons, but they were only accessible to those who had computers at home. This presented a challenge in using the flash drives, but they were still useful for those who could access them.”

*FGD with teachers, Tanzania*

**Given limitations around materials available to teachers in refugee camp contexts, RTP provided the much needed supporting teaching materials, such as marker pens, flip charts and relevant visual aids, that aided in the effective application of PBL in classrooms.** Teachers in the FGDs agreed that these materials were invaluable in enhancing the teaching and learning experiences. For instance, some of the teachers highlighted that the availability of marker pens enabled them to prepare lessons more effectively by drawing pictures that supported the day’s lesson and the teaching process. Additionally, the visual aids proved useful in helping the children learn more easily. The provision of materials to aid in the application of PBL methodologies is especially important given the limitations surrounding what can and can’t be brought into the camps as well as limitations around what teachers generally have access to.

“The use of WhatsApp groups, where various teaching videos from other teachers were shared, was very helpful. These

videos served as valuable resources, acting as facilitators by showing how teaching was being conducted in other schools, even outside the camp, particularly in Tanzanian schools.”

*FGD with teachers, Tanzania*

“We have a CoP session - a forum where other teachers share their experiences, the challenges they are encountering etc. The expectation is that they will be able to apply PBL as the main approach to their teaching and learning”

*Program stakeholder, Tanzania*

“Teachers network meeting/CoP where teachers are gathered from all partners/schools to inform them of what they could be struggling with in order to remedy”

*KII, Tanzania*

**There were peer-to-peer learning initiatives driven by the teachers to further improve their understanding and implementation of PBL in their classrooms.** In the FGDs, the teachers shared about their pedagogical meetings where they took time to learn from each other on the best practices to apply when it came to PBL. In such meetings, one of the teachers would prepare and demonstrate how to conduct a lesson for the others to observe and learn from. Furthermore, the teachers mentioned that they adopted the use of digital platforms such as WhatsApp to access and share teaching videos from other teachers, including those in Tanzanian schools located outside the refugee camps. These videos offered practical learnings and challenged the teachers on diverse teaching approaches that could be employed when implementing PBL. Beyond this, the teachers also participated in CoP, which served as forums for collaborations and professional development. For CoPs champion teachers are identified through monitoring visits, these champion teachers capacitate other teachers through CoPs, where 2 teachers from each school are selected to share existing gaps which are identified during monitoring visits. During these sessions, teachers from various partner schools discussed practical aspects of teaching, such as classroom management and effective play selection. Monitoring visits are conducted quarterly where RTP and education officials observe and identify where teachers excel and where they face challenges, classify them accordingly and provide feedback, which is given in two ways either on areas for improvement or feedback which encourages teachers to continue what they are doing. Whilst teachers found these sessions particularly useful for exchanging ideas on how to improve learning outcomes and overcome common challenges in applying GR-PBL in their classrooms, some teachers expressed that they require additional support in teaching or support in receiving additional material for teaching.

“I haven’t taught for a long time, but during my time here, there has been no direct support for someone in the position of the Director. This is because the primary role of such a leader is to observe what the teachers are doing”

*FGD with teachers, Tanzania*

### Application of PBL successes

**Teachers reported that they have a clear understanding of GR-PBL and its correct application including the centrality of RCA.** During the FGDs, teachers variously indicated that they had a very clear understanding of PBL and how to apply it in a classroom setting. They indicated that they understand PBL as not only a teaching methodology that incorporates play into teaching and learning, but also one that emphasizes the value and need to provide equal treatment and opportunities to both boys and girls in the classrooms. Most teachers indicated that they had learnt a lot from the training provided by RTP and that they now have knowledge of how to integrate play into their lessons and how to ensure that all learners were engaging during the lessons. They also indicated that they understand that each play adopted needs to relate to the content which is being taught in that particular lesson. Of additional importance, some teachers emphasized that they not only understand the centrality of RCA, where learners are given the opportunity to reflect on the lesson and how that can be applied in their daily lives, but that they are intentional to do this in the classroom. The application of RCA is especially important given that implementing partners had pointed to the extent to which this is valuable and central to the correct application of PBL.

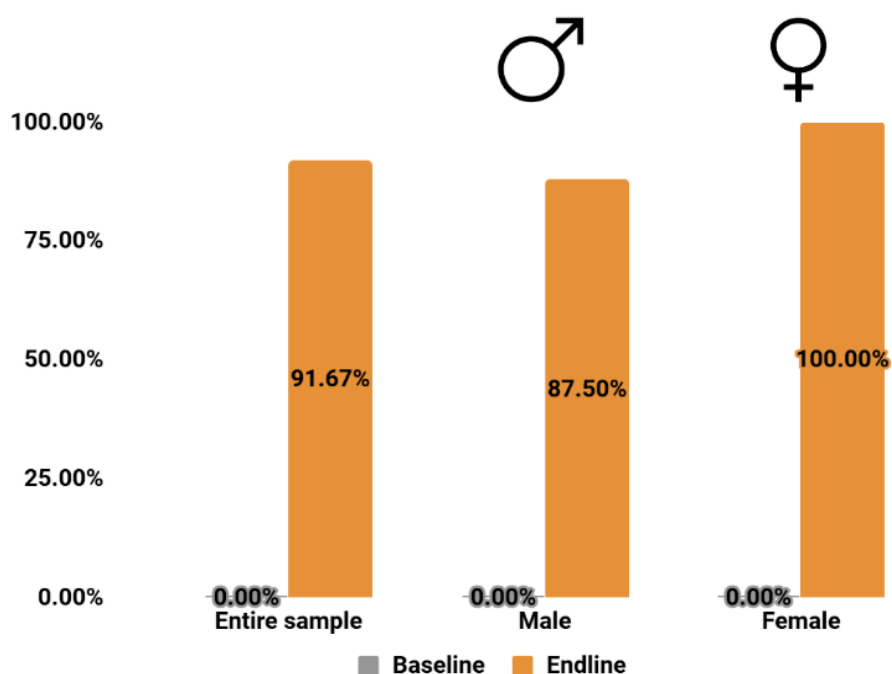
“Additionally, we use real objects, such as money, when teaching counting and the value of money, connecting these

lessons to their[children's] plans and how money is used in everyday life. This approach links the lesson to their [children's] daily experiences and lifestyles which makes them reflect from the reality."

*Teachers FGD, Tanzania*

The endline PMF (Performance Measurement Framework) value on the percentage of teachers who have knowledge of GR-PBL techniques, defined as teachers who said that they: i) planned lessons in advance; ii) understood the concept of PBL; iii) recognised the importance of fostering inclusive and participatory classroom environments; iv) acknowledged the value of encouraging children to take leadership roles in class; v) promote equal participation among all students; vi) allow both boys and girls to answer challenging questions; and, vii) create opportunities for children to ask questions; was 91.67%. At baseline this value was 0%, which increased by 91.67% between baseline and endline, as shown in Figure 2 below. Additionally, at the endline, a greater proportion of female teachers (100%) than male teachers (87.5%) had knowledge of GR-PBL techniques, also illustrated in Figure 2 below.

*Figure 2: Change between endline and baseline in indicator 1220.2 %/total of teachers that have knowledge of gender-responsive play-based learning techniques*



*RTP, Endline Evaluation, 2024*

**Teachers are employing a diverse array of methods and techniques, including play, songs, small group discussions, and role play, to engage students in the classroom.** The evaluation found that teachers are incorporating a wide range of PBL strategies, with common approaches such as using songs to deliver lessons, integrating visual aids like pictures, organizing play, forming gender-balanced class discussion and study groups, and utilizing role play to bring lesson content to life through dialogue.

"For instance, take a dialogue from a book. First, you provide clarifications to help students understand the main context. Next, you assign roles to each student based on the characters in the dialogue, giving them the same names as those used in the lesson. Then, the students begin acting out the dialogue. Later in the lesson, you can switch the names and have the students repeat the activity."

*FGD with teachers, Tanzania*

The evaluation conducted 12 lesson observations and the findings depicted in Figure 3 below show that most teachers that were observed used PBL. From this sample size, 75% of teachers (9 teachers) were observed using songs, art, or drama in their

lessons. Additionally, 83% of teachers incorporated lesson-related play, highlighting the significance of interactive teaching practices that directly support student learning and enrich the overall educational experience. For instance, one teacher in the FGD explained that when teaching letters, they prepare songs to help students easily identify and learn to read them. Another teacher shared that they would select a dialogue from a book, clarify the context to ensure students understood the core lesson, and then assign roles based on the characters in the dialogue, allowing students to read and act out their parts, which helped enhance their comprehension.

“The nature of an approach that engages learners can significantly impact their learning. For example, using study groups gives learners the freedom to discuss topics among themselves. As a result, even learners who face challenges or have conflicting questions can receive help from others in the group...This is especially beneficial for children who may feel too intimidated to ask teachers directly but feel more comfortable asking their peers.”

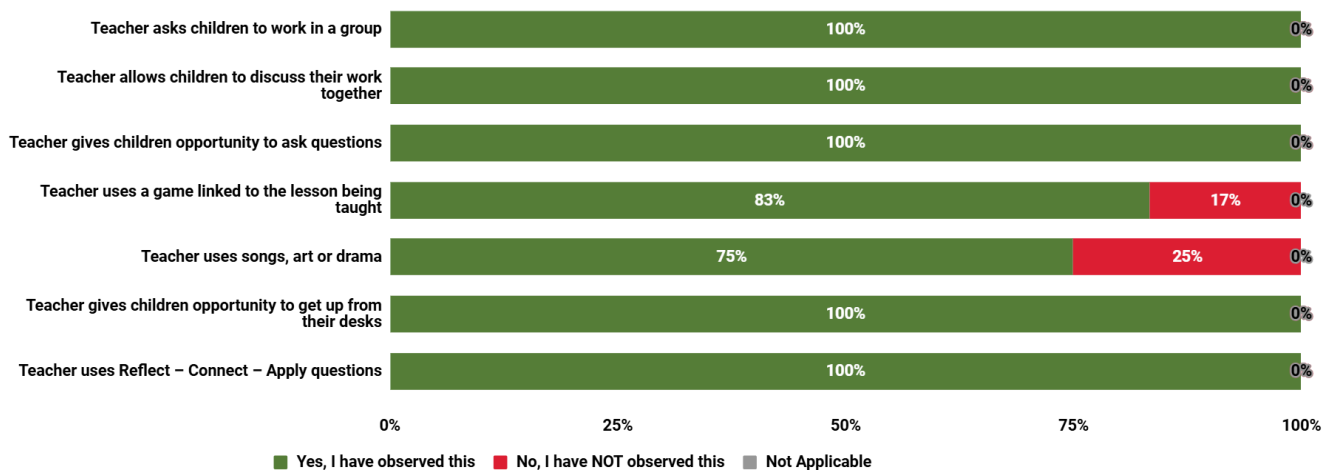
*FGD with teachers, Tanzania*

These methods were also confirmed by children during primary data collection. In one FGD, children demonstrated how their teacher used a song to teach them about numbers in a math lesson.

The classroom observations revealed additional strategies to enrich learning, such as consistently assigning group work and encouraging students to ask questions. Notably, 100% (as shown in Figure 3 below) of teachers were observed actively promoting these interactive practices, highlighting their commitment not only to integrating songs, play and drama, but also to fostering active learning and an inclusive classroom environment.

Moreover, 100% of the teachers (as shown in Figure 3 below) were observed implementing the RCA approach, an essential method for enhancing PBL in the classroom. According to RTP, the RCA approach involves guiding students through a three-step discussion after each play (i) reflecting on the experience, (ii) comparing and connecting the play to similar personal experiences, and (iii) exploring how the lessons learned from the play can be applied to daily life.

*Figure 3: Responses from classroom observations on how Play-Based Learning was embedded into teaching*



RTP, Endline Evaluation, 2024

The evaluation findings indicate that teachers have a clear understanding of PBL methodologies and how to implement them, aligning with the baseline study, which also found teachers to be aware of and positive about PBL. Teachers recognized that PBL involves activities such as drawing, singing, and playing games, and they acknowledged its potential benefits, including improved student concentration, confidence, information retention, and interpersonal skills. This consistently positive perception may suggest that teachers are particularly receptive to PBL approaches, potentially due to prior exposure, training, or an existing alignment with their teaching styles and classroom needs. All teachers who were observed during the classroom observations provided opportunities for children to participate in play and activities which displayed some characteristics of PBL. In addition to this majority of the instances observed (83%) teachers use play linked to the lesson being taught. This displays that teachers are incorporating play into the lesson with some inconsistent application (beginner type).

**Spotlight: During an FGD, learners sung the song below to illustrate the type of songs their teachers use when teaching them how to count.**

Our teacher doesn't like noise, he wants us to know how to count.

When he says one, we say two,  
When he says two, we say three,  
When he says three, we say four,  
When he says five, we say six,  
When he says six, we say seven,  
When he says seven, we say eight,  
When he says eight, we say nine,  
When he says nine, we say ten,  
Our teacher truly doesn't like noise.

Song sung by children when learning about numbers

**Teachers have heeded the importance of inclusivity along gender and disability lines, a core tenet of RTP's approach to the application of PBL.**

A core aspect of RTPs approach to play is gender responsiveness. Specifically, GR-PBL speaks to the inclusivity of both boys and girls, including those with disabilities. According to the RTP POWER manual, creating equal opportunities for both girls and boys, including those with disabilities, is very important because it ensures that both boys and girls have equal opportunities to thrive in a safe and supportive environment. During primary data collection, an overwhelming number of teachers attested to the value of remaining gender responsive and they provided examples of the ways through which they are ensuring the equal treatment of both boys and girls at the classroom level. The teachers emphasised in the FGDs that they always prioritized equal treatment of boys, girls and children with disabilities in the classroom. This was done with a goal of ensuring all children feel equally capable of learning. According to the teachers in the FGDs, when teaching a lesson, they would provide equal opportunities for both boys and girls when asking questions about the content being taught. When the teacher chose a girl in the first round, then he/she would automatically choose a boy for the next round. The teachers further highlighted that they would appreciate all the learners in the class, both those who failed to respond correctly and those who did it right, being very careful to avoid the usage of discouraging language and tone. While preparing for their lessons, some of the teachers in the FGDs also mentioned that their consideration for teaching materials and play would be those that can accommodate children with disabilities, ensuring inclusivity of all learners. This special consideration is aimed at ensuring that children with disabilities do not feel discriminated against, but are rather encouraged to feel comfortable in the learning environment.

"When teaching, a teacher should use motivational approaches. For example, if a girl is chosen first, the next round should involve selecting a boy. Additionally, when organising groups, the teacher should ensure an equal number of boys and girls are included."

*FGD with teachers, Tanzania*

"During the training, we were encouraged to provide equal motivation for both boys and girls... This also includes children with disabilities, ensuring they are integrated with others so that they do not feel discriminated against. By doing so, a child will feel valued and supported, which can inspire them to reconsider their future and put more effort into learning in order to achieve their dreams"

*FGD with teachers, Tanzania*

"...This includes ensuring both genders are equally represented when... forming groups. The idea is that if a girl sits next to a boy, she should see herself as having equal learning abilities.

*FGD with teachers, Tanzania*

**GR-PBL**

The RTP Power Manual emphasizes the need for Gender Responsive Play. According to the manual, Gender equality is defined as having equal opportunities between boys and girls and men and women. In education contexts, gender responsive education means ensuring that curriculums, teaching, schools, and education planning have considered the

different roles/responsibilities, needs, barriers/constraints and opportunities for both boys and girls in order to create a safe and conducive learning environment for all including for learners and teachers. The responsibility for ensuring a GR learning environment falls on all actors and entities, such as schools, teachers, parents, among others, not just female teachers.

The manual also highlights that giving equal opportunities to both boys and girls also inherently means including boys and girls that have disabilities.

The manual is explicit on some techniques that teachers can employ to ensure gender responsiveness at the classroom level. For example, teachers are encouraged to make it clear that all children have equal ability and potential, treat all children with the same dignity, provide opportunities for all children to excel in a play give girls leadership roles and encourage them to participate, remaining intentional in their language for example saying boys and girls instead of children, and being intentional to adapt play if necessary to be more inclusive of children with disabilities, among others.

Similarly, during the FGDs, teachers highlighted their practice of organising study groups with an equal number of boys and girls to foster inclusivity and collaboration in the classroom. This approach, teachers believe, ensures that girls see themselves as having equal learning abilities as boys, thereby promoting their confidence and mutual respect among all students. By encouraging collaboration, the group setup allows students who may be struggling with learning to receive support from peers, creating a supportive learning environment. According to the teachers, when the children work in groups, they feel appreciated when their contributions are recognized within the group and by the teacher. Such recognition instills a sense of pride in the students which goes further to positively influence how they perceive themselves even outside their classroom.

**Stakeholders believe that the use of PBL is a more effective method of teaching which also allows children to learn more effectively.** At the core of the MEMF programmatic ToC is the use of PBL methodologies to improve learning outcomes for crisis affected children in both Burundi and Tanzania. Teachers in Tanzania attested to the fact that the application of PBL has indeed been effective in helping children learn. They provided several examples to illustrate how PBL is a more effective way of teaching. For example, teachers indicated that the use of songs and play provides opportunities for repetition of key concepts which allows children to remember. Some teachers indicated that the use of group work allowed all children, including those who are shy or not confident to ask the teacher questions when they do not understand. This approach encourages the children to not only learn from their peers but also allows them a safe space to ask questions where they do not understand. Some teachers indicated that play makes children more confident especially when given opportunities to participate in activities that illuminate their strengths. The link between the use of PBL methodologies and enhancing learning was also acknowledged by children and implementing partners alike.

"My overall contribution is that GR-PBL is successful. Because we are seeing some changes and some success stories of teachers and children saying how GR-PBL has helped them"

*Implementing partners, Tanzania*

"In my opinion, the PBL methodology had a direct impact on the teachers and learners. Many people could learn from the project."

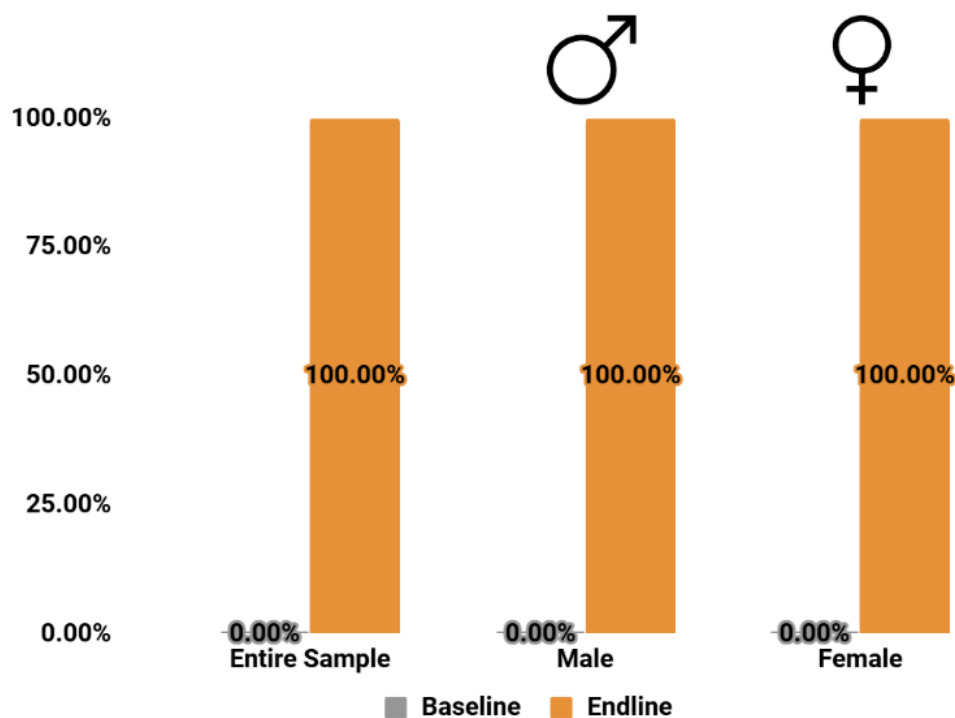
*Implementing partners, Tanzania*

"Children who play and sing together experience significant improvement in confidence. As their confidence grows, they can acquire knowledge and skills more easily"

*Teacher FGD, Tanzania*

The endline PMF indicator value which measures the total number of teachers demonstrating GR-PBL methodologies, defined as, observed teachers who used play, songs, or drama during their lesson, who used a play linked to the lesson being taught and who were judged to have taken a gender-responsive and gender-inclusive approach throughout the whole lesson; was 100%. This reflects a significant increase from 0% at baseline indicating notable progress in the adoption of GR-PBL methodologies by teachers over the course of the programme, as shown in Figure 4 below. There were no differences observed between male and female teachers who demonstrated GR-PBL methodologies.

Figure 4: Change between baseline and endline on indicator 1200.1 %/total of teachers demonstrating gender-responsive play-based learning methodologies



*RTP Endline Evaluation, 2024*

### Challenges Faced in the Incorporation of PBL in Classrooms

Despite the above successes, there were a few challenges identified in relation to the effective implementation of PBL, described below.

**Overcrowded classrooms impede the effective application of PBL.** Several stakeholders indicated that one of the major characteristics of classrooms in both Nyarugusu and Nduta is that they are overcrowded. In some cases, the ratio of student to teacher is 200:1 with slightly smaller ratios being 100:1 which still remains a high ratio. According to some of the teachers, this poses several challenges when considering how to effectively implement play within a lesson. During the FGDs, teachers indicated that the administration of various learning activities including certain PBL techniques is far more challenging with a large number of children as the teacher is unable to provide individual attention to every student. Teachers indicated that even though RTP put in efforts to train them on how to manage the larger classrooms and modify the play activities within this context, teachers still find it difficult to manage the large groups of pupils. Some of the children during their FGD pointed out that due to the large number of students, their teachers often have limited time to explain the concepts they are teaching in depth, which limits proper understanding among the children. Such large student populations force some of the students to sit on the floor while others occupy the limited desks available. Teachers in the FGDs highlighted that it is challenging for all the pupils to have a similar positive learning experience while some of them are seated on the floor. The inability to effectively engage all students in large classes may exacerbate learning inequalities, where some students may end up feeling less included and supported. This not only hinders the implementation of PBL methodologies, but may also affect students' motivation, participation, and overall learning outcomes.

"Teachers complain of the large number of children in classrooms which sometimes hinder the implementation of PBL. We usually help them to think further in terms of how they can work differently. Maybe putting them outside, using group work depending on the subject matter. But there are some subjects where you can't use groups. So this is a challenge we are facing. So whenever they can go outside the classroom, that is when they can use PBL"

*Education stakeholder, Tanzania*

"There are not enough chairs for comfortable seating during classes."

*FGD with girls, Tanzania*

“Yes, because as we have been talking about overcrowded classrooms, teachers are not able to deliver PBL. So to some extent the goal is unmet because as we have been speaking of the challenges with managing 200 children under one roof.

*Education stakeholder, Tanzania*

One of the possible reasons for overcrowding in the classrooms is school consolidation. School consolidation, also driven by the repatriation process, has further strained the education system within the Tanzanian camps. One of the project stakeholders highlighted that initially the MEMF project was operated in 11 schools within the camps. When the repatriation exercise happened, this led to the closure of 3 schools - two in Nyarugusu and one in Nduta camp - reducing the number of available schools and increasing the student-to-teacher ratio in the remaining institutions. This school consolidation disrupted the educational experiences for both the teachers and their students, and some of the teachers were even transferred to non-MEMF schools, making them inaccessible for ongoing project activities and evaluations. While the school consolidation exercise cannot be controlled, it results in a lower quality education delivery in the camps, and creates a challenge of effective implementation of PBL methodologies.

“When we started the MEMF project we had 11 schools, but during repatriation some of the services in the camp were minimised, and one of those was to reduce the number of schools in the camps. 2 from Nyarugusu and 1 Nduta. This was a challenge. For instance with endline evaluation we have some children, teachers, student shifted to non MEMF schools or Save the Children schools so we cannot reach them in any way during this evaluation, to some extent the program goal is unmet”

*Project stakeholder, Tanzania*

**The shortage of teaching materials combined with large class sizes makes it particularly difficult to apply a variety of PBL methodologies and adopt alternative teaching methods.** Teachers in the FGDs shared that there are not enough books available for either themselves or the pupils. This challenge extends to the teaching of health related issues, where teachers lack supporting materials to aid in teaching subjects related to health and hygiene. Teachers also mentioned that they do not have basic tools like chalk that they could use to teach effectively. During the training the teachers noted that they would be trained on how to implement PBL using a variety of materials and props, but these would not be handed over to them for the purpose of teaching in the classrooms. Moreover, these resources are also not available in schools creating a level of challenge with the implementation of PBL methodologies. Some of the teachers were also keen to highlight that previously, schools were equipped with a variety of materials, including play balls, jump ropes, and sports equipment such as jerseys and shoes, which supported both learning and recreational activities. However, such resources are now scarce. For instance, teaching aids like counting tools are no longer accessible, and this has forced teachers to improvise with locally available items such as stones. Furthermore, stringent rules prohibit bringing learning materials from outside the camps, limiting the teachers’ options for sourcing supplementary resources. While teachers expressed a willingness to improvise materials for PBL activities, even basic items for improvisation are not readily available in the schools. Managing the few teaching materials teachers have is also a challenge due to lack of storage facilities. Some teachers pointed out that protective measures, such as bags to shield books from rain, are unavailable. Consequently, when it rains, teaching materials like books are often damaged, further depleting the already scarce resources and rendering them unusable over time. Without adequate resources, teachers are unable to fully implement PBL and consequently the children are also not able to enjoy the full benefits that PBL holds. This limitation reduces the effectiveness of teaching as the pupils in the refugee camps will always be lagging behind if they are not learning from the current educational curriculum. Over time, these challenges may negatively affect learning outcomes, diminishing the preparedness for reintegration into home-country education systems or even broader opportunities for further education outside the camps.

“As for teaching and learning materials, RTP is responsible for providing various resources. However, those who trained us often forget to remind us to demonstrate these materials to students, and the materials we see during training are often not available in schools. While chalk is usually present in schools, it is not always readily available.”

*FGD with teachers, Tanzania*

When teaching about health issues, you often find that there are no supporting materials related to health and hygiene provided. In such situations, teachers face significant challenges.”

*FGD with teachers, Tanzania*

“In other instances, I have to rely on chalk to ensure that children learn more effectively. However, there comes a point when even a single piece of chalk is unavailable”

*FGD with teachers, Tanzania*

“There is no permission to bring materials from outside the camp, which forces us to rely on improvised materials. However, even the materials needed for improvisation are not readily available in the schools.”

*FGD with teachers, Tanzania*

“There are no storage facilities for teachers, including bags, so when it rains, it becomes difficult to manage teaching materials, such as books.”

*FGD with teachers, Tanzania*

“We also ask for bags to store our learning materials, as our exercise books get ruined when it rains.”

*FGD with children, Tanzania*

**In addition, teachers do not always have the most up to date Burundi curriculum and accompanying text books, mostly owing to limitations around what can be brought into the camp, by whom, and when.** Teachers indicated that their ability to effectively teach using PBL methodologies is in part dependent on whether they have the relevant curriculum or not. Given that they have to teach based on the BR curriculum, teachers indicated that occasionally, there are delays experienced in giving them the most up to date curriculum. Additionally, there have been changes made to the Burundi curriculum and the teachers are yet to receive the updated textbooks reflecting these changes. This makes teaching challenging as teachers are forced to teach using an outdated curriculum, which equally hinders the quality and relevance of the education being provided.

**While the teachers receive training from RTP there is still a shortage of qualified teachers to effectively implement the PBL methodologies within the schools in the camps.** The majority of teachers in these camps are not professionally trained, with many being volunteers who have received the basic pedagogy training. The lack of professional training means that most of the teachers lack the foundational knowledge and skills needed to fully grasp and apply PBL methodologies. A major issue stemming from this lack of qualification as mentioned by one of the programme stakeholders is the teacher’s struggle to select and implement the most appropriate play aligned with particular learning outcomes and lesson plans. Without the ability to make these connections, the potential of PBL to motivate and shape a positive attitude in children towards learning and life is significantly undermined. The stakeholder further highlighted that teachers needed to be pushed in order for them to engage deeply and appropriately with PBL methodologies. The teachers still require additional support to grasp the PBL methodologies and apply them in meaningful and creative ways. This challenge reflects a gap in capacity and in teachers holding the requisite qualifications to fully implement PBL. This reliance on unqualified teachers also creates a cascading effect on student outcomes. When teachers cannot effectively integrate PBL into their lessons, students are less likely to experience the benefits of this approach.

“Some of the teachers were not able to select specific games to align with specific competencies. So it was an issue of capacity. They say they get some challenges with the games. So you need to push them for them to really love the PBL, to be able to think more, push themselves more to understand. So we are seeing that they are not able to have like a select and appropriate games for specific competencies.”

*Education stakeholder, Tanzania*

"Majority of the teachers are not qualified"

*Program stakeholder, Tanzania*

"In camps we are using non-qualified teachers (do not have a teaching qualifications, but using students who receive pedagogy training)"

*KII, Tanzania*

"Teachers are underqualified and receiving many complaints. Those who did receive training were inadequate."

*KII, Tanzania*

The shortage of qualified teachers in the refugee camps has resulted in the reliance of volunteers to fill up the teaching positions, which further introduces additional challenges to the implementation of PBL methodologies. Many of the teachers in the camps are volunteers rather than professionally trained educators. These volunteers, often refugees themselves, take on teaching roles either to keep themselves busy or out of interest in education. Their lack of formal qualifications presents challenges for the implementation of PBL. Stakeholders noted that many of these volunteers, despite their dedication, struggle to fully understand and implement the PBL methodologies as required to. This reliance on unqualified volunteers impacts the effective implementation of PBL, which requires an understanding of the pedagogy and the ability to adapt and be creative given the diverse classroom needs.

"There is also a shortage of teachers in numbers. Most of the teachers who are in the refugee camps are volunteers, they have volunteered to be teachers. They just want to be made more knowledgeable or they have been working for a bit and have interest. Most are not qualified teachers. So they are not paid, and because of the lack of qualifications, most of them do not reflect the issues on what we want to deliver.

*Education stakeholder, Tanzania*

Additionally, teacher repatriation back to Burundi leaves a gap in the amount of skilled personnel available in the Tanzanian refugee camps to deliver PBL methodologies further increasing the reliance of volunteers. The repatriation process, initiated by the Tanzanian government as one of their mandates, disrupts the balance in the educational system within the camps. One of the stakeholders highlighted that when some of the skilled teachers who were previously in the Tanzanian camps are repatriated to Burundi, a critical shortage of skilled personnel is created in Tanzania. This leaves the schools with a struggle of maintaining the same level of quality of education, while trying to balance the remaining few teachers with a large number of students. While the IRC has resorted to recruit new teachers upon repatriation of the old ones, the requisite training takes up to 6 months which is quite a long waiting period to equalize the shortage created by repatriation. This reliance on unqualified volunteers and the repatriation of skilled teachers significantly disrupts the effective implementation of PBL methodologies.

Some are just volunteers. These are the majority. By virtue of being refugees, some find themselves in refugee camps, they want something to keep them busy, so they volunteer regardless of not being professionally trained teachers."

*Education stakeholder, Tanzania*

"There are some teachers who are volunteers but not all are interested. Some come because they want to get some money. Some come for this. Since we are not allowed to pay them anything, they are not there for it. So you feel like you have to do it and do it and do it. They feel it's extra work to apply games. Some are just lazy, they do not want to understand and look for games that can really align. So lack of commitment really"

*Education stakeholder, Tanzania*

**Besides financial incentives, there was a general lack of motivation for some of the teachers to teach and even further apply PBL methodologies in their classrooms.** While some volunteers are dedicated, others are primarily driven by financial incentives, which are unavailable in the context of refugee camps due to camp regulations. This results in a lack of

enthusiasm for the additional effort required to implement PBL methodologies within the classrooms. In addition to this, one of the stakeholders highlighted that the environment these teachers are having to work in is quite depressing contributing significantly to their low morale. To address this, many teachers receive frequent psychological support to help them manage the emotional toll from their challenges. As highlighted by one of the programme stakeholders, some teachers perceive the application of PBL methodologies as additional work and are reluctant to put in the effort needed to identify or develop play that align with lesson objectives. This lack of motivation among some teachers and volunteers, compounded by the challenging working environment poses a significant threat to the effective implementation of PBL methodologies.

“... the challenges come when teachers are repatriating to Burundi which means IRC needs to recruit. Also this depends on the available budget.”

*Education stakeholder, Tanzania*

“This project came right as the government of TZ had started the process of reparation. ... So by the time you come, you find you have a shortage of teachers.”

*KII, Tanzania*

## Application of Gender-Responsiveness in Teaching

### Programme Spotlight: Community Sensitisation

One of the programmatic interventions which were implemented as part of the MEMF programme was targeted community sensitisation. Community sensitisation took place within the refugee camps particularly targeting the child's surrounding environment, namely the community, parents and the caregivers. Community sensitisation addressed the values, norms, attitudes, practices, and behaviours towards supporting girls' education, especially for those with disabilities. What it aimed to tackle were the cultural barriers and social norms as well as the barriers of access to education of girls and children with disabilities. This was because often community leaders, parents, and students adhere to social norms, beliefs, and expectations that lead to different roles, opportunities, and educational outcomes for girls, boys and children with disabilities. This involved training community stakeholders, including leaders and coaches, in play-based community mobilisation. The training included topics such as gender equality, child protection, inclusion, SRHR, and SGBV prevention. Additionally, sensitising community members about child protection and SGBV referral pathways ensures that community focal persons know where to refer or whom to contact in cases of SGBV and other protection issues.

Stakeholders indicated that there were different examples of how these community sensitisations took place, namely:

- The schools in collaboration with the PTA conduct home visits to raise awareness among parents about the importance of education and inform them about the new academic year.
- Parents with disabilities are identified and children of appropriate school going age are encouraged to register
- Zone leaders and local community leaders encourage parents to send children to school and remind them of the regulations that parents of children who are not in school that are of appropriate school going age will face appropriate measures (such as being reported to police)
- In addition Department of Information campaigns follow-up with families to ensure children are enrolled in school and track those who have dropped out

Therefore, awareness and sensitisation is a concerted effort to ensure that all children in camps receive education, working alongside community members as well as the PTA .

**There is strong evidence that teachers are intentionally fostering gender-inclusive classrooms, reflecting not only adherence to GR-pedagogy but also shifts in teacher attitudes.** Teachers provided multiple examples of how they incorporate gender-responsive practices, including actively calling on both boys and girls to answer questions and tailoring lessons to be inclusive of children with disabilities. Additionally, teachers reported feeling more comfortable supporting girls who have experienced pregnancy, a shift from previous stigma.

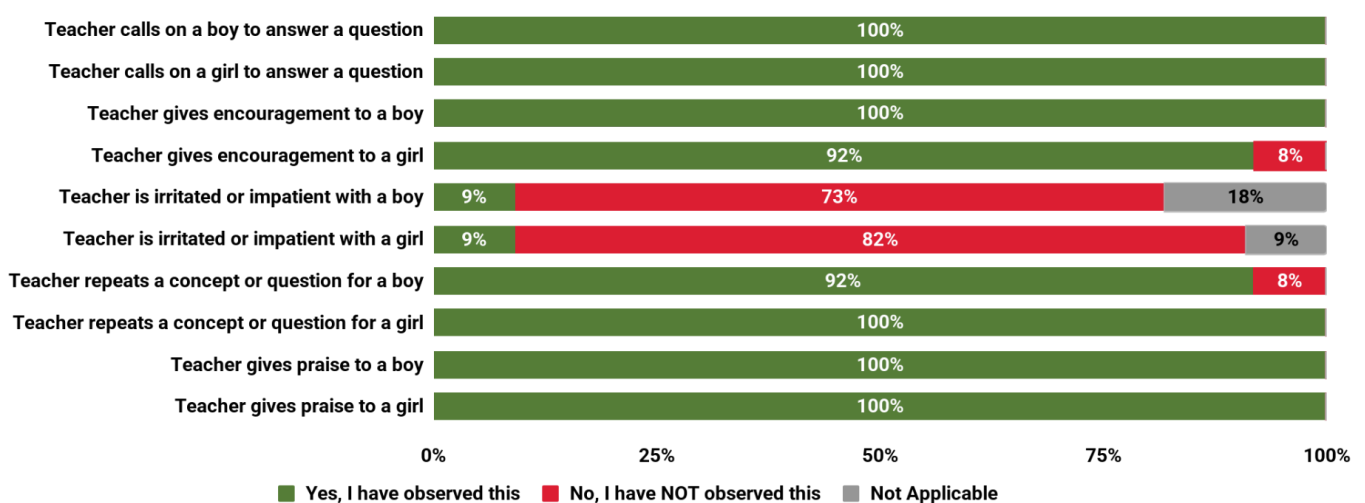
Classroom observation data, as shown in Figure 5 below, further confirms equitable treatment of boys and girls. Teachers were equally likely to call on boys (100%) and girls (100%) to participate in lessons. Encouragement (100% for boys, 92% for girls) and praise (100% for both genders) were consistently provided. Teachers also demonstrated patience and adaptability, rephrasing or repeating instructions to ensure comprehension at nearly identical rates (92% for boys, 100% for girls). Instances of irritation or impatience were minimal and evenly distributed (9% for both boys and girls).

"I can treat all children fairly because I have them in my class. I have always made an effort to ensure they learn just like the other children. This approach reflects how we were taught—to provide opportunities for every child, including those with disabilities. Our goal is that even when they return home, they remain motivated and eager to come back to school "

FGD Teachers, Tanzania

These findings suggest that the gender-responsive training provided by RTP is fostering equitable classroom practices, ensuring that both boys and girls benefit equally from a supportive and inclusive learning environment.

Figure 5: Responses from classroom observations on how Gender Responsive Pedagogy's were embedded into teaching



#### RTP, Endline Evaluation, 2024

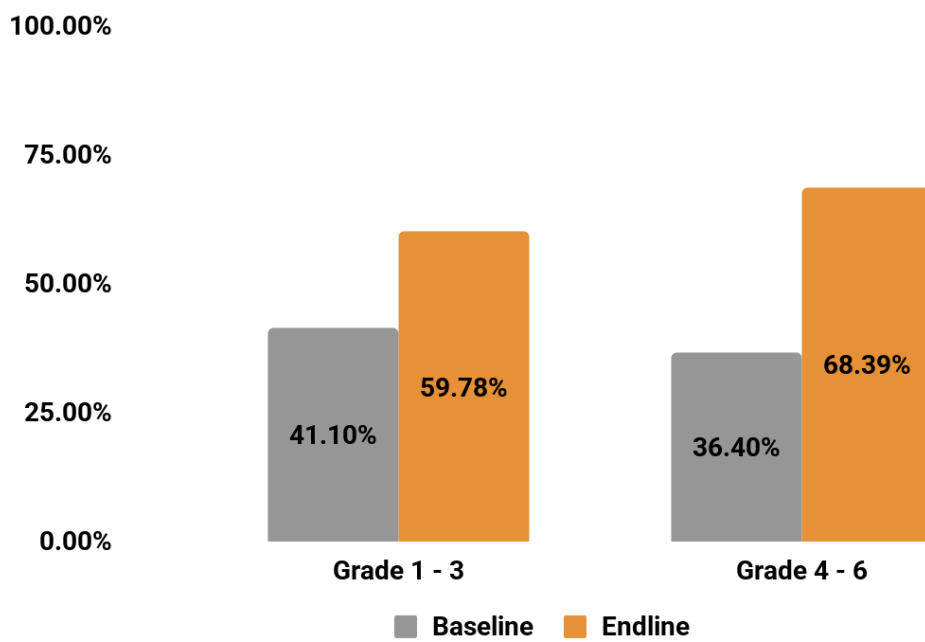
Teachers engaged as part of the FGDs shared various ways they incorporate GR-PBL, including promoting student engagement for both boys and girls and ensuring equal opportunities when asking questions. They also organize study groups with an equal number of girls and boys, believing that mixed groups help girls see themselves as having equal learning abilities. Teachers expressed a commitment to inclusivity in their teaching, from lesson preparation to classroom engagement. These practices illustrate the incorporation of gender-responsive strategies. While some learners appreciated teachers' efforts to clarify concepts, others reported instances of teachers shouting at them for asking questions. This mixed response suggests that while some teachers are intentionally using GR-PBL, there is still a need to encourage improved instruction practices across the board.

The endline PMF indicator value on the percentage of children who feel that teaching practices are gender responsive and supportive, was 59.78% for grades 1-3 and 68.39% for grades 4-6<sup>7</sup>. At baseline these values were 41.10% and 36.4% respectively, demonstrating an increase of 18.68% and 31.99% respectively; as shown in Figure 6 below.

In grades 1 - 3 at endline more girls (60.82%) felt that teaching practices were gender responsive and supportive than boys (58.54%). On the other hand, in grades 4 - 6 more boys (73.19%) felt that the teaching practices were gender responsive and supportive than girls (64.35%), as shown in Figure 7 and figure 8 below. In addition to this, across all grades, a higher proportion of children with no disability reported feeling teaching practices were gender responsive and supportive relative to children with any disability.

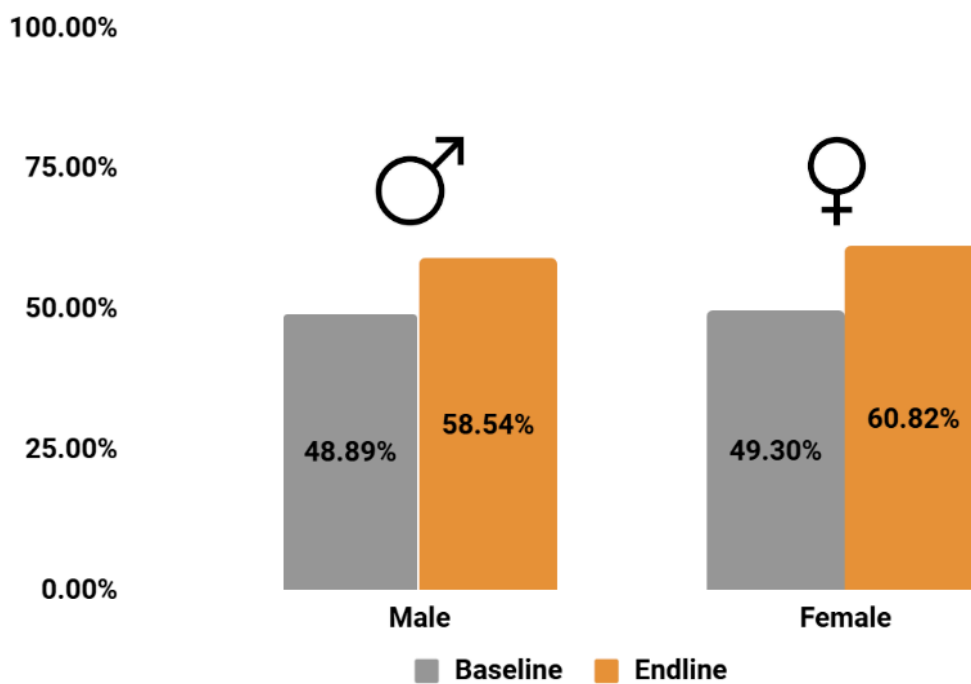
<sup>7</sup> In line with the baseline, this indicator was calculated separately for children in grades 1 to 3 and children in grades 4 to 6, due to differences in the survey questions asked. For children in grades 1 to 3, this indicator captures children who feel that boys and girls are treated equally and who feel that teachers respect them. For children in grades 4 to 6, the indicator captures children who feel that boys and girls are treated equally, who feel that teachers respect them, and who feel that teachers are supportive.

Figure 6: Changes between baseline and endline on indicator 1220.1 %/total children who feel that teaching practices are gender responsive and supportive



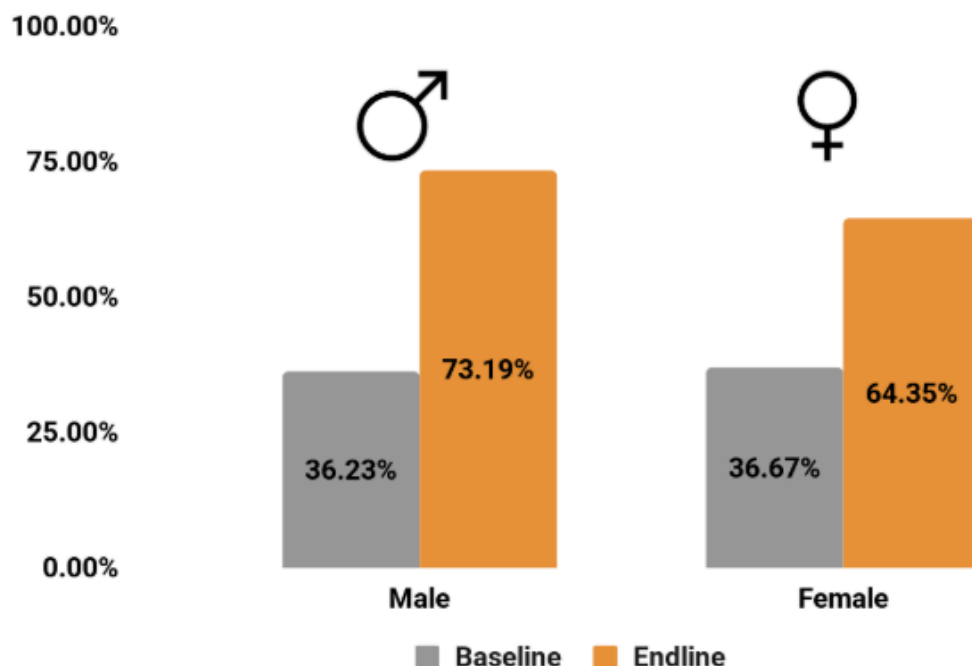
RTP, Endline Evaluation, 2024

Figure 7: Changes between baseline and endline on indicator 1220.1 %/total children who feel that teaching practices are gender responsive and supportive; disaggregated for grades 1 - 3



RTP, Endline Evaluation, 2024

Figure 8: Changes between baseline and endline on indicator 1220.1 %/total children who feel that teaching practices are gender responsive and supportive; disaggregated for grades 4 - 6



*RTP, Endline Evaluation, 2024*

Table 4 below shows the disaggregation of the indicators of children of indicator '1220.1 %/total children who feel that teaching practices are gender responsive and supportive' by the children who have no disability and the children who have any disability.

Table 4: Disaggregation of the indicator of children of indicator '1220.1 %/total children who feel that teaching practices are gender responsive and supportive' by the children who have no disability and the children who have any disability.

| Grade      | No disability | Any disability |
|------------|---------------|----------------|
| Grades 1-3 | 66.81%        | 70.08%         |
| Grades 4-6 | 77.55%        | 78.18%         |

The evaluation found that as a result of the GR-PBL training teachers have themselves received, children are also shifting their behaviour positively. Specifically, the children are more engaged with their peers compared to before the programme, a key indicator of the impact of the gender-responsive pedagogy. Stakeholders reported that, in the past, boys and girls often sat separately in class. However, increased participation during learning and play has encouraged mixed-gender interactions, with boys and girls now sitting together more frequently.

"In the past, girls and boys would sit separately, with each gender isolating themselves from the other. However, due to increased interaction during learning and play, they now sit together in the classroom. The same applies to children with disabilities, as bullying them is no longer a common issue among the children."

Teacher FGD Nyarugusu, Tanzania

Additionally, the impact of the training that has been received by teachers in the incorporation of GR-PBL has also been extended to the students. Specifically, the integration of play and other interactive learning methods has not only promoted greater peer engagement but has also contributed to shifts in attitudes towards inclusion. Notably, children have become more accepting of their peers with disabilities and children are now less likely to isolate those with disabilities, demonstrating a greater willingness to engage with and include them in classroom activities.

"...we are trying to teach other normal children so that they do not bully children with disabilities. This can help children with disabilities realize their potential among other children."

*Teacher FGD Nyarugusu, Tanzania*

"bullying them [referring to children with disabilities] is no longer a common issue among the children."

*Teacher FGD Nduta, Tanzania*

These shifts align with the principles of GR-PBL, which promote equitable participation, inclusive teaching practices, and the creation of a learning environment where all children—regardless of gender or ability—feel valued and included.

**Despite these positive results, many teachers remain resistant to the disciplinary methods currently expected of them, suggesting that while their behavior has changed, their attitudes have not fully shifted.** Teachers frequently expressed frustration with the move away from corporal punishment, as advocated by programmes like MEMF, stating that alternative disciplinary approaches do not align with their cultural norms or feel effective in maintaining classroom discipline.

"... when a student arrives late, no teacher is allowed to discipline them. In this context, we feel that our cultural values (from Burundi) have been lost, and it deeply pains us when we compare how we were raised in school with the way our children are treated."

*Teacher FGD Nyarugusu, Tanzania*

"... there are some organizations that do not understand our culture. They are always supporting children to behave the way they want. As a result, some children are losing potential cultural values because of how they are treated..."

*Teacher FGD Nyarugusu, Tanzania*

However, while teachers may not fully agree with these changes, there is clear evidence that practices around corporal punishment have shifted. Children reported that although they still experience disciplinary measures, these are now less likely to involve corporal punishment. This suggests that while compliance has been achieved at the behavioral level, deeper attitudinal change remains a challenge. Sustained efforts may be needed to reinforce the value of positive discipline approaches and support teachers in adopting alternative methods that they perceive as both culturally appropriate and effective.

## 7.2.2 | Student Level Outcomes

### Practices and Attitudes on Gender Equality, Gender Based Violence, and Child Rights

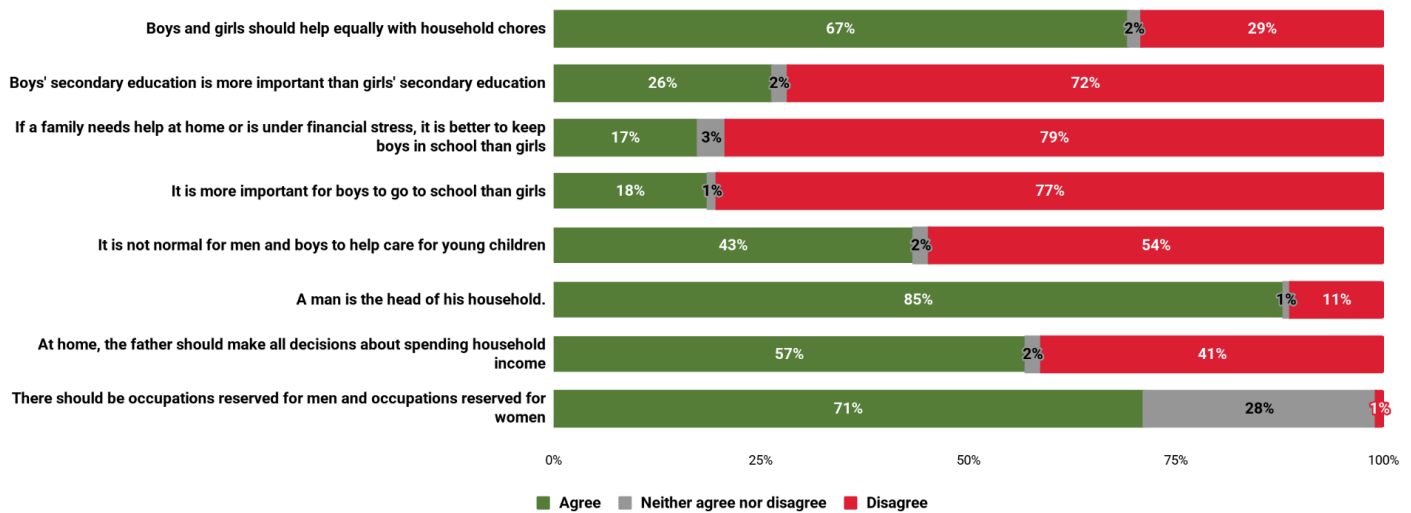
The evaluation sought to assess the persistence of patriarchal norms and values at the endline. **The analysis of the survey results from the children's survey reveals that traditional gender norms still strongly influence children's views on household roles, and this is particularly greater amongst girls in the sample.**

A series of questions were asked to assess children's perspectives on gender roles, particularly around household chores and education, the results of which are presented in Figure 9 below. Specifically, 29% of children (21% of boys and 35% of girls) disagreed with the notion that household chores should be equally shared between boys and girls. Similarly, only 17% of children (16% boys and 18% girls) agreed that if a family is under financial stress it is better to keep boys in school than girls.

57% of children (61% of boys and 53% of girls) agreed with the statement that the father should make all decisions about spending household income, whereas 85% of children (87% of boys and 83% of girls) agreed that a man is the head of the household. Moreover, 43% (47% boys and 39% girls) believed that it is not normal for boys and men to care for young children.

Although there have been some attitudinal shifts among girls towards valuing their education, these gendered expectations may still pose significant barriers to full participation in education, particularly if decision-making within the home continues to favor boys.

Figure 9 : Responses from Children survey on gender norms

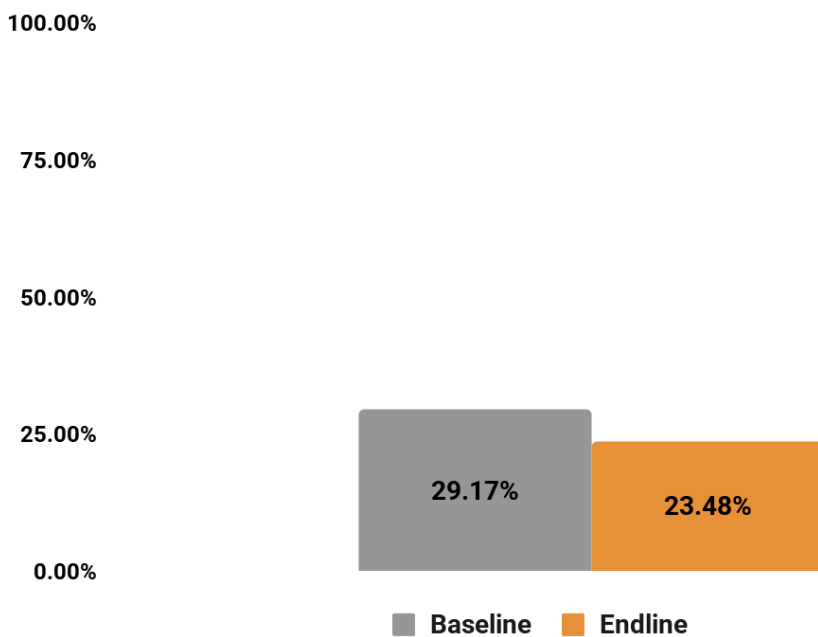


RTP, Endline Evaluation, 2024

In the remainder of this section ([Achievement of Intermediate and Immediate Outcomes](#)) below, findings from the evaluation on the perspective from parents are presented.

The evaluation also assessed children's understanding of GBV, the endline PMF indicator value of girls who are able to identify forms of GBV, defined as girls who are able to identify at least three different types of GBV, was measured. At the endline, this value was 23.48%, whereas at baseline, the baseline value was 29.17%. This demonstrates a 5.69 decrease, as shown in Figure 10 below.

Figure 10: Changes between baseline and endline on indicator 1120.2 %/total of girls who can identify forms of gender-based violence



RTP, Endline Evaluation, 2024

Even though stakeholders engaged as part of the evaluation said that as a result of the programme, children are more confident in reporting cases in GBV, the results presented above highlights the importance of strengthening awareness-raising efforts, enhancing programme delivery on GBV education, and ensuring that learning translates into meaningful knowledge retention and application.

In addition to assessing knowledge of GBV, the evaluation examined children's awareness of laws and policies regarding the rights of children and women. The children survey asked respondents a series of questions designed to assess their knowledge of laws and policies concerning the rights of children and women, including FGM, child marriage, violence, birth and marriage registration.

Table 5 below shows the proportion of children who responded 'positively' to each of these questions.

Table 5: Data on the proportion of children who provided a positive response to questions on children's education

| Physical aspect                                                             | Positive response | Proportion of Students                |
|-----------------------------------------------------------------------------|-------------------|---------------------------------------|
| Parents have the right to decide who their child marries                    | Disagree          | 33.59% (35.56% male; 31.92% females)  |
| Parents have the right to decide whether their children should go to school | Disagree          | 19.34%(20.56% males; 18.31% females)  |
| A boy has the right to refuse to get married if he doesn't want to          | Agree             | 91.12% (91.84% males; 90.52% females) |
| A girl has the right to refuse to get married if she doesn't want to        | Agree             | 89.25% (87.76% males; 90.52% females) |
| It is acceptable for parents to beat their children when they are naughty   | Disagree          | 15.52% (16.67% males; 14.55% females) |
| Domestic violence is a private matter and nobody else's business            | Disagree          | 54.67% (55.10% males; 54.31% females) |

As shown in Table 5 above, a high proportion of children identified that marriage depends on the consent of both the male (91.12%) and female (89.25%) parties.

Additionally, Table 5 above shows that only 19.34% of children disagreed with the statement 'Parents have the right to decide whether their children should go to school.' Additionally, 15.52% disagreed with the statement 'It is acceptable for parents to beat their children when they are naughty'. These findings mean that RTP needs to strengthen efforts to empower children to advocate for their own education. Additionally, the findings indicate that a significant proportion of children may continue to accept corporal punishment as normal. To address this, RTP must intensify work with parents and caregivers to promote positive discipline approaches and shift harmful norms around child-rearing.

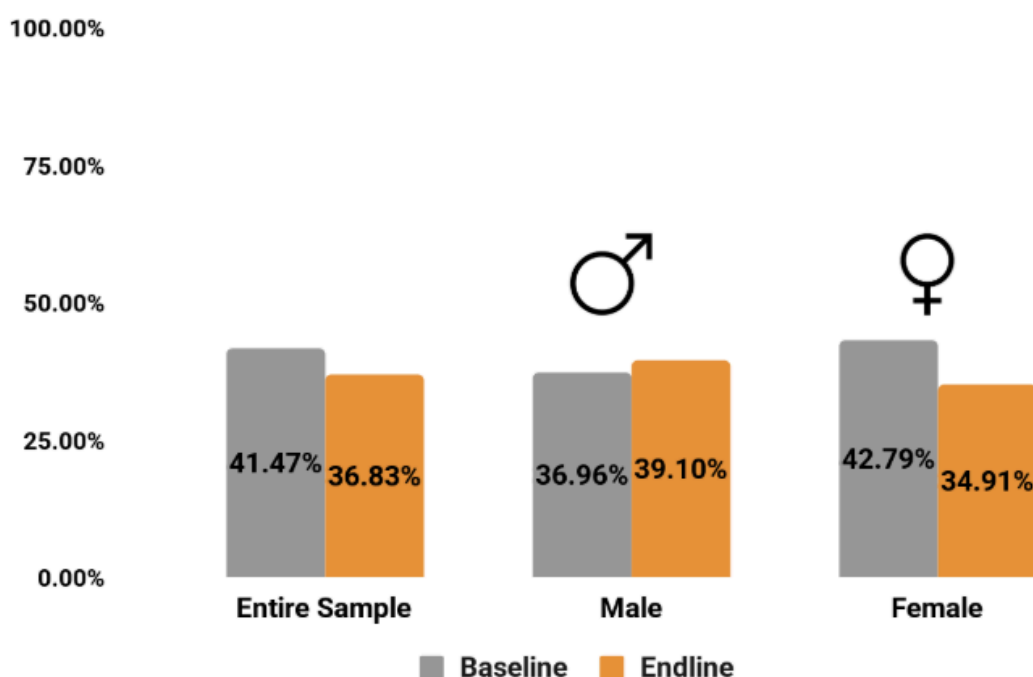
Additionally, only 33.59% of children disagreed with the statement 'Parents have the right to decide who their child marries', showing that parents still exert influence on children's ability to marry.

For each correct or positive answer to these questions children were assigned a point, and these were aggregated to create an overall Rights knowledge score, ranging from 0-7, with higher scores indicating higher levels of knowledge of women and children's rights. Using this score, the evaluation calculated the total percentage of children that provided positive or correct answers to at least four (out of seven) of the rights-based questions to respond to the endline PMF indicator value on the percentage of children who know laws and policies on rights of the child and women.<sup>8</sup> This score was 36.83% at the endline, and at baseline the value was 41.47%. This demonstrates a 4.64% decrease.

Figure 11 below shows the change in the indicator value between baseline and endline.

Additionally, at endline more boys (39.10%) had knowledge of laws and policies on rights of the child and women than girls (34.91%), compared to baseline, where more girls (42.79%) had knowledge of the laws and policies on rights of the child and women than boys (36.96%).

*Figure 11: Changes between endline and baseline on indicator 1120.3 %/total of children who know laws and policies on rights of the child and women (FGM, child marriage, violence, birth and marriage registration)*



*RTP Endline Evaluation, 2024*

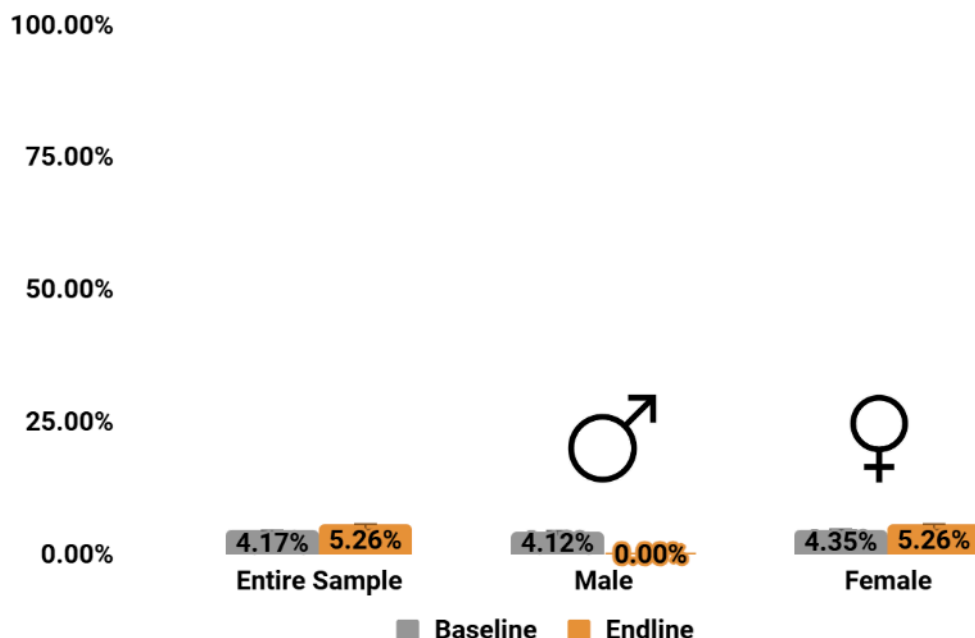
### Practices and attitudes on Menstrual Health and Sexual and Reproductive Health

The project monitoring framework tracks the percentage of girls that feel that they have the ability to make decisions regarding their sexual and reproductive health and rights. In the analysis, girls were classified as satisfying this criteria if they 1) had a 'good' decision making score 2) provided at least four (out of a possible 7) positive responses to questions relating to SRH and MHM, and 3) could identify at least two different forms of contraception.

<sup>8</sup> This indicator is defined as the percentage of children who gave correct/ positive responses to at least 4 out of 7 questions about children and women's rights.

The endline PMF indicator value on the percentage of girls that feel they have the ability to make decisions regarding their sexual and reproductive health and rights<sup>9</sup> was 5.26% at endline. At baseline this value was 4.17% indicating a 1.09% increase, as shown in Figure 12 below.

*Figure 12: Changes between endline and baseline on indicator 1100.3 %/total of girls that feel they could make decisions regarding their sexual and reproductive health and rights*



*RTP, Endline Evaluation, 2024*

Table 6 below shows the proportion of girls that met each of these datapoints that are used to create the indicator presented in Figure 12 above.

*Table 6: Findings on the changes on the ISELA sub-task scores between baseline and endline*

|                                                                                                                 | Proportion of girls |
|-----------------------------------------------------------------------------------------------------------------|---------------------|
| A good decision making score <sup>10</sup>                                                                      | 67.83%              |
| Could identify at least 2 forms of contraception                                                                | 28.09%              |
| Provided at least 4 (out of a possible 7) positive responses to questions relating to SRH and MHM <sup>11</sup> | 13.04%              |

### **A good decision making score:**

As with the baseline survey, children in the survey were asked 12 separate questions about their decision-making skills and competency adapted from the Texas University Making Decisions in Everyday Life Scale, aimed at teenagers ages 12-18. These questions included asking children how often: they “think carefully”, “ask others for help”, “look for information” and “think about the risks” before making a decision. Children were scored based on their responses to each question, and these scores were aggregated to provide an overall ‘Decision Making Skills Score’ (ranging from 0-36) for each child. This scale was further

<sup>9</sup> Girls who 1) had a ‘good’ decision making score 2) provided at least 4 (out of a possible 7) positive responses to questions relating to SRH and MHM, and 3) could identify at least 2 different forms of contraception.

<sup>10</sup> As with the baseline survey, children in the survey were asked 12 separate questions about their decision making skills and competency adapted from the Texas University Making Decisions in Everyday Life Scale, aimed at teenagers ages 12-18. These questions included asking children how often: they “think carefully”, “ask others for help”, “look for information” and “think about the risks” before making a decision. 190 Children were scored based on their responses to each question, and these scores were aggregated to provide an overall ‘Decision Making Skills Score’ (ranging from 0-36) for each child. This scale was further divided into three categories: ‘poor’ decision making capabilities (a score of 0-12), ‘average’ decision making capabilities (13-24), and ‘good’ decision making capabilities (25-36). A total proportion of the number of girls that scored a good decision making score was then created.

<sup>11</sup>

divided into three categories: 'poor' decision making capabilities (a score of 0-12), 'average' decision making capabilities (13-24), and 'good' decision making capabilities (25-36). A total proportion of the number of girls that scored a good decision making score was then created. 67.83% of girls at the endline had a good decision making score.

### **Identification of at least two types of contraception:**

Table 6 above shows that very few girls (28.09%) were able to identify at least 2 forms of contraception, hence this highlights the need for RTP to strengthen SRH education within its programmes, ensuring that both boys and girls receive accurate, age-appropriate information about contraception and reproductive health.

### **Provided at least 4 (out of a possible 7) positive responses to questions relating to SRH and MHM:**

Children were asked a number of questions about SRH, including their awareness of different forms of contraception, and attitudes towards girls sexuality and menstruation.

Almost less than half of the girls in the sample at the endline were able to provide at least 4 (out of a possible 7) positive responses to questions shown in Table 7 below relating to SRH and MHM.

*Table 7: Findings on the proportion of girls that scored positive responses to the following questions relating to SRH and MHM*

|                                                                                                | Positive response                 | Proportion of girls (endline) | Proportion of girls (baseline) |
|------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------|--------------------------------|
| There are certain activities that a girl shouldn't do when she is menstruating                 | Positive if disagree to statement | 5.22%                         | 27.04%                         |
| I feel comfortable talking to my peers about menstruation                                      | Positive if agree to statement    | 50.43%                        | 53.3%                          |
| I know where to find information about menstruation and sanitary products                      | Positive if agree to statement    | 40.87%                        | 63.3%                          |
| A young person can't get contraception unless they are married                                 | Positive if disagree to statement | 19.13%                        | 45.93%                         |
| You can't get pregnant the first time you have sex                                             | Positive if disagree to statement | 25.22%                        | 42.44%                         |
| In a relationship, it is up to the girl/ woman to make sure that she does not get pregnant     | Positive if disagree to statement | 19.13%                        | 58.88%                         |
| It is more important for a girl to be a virgin when she marries, than for a boy to be a virgin | Positive if disagree to statement | 4.35%                         | 27.32%                         |

The evaluation highlighted increased confidence among girls in discussing MHM with their peers. Government officials noted that girls' clubs have created safe spaces for these discussions, enabling girls to share information and raise awareness among others. This is a significant improvement, because at baseline, girls primarily received information about menstruation from their mothers or older sisters. By endline, 50% of surveyed girls felt comfortable discussing menstruation with their peers, compared to 53.3% at baseline. Moreover, there were 40.87% of girls who knew where to find information about menstrual products, down from 63.3% at baseline.

Stakeholders engaged as part of the evaluation also spoke to how as a result of the MEMF programme, there has been the reduction of menstruation-related barriers to education. At baseline, many girls were afraid to attend school due to the risk of menstrual accidents and the bullying that often followed. However, learning how to make sanitary pads has helped them feel more secure, ensuring that menstruation is no longer a major obstacle to their education. Teachers reported a significant shift in school attendance during menstruation, as the provision of sanitary pads by RTP has made girls more comfortable attending school.

Therefore, while the survey findings suggest that MHM knowledge and attitudes have declined since baseline, FGDs and KIIs show that some aspects of MHM knowledge have improved.

During FGDs, girls also spoke about how they now have a better understanding of SRH. These were as a result of key insights gained from Girls' Clubs, including that engaging in sexual activity at a young age is forbidden, gaining an understanding of their menstruation cycles, understanding that spending time with boys can be risky, and being educated on HIV/AIDS transmission (for example, girls spoke to how they learned to avoid using sharp objects that may have been used by someone with HIV/AIDS, because of one were to get injured by such a sharp objects, there is possibility of being infected).

"Spending too much time with boys can be dangerous."

*Girls FGD Nduta, Tanzan*

"I learned that it is forbidden for boys and girls to engage in sexual intercourse while they are still young."

*Girls FGD Nduta, Tanzania*

"Being careful when interacting with boys. This is because if you're not careful it can have negative effects including getting unwanted pregnancies."

*Children FGD Nyarugusu, Tanzania*

Regardless of this awareness, according to stakeholders engaged as part of this evaluation, teenage pregnancies remain prevalent. This disconnect between knowledge and behavior may be attributed to limited access to contraceptives, restrictions on movement outside refugee camps, and inadequate contraceptive resources within the camps. Furthermore, girls often need to wait extended periods to take their exit exam (sometimes up to a year), during which some girls become pregnant, thus rendering them unable to continue attending school. As such, RTP should consider establishing targeted programs for girls during the waiting period before exit exams. These could include vocational training, mentorship, or structured learning activities that keep girls engaged, reduce idleness, and provide continued guidance on reproductive health.

"These students are specifically helping others in reproductive health education such as menstruation, [and] creating awareness about GBV."

*KII with Government Official, Tanzania*

Overall, the results presented above indicate some progress in shifting attitudes towards menstrual health and SRH, but persistent gaps remain, particularly around contraception, gendered responsibilities, and reproductive rights. These results indicate a need for RTP to enhance SRH and menstrual health education to challenge myths and misconceptions, such as the belief that certain activities should be avoided during menstruation (where only 5.17% of girls in the sample at endline disagreed) and that a girl is solely responsible for preventing pregnancy (where only 18.97% of girls in the sample at endline disagreed).

### Children's Enjoyment of School

**There was evidence from the evaluation that the incorporation of songs and play into learning is leading to more students remaining in school and has increased their enjoyment of learning and being in school.** Teachers in the FGD pointed out that prior to the implementation of PBL methodologies in 2019, many children would sneak out of the camps to go outside, some children dropped out of schools, and others even experienced early pregnancies which also halted their educational journey. This, however, was no longer the case when the teachers started integrating play into the teaching process.

Students also enjoyed learning more than they did before. **The use of play in teaching has also encouraged children to actively engage with their learning outside the classroom.** Teachers noted that children often return home and demonstrate what they have learned by reenacting the play used in class, showing how these PBL methods resonate with them and happily extend their learning experience beyond the classrooms.

"Children also say PBL is working and they are enjoying taking part in the lesson. For teachers, it's the approach which makes their teaching practices easier. Most of the teaching is now done by the children. In this approach, children take part in the learning practices"

*Project stakeholder, Tanzania*

"The first thing children enjoy is the use of songs and games, as they aren't required to bring items they don't have from their homes."

*FGD with teachers, Tanzania*

**Additionally, teachers shared that the introduction of play has also improved school attendance.** Previously, some children would wander off and play along the way to school instead of reaching school. With this new approach, children are more motivated to arrive in school on time, reducing absenteeism and increasing their engagement in school activities. Beyond school attendance, there have been notable improvements in academic performance.

Teachers in the FGD mentioned that they have observed that the children grasp concepts more easily when lessons are delivered through song, play and group work activities. For instance, one of the teachers highlighted that turning a lesson into a song not only enhanced understanding among the children but also helped the children retain the key takeaways from the lesson. When using group activities, the teachers pointed out that the children were seen to learn from and support one another more effectively than when they worked individually. This social cohesion has also positively influenced parents who no longer need to put in as much effort into encouraging school attendance since their children already look forward to the school experience. These practices reassure teachers of the benefits of PBL and motivates them to continue with PBL teaching methodology.

"I feel happy when a teacher narrates a story about something or when she/he asks someone to come in front and she/he leads by using songs to teach."

*FGD with children, Tanzania*

"What I like most about going to school is the use of songs by teachers."

*FGD with children, Tanzania*

"What I like most about going to school is teachers assisting in making games and sports."

*FGD with children, Tanzania*

"What I enjoy about school is teachers sharing different stories that are beneficial to our lives"

*FGD with children, Tanzania*

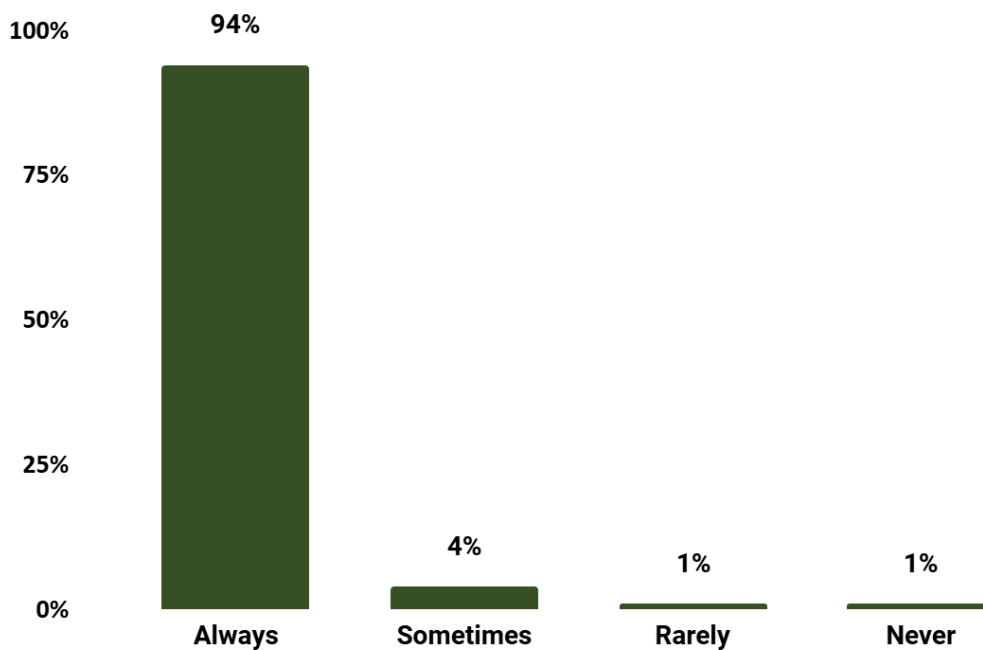
**Children exhibited an improved enjoyment of school. During the FGDs they highlighted that their enjoyment of school has greatly increased due to teachers incorporating songs and play making lessons more engaging and interactive.**

Children highlighted that they feel happiest and most engaged when their teachers incorporate creative and interactive techniques such as storytelling, songs, and play into the classroom. For instance, children enjoy when teachers as part of the lesson, narrate life-enriching stories or lead lessons using songs.

These findings are corroborated by findings from the child survey, where as shown in Figure 13 below, when asked, 94% of children cited that they always enjoy going to school.

"In the past, some children, when coming to school, would end up playing along the way and never reach school. However, the new approach that teachers adopted after attending the training has improved their school attendance, and we feel motivated to continue using this method for many years to come."

Figure 13: Responses from children the Child Survey on whether 'I like being at school' from child survey



*RTP, Endline Evaluation, 2024*

**Girls demonstrated an increased enjoyment of school, which they attributed to the support received from both parents and teachers.** During FGDs, they highlighted greater parental encouragement for their attendance and a more positive classroom experience. Several factors contributed to this enjoyment, including teachers' interactive teaching methods, their willingness to clarify concepts, respectful and encouraging responses to students' questions, and the guidance and counselling they provided. These findings underscore the crucial role that parental and teacher support play in shaping how girls perceive and value their education.

### Experiences at school

As discussed above, the incorporation of games into lessons contributed to the creation of a positive learning environment for children at school, making learning more enjoyable, while simultaneously fostering a positive and inclusive atmosphere. A supportive classroom environment, where PBL is implemented, can significantly contribute to children's feelings of safety and well-being. This finding was reflected as part of the results from the children's survey, where 63% of children at the endline reported 'always' when asked if they do fun activities at school, and 94% reported 'always' when asked if they like being at school, and 89% reported having friends at school. This sense of connection and enjoyment supports both social development and a positive learning environment.

When children were asked how often they feel safe at school, 88% of them reported 'always' feeling safe at school, an increase from 77% at baseline. These improvements are particularly important for refugee children, who often face additional challenges in their school environments.

While the self-reported measure shows that 88% of children "always" feel safe at school, responses to other questions to better understand the safety of children in schools present a contrasting perspective. Specifically, when asked about their experiences of witnessing or experiencing violence, and feelings of fear at school during the past week, a lower percentage of children reported positive experiences. This data is shown in Table 8 below, which shows the proportion of children who responded 'positively' to each question.<sup>12</sup> As shown, only 53.94% of children said they did not see children in their school get into a fight where someone was hit (50.56% of male students said this and 56.81% of female students said this); meaning

<sup>12</sup> They did not experience or witness violence at school and were not afraid at school during the past week, and they like being at school and have friends at school.

46.06%<sup>13</sup> students at the endline said they did see children in their school get into a fight where someone was hit. Additionally, 77.10% of children at endline responded no to the question 'In the last week, did an adult in your school hit or kick a child?', and 72.52% of children responded no to the question 'In the last week, did an adult in your school scream or yell at a child?'.

During the FGDs, children raised concerns about safety, particularly instances where girls were approached by men on their way to school, putting them at risk. Additionally, they expressed discomfort with certain disciplinary measures, such as cleaning toilets and corporal punishment, which they found demeaning and distressing. Some children also reported experiencing aggression or verbal abuse from peers, further impacting their sense of safety.

The broader context of school closures, rising student numbers, and families planning to return to Burundi may also influence children's perceptions of safety at school. Overcrowded classrooms can lead to reduced supervision, increased peer conflict, and strained resources, all of which may contribute to feelings of insecurity. Additionally, uncertainty about the future—whether due to potential school closures or the prospect of relocation—can create anxiety among students, making them more vulnerable to stress and affecting their overall sense of well-being. As families prepare to return to Burundi, children may also feel uncertain about their educational continuity and the safety of schools in their home country, further shaping their perceptions of security in their current learning environment.

These findings suggest that while children may feel safe in the classroom or among their peers, external factors—such as their journey to school and interactions outside the classroom—still pose significant risks. To address these challenges, RTP can continue working with schools and communities to strengthen child protection measures, promote safer school routes, and advocate for positive discipline approaches that foster a supportive and respectful learning environment.

*Table 8: Data on the proportion of children that responded no to the following questions*

|                                                                                       | Positive Response | Proportion of children that responded no (Endline data) | Proportion of children that responded no (Baseline data)                                                |
|---------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| In the last week, did you feel afraid in your school?                                 | No                | 84.48%                                                  | 84%                                                                                                     |
| In the last week, did you feel afraid on your way to your school?                     | No                | 87.73%                                                  | 88%                                                                                                     |
| In the last week, did children in your school get into a fight where someone was hit? | No                | 53.94%                                                  | 62%                                                                                                     |
| In the last week, did an adult in your school scream or yell at a child?              | No                | 72.52%                                                  | 77%                                                                                                     |
| In the last week, did an adult in your school hit or kick a child?                    | No                | 77.10%                                                  | 66%                                                                                                     |
| In the last week, did an adult in your school threaten to hurt a child?               | No                | 80.66%                                                  | Baseline data not available                                                                             |
| I like being at school                                                                | Always            | 93.89%                                                  | The majority of children in the survey at baseline said this, but the exact percentage is not available |
| I have friends at school                                                              | Always            | 88.8%                                                   | The majority of children in the survey at baseline said this, but the exact percentage is not available |

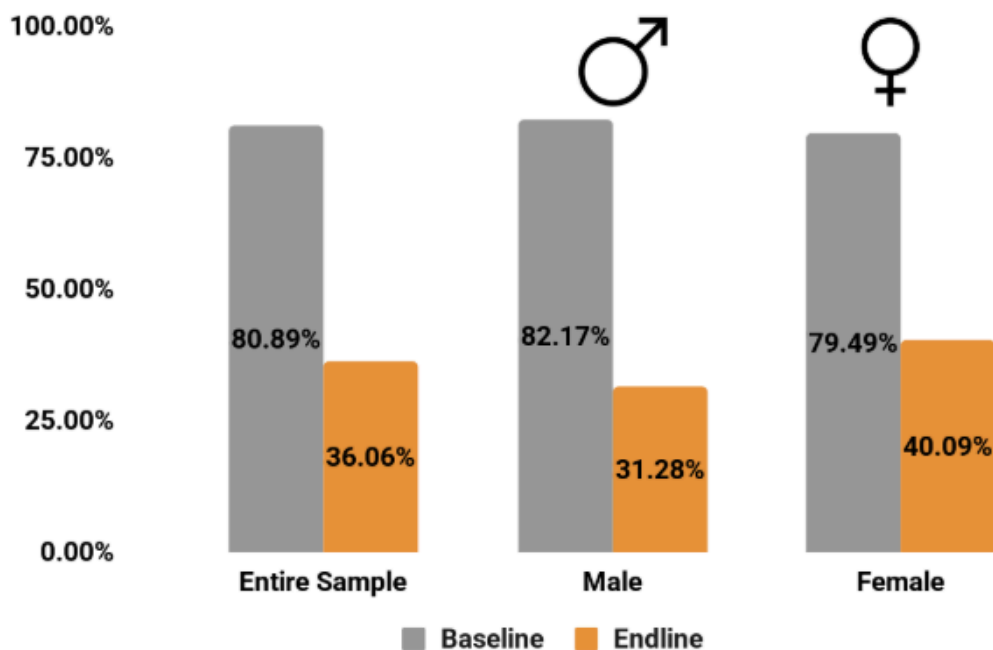
<sup>13</sup> 100%-53.94%

Across almost all questions related to violence at school, children reported an increase in incidents between baseline and endline, as shown in Table 8 above. This suggests that despite programme efforts, violence in schools remains a persistent challenge that requires further attention and intervention.

This indicates that there is still a concerning prevalence of violence in schools, with nearly one-third of children reporting incidents involving adults and almost half witnessing peer fights.

The endline PMF indicator value on the percentage of children that report feeling safe and included in the learning environment<sup>14</sup> was 36.06%. At baseline this value was 80.89% demonstrating a 44.85% decrease as shown in Figure 14 below. At endline, more girls (40.09%) reported feeling safe and included than boys (31.28%), whereas at baseline more boys (82.17%) reported feeling safe and included than girls (79.49%) as shown in Figure 14 below.

*Figure 14: Changes between endline and baseline on indicator 1200.2 %/total of children that report feeling safe and included in the learning environment*



*RTP Endline Evaluation, 2024*

### 7.2.3 | School Level Outcomes

Only some of the schools observed in the endline met the criteria for emotional safety and wellbeing; and hence the PMF indicator '1200.4 %/total of schools and non-formal learning centres that meet criteria for emotional safety/emotional well-being was 16.67% at endline.

This indicator was defined as the number of schools that have a child protection policy and focal point, a code of conduct for staff and children, an anti-bullying policy, and a behaviour management policy that prohibits corporal punishment, and that are displayed.

This indicator was defined as the number of schools that have a child protection policy and focal point, a code of conduct for staff and children, an anti-bullying policy, and a behaviour management policy that prohibits corporal punishment, and that are displayed. As shown in Table 8 below, which shows the breakdown of each of these datapoints, while schools have some of these policies, many of them do not display them. However, given the indicator definition, a school must have all of these policies in order to qualify for meeting the criteria for emotional safety and wellbeing, so even if some are displayed, given the way the indicator is defined, no schools met this criteria.

<sup>14</sup> Measured as the number of children who report that they did not experience or witness violence at school and were not afraid at school during the past week, and who report that they like being at school and have friends at school

*Table 9: Data on the proportion of schools observed who have relevant child protection policies in place, and whether those are displayed or not*

| Type of child protection policy                                           | Yes, and on display | Yes, but not displayed |
|---------------------------------------------------------------------------|---------------------|------------------------|
| Child protection policy and referral pathways                             | 33.3%               | 66.7%                  |
| Child protection focal point person                                       | 83.3%               | 16.7%                  |
| Code of conduct for staff                                                 | 50%                 | 50%                    |
| Code of conduct or list of rules for children                             | 33.3%               | 50%                    |
| Policy to address bullying or violence in school                          | 16.7%               | 83.3%                  |
| Behaviour management policy                                               | 33.3%               | 66.7%                  |
| Behaviour management policy that prohibits the use of physical punishment | 50%                 | 50%                    |

Additionally, only some of the observed schools met the criteria for physical safety and inclusion; and hence the indicator '1200.3 Percentage of schools and non-formal learning centres that meet criteria for physical safety and inclusion' was 16.67% at endline. This indicator was defined as the number of schools that have a safe physical environment (fence around the premises, safe playing area, first aid kit, access to drinking water, hand washing facilities, and safe, functioning toilets) and that are accessible to children with disabilities.

*Table 10: Data on the proportion of schools observed who have a safe physical environment*

| Physical aspect                                             | Proportion of schools |
|-------------------------------------------------------------|-----------------------|
| There is a fence or boundary wall around the school         | 33.3%                 |
| There is a safe playground / play space available           | 16.7%                 |
| There is a first aid kit on school premises                 | 33.3%                 |
| Safe, clean drinking water is freely available              | 66.7%                 |
| Hand washing points with soap are available and functioning | 33.3%                 |
| Toilet facilities are safe, functioning and clean           | 66.7%                 |

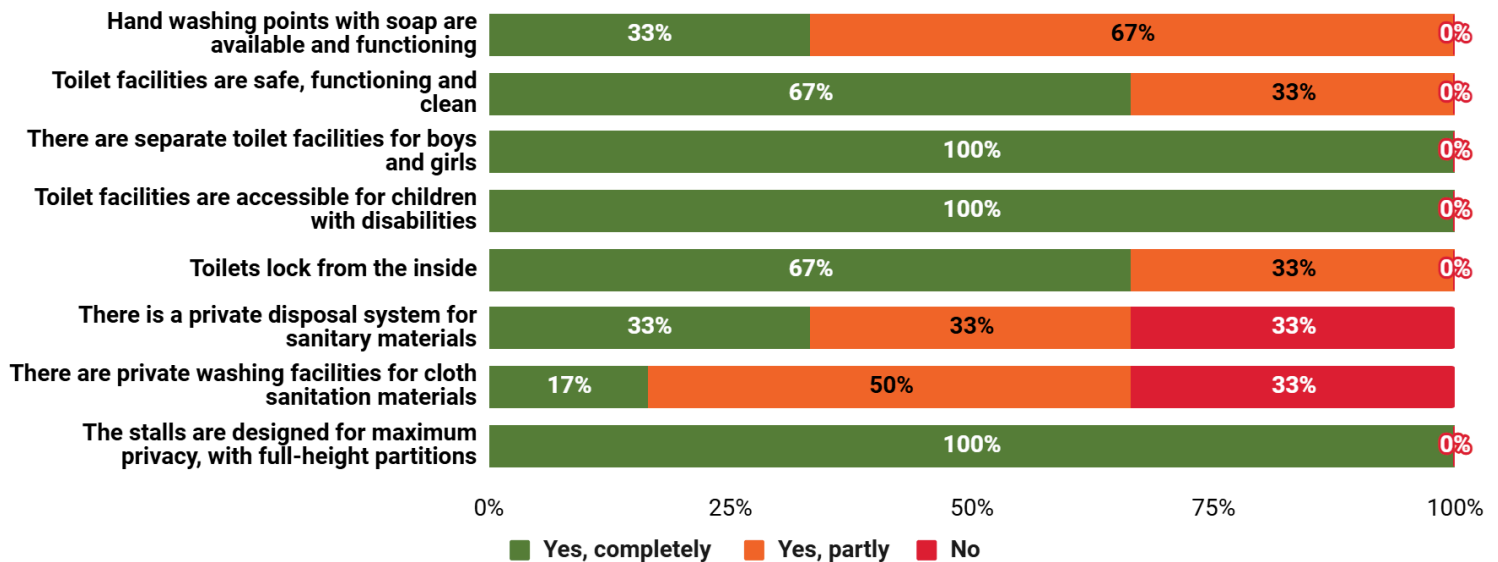
The data in Table 10 above highlights that in areas where RTP has intervened through school construction and rehabilitation activities as part of the MEMF programme, key infrastructure criteria show relatively high proportions of schools meeting these standards—for example, safe, functioning, and clean toilet facilities (66.7%). Furthermore, due to the context in refugee camps, with larger numbers of other organisations supporting children and schools, there is access to safe, clean drinking water which is freely available (66.7%).

**The evaluation found that, in some cases, school latrines were well-equipped to meet girls' needs, featuring inside locks and separate facilities for boys and girls.** As part of its intervention, RTP contributed to improving WASH infrastructure in refugee camp schools. In Nyarugusu Camp, RTP constructed one latrine block with six stalls, rehabilitated two latrine blocks for girls (adding 18 stalls), and renovated one MHM room at Maendeleo Primary School. Similarly, in Nduta Camp, RTP

constructed one latrine block with six stalls for boys and six for girls, rehabilitated an MHM room at Nduta Primary School, and renovated eight latrine blocks—including four for boys, three for girls, and one for staff—at Undugu Primary School.

As shown in Figure 15 below, observations from 6 schools included in the evaluation indicate that all had separate toilet facilities for boys and girls. Additionally, 67% of schools had toilets that were fully safe, functional, and clean, while 33% met these criteria only partially. Furthermore, 67% of toilets were locked completely from the inside, and 33% had a private disposal system for sanitary materials, highlighting both progress made and areas for further improvement.

Figure 15: Responses from school observations on WASH facilities in schools



*RTP, Endline Evaluation, 2024*

**Schools have become more inclusive for children with disabilities, with a noticeable shift towards mainstream education.** Following RTP's intervention—including targeted teacher training and efforts to promote inclusive teaching practices—more children with disabilities are now enrolled in mainstream schools. To support this inclusivity, all schools observed (100%) had buildings and toilet facilities that were physically accessible for children with disabilities, as shown in Figure 15 above. This highlights significant progress in ensuring that school environments accommodate the needs of all learners.

#### 7.2.4 | Community Level Outcomes

**The evaluation highlighted a positive shift in parents' attitudes toward girls' education.** In the past, many parents hesitated to send their daughters to school due to concerns about their future employment prospects after completing their education. However, this perception has changed as parents have witnessed girls performing well academically, completing their studies, and securing jobs. These successes have served as motivation for other parents to prioritize their daughters' education.

"In the past, there was discrimination based on gender when it came to access to education. However, due to increased awareness, this is no longer the case today. I feel very sad because I was unable to get an education, and I still regret it. Now, I can see that those who received an education are thriving, and I continue to pray that all of my children will have the opportunity to be educated"

*Parent FGD, Nduta Tanzania*

"...in the past, it was common to find a family with two girls and one boy, where the girls were tasked with farming while the boy went to school..."

*Parent FGD, Nduta Tanzania*

“Parents witnessed that some girls were performing better than boys in certain schools, and some even secured jobs after graduation. This success encouraged more parents to send their daughters to school”

*Parents FGD, Nyarugusu Tanzania*

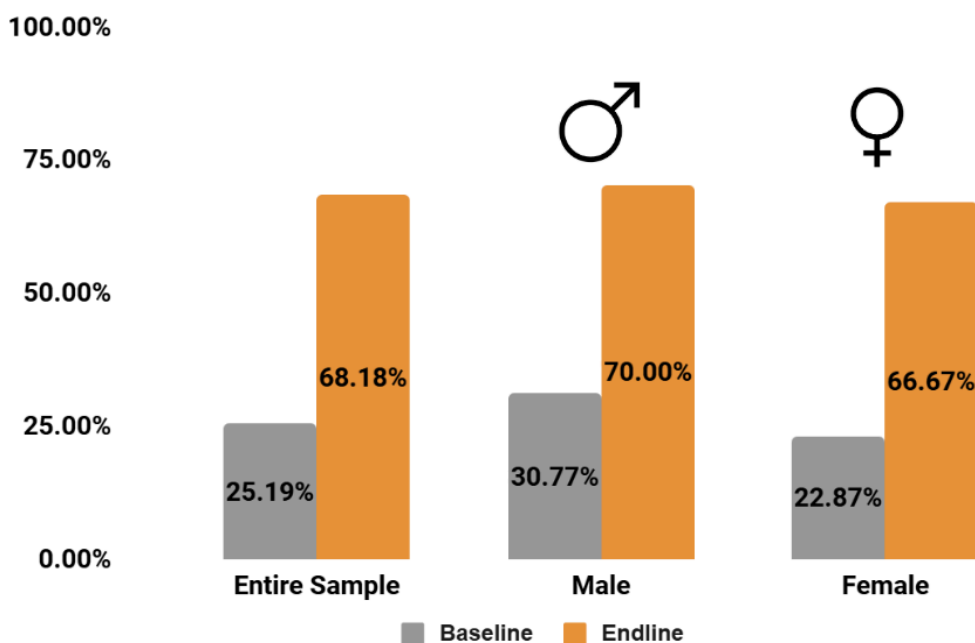
Several parents expressed regret over previously believing that girls should not attend school, acknowledging that keeping them out of school was a missed opportunity. They emphasized that awareness campaigns have played a crucial role in changing perceptions, leading to a greater willingness to educate their daughters. At baseline, barriers such as domestic responsibilities and the undervaluing of girls' education were commonly cited and parents in FGDs noted that, in the past, if a family had two daughters and a son, the son would typically be prioritized for schooling. This is no longer the case, as parents are now more willing to send all their children to school, regardless of gender.

Stakeholders also observed a decline in the gender gap in school attendance, noting that it is now less common to see more boys than girls in school. This shift is largely attributed to sensitization efforts that have helped reshape attitudes and encourage equal access to education for all children.

As part of the survey with parents, they were asked a series of questions (six questions) about their views on girls attending school, including on the importance of girls accessing education. The endline PMF indicator value on the percentage of community members who demonstrate positive attitudes towards girls' access to education, defined as the number of respondents who gave 'positive'/ non-discriminatory answers to all of these six questions about gender and education, was 68.18%. At baseline, this value was 25.19%, demonstrating an increase of 42.99% between endline and baseline, in Figure 16 below.

At the endline more males (70%) demonstrated positive attitudes towards girls' access to education than females (66.67%). This was also the same at baseline.

*Figure 16: Changes between endline and baseline on indicator 1110.2 %/total community members who demonstrate positive attitudes towards girls' access to education*

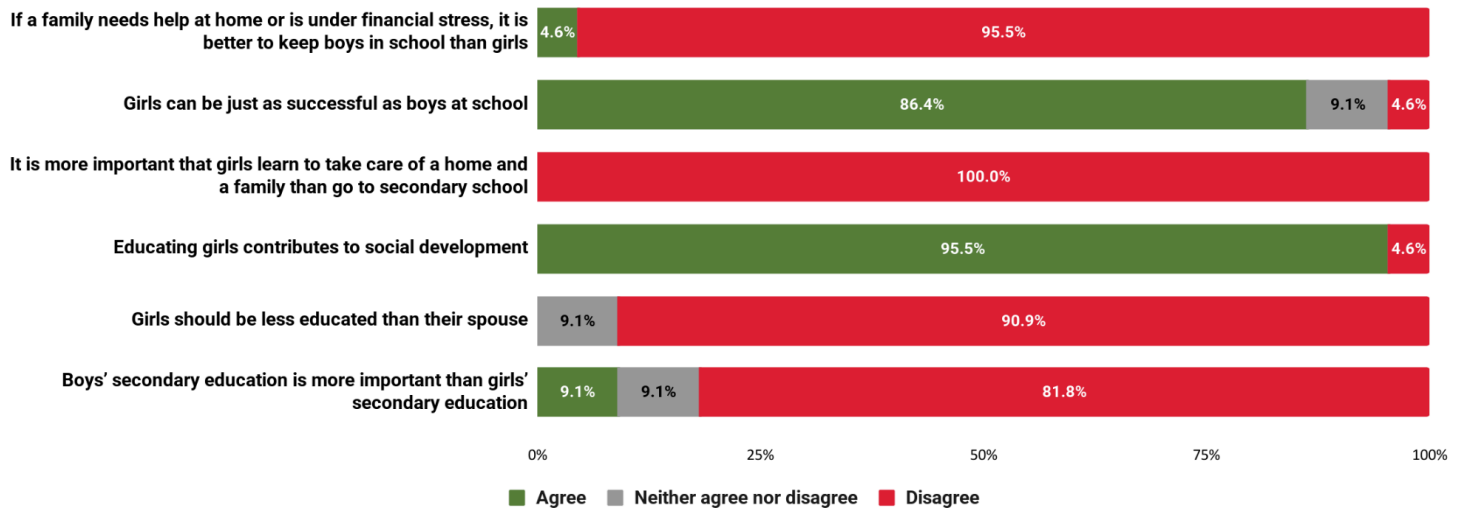


*RTP, Endline Evaluation, 2024*

The analysis of the results from these six questions are presented under Figure 17 below which shows that 86.4% (70% men and 100% women) of surveyed parents agreed that girls can be just as successful at school, thus reinforcing that at the endline of the MEMF programme, parents do believe that girls can perform in school and have a positive mindset about girl's abilities in school. Furthermore, 90.9% (90% men and 91.67% women) of surveyed parents disagreed that girls need to be less educated than their spouse, and 100% disagreed with the statement that boys secondary education is more important than girls secondary education (80% men and 83.33% women). Furthermore, 95.5% (100% men and 91.67% women) of surveyed

parents disagreed when asked “If a family needs help at home or is under financial stress, it is better to keep boys in school than girls”, whereas 95.5% (100% men and 91.67% women) of parents agreed that girls going to school can contribute to social development. These demonstrate parents' attitudes toward girls receiving an education and suggest that parents are in favour of girls attending school and that girls can have the same access to education as boys do. By and large, these results suggest that there is a shift in parents' education in favour of girls attending school.

Figure 17: Responses from parents on the KAP survey on their attitudes towards girls attending school and girl's education



*RTP Endline Evaluation, 2024*

**Parents also believe that both boys and girls are equal and therefore should participate equally in household chores at home.** All parents that were part of FGDs unanimously agreed that both boys and girls should help equally with household chores. This finding was also demonstrated as part of the survey with parents, which showed that 100% of surveyed parents - disagreed with the statement “It is more important that girls learn to take care of a home and a family than go to secondary school” (100% men and 100% women), as shown in Figure 17 above.

“As a parent, it's important to call both children together and explain the importance of helping each other. You should ensure that the boy understands why it's his responsibility to wash the dishes as well.”

*Parents FGD, Nduta, Tanzania*

“When children are not treated equally, usually boys tend to consider themselves as more powerful than girls. To avoid this discrimination, they should be treated equally and be given similar activities”

*Parents FGD, Nduta, Tanzania*

These findings present a positive picture of parental perceptions regarding the impact of household chores on children's school attendance and academic performance. However, it's important to consider that these results are based on parental reports, which may be influenced by social desirability bias—the tendency to respond in a manner perceived as favorable by others. Parents might underreport the extent to which chores impact their children's education to align with societal expectations or to present themselves in a positive light. Therefore, while the data provides valuable insights, it may not fully capture the children's actual experiences.

It is therefore important to also gather perspectives from the children themselves. As such, part of the children survey, children were asked a series of questions about the physical and emotional support that their families provide, including whether the chores they have to do at home ever interfere with school attendance or school work. Results from the findings from girls are presented under Figure 18, whereas results from the findings from boys are presented under Figure 19 below. In the sample, a small proportion of children (7% of girls and 4% of boys) reported that household chores sometimes cause them

to miss or be late for school. Similarly, 8% of girls and 4% of boys reported that household chores interfere with their school work. These results were corroborated as part of the survey with parents, where Figure 20 below shows the responses from parents on their support for girls education, and Figure 21 below shows the responses from parents on their support for boys education.

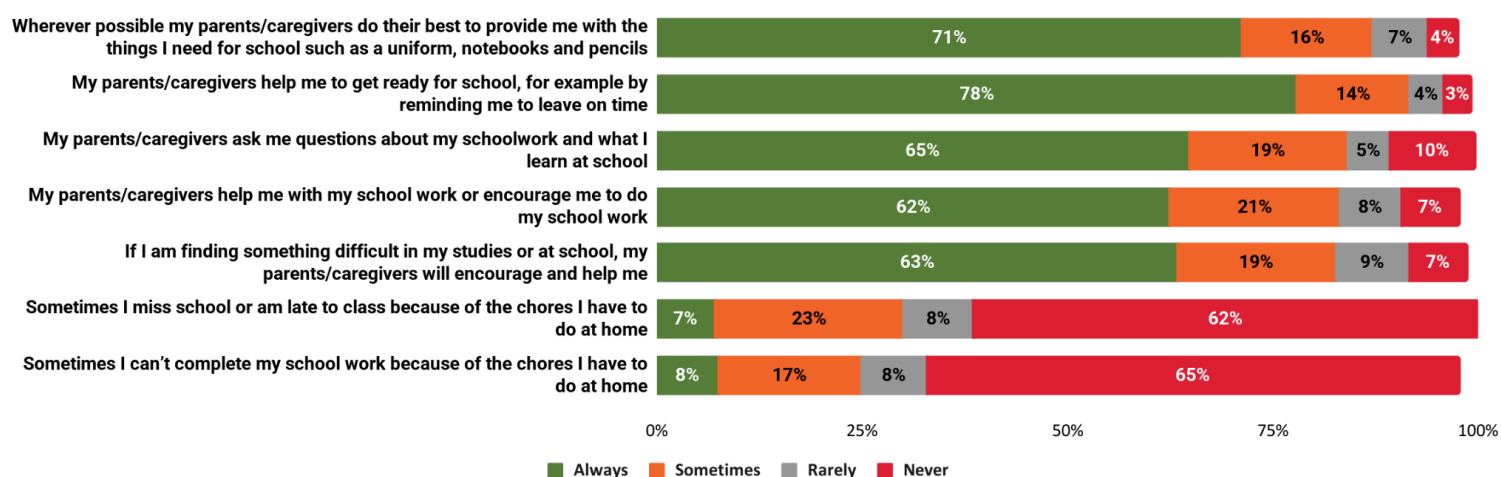
As seen in Figure 20 and Figure 21, the majority of parents indicated that their children 'rarely' or 'never' miss school or are never late to class because of chores: for girls, 100% of parents responded either rarely or never to the statement 'Sometimes they have to miss school or be late for class because of the chores they have to do'. The same was true of parents for boys.

Similarly, for girls, 79% of parents responded either rarely or never to the statement 'Sometimes they can't complete their school work because of the chores they have to do at home', compared to 100% of parents for boys.

A large majority of parents (84% of parents for girls and 91% of parents for boys) also acknowledged the importance of ensuring their children leave on time for school. Stakeholders further noted that parents have become more willing to share household responsibilities with their children to allow them more time for learning activities. Notably, when asked whether chores prevent their children from completing schoolwork, 100% of parents of both boys and girls responded "never," highlighting a positive shift in attitudes toward balancing education and household responsibilities.

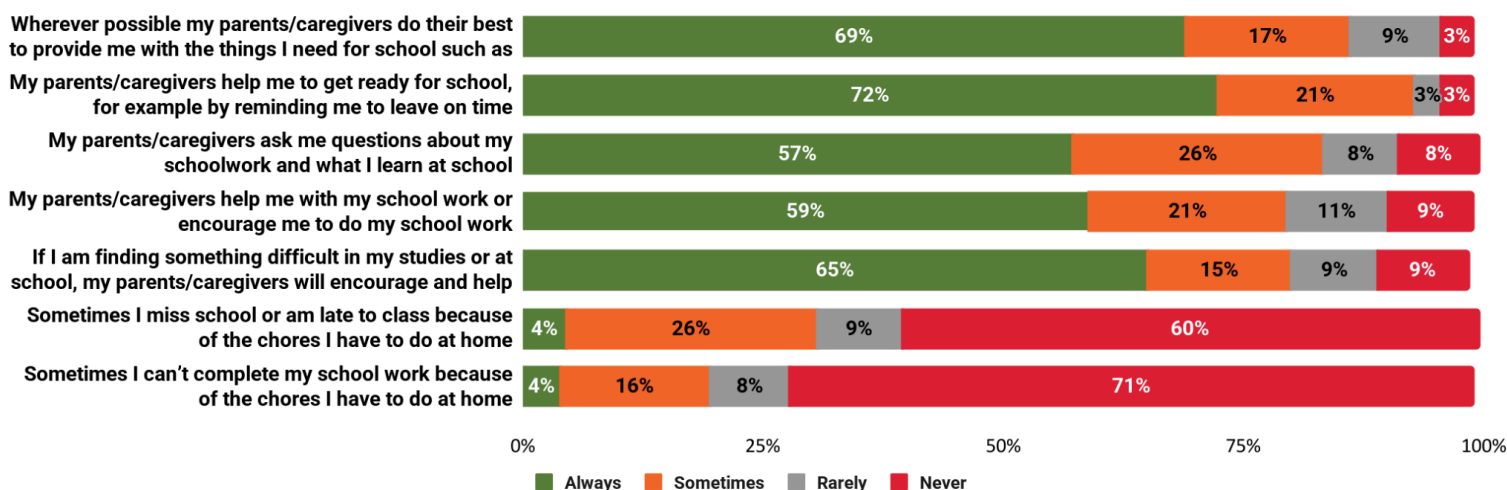
Furthermore, 74% of parents of girls and 68% of parents of boys reported that they always encourage their children when they face academic difficulties.

Figure 18: Responses from Children Survey on girls' views on parental support for their education



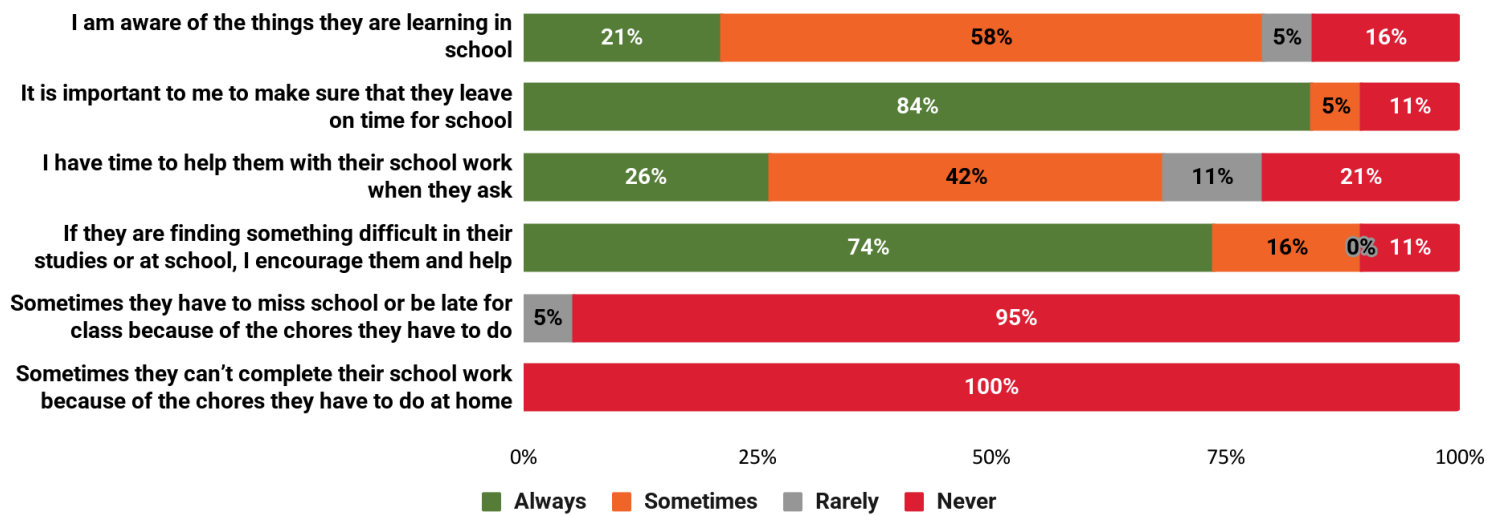
RTP, Endline Evaluation, 2024

Figure 19: Responses from Children's Survey on boys' views on parental support for their education



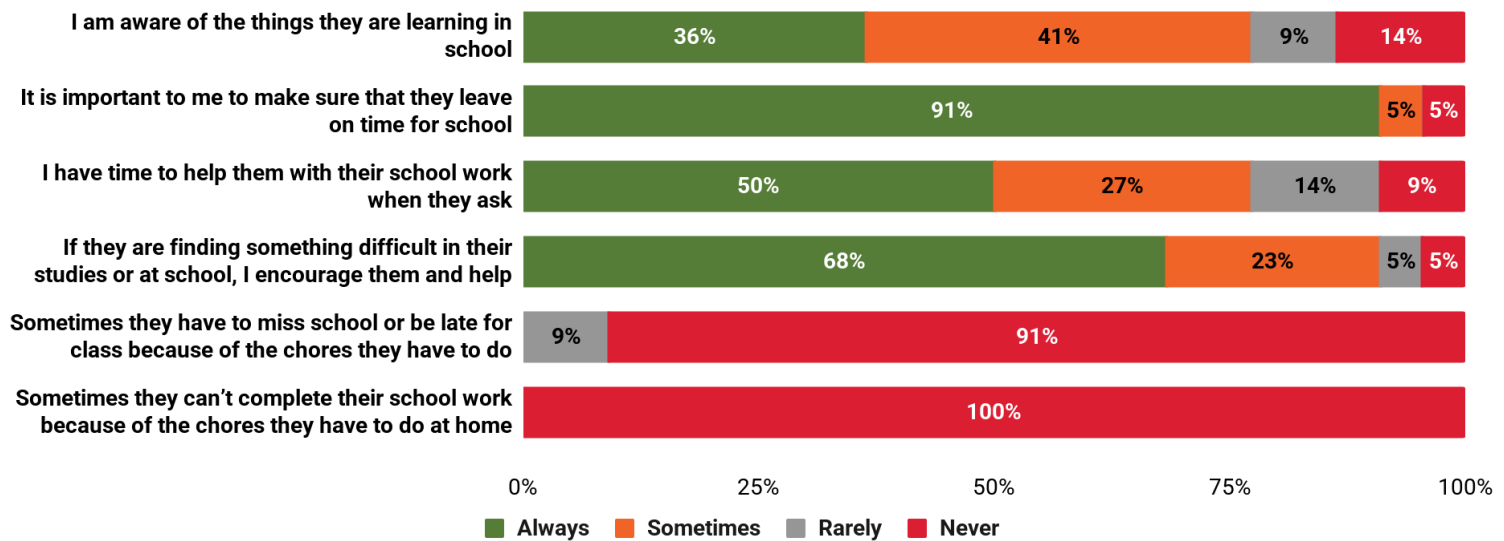
RTP, Endline Evaluation, 2024

Figure 20: Responses from KAPS survey on parents' support for girls' education



RTP, Endline Evaluation, 2024

Figure 21: Responses from KAPS survey on parents' support for boys' education



RTP, Endline Evaluation, 2024

Children engaged as part of FGDs also reported noticing increased parental support, expressing that their parents take a greater interest in their education in various ways. For example, many children highlighted that their parents provide school-related items when needed, demonstrating improved support. Additionally, parents are now more engaged in their children's education by attending school meetings where academic results are discussed, further reinforcing their involvement.

"There is an improved parent's love in such a way that when you ask something from them, they provide it"

Children FGD, Tanzania

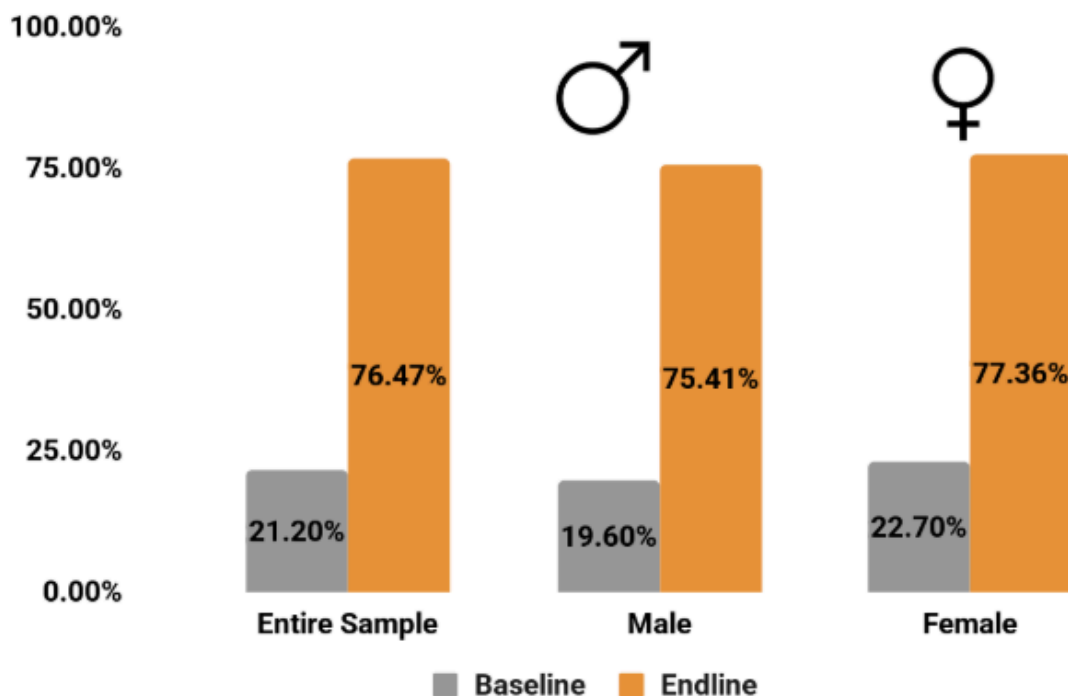
“Parents use to come to school when our results are presented by teachers so they can hear our progress directly at school”

Children FGD, Tanzania

Moreover, 83% of girls (see Figure 18 above) and 80% of boys (see Figure 19 above) surveyed reported that they "always" or "sometimes" feel supported and encouraged by their parents or caregivers to do their schoolwork. These results were equally mirrored as part of the survey with parents, where 74% and 68% (See in Figures 20 and 21 above) said they support girls and boys respectively and encourage them when they have difficulty with their school.

The endline PMF indicator value<sup>15</sup> on the percentage of children who report receiving emotional and physical support from their caregivers and family to pursue education choices was 76.47%. The value at baseline was 44.11%, increasing by 32.36%, as shown in Figure 22. At the endline more girls (77.36%) reported feeling emotionally and physically supported by their caregivers and families than families compared to boys (75.41%), as shown in Figure 22 below.

*Figure 22: Changes between endline and baseline 1100.4 %/of total girls who report receiving emotional and physical support from their caregivers and family to pursue education choices*

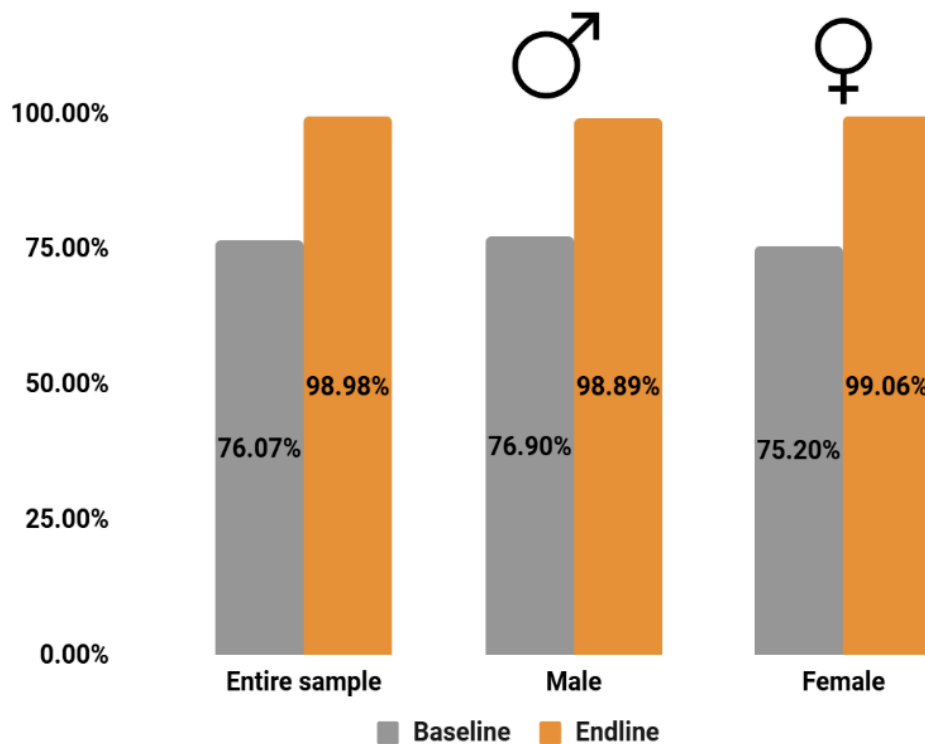


*RTP, Endline Evaluation, 2024*

Similarly, the endline PMF indicator value on the percentage of boys and girls who reported being encouraged by their parents to attend school, defined as children who reported that their parents help them to get ready for school, ask questions about their schoolwork, help them with schoolwork, and encourage them if they find something difficult in their studies on some days, most days or every day; was 98.98% at endline. This value at baseline was 76.07%, demonstrating an increase of 22.91%, as shown in Figure 23 below.

<sup>15</sup> Children whose parents/caregivers provide material support for education on at least some days, for whom chores never interfere with school work or attendance, and whose parents/caregivers give emotional support for education on at least some days

Figure 23: Changes between endline and baseline on indicator 1110.4 %/total of boys and girls who report being encouraged by their parents to attend school



*RTP, Endline Evaluation, 2024*

**Despite these positive shifts in parental attitudes toward education, some parents continue to adhere to traditional norms or face significant barriers that prevent them from sending their children to school.** For example, during the FGDs, one parent mentioned that certain household tasks are expected to be handled by a future wife, indicating that some parents still prepare their daughters for traditional marital roles rather than prioritizing their education.

“Some girls choose to leave the camp and find work to earn money for their support. When speaking to some of these girls and asking why they dropped out of school, they explain that it was because they lacked school uniforms.”

*Parent FGD Nduta, Tanzania*

Stakeholders engaged as part of the evaluation also highlighted that parents and community members continue to uphold traditional Burundian norms, which in turn shape children's attitudes and reinforce existing gender expectations.

Furthermore, the economic challenges in refugee camps further hinder school attendance, as many parents cannot afford proper clothing or essential learning materials, leading some children to staying home or dropping out of school. In some cases, parents encourage their children to find jobs instead of pursuing education. Additionally, there are instances where parents, particularly those with limited formal education themselves, do not see the long-term benefits of schooling—especially for girls, who they believe will eventually marry into another family.

The uncertainty surrounding repatriation also contributes to drop out, as some parents choose not to invest in their children's education if they anticipate relocating. These economic and social constraints significantly impact children's ability to achieve positive learning outcomes. Baseline findings had already highlighted a strong correlation between hunger and literacy, underscoring the broader challenges that continue to affect children's educational success.

Finally, the evaluation also found that PTAs play a critical role in supporting student learning and retention within the MEMF program by strengthening the link between schools and communities. Teachers noted that while parents are increasingly willing to send their children to school, some do not fully recognize how home environments shape children's behavior and ability to adapt to school rules. This gap can contribute to disciplinary challenges, diverting teachers' focus from instruction to mediation. PTAs help bridge this gap by raising awareness among parents about the impact of their involvement on their

children's education. They also play an active role in ensuring school retention by following up on children who have dropped out, engaging with households to understand barriers to attendance, and advocating for continued enrollment. Through these efforts, PTAs serve as intermediaries that promote school compliance, reduce behavioral conflicts, and create a more supportive learning environment for students. Despite this, stakeholders engaged as part of the evaluation noted that frequent reviews and yearly changes in the PTA composition pose a significant risk to the sustainability of established progress.

### Parents' Attitudes Towards Children with Disabilities

**On the whole, the evaluation found that parents exhibited positive and supportive attitudes towards children with disabilities.** The evaluation found that as a result of the MEMF programme, parents recognise that having a disability does not equate to an inability to learn and that denying educational opportunities is a form of discrimination. They increasingly emphasised the importance of education for the future success of all children.

"Children with disabilities must receive an education, as it can enable them to lead independent lives without depending on others. Education plays a key role in their development and empowerment. By being educated, they can contribute positively to society and become valuable assets to the country."

*Parent FGD, Tanzania*

"Access to education for children with disabilities is essential, as, in the past, these children were often bullied to the point where parents felt embarrassed. However, after awareness campaigns, especially for parents like us, we now understand that it is important to teach other children to treat those with disabilities the same way they treat their peers. It is crucial to educate children on the importance of avoiding bullying or discrimination, ensuring that children with disabilities do not feel bad or excluded. Thanks to these efforts, children in schools are now more sensitized and understand that children with disabilities should be respected and treated equally."

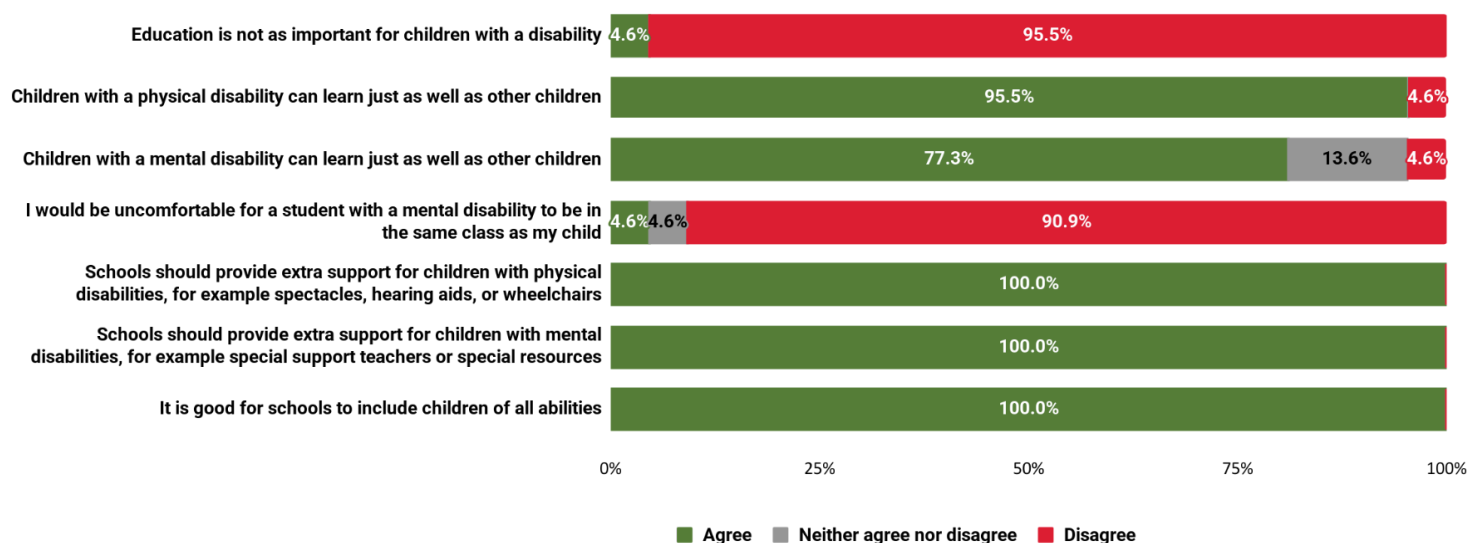
*Parent FGD, Tanzania*

As shown in Figure 24 below, 95.5% of parents disagreed with the statement that 'education is not as important for children with disabilities (a positive finding- meaning they agree with the statement 'education is as important for children with disabilities'). Likewise, 100% of parents agreed when asked whether schools should provide extra support for children with disabilities including a range of assistive devices. These results are overwhelmingly positive, indicating that parent attitudes toward children with disabilities are supportive.

Additionally, when asked whether education is important for children with disabilities, 95.5% of surveyed parents disagreed with the statement, compared to only 53% at baseline—where 1 in 4 parents held this view—demonstrating a notable positive change. Additionally, 77% of parents believe that children with mental disabilities can learn just as well as other children, and 100% support the inclusion of children of all abilities in educational settings.

FGDs with parents highlighted that, in the past, some families hid children with disabilities due to stigma. However, government officials and teachers have observed an increase in the presence of these children in schools, reflecting a broader shift in societal attitudes. Previously, many parents believed that children with disabilities would not succeed and were often subjected to exclusion or neglect within their own families. Now, as further illustrated in Figure 24, 95.5% of parents believe that children with physical disabilities can learn just as well as their peers, signaling growing recognition of their potential and right to education.

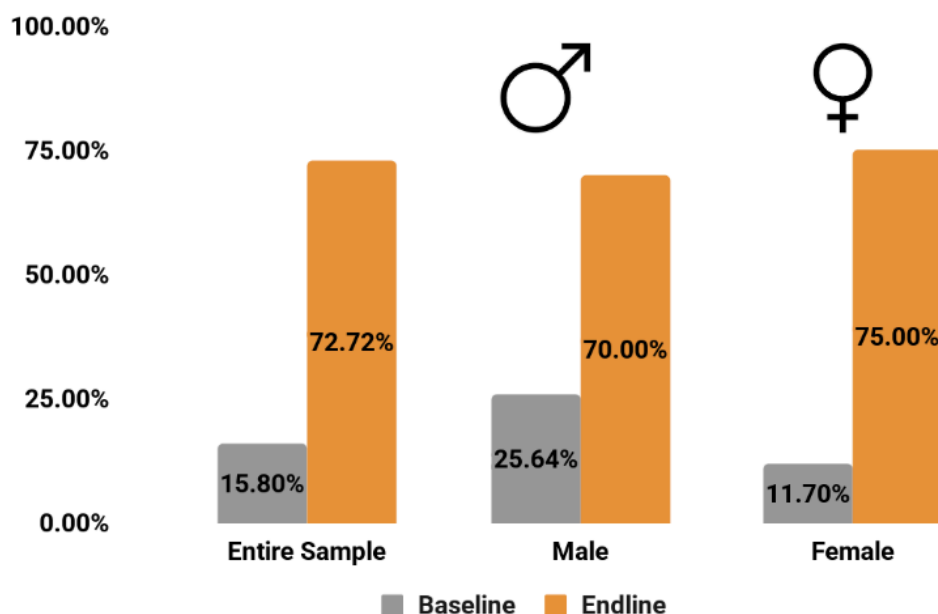
Figure 24 : Responses from KAPS survey on parents views of access to education for children with disabilities



*RTP, Endline Evaluation, 2024*

The endline PMF indicator value on the percentage of community members who demonstrate positive attitudes toward children with a disability access to education was 72.72%. This indicator was captured by measuring the number of respondents who gave 'positive'/ non-discriminatory answers to all seven questions (shown in Figure 24 above) about disability and education. At baseline this value was 15.80%, demonstrating a 56.92% increase, as shown in Figure 25 below.

Figure 25: Changes between endline and baseline on indicator 1110.3 %/total community members who demonstrate positive attitudes towards children with a disability access to education



*RTP, Endline Evaluation, 2024*

## 7.3 Achievement of Ultimate Outcomes

### 7.3.1 Life Skills

#### International Social and Emotional Learning Assessment

This section presents and discusses the results on the MEMF programme's contribution to life skills. Specifically, the analysis utilises the ISELA, which measures multiple domains of life skills development, namely:

- 1. The Relationships sub-task** in ISELA provides insights into a child's social network and their ability to leverage it for support in different situations. It focuses on two key aspects: the size of the child's social network and the percentage of children who do not seek support from their network for various challenges. To enhance measurement, this sub-task includes items that overlap with other social and emotional skills, such as stress management, perseverance, empathy, and conflict resolution. For example, questions like "Do you talk to anyone when you are sad?" gauge the child's ability to manage stress through their network, while "Do you ask anyone for help when you have a problem with a friend?" assesses their capacity to resolve interpersonal conflicts. Similarly, questions about seeking help for difficult tasks measure perseverance, and recognising others' emotions evaluates empathy. These items are combined with other sub-tasks to provide a holistic understanding of the child's social and emotional skills within their social-ecological context. As shown in table 11 below, the mean value at endline of the relationship subtask is 9.86. At baseline, this value was 9.24, demonstrating a 0.64 increase.
- 2. The stress management subtask** measures a child's ability to reduce the negative impact of stressful or adverse events and situations. Children's stress management score is composed of the number of appropriate strategies that children use to calm down when they are angry or upset, and the number of people they talk to when they are feeling sad. The PMF endline indicator value was 4.42. At baseline this value was 4.32, demonstrating a 0.1 increase, as shown in table 11 below.
- 3. The conflict resolution subtask** is the child's ability to peacefully negotiate interpersonal disputes. The score is based on the identification of strategies to deal with a situation involving conflict with another child, as well as seeking help from people when dealing with a problem with another child. The endline PMF value is 2.51. At baseline, this value was 4.10, which demonstrates a 1.59 decrease.
- 4. The self-concept sub-task** is a child's ability to identify and express beliefs about themselves, including their personal preferences, feelings, thoughts and abilities. For this subtask children were required to draw a picture of themselves in the future that they hoped for, with the score also incorporating the child's ability to identify things that might hinder or support them in achieving this future goal. The endline PMF mean indicator value was 3.47. At baseline this value was 3.87, demonstrating a 0.4 decrease, as shown in table 11 below.

Table 11 below shows the changes in the mean scores for life skills subtasks as measured by ISELA between baseline and endline. Other than the conflict resolution sub-task and the self-concept sub-task, there is an improvement in the mean scores between baseline and endline.

Table 11: ISELA sub-task scores

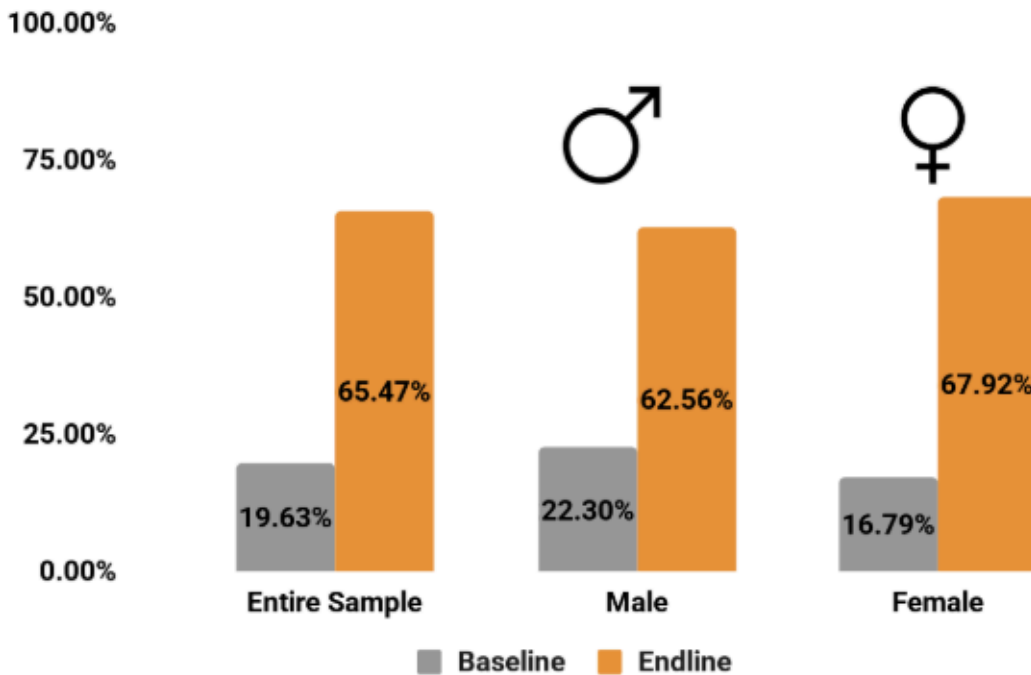
|                              | Baseline | Endline |
|------------------------------|----------|---------|
| Relationship sub-task        | 9.24     | 9.86    |
| Stress Management sub-task   | 4.32     | 4.42    |
| Conflict resolution sub-task | 4.10     | 2.51    |
| Self-concept sub-task        | 3.87     | 3.47    |

The PMF endline indicator value on the percentage of children who demonstrate life skills, which was defined as the proportion of children who demonstrate some skill on each element of the ISELA assessment<sup>16</sup> was 65.47% (these are the percentage of children who scored greater than 0 in every ISELA subtask). At baseline this value was 19.63%, demonstrating a

<sup>16</sup> This means that children have someone to talk to when they are sad; that they can ask someone for help with a problem or if they are working on something difficult; that they can show empathy for someone in their network; that they can identify at least one strategy that they use to cope with stress; that they can identify at least one appropriate response to resolve conflict; and that they are able to picture a hopeful future for themselves

45.84% increase, as shown in Figure 26 below. Furthermore, at the endline more girls (67.92%) demonstrated life skills than boys (62.56%), which shifted from baseline, where more boys (22.30%) demonstrated life skills than boys (16.79%), also shown in Figure 26 below.

Figure 26: Changes between baseline and endline on indicator 1000.4 Percentage of children that demonstrate life skills



*RTP, Endline Evaluation, 2024*

The evaluation found that the Girls Club's had an impact on the life skills of girls, where it helped to foster confidence and leadership skills among girls. The evaluation found that overall, the Girls Clubs have led to empowering children, and girls feel more comfortable asking their parents questions and to stand up for themselves when needed. Stakeholders, including RTP staff, NRC members, education specialists, and government officials, recognized the positive influence of these clubs in enhancing girls' confidence, leadership, and decision-making skills.

According to stakeholders engaged through the evaluation, girls previously believed they were less important than boys, particularly when it came to learning opportunities. Parents and stakeholders have since observed a shift girls now see themselves as equals, demonstrating increased confidence in the classroom. Teachers noted that girls are now able to express their feelings without shyness. Parents also reported that girls, who once felt inferior and fearful in the presence of boys, now see themselves as equal in terms of learning and educational opportunities. Furthermore, girls are now more comfortable asking teachers questions and no longer feel afraid. Teachers also remarked that it is now rare for girls to stay at home, as efforts to promote equal treatment for boys and girls have been effective.

"In the past, you would ask a child something, but no response was provided from him/her but nowadays, based on the training RTP has provided, it is the child who asks you questions. You get surprised when the child [has] question[s] to ask you. Later, you realize that it is because of the training RTP has provided for children.

Parents FGD Nyarugusu, Tanzania

Girls also shared that through the Girls Clubs, they were provided with insights into valuable life choices, including how bad friends can influence their habits, as well as the importance of staying in school. Children acknowledged that consistent home reading meant enhanced capability to partake in school activities. This suggests that children were instilled with a sense of responsibility over school, hard work and better decision making.

When you regularly do a private reading at home after coming from school. The next day you arrive at school you can do activities provided by the teachers. This progressive work can enable one to continue with other education levels.

Children FGD Nduta, Tanzania

Through clubs, we learned various ways to reach our goals, including making commitments, working hard, and avoiding people who can ruin our future.

Children FGD Nduta, Tanzania

We were advised to avoid associating with bad friends who have harmful habits, such as thieves because, in the future, there is a higher chance of becoming like them.

Children FGD Nyarugusu, Tanzania

**The evaluation also revealed a significant increase in children's confidence, particularly among girls, both in their education and their ability to express themselves.** Stakeholders noted that children are now more capable of voicing their thoughts and feelings, with many displaying greater self-assurance when engaging with parents and teachers. Previously, children—especially girls—would avoid eye contact, hesitate to ask questions, and struggle with self-expression. Now, they approach school with less fear and engage more openly with adults, signaling a shift in their sense of agency.

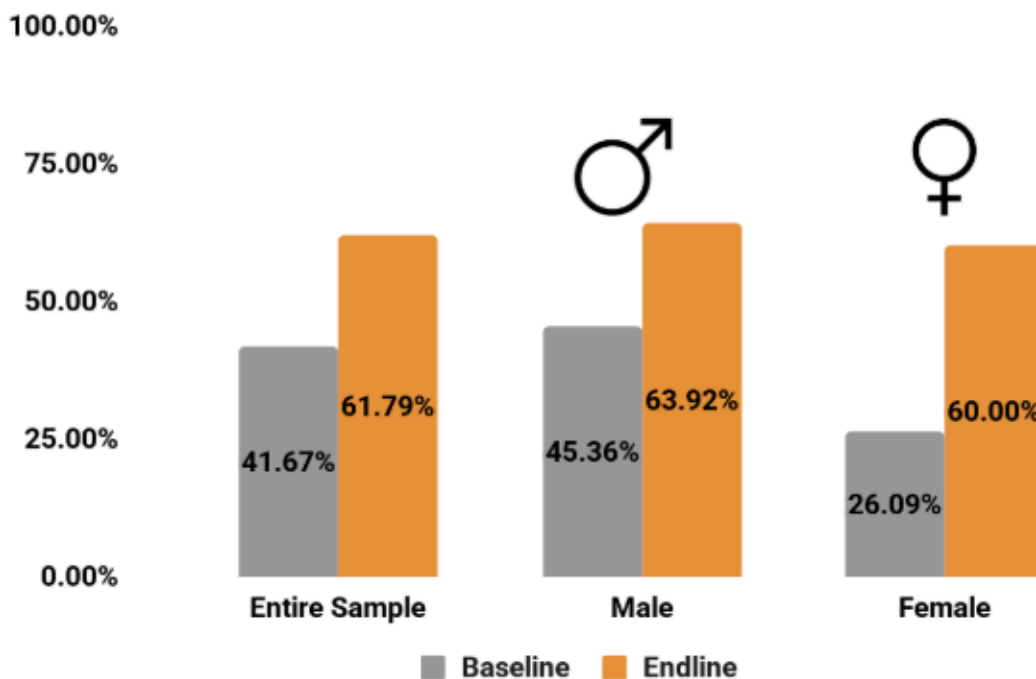
"There is an increased confidence for girls as in the past they were fearful before boys and felt inferior, but they have gained confidence and consider themselves equal to boys in terms of school learning opportunities."

Parent FGD Nyarugusu, Tanzania

As with the baseline survey, children in the survey were asked 12 separate questions about their decision-making skills and competency adapted from the Texas University Making Decisions in Everyday Life Scale, aimed at teenagers ages 12-18. These questions included asking children how often: they "think carefully", "ask others for help", "look for information" and "think about the risks" before making a decision. 190 Children were scored based on their responses to each question, and these scores were aggregated to provide an overall 'Decision Making Skills Score' (ranging from 0-36) for each child. This scale was further divided into three categories: 'poor' decision making capabilities (a score of 0-12), 'average' decision making capabilities (13-24), and 'good' decision making capabilities (25-36). A total proportion of the number of girls that scored a good decision making score was then created.

The endline PMF value on the percentage of girls that feel they have the ability to make decisions regarding their education, measured by the proportion of girls that: 1) had a 'good' decision making score 2) aspired to achieve at least secondary level education and 3) felt "very confident" that they would be able to achieve these goals; was 61.79%. This increased from 41.67% at baseline, demonstrating an increase between baseline and endline, as shown in Figure 27 below. At the endline and baseline more boys (63.92% and 45.46%) respectively) felt they make decisions regarding education than girls (60% and 26.09% respectively) as shown in Figure 27 below.

Figure 27: Change between endline and baseline on indicator 1100.2 %/total of girls that feel they can make decisions regarding their education



*RTP, Endline Evaluation, 2024*

This improvement in the PMF indicator represents a significant life skills gain, indicating that students are becoming more thoughtful and deliberate in their decision-making. The positive shift suggests that the programme may have played a key role in enhancing critical thinking, encouraging help-seeking behaviors, and fostering risk awareness—all essential components of strong decision-making. This change points to the programme's potential influence in equipping children with the skills needed to navigate challenges more effectively in their daily lives.

Table 12 below shows the proportion of girls that met each of these datapoints that are used to create the indicator presented in Figure 27 above.

Table 12: Findings on the questions used to show changes between the endline and baseline on indicator 1100.2 %/total of girls that feel they can make decisions regarding their education

|                                                                       | Proportion of girls |
|-----------------------------------------------------------------------|---------------------|
| A good decision making score                                          | 67.24%              |
| Aspired to achieve at least secondary level education                 | 96.52%              |
| Felt "very confident" that they would be able to achieve these goals. | 84.35%              |

As shown in Table 12 above, a high proportion (96.52%) of girls aspiring to achieve at least a secondary-level education. This suggests the MEMF program is positively influencing key life skills, particularly in goal-setting, self-efficacy, decision-making, and resilience. Life skills education equips girls with the ability to set aspirations and make informed choices about their futures, reinforcing their sense of agency and motivation. The high proportion of girls expressing educational ambitions indicates that the MEMF interventions may be fostering confidence and self-belief, enabling them to overcome barriers to education. Additionally, the emphasis on critical thinking and awareness-building within life skills training likely helps girls recognize the value of education and their right to pursue it. In crisis-affected settings like refugee camps, where challenges to education are significant, this strong aspiration for continued learning also reflects resilience and perseverance, all of which are key life skills.

Additionally, 84.35% of girls at the endline reported feeling very confident that their parents would listen to their preferences and support their decisions. What this fundamentally means is that girls are now feeling very confident to speak up about themselves and secondly are validated in their decision-making.

### 7.3.2 | Learning outcomes

Before mastering the process of reading, children typically progress through a series of foundational literacy skills, which are assessed by the EGRA. The first step in the assessment is letter identification, where children recognise and name letters accurately, demonstrating familiarity with the basic building blocks of written language. The assessment progresses to non-word decoding, where children read nonsense words to show their ability to sound out unfamiliar combinations of letters independently. Once decoding skills are established, children move to oral reading fluency, reading connected text with accuracy and speed, which serves as a bridge to understanding. At the next stage, reading comprehension, children demonstrate their ability to understand and answer questions about a text they have read independently. Finally, listening comprehension is also assessed, measuring a child's ability to listen to a passage read aloud and answer questions about its content, reflecting the development of auditory processing and understanding. These components build sequentially, with early skills such as letter identification and decoding providing the foundation for more advanced skills like fluency and comprehension.

According to the GPF of 2020,<sup>17</sup> Grade 2 learners are expected to read simple grade-level texts fluently and accurately. They should recognise letters, decode words, understand simple sentences, and demonstrate basic comprehension of familiar texts. By Grade 3, children should read grade-level texts with fluency and accuracy, decode more complex words and sentences, and start reading connected paragraphs. They should also show a growing ability to understand and interpret short, familiar texts. Moving on to Grade 4, children are expected to read longer, grade-appropriate texts fluently. They should decode unfamiliar words, navigate connected paragraphs, identify main ideas, and demonstrate literal and some inferential comprehension. This includes understanding key details, main ideas, and simple cause-effect relationships within texts. To contextualize learner performance, the results from the GPF are used to assess how far learners in the endline sample deviate from the expected proficiency levels outlined in the framework.

Whilst almost all children in the endline sample were able to identify at least some letters, showing that by Grade 2 most children are mastering the basic building blocks of reading, by grade 4, only 2% of children in the endline sample were unable to read proficiently. Despite this, 15% of children at the endline were unable to answer any questions correctly following reading text. Based on the GPF, this suggests that at the endline, children do not generally meet the minimum proficiency for comprehending a text.

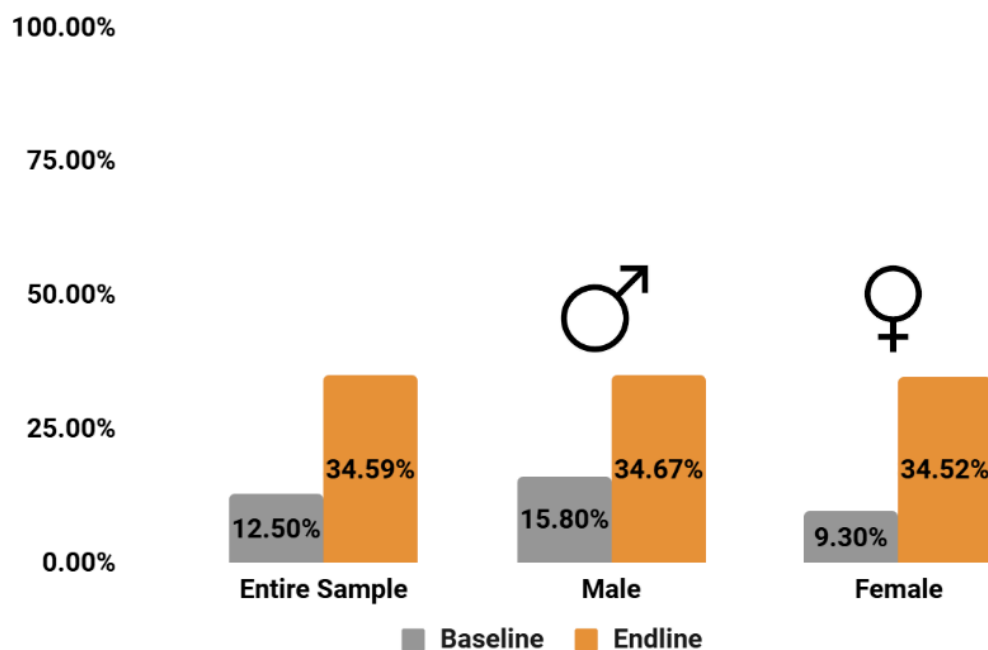
The PMF endline value of children achieving at least minimum proficiency in reading/literacy (this is measured using through the definition of a 'minimum proficiency' in literacy, where according to the baseline report, a standard approach is to define this as the reading fluency required to achieve a score of 80 per cent on the EGRA reading comprehension questions) was 34.59%. At baseline, children who achieved a score of 80 per cent had an oral reading fluency of between 38 and 74 words per minute. Thus, the threshold for meeting the PMF indicator for literacy proficiency is set at 38 words per minute.

The PMF endline value of children achieving at least minimum proficiency in reading/literacy<sup>18</sup> was 34.59%. At baseline this value was 12.5%, this demonstrating an increase of 22.09% between endline and baseline, as shown in Figure 28 below. At the endline, a higher proportion of girls (34.67%) demonstrated minimum proficiency in reading than boys (15.15%). This resembled findings at baseline.

<sup>17</sup> [Global Proficiency Framework Reading, 2020](#)

<sup>18</sup> A 'minimum proficiency' in literacy. A standard approach is to define this as the reading fluency required to achieve a score of 80 per cent on the reading comprehension questions. At baseline, children in Burundi who achieved a score of 80 per cent had an oral reading fluency of between 36 and 60 words per minute

Figure 28: Change between endline and baseline in indicator 1000.2 Percentage of children achieving at least a minimum proficiency in reading/ literacy



*RTP, Endline Evaluation, 2024*

Findings on each of the EGRA sub-tasks are further discussed below. It is important to note, that where the data was available from baseline, the report references this data in order to show changes between baseline and endline (it is however not available for every EGRA sub-task). When comparing baseline and endline data, it is important to interpret these comparisons with caution for several reasons:

1. Differences in Sample Size and Composition:
  - At baseline, the sample included 339 students, from the treatment providing a broader dataset for analysis.
  - At endline, the sample was significantly smaller (only 150 students), reducing the statistical power and making direct comparisons unreliable.
2. Non-Equivalent Samples:
  - The endline sample does not represent the same population as the baseline sample.
  - If lower-performing students were disproportionately represented in the smaller endline sample, this could artificially suggest a decline in performance that may not be reflective of the programme's overall impact.
3. Impact of External Factors:
  - Changes in EGRA performance may be influenced by broader contextual factors such as school closures, curriculum shifts, teacher availability, or socio-economic disruptions—factors that may not have been present at baseline but could have affected student learning outcomes at the endline. Conversely, improvements in EGRA performance may result from positive developments such as enhanced teaching methodologies, increased access to learning resources, or improved socio-economic conditions—factors that may not have been present at baseline but could have positively influenced student learning outcomes at the endline.
4. Limitations of a Simple Pre-Post Comparison:
  - A direct comparison between baseline and endline, particularly when sample sizes are imbalanced, does not control for potential biases or external influences that may have contributed to changes in student performance.
  - Without a properly matched control group at endline, it is difficult to isolate the programme's effect from other confounding variables.

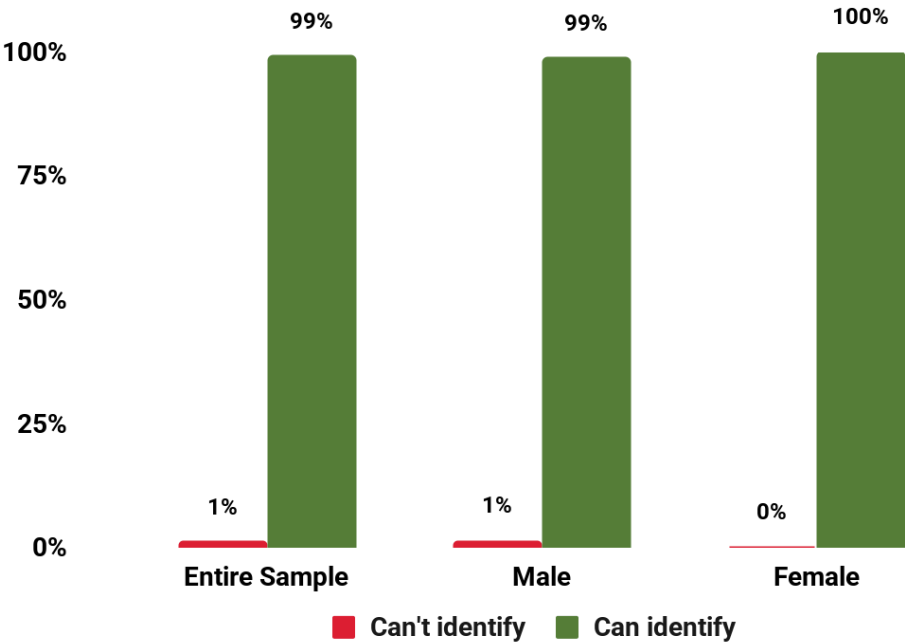
Letter identification subtask

A large proportion of children in the endline sample were able to identify letters, with the letter identification ability improving as children moved through the grades.

Figure 29 presents an analysis of the endline data on the letter identification sub-task across the entire sample, as well as by gender. As shown in Figure 29 below, across the sample of children, 99% were able to identify letters. These results mirror the baseline findings, where almost all children were able to identify at least some letters.<sup>19</sup>

As shown in Figure 29, a higher percentage of girls (100%) were able to identify letters relative to boys (99%).<sup>20</sup>

Figure 29: Survey results for letter identification sub-task across the entire sample and by gender



RTP Endline Evaluation, 2024

Figure 30 below presents an analysis of the endline data on the letter identification sub-task by grade. According to the GPF, learners in grade 1 should be able to identify letters and, by grades 2 to 4, children should have progressed beyond this point. As such, the results in Figure 30 below indicate this progression in the endline sample, where only 3% were unable to identify a letter, all of whom were in Grade 2.<sup>21 22</sup>

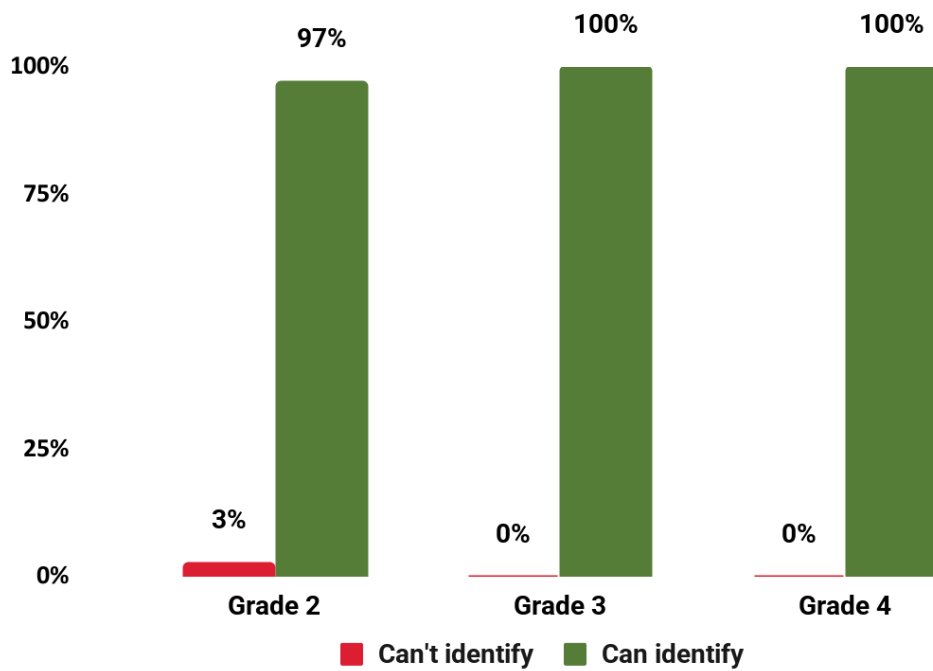
<sup>19</sup> The exact baseline value of the percentage of children from the baseline sample at baseline who were able to identify letters was not available, hence a comparison between baseline and endline data cannot be made. The baseline report only states just this: “Whilst almost all children were able to identify at least some letters”.

<sup>20</sup> Disaggregated data by gender was not available at baseline, hence a comparison between baseline and endline data cannot be made.

<sup>21</sup> Baseline data on the number of children who were unable to identify letters disaggregated by grade was not available, hence this comparison is not made.

<sup>22</sup> It is important to note that the children in Grade 2 only joined Grade 2 in July 2024.

Figure 30: Survey results for letter identification sub-task across by grade

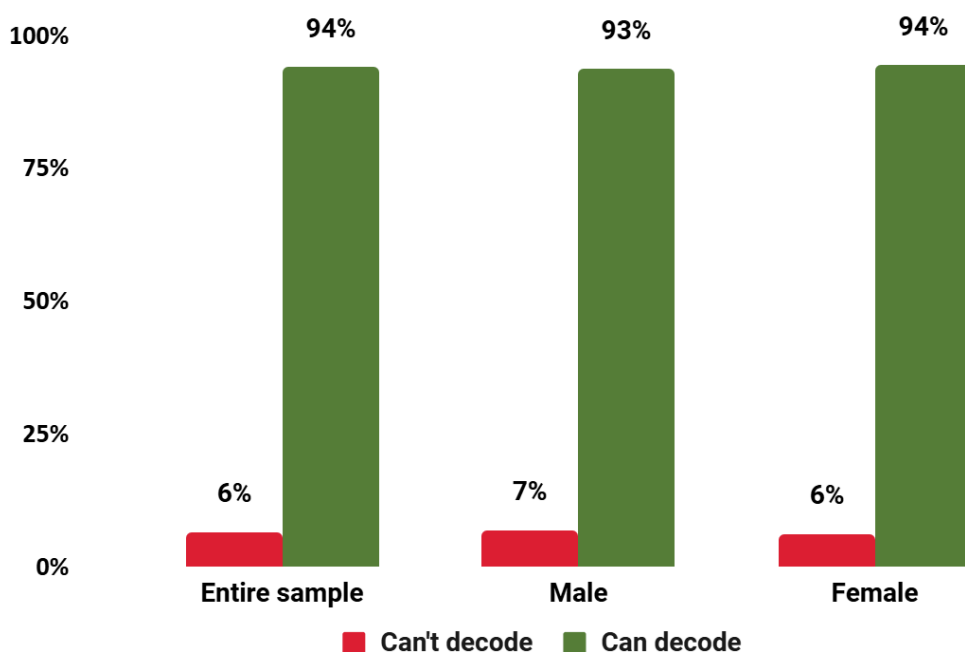


*RTP, Endline Evaluation, 2024*

#### Non-word reading subtask

A large proportion of children in the endline sample were able to decode non-words, with the decoding skill improving as children moved through the grades. Figure 31 below presents an analysis of the endline data on the non-word reading sub-task across the entire sample, as well as by gender. As shown in Figure 31 below, across the endline sample, 94% of children in the sample were able to decode non-words.<sup>23</sup> A slightly higher percentage of girls (94%) were able to identify non-words relative to boys (93%).<sup>24</sup>

Figure 31: Survey results from non-word reading sub-task for the entire sample and by gender



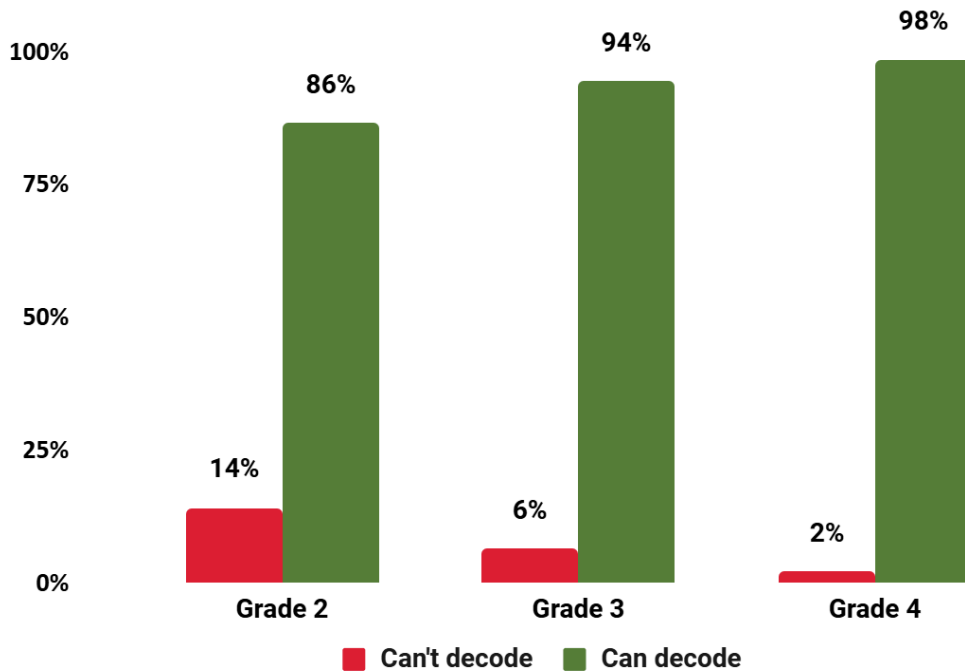
<sup>23</sup> The baseline value of children at baseline who were able to decode non-words was not available, hence this comparison is not made.

<sup>24</sup> Baseline data on the number of children who were unable to decode non-word disaggregated by gender was not available, hence this comparison is not made.

*RTP, Endline Evaluation, 2024*

Figure 32 below presents an analysis of the endline data on the non-word reading sub-task by grade. As shown in Figure 32 below, there is a higher proportion of those who cannot decode in grade 2 (14% of children in Grade 2 were unable to decode words). The percentage of children who are unable to decode decreases across the progression of grades, with 6% unable to decode in Grade 3 and just 2% in Grade 4. These findings mirror the baseline data, where at baseline, 31.6% of children in Grade 2 were unable to decode any non-words, while 1% of children in Grade 4 were unable to decode non-words.<sup>25</sup> This could highlight a steady improvement in decoding ability as children advance through grades. As referenced earlier it would also be worthwhile examining enrolment data to identify if there are any issues with dropout impacting the results.

*Figure 32: Survey results from non-word reading sub-task by grade*



*RTP, Endline Evaluation, 2024*

### Oral reading fluency subtask

Oral reading fluency is the primary measure of a student's reading ability, measuring whether the student is able to process text fluently enough to draw information from it.

Figure 33 presents an analysis of the endline data on the oral reading fluency sub-task across the entire sample, as well as by gender.<sup>26</sup> As shown in Figure 33 below, at the endline, 7% of children in the sample cannot read.<sup>27</sup>

<sup>25</sup> The baseline value of the number of children in Grade 3 who were unable to decode non-words was not available, hence this comparison is not made.

<sup>26</sup> Disaggregated data on the number of girls and boys who could not read was not available at baseline, hence this comparison is not made.

<sup>27</sup> According to the baseline report, it was indicated that 9.2 per cent of children were classed as non-readers on the oral reading task as they were not able to read any words. This therefore presents a decrease in the percentage of children that are classified as readers between baseline and endline.

Figure 33: Survey results from oral reading sub-task for the entire sample and by gender

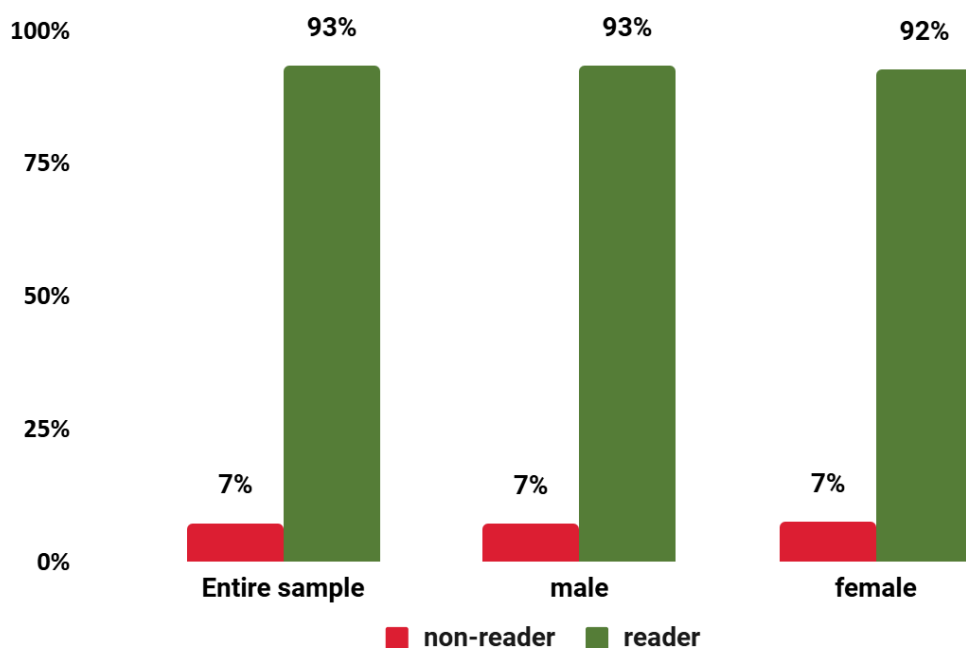
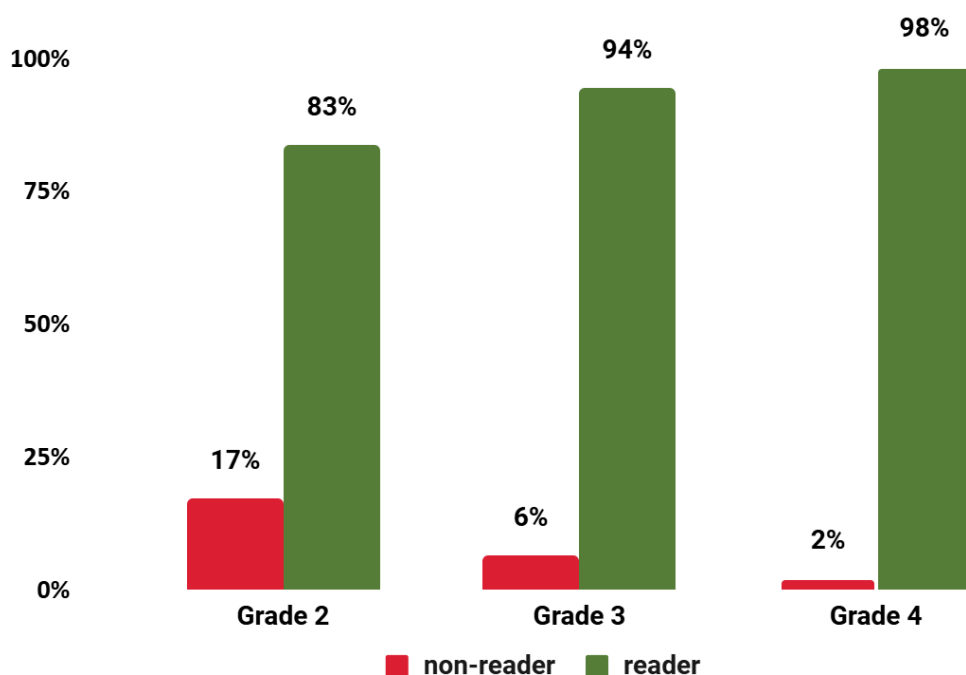
RTP, Endline Evaluation, 2024

Figure 34 below presents an analysis of the endline data on the oral reading sub-task by grade. As can be seen in Figure 34, across the progression of grades, the percentage of non-readers decreases. Specifically, in grade 2, 17% were non-readers. This decreased to 6% in grade 3, and to 2% in grade 4. This increase in the ability to decode non-words across grades, mirrors the findings from baseline. According to the GPF, grade 2 learners should be able to recognise common-level words and read short sentences and texts with some fluency. However, as shown in the analysis presented in Figure 34 below, this is not the case, where 17% of grade 2 learners are still classified as non-readers. By grade 4, this drops to only 2% of students who are classified as non-readers.

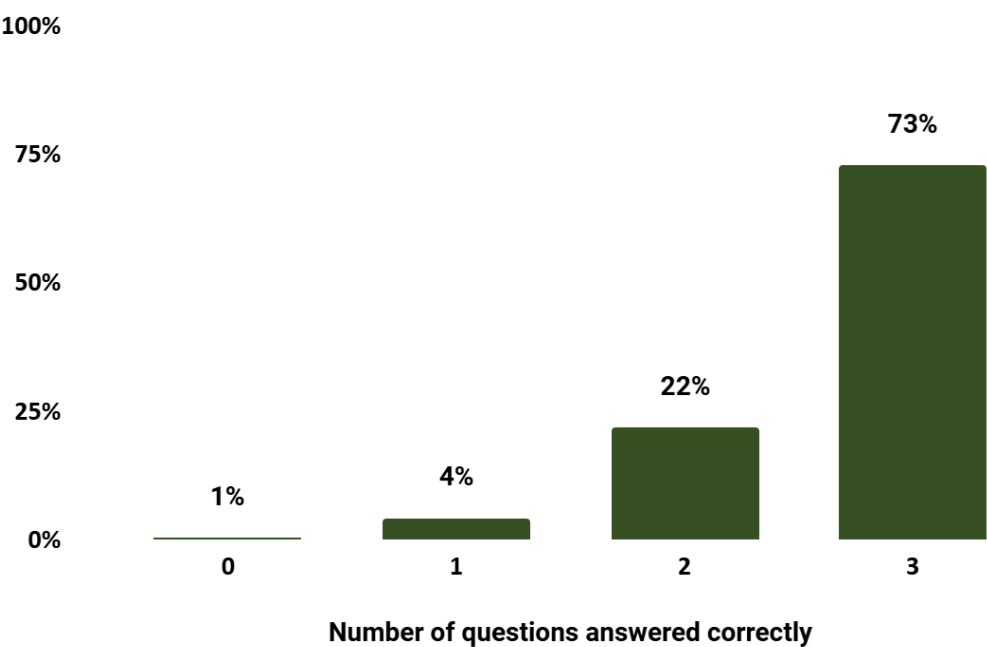
Figure 34: Survey results from oral reading sub-task by grade

RTP, Endline Evaluation, 2024

Listening Comprehension

Figure 35 below shows the analysis of the findings of the listening comprehension sub-task of the endline data across the entire sample, specifically showing the number of correct responses to questions about a text read by the assessor. As demonstrated in Figure 35 below, 1% of the children in the sample were unable to answer any of the questions about the text read to them, whilst 73% of children in the sample answered three questions correctly.<sup>28</sup>

Figure 35: Survey results from listening comprehension sub-task for the entire sample

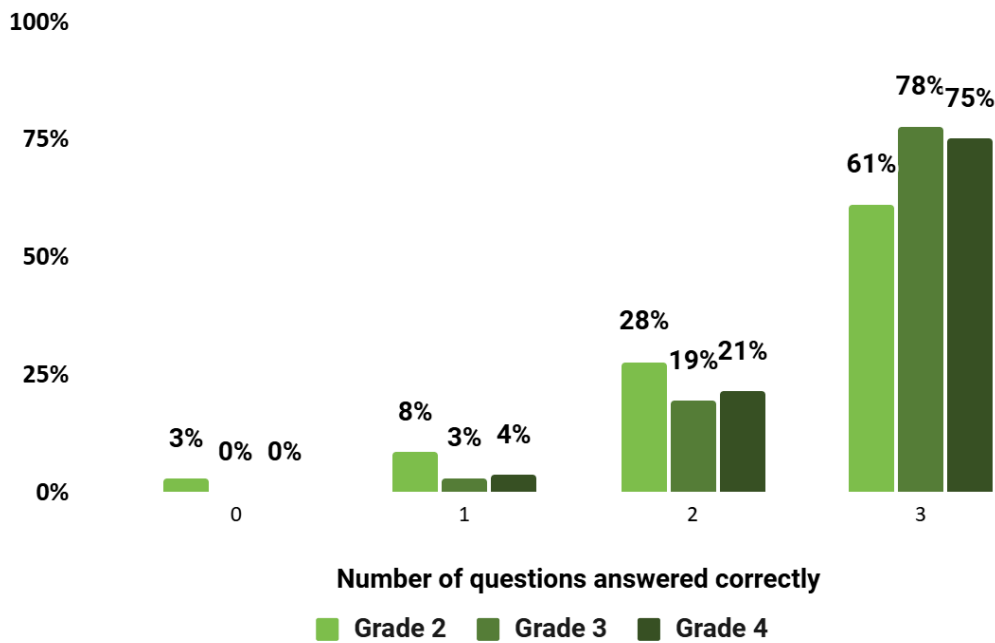


RTP, Endline Evaluation, 2024

Figure 36 below presents an analysis of the endline data on the listening comprehension scores by grade. As shown in Figure 36 below, children's ability to answer questions from the text that was read to them improved across the progression of the grades, demonstrated with more children in higher grades answering 3 questions correctly.

<sup>28</sup> The exact baseline value of the percentage of children who were able to score correctly as part of the listening comprehension was not available, hence a comparison between baseline and endline data cannot be made.

Figure 36: Survey results on listening comprehension sub-task by grade



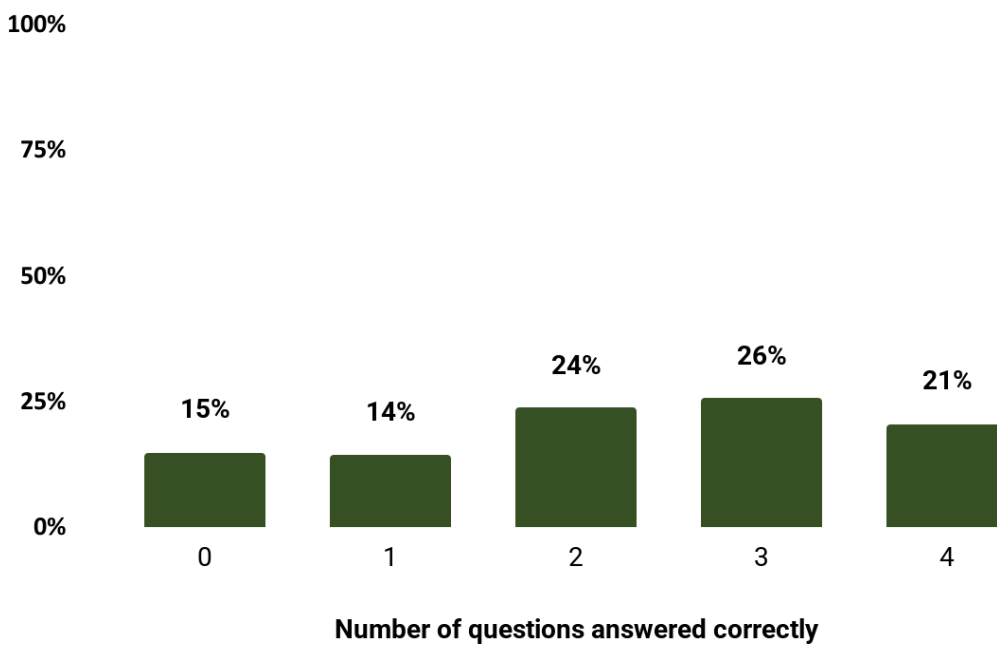
RTP Endline Evaluation, 2024

### Reading comprehension

Figure 37 below shows the analysis of the findings of the reading comprehension sub-task of the endline data across the entire sample, specifically showing the number of correct responses to questions about the text read as part of the oral reading fluency sub-task.

As demonstrated in Figure 37 below, 15% of children in the sample answered no questions correctly, whilst only 21% answered all 4 questions correctly.

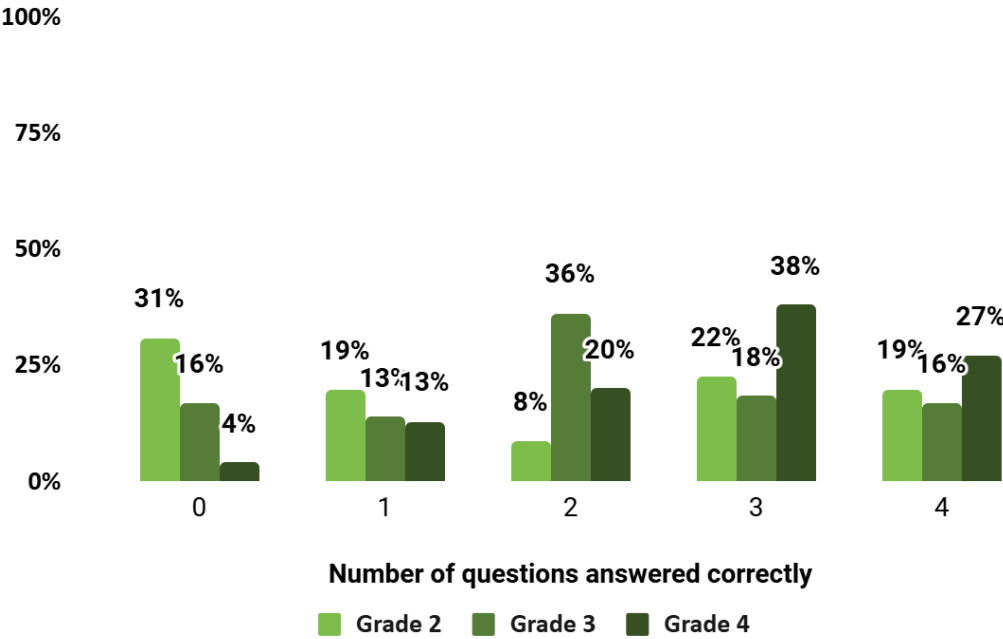
Figure 37: Survey results on reading comprehension for the entire sample

RTP Endline Evaluation, 2024

As shown in Figure 38 below, a higher percentage of Grade 2 students answered no questions correctly, indicating lower reading comprehension at this level. Across grades, the ability to 'read to learn' varied. For example, in Grade 3, most children in the sample answered at least two questions correctly, while in Grade 4, most answered more than three correctly. This suggests that comprehension improves as children progress through grades. Baseline findings similarly showed a gradual improvement in reading comprehension, with the majority of children struggling to 'read to learn' in Grade 2—a trend that remains consistent at endline.

According to the GPF grade 2 learners should be able to read and comprehend simple texts, identify the main idea and answer questions about explicit information making straightforward inferences. This suggests that at endline, there is a varying proportion of children who do not generally meet the minimum proficiency for comprehending a text.

Figure 38: Survey results on reading comprehension by grade



RTP, Endline Evaluation, 2024

In summary, the results presented above show that there is either a progression, stagnation, and in some cases, a decline in the performance of results between baseline and endline across various EGRA sub-tasks (and in some cases, the baseline data for some EGRA tasks is not available), however, as discussed above, it is important to interpret these comparisons with caution.

The results also show that as the children in the sample advance through the grades, their ability to perform the various EGRA subtasks improves. While any improvements between baseline and endline could be attributed to enhanced instruction due to the support teachers have received from RTP, or simply to students progressing as they stay in school and continue learning, it is important to acknowledge that other untested factors may also be at play. For instance, one possibility is that lower-performing students who struggle with reading have dropped out of school, leaving behind a cohort of relatively stronger performers. If this is the case, the observed improvement in EGRA results may not reflect a true strengthening of reading instruction but rather a shift in the composition of the student population. Further investigation outside this evaluation would be needed to explore this hypothesis.

In addition to the findings on the EGRA sub-tasks presented above, stakeholder feedback gathered during the evaluation also suggests an improvement in learning outcomes among children. Teachers specifically reported increased attendance and improved performance, attributing these positive changes to PBL, which makes learning more engaging and enjoyable. Higher attendance means that children receive more classroom instruction, which in turn increases their likelihood of performing better in school exams. However, some teachers noted that not all students demonstrated improvement; specifically, there are some students whose behavior and lack of commitment to schoolwork influences their academic performance. It is important to note that this is anecdotal evidence.

"I believe there has been a decline in students' academic performance over the past three years. I base this on my own experience... During our time, we were highly committed to our studies, respected our teachers as parents, and there were no instances of reporting teachers to the Women's Legal Aid Center (WLAC) or GBV."

Teacher FGD, Tanzania

"In the past, before we implemented this approach, students were not performing well, and some were missing school. Since adopting this approach, more students are attending school, and performance has improved. While it's difficult to provide exact figures of improvement, the positive changes are evident, especially in classroom interaction"

Teacher FGD, Tanzania

## 7.4 | Sustainability

This section examines the extent to which the outcomes realized as part of the MEMF programme are likely to continue beyond direct support from RTP and the program's activities. The section starts by outlining the sustainability measures implemented by the program to ensure the continuity of its activities and associated outcomes beyond the program duration and then explores the extent to which stakeholders feel they will continue to benefit from the key benefits realized as part of the program. The section then identifies potential risks that could impact the sustainability of benefits created by the program, as well as challenges that may hinder the continuation of the practices and approaches introduced after the program concludes.

### 7.4.1 | Sustainability Measures and potential for sustainability

This section outlines the extent to which the emerging results achieved as part of the MEMF program will last or continue to benefit the children and the community at large, even after the MEMF program has ended. We highlight first the measures taken by the program to ensure sustainability and we then highlight potential risks that are likely to undermine the sustainability of achievements after the program has ended.

#### Program Design

**RTP adopted a very collaborative approach with key actors, chiefly the education officers, who are central to supporting education in refugee contexts in Tanzania.** As a key design component of the MEMF program, RTP was intentional to foster key partnerships with actors who support access to education in refugee camps in Tanzania. To illustrate, RTP worked closely with a wide range of actors including education officers, local government, district heads, parents, education specialists and head teachers, all of whom are key actors regarding supporting access to education for children in refugee camps. As part of their mandate, education officers conducted monitoring visits to ensure that PBL practices were properly implemented. By working closely with these stakeholders, the program not only garnered programmatic ownership by the right stakeholders but it also helped the existing key education actors to incorporate elements of the RTP's methodology into their existing mandates. To illustrate, stakeholders variously indicated that given that education officers were already tasked with monitoring schools on a monthly basis in camps, enlisting their support to observe classes and consequently provide feedback on the effective application of PBL was the right call from RTP. As such, stakeholders believe that these education officers will not only continue to visit schools on a monthly basis but given that providing PBL support is now part of their routine and some are already taking ownership of PBL implementation, they will likely continue to provide targeted feedback even after the program has ended. The emergence of new initiatives such as 'PlayMatters' which is described below exemplifies how the positive impact of PBL is expanding and gaining momentum. Additionally, students learning through the Burundian curriculum ensures sustainability, as children can seamlessly continue their education when they return home. This alignment supports long-term learning continuity and academic progression.

#### Notable Example Highlight

Moreover, the positive outcomes of these collaborations extend beyond the MEMF program, as evidenced by the emergence of similar initiatives such as PlayMatters, which demonstrates the program's potential for far-reaching impact and replication. PlayMatters is an educational initiative launched in 2020 by a consortium led by the IRC, including Plan International, War Child Holland, Innovations for Poverty Action, and the Behavioural Insights Team, in partnership with the LEGO Foundation. The project aims to reach over 800,000 refugee and host-community children across Uganda, Ethiopia, and Tanzania, whose education and social development have been affected by displacement and trauma. The initiative focuses on Learning through Play (LtP), an active teaching and learning method where children engage in guided, hands-on, meaningful play-based interactions within safe and inclusive environments. This approach is designed to develop holistic skills—cognitive, physical, creative, social, and emotional—necessary for children to thrive now and in the future. By embedding PBL methodologies, the project illustrates the effectiveness of LtP in enhancing children's holistic development, thereby complementing the positive outcomes of the MEMF program. As of recent reports, PlayMatters has reached approximately 755,681 children and 857 schools, making significant strides toward its target of 800,000 children.

**Many PBL practices, such as thoughtful lesson preparation, incorporating songs, and using interactive activities, require little to no additional funding.** Since these methods have become embedded in teachers' daily routines and teaching strategies, they are more likely to continue even after external support ends. This cost-free integration strengthens the sustainability of PBL, ensuring that engaging and effective learning experiences for children can be maintained without relying on additional resources.

"In the past, before we implemented this approach, students were not performing well, and some were missing school. Since adopting this approach, more students are attending school, and performance has improved. While it's difficult to provide exact figures of improvement, the positive changes are evident, especially in classroom interaction"

Teacher FGD, Tanzani

"There are incidences when PTA and parents come to school with a child even when the child has dropped out from school. It is because they follow such a child to his/her home and bring him/her back to school as a result of collaboration between PTA and parents"

Government official, Tanzania

**RTP also leveraged the expertise of other development partners, consequently pooling resources and expertise to provide more holistic support to a wider number of children consequently leading to more long-term impact of programmatic key outcomes.** The design of the project leveraged the complementary expertise of different stakeholders including NRC and IRC. For example, in order to provide holistic and longer lasting impact, NRC leveraged its expertise to support the construction and rehabilitation of classrooms and wash facilities and they also provided programing around MHM. On the other hand, RTP focused on providing target support for the effective implementation of PBL. By working closely with these existing partners on the ground, children received more holistic solutions which tackled several challenges. Leveraging other partners' expertise has been recognised by government officials as instrumental in ensuring the long-term impact of the interventions.

**The program also closely engaged parents as well as parent associations, such as the PTA, as key advocates of key programmatic aspects, consequently contributing to shifting existing attitudes and mindsets that have kept children out of school.** By virtue of living with constant uncertainties, for example when families may be repatriated, sometimes leads to reluctance around long-term investments such as in education. As indicated in the previous sections above, some parents are reluctant to send their children to school, especially children living with vulnerabilities and with disabilities. In order to successfully facilitate continued access to education, the buy-in and support of parents is therefore crucial. Emerging evidence indicated that RTP was indeed intentional to enlist the buy-in and support of parents to ensure that they were motivated to continue sending children to school even after the MEMF program closure. For example, RTP supported close collaborations with PTA members, who acted as ambassadors who demonstrated to their fellow parents the value of key programmatic components. Emerging evidence, as shown above, showed that PTA members have indeed successfully engaged other parents to encourage consistent school attendance and support the program's goals, and they will likely continue doing so, ultimately contributing to the program's goal of increasing access to education for these children. Additionally, the MEMF program's investment in targeted community sensitisations equally played a key role in shifting mindsets positively. Lastly, stakeholders also indicated that as a result of the program, there is increased collaboration between teachers and parents which is not only allowing **consistent support and alignment between home and school environments, but positive relationships that are likely to continue even after the program has ended.**

However, stakeholders engaged as part of the evaluation noted that frequent reviews and yearly changes in the PTA composition pose a significant risk to the sustainability of established progress. When experienced PTA members who have built strong relationships and institutional knowledge are replaced by new members with no prior exposure, continuity is disrupted. This turnover means that efforts must repeatedly start from scratch, delaying educational development and reducing the effectiveness of PTA-led initiatives. Experienced members are better positioned to address challenges faced by children and drive meaningful solutions, whereas new members require time to understand the context before they can contribute effectively. If PTA membership is not structured to ensure continuity, there is a risk that progress will stagnate, and valuable insights and relationships will be lost, ultimately weakening the long-term impact of the intervention.

### Capability Building

**Intentional targeted support and capacity building embedded core PBL and lifeskills competencies among educators and children, that will likely continue to benefit them even beyond the program.** The MEMF program ensured that the skills imparted to both teachers and students are inherently sustainable, with long-term benefits extending even to learners who have repatriated. For example, the intervention teaching girls to make reusable sanitary pads not only addresses immediate challenges but also equips girls with practical, lifelong capabilities that they can utilize and share in their home communities. Similarly, the GR-PBL training provided to teachers has fostered innovative teaching practices within collaborative interactions, which remain applicable across diverse contexts, including upon their return to Burundi.

**A key sustainability measure was the implementation of CoPs, a critical mechanism that not only ensures correct application of PBL in the short-term but a mechanism that is likely to be available to teachers long after the program.** As mentioned in earlier sections above, CoPs were established among teachers and headteachers within the same schools to foster structured and collaborative engagement, enabling participants to share knowledge, best practices, and lessons learned. These groups provide a platform where teachers can engage with champion teachers, identified during monitoring visits for their exemplary application of PBL methods, to build the capacity of their peers. Stakeholders indicated that by facilitating ongoing mentoring and integrating feedback mechanisms, CoPs act as a self-sustaining system that reinforces the training provided under the programme. This dynamic model not only ensures continuous improvement but also empowers teachers to independently evolve their GR-PBL practices, supporting long-term sustainability beyond the program's duration.

"That additional skill, though not taught in the classroom, will keep her in the classrooms."

*Area Manager KII, Tanzania*

**To ensure sustainability, committees were established to oversee ongoing activities like maintaining school facilities and supporting PBL practices.** These structures enable continuous monitoring and mentorship, ensuring that the program's impact is not confined to its active duration. Additionally, parents, headteachers, and champion teachers play a pivotal role in reinforcing these skills within their communities, creating a ripple effect of empowerment and knowledge-sharing. By integrating these capabilities into daily routines and educational approaches, the intervention's benefits persist, proving that the skills and lessons instilled are not only sustainable but also adaptable to evolving challenges.

#### 7.4.2 | Sustainability Risks

Whilst the evaluation found certain elements which could support the sustainability of the project, there are still risks posed to the sustainability. This section discusses the factors that still pose a risk to the sustainability of the MEMF project and its associated benefits, despite the above discussed sustainability measures that have been put in place.

##### **Incorporation of play-based learning in classrooms**

**The sustainability of PBL largely depends on the commitment and capacity of teachers and schools.** Several challenges impede the consistent implementation of the PBL methodology. Structural issues, such as overcrowded classrooms, make PBL difficult to implement effectively, particularly for subjects that cannot easily incorporate group work or outdoor activities. Some teachers also struggle with selecting play that align with specific competencies, highlighting a lack of capacity. Additionally, some teachers, particularly volunteers, lack interest in PBL, viewing it as extra work with little reward. To mitigate these risks, targeted mentorship, coaching sessions, and pairing less experienced teachers with competent counterparts have been introduced, but sustaining such efforts remains a challenge.

**Additionally, teacher turnover poses a risk, as trained educators may transfer to schools where PBL activities are not established or lack strong support from school leaderships.** Refugee camps are inherently unstable, with populations frequently resettling or returning to their home countries. As camps close or are repurposed, trained teachers often move to schools where PBL is not a core practice or priority, limiting its continued application. Moreover, new teachers joining program schools may lack formal PBL training, further disrupting implementation. This turnover creates inconsistencies and undermines the long-term adoption of PBL across schools. Additionally, many teachers in the camps are unqualified volunteers who may not be able to integrate into formal school systems upon repatriation, leaving them unable to continue applying the PBL approach in their home countries.

**As discussed above, teachers face multiple challenges in their classrooms that could hinder the successful implementation of PBL. Large class sizes and limited planning time already strain their ability to deliver effective instruction.** These conditions make it even more difficult to implement PBL effectively. Teachers are often overwhelmed by the logistical demands of managing large groups of students while simultaneously integrating PBL methods. Without systemic changes to address these issues, such as reducing class sizes or providing additional planning time, the long-term sustainability of PBL remains uncertain.

##### **Decline in Funding for Learning Materials and Program Continuity**

While the physical infrastructure established through the program is expected to remain intact for at least five years, stakeholders expressed significant concerns about the sustainability of key program components that rely on continued

funding. Specifically, the decline in funding threatens the provision of essential learning materials, which are critical for maintaining student engagement and participation.

NRC has acknowledged this challenge and is actively seeking additional funding to sustain program activities. However, without secured financial support, there is a real risk that the progress made—particularly in improving access to learning materials and other critical services—may not be sustained. While schools are responsible for maintaining infrastructure, and committees have been established to oversee upkeep, the ability to provide the same level of educational support remains uncertain. This highlights a broader sustainability risk, where the success of interventions depends not only on durable infrastructure but also on the continued availability of resources that enable effective learning.

"The end of the funding will be a risk to sustainability of the programme's impact... scholastic material is insufficient."

*Project Coordinator KII, Tanzania*

### Limited Inclusivity

**The program's exclusive focus on Burundian refugees limits its impact, as those excluded are unable to benefit from or carry forward the life skills and capabilities developed through the program.** The program's exclusive focus on Burundian refugees limits its overall impact, as those excluded—such as Congolese refugees and the host community—are unable to benefit from or carry forward the life skills and capabilities developed through the program. Stakeholders emphasized that this narrow focus created feelings of bias among excluded groups, such as Congolese refugees, who also face significant challenges in accessing education and other essential services.

**This exclusivity poses a risk to sustainability by alienating key groups within the camps and the surrounding communities.** For example, when the program initially focused only on Burundian refugees in Nduta and Nyarugusu camps, it struggled to adapt when Tendeni camp was closed, highlighting the fragility of focusing on a single population group. In contrast, introducing additional projects, like the LEGO initiative, which included host communities, helped rebuild trust and demonstrated the benefits of inclusivity.

"It is better to focus on addressing challenges for the whole group instead of focusing on just one group. I would also consider including the hosting community."

*Education Specialist KII, Tanzania*

**Focusing on all refugee populations and incorporating the host community would create a more unified and equitable approach, fostering collaboration and shared ownership of the program's outcomes.** Such inclusivity would strengthen the program's sustainability by ensuring broader buy-in and support from all stakeholders, reducing tensions and increasing its relevance to the entire population.

## 7.5 | Scalability

This section focuses on identifying the activities and strategies employed within the MEMF programme that have proven most effective and impactful, as well as determining which of these activities are best suited for replication or expansion into similar contexts. Specifically, critical factors that must be considered to ensure successful scaling are outlined, while taking into account the complex and challenging environment in which this programme was implemented.

The MEMF programme was implemented within the Nyarugusu and Nduta refugee camps in Tanzania, which presented unique challenges due to their nature as temporary settlements with limited resources and restrictive policies including restrictions on movement, limited access to income-generating activities, overcrowded shelters, and a total dependency on humanitarian aid for food, shelter and healthcare. Similarly, the education system is equally constrained. Schools face overcrowded classrooms, a shortage of qualified teachers, a lack of learning and scholastic materials, as well as education practices grounded on the Burundi curriculum albeit outdated. The overall policies governing the refugee camps are heavily influenced by the tripartite agreement (UNHCR, Burundi and Tanzania government) focus on eventual refugee repatriation to Burundi. These contextual realities largely hinder the scalability of the MEMF programme in its current form. To address this, the following core activities must be reviewed and refined to ensure they are adaptable and impactful before considering scaling:

## Girls' clubs

While the Girls' clubs have played a critical role in advocating for girls' education as well as for children with disabilities, by addressing barriers such as child, early and forced marriages, prevention and protection from GBV and raising awareness on menstrual health, several challenges limit their effectiveness and scalability in their current form.

One key issue is the programme's approach to supporting girls with disabilities. While the clubs advocate for inclusive education and work to raise awareness about the rights of children with disabilities, many teachers lack the training to identify and support students with disabilities. As a result, even when sensitization efforts succeed in bringing these girls into schools, they often do not receive the specialized attention or accommodations they need to fully participate in learning. Additionally, the lack of assistive devices further limits their ability to benefit fully from the education they receive. Without addressing these gaps, simply scaling the initiative would not ensure meaningful access to education for girls with disabilities.

Similarly, the menstrual health component of the Girls' clubs faces significant challenges. Stakeholders engaged in the KIIs as well as teachers in the FGD highlighted that girls are provided with sanitary pads and materials to make reusable pads by RTP, but once these supplies run out, they have no way to replenish them due to strict restrictions in the refugee camps. Families are unable to earn an income to purchase additional materials, and even if they had the financial means, there are no available markets within the camps to access these resources. This means that while the clubs offer temporary relief, they do not provide a long-term solution to MHMT, which remains a persistent barrier to girl's education.

For the Girls' clubs to be scalable, the above activities ought to be reviewed and refined. Without these adjustments, scaling the Girls' clubs to new locations may replicate the same limitations rather than creating more impact.

## Teacher training and coaching

A key focus of this training has been training of teachers to apply GR-PBL methodologies and support positive learning environments for boys and girls. While the use of play to enhance learning outcomes has been widely recognized as an effective pedagogical approach, several key challenges must be addressed before scaling this initiative.

For PBL to be implemented at scale, teachers require more structured guidance and support to integrate play into key subjects such as Mathematics and Literacy. This could possibly be achieved through (i) providing detailed and structured lesson plans that explicitly link PBL activities to learning objectives, (ii) a curated selection of fewer but highly relevant play to lesson plans and those that can be adaptable to large class sizes, (iii) a contextually relevant play manual that outlines various play-based activities that can be implemented within the context of refugee camps, (iv) increasing access to these manuals by ensuring multiple copies are available in each school, and (v) improving the cadence and expectations around PBL implementation such as one-learning linked game per day, which would allow for effective implementation of the play and equally reduce the burden on teachers. Additionally, given the lack of electricity in the refugee camps, teachers would often have limited time outside of working hours to prepare their lessons or plan for the appropriate play to be used. To mitigate this, the play to be used to complement learning should be those that require minimal additional effort to prepare but yet still be effective in enhancing learning.

There are other contextual factors that must be considered that present barriers to effective PBL implementation including (i) large classroom sizes which make it difficult to facilitate play. The PBL manual should contain play that prioritize group-oriented activities that easily accommodate many students while still fostering learning, and (ii) volunteer teachers in the refugee camps with minimal incentives may lack motivation to go beyond the original lesson plan and adopt a play to support the lesson. Exploring ways to provide additional incentives or recognition for teachers who effectively implement PBL could help resolve this challenge.

For this teacher training and coaching component to be scalable, it must give priority to practicality, contextual relevance and structured support. Without the above outlined refinements, simply scaling up the programme would risk replicating the current limitations rather than achieving meaningful outcomes and impact.

## Community sensitisations

One aspect of the programme that has demonstrated strong effectiveness is community sensitization. Community members were sensitized on child protection and SGBV referral pathways, barriers to education, all children's right to education, including children with disabilities, and gender equality. Through the targeted advocacy efforts, more parents and community members have become supportive of girls' education, and are increasingly allowing their daughters to attend school. These sensitisations were found to have successfully shifted most of the community members' attitudes, addressing some of the deeply rooted social norms that prevent girls from pursuing their education. Given the positive results, this approach should

be expanded, ensuring sensitization is conducted continuously and on a broader scale to reinforce and deepen community commitment to gender equality in education.

Overall, while the MEMF programme has significant potential for extensive impact, scaling should not be pursued without first refining the programme to address context-specific barriers.

## 8 | Recommendations

Based on the evaluation findings, this section highlights some recommendations that could enhance the project's impact and effectiveness. The recommendations are categorised according to the specific roles and responsibilities of each actor: RTP and the Government. These targeted recommendations aim to provide clear and actionable steps for improvement within each actor's domain. The recommendations for each actor are discussed below:

### Recommendations for Right To Play

**Enhance and deepen the understanding and implementation of GR-PBL among the teachers.** While the evaluation found that PBL is a more effective method of teaching which also allows children to learn more effectively, it was observed that the application of GR-PBL in classrooms was limited to the practice of choosing a boy versus a girl, with a focus primarily on ensuring gender equality in participation. While this is a positive step, GR-PBL goes beyond giving equal turns in class participation; it encompasses creating learning experiences that actively challenge gender biases and promote meaningful engagement for all children. As highlighted in the RTP Power Manual, gender responsive education extends to ensuring that both boys and girls learn in a safe and conducive environment, and more specifically highlights some of the techniques that teachers could adopt when implementing GR-PBL. These could include making it clear that all children have equal ability and potential, treating all children with the same dignity, providing opportunities for all children to excel in play, giving girls leadership roles and encouraging them to participate, remaining intentional in their language for example saying boys and girls instead of children, and being intentional to adapt play if necessary to be more inclusive of children with disabilities, among others.

**Reassess the use of incentives in Girls Clubs and integrate Girls Clubs into school timetables to ensure sustained participation.** While RTP's incentives like learning materials and menstrual hygiene products have successfully attracted girls to participate in the Girls' Clubs, teachers fear this engagement may decline, especially if such support is withdrawn. The reliance on these incentives raises concerns that, without them, participation could drop, putting the progress made in building girls' confidence and leadership skills at risk. To sustain participation in Girls' Clubs without reliance on external incentives, RTP should work with schools and communities to integrate the clubs into the regular school timetable. Embedding the Girls' Clubs within the school day can ensure consistent participation as part of the broader educational experience. This approach would normalize the clubs as essential activities rather than optional extras dependent on material support. To further strengthen the appeal, RTP could collaborate with schools to recognize and celebrate club achievements through certificates or public acknowledgments. Such recognition builds pride and reinforces the value of participation without material incentives.

**Align discipline practices to incorporate international standards while still holding consideration for local context.** A significant tension exists between international standards that prohibit corporal punishment and the cultural attitudes and practices of parents and teachers in refugee camps. Teachers and parents, while aware of these standards, still believe that in some cases corporal punishment should be used to impart discipline. They feel constrained not having to use it within the camps. RTP should collaborate more intentionally with community powerholders—parents, teachers, and local leaders—to co-create culturally relevant and empowering disciplinary frameworks that also align with international child protection standards. This will guide parents and teachers on how to handle extreme disciplinary cases among the children. RTP should also integrate training sessions on positive discipline strategies for both parents and teachers, ensuring they are equipped with practical tools to manage behavior constructively without resorting to corporal punishment. Furthermore, RTP should carefully design its messaging to children, emphasizing their rights while also fostering a sense of responsibility and mutual respect within the community.

**Integrate psychological support for refugee children as part of RTP programming through strategic partnerships.** Children in the refugee camps are living in tough environments and have undergone and live through traumatic situations. Children residing in refugee camps often face significant psychological challenges due to the traumatic experiences of displacement, loss, and uncertainty. These stressors can lead to mental health issues like anxiety, depression, and post-traumatic stress disorder (PTSD), which can adversely affect their overall well-being and development. From international standards, children in traumatic situations fundamentally need the provision of psychological support. While

there is support for teachers and existing referral policies to support children, it remains core that RTP's core programming involves psychological support. This is considered key best practice for children in displaced contexts and situations.

Given that RTP's core programming focuses on education and GR-PBL methodologies, and psychological support may fall outside their scope of work, there is an opportunity to enhance their impact through strategic partnerships with organizations specializing in mental health and psychological support. This approach would ensure that beyond academic benefits, children within the refugee camps also receive the essential support for their long term well-being.

**Ensuring a balanced distribution of programme benefits is critical to ensuring perceptions of fairness and inclusion among all children.** The provision of material support to girls through Girls' clubs has unintentionally led to perceptions among boys that girls are being favored, creating feelings of exclusion. To address this, RTP should reconsider how such initiatives are designed and implemented, ensuring that programme benefits are perceived as equitable and inclusive for all children. This could involve complimenting girls-focused activities with initiatives that meaningfully engage boys, making them feel equally valued and involved. Additionally, RTP should conduct sensitization sessions for boys to help them understand the rationale behind girls-focused interventions, particularly how they address historical inequalities and barriers to education. Such efforts can help promote a balanced perception of fairness while ensuring that all children feel equally supported and respected.

**Implement a training programme for teachers on disability identification.** In RTP-supported schools, teachers are not trained on how to identify disabilities in children with a major gap being a lack of training to identify less visible conditions such as hearing impairments or visual challenges. To bridge this gap, RTP could develop a targeted training programme for teachers and headteachers, equipping them with the skills to identify and support children with various forms of disabilities. Additionally, RTP could collaborate with organizations specializing in assistive technology to provide resources such as hearing aids, spectacles, and tailored learning tools to support the learning of children with disabilities. These partnerships should also include training for teachers on integrating such devices effectively into classroom settings.

### Recommendations in relation to Monitoring, Evaluation and Learning

**Simplify data collection tools to make them relevant to the contexts in which they are being used.** In refugee camps and returnee community settings, where children face significant challenges such as hunger and fatigue, lengthy and complex data collection tools like the tool utilised as part of the children survey may not be appropriate. Such tools can place undue strain on children and compromise data quality. RTP should consider adopting shorter, more focused tools that are less taxing for participants and still provide actionable insights. These shorter tools should prioritize collecting only the most critical data points needed to assess programme effectiveness and inform decision-making, ensuring that measurement processes remain sensitive to the children's context and well-being.

**Standardize the definition and measurement of PBL indicators across countries.** Informal discussions with RTP teams in Tanzania and Burundi revealed inconsistencies in how each country defines and approaches the indicators related to PBL. Additionally, there is no centralized repository or standardized framework for these definitions across both countries. This could lead to challenges with respect to measuring the indicators. RTP should therefore consider having one central repository where unified information on the indicators can be drawn from, and that all staff are trained on the definitions and measurement of these indicators.

**Leverage data-driven insights to continuously improve programme delivery and outcomes.** RTP should continue to utilize programme monitoring data, such as the insights from the midline evaluation that led to the introduction of reading clubs, to refine and strengthen its programmes. To ensure sustained improvements and relevance, RTP should establish a systematic mechanism for integrating monitoring and evaluation findings into programme design and implementation. This approach will enable the organization to adapt effectively to emerging needs of beneficiaries and drive continuous improvement in its impact on children and their communities.

**Effectively track key student data:** The evaluation found a decline in dropout rates and absenteeism, suggesting that children are more motivated to stay in school and engage consistently with their learning environment as a result of the RTP program. To build on this success and deepen understanding of the program's impact, RTP should work closely with education departments, officials, and schools to more effectively track key student data, including enrollment, transition rates, and absenteeism. This will enable:

- **Evidence-Based Decision-Making:** A more structured and collaborative approach to tracking student retention data will allow RTP to measure the direct impact of its interventions and make informed decisions on programme adjustments.

- **Early Identification of Challenges:** Regular monitoring of absenteeism and dropout patterns can help identify at-risk students early, enabling targeted interventions before disengagement escalates.
- **Sustainability and Institutionalization:** Strengthening partnerships with education authorities will support the institutionalization of data-driven decision-making within schools, ensuring sustainability beyond RTP's direct involvement.
- **Enhanced Advocacy and Policy Influence:** Reliable data will strengthen RTP's ability to advocate for policies and resources that support at-risk students, contributing to broader systemic change.
- **Improved Programme Design:** Understanding long-term trends in school retention and transition can help RTP refine its programming to address specific barriers children face in remaining engaged with their education.

RTP can therefore follow the following steps:

- Establish data-sharing agreements with education departments and schools to systematically track student progression.
- Provide technical support to schools in improving attendance and enrollment monitoring systems.
- Develop simple tools or dashboards that allow schools and teachers to analyze trends in absenteeism and dropout rates.
- Engage communities and parents in discussions about school retention, ensuring that barriers to attendance are addressed holistically.
- By strengthening its data systems in collaboration with education stakeholders, RTP can enhance its ability to measure and amplify its impact, ultimately ensuring that more children remain in school and benefit from a supportive learning environment.

**Align measurement tools with programme objectives for accurate assessment.** The MEMF programme currently uses the ISELA to measure changes in life skills among children. While ISELA is a robust tool designed to evaluate social and emotional learning outcomes such as self-concept, stress management, and conflict resolution, these skills are not systematically addressed as part of the programme's design. This raises concerns about the appropriateness of using ISELA to assess the programme's outcomes and its ability to provide meaningful insights into the programme's impact on life skills development. Should RTP decide to continue using ISELA, the programme design should be revised to include structured activities that address the tool's measurement domains. For instance, incorporating stress management classes or conflict resolution modules would make the tool more relevant and improve its ability to capture programme outcomes. Alternatively, RTP should use measuring tools that directly align with the programme's objectives.

**Design rigorous quasi-experimental impact evaluations in order to assess ultimate impact with appropriate structures and tools.** If RTP aims to measure programme outcomes through impact evaluations, it is essential to design these evaluations rigorously to ensure reliable and meaningful results. A quasi-experimental design can provide valuable insights into the programme's impact, but it can equally be resource-intensive in terms of time, cost, and expertise. RTP should ensure adequate funding, staff training, and technical capacity to manage these complexities effectively. Additionally, post-implementation evaluations alone are insufficient to capture the full scope of programme impact. For a quasi-experimental approach to be effective, both intervention and control groups should be carefully considered. Therefore if RTP wants to do an impact measurement, it should set up all the relevant structures and use the correct measurement tools to enable them to do so.

**Refining Evaluation Approaches: Prioritizing Learning Over Attribution.** RTP does not always need to conduct an impact evaluation if there is already strong evidence supporting the causal link between its interventions and intended outcomes. Instead, RTP should prioritize evaluations that deepen understanding of how and why change happens within different contexts. Contribution analysis, qualitative assessments, and process evaluations can provide valuable insights into the specific mechanisms driving change, the enabling and limiting factors, and the sustainability of program outcomes. By complementing impact evaluations with these approaches, RTP can refine its programming, adapt to emerging challenges, and strengthen its overall effectiveness.

### Recommendations for Government and by extension Ministry of Education

**Enhance capacity building and formal training for volunteer teachers.** The application of PBL in Tanzania has mostly depended on majority of volunteer teachers in refugee camps. A key concern noted by stakeholders was that while these teachers are identified based on criteria set by the government and rapidly upskilled by both government and RTP as part of this programme, not having formal teaching qualifications complicates their ability to continue teaching, risking the effective implementation of PBL methodologies in the classrooms, and furthering the learning outcomes of the children. To improve the capacity and long-term prospects of volunteer teachers, as well as build confidence in their implementation of PBL, it

could be beneficial to expand the training of the volunteer teachers beyond PBL methodologies. Volunteer teachers could be enrolled in initial teacher training programmes that would not only enhance their ability to teach effectively within the camps, but also enable them to be integrated into the educational system once repatriated to Burundi. This in itself would also serve as a good motivator for the commitment of the teachers to implement PBL into their teaching methodologies.

**Increase access to teaching and learning resources for the teachers and students.** The availability of teaching resources remains a significant challenge in refugee camp schools, directly affecting the quality of education. Stakeholders have highlighted instances where educational materials, though supplied, could not be utilized due to delays in obtaining necessary permits for their entry into the camps. RTP should engage in advocacy with relevant stakeholders, including government authorities, UNHCR, and local organizations, to streamline the process of obtaining teaching aids and materials for schools in refugee camps. This would involve understanding the specific regulatory and compliance requirements that impact the importation and distribution of educational resources within these camps. By identifying these barriers, RTP can work to ensure that the process is more efficient, reducing delays in accessing essential teaching materials.

**Advocate for timely access to updated curriculum and scholastic materials of the Burundi education system.** Teachers do not always have the most up to date Burundi curriculum and accompanying text books, mostly owing to limitations around what can be brought into the camp, by whom, and when. Teachers indicated that their ability to effectively teach using PBL methodologies is in part dependent on whether they have the relevant curriculum or not. It is important therefore to continue working very closely with the government of Burundi to ensure that the most up-to-date curriculum is always available in both contexts of Burundi and Tanzania. This is a unique situation given that many countries, like Burundi, are currently overhauling existing curriculums so their education systems are more aligned to competency-based curriculums as opposed to what has been existing previously. RTP can advocate for the timely delivery of the scholastic materials reflecting the updated curriculum to the refugee camps in Tanzania to ensure that children learning in refugee camps are at par with their counterparts in Burundi.

**Advocate for timely administration of national exams for refugee children.** There is a delayed administration, sometimes up to a year, of the national exams for the final year children in the refugee camps. This delay poses challenges to the educational progress of these children and increases the risk of adverse outcomes such as school dropouts, early marriages, and teenage pregnancies—issues that RTP actively seeks to mitigate. Education Working Group (EWG) in collaboration with UNHCR can engage in advocacy with the government of Burundi to advocate for timely distribution and administration of national exams to refugee children in Tanzania. RTP could also collaborate with the UNHCR, education-focused partners in the refugee camps, and other local refugee organizations to support advocacy efforts and establish a system for timely and securely transporting, administering, and returning exams for grading in Burundi.

## Annex 1 | Evaluation Framework

### Evaluation Framework

| Evaluation Questions                                                                                                                                                                                                                                        | Review of program documents and data | Desktop Research | KIIs with RTP | KIIs with Government Officials | FGDs with children | FGD with parents | FGD with teachers |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------|---------------|--------------------------------|--------------------|------------------|-------------------|
| <b>Relevance</b>                                                                                                                                                                                                                                            |                                      |                  |               |                                |                    |                  |                   |
| Was the program aligned with national education priorities/policies and systems? And was the program designed to meet the needs of all children, including children with disabilities, in a fragile and conflict affected setting?                          | x                                    | x                | x             | x                              |                    |                  |                   |
| <b>Effectiveness (Ultimate outcome)</b>                                                                                                                                                                                                                     |                                      |                  |               |                                |                    |                  |                   |
| To what extent and how has the program contributed to the achievement of its ultimate outcomes? Specifically, life skills and learning outcomes?                                                                                                            | x                                    |                  | x             |                                | x                  | x                | x                 |
| Where the program has not achieved its outcomes, what are the reasons for this and what could a program like this do differently in future to be more effective?                                                                                            |                                      |                  | x             | x                              |                    |                  | x                 |
| <b>Effectiveness (Intermediate and Immediate Outcomes)</b>                                                                                                                                                                                                  |                                      |                  |               |                                |                    |                  |                   |
| To what extent and how has the program contributed to the achievement of its outcomes?                                                                                                                                                                      | x                                    |                  | x             |                                | x                  | x                | x                 |
| Have there been any unexpected outcomes?                                                                                                                                                                                                                    | x                                    |                  | x             |                                | x                  | x                | x                 |
| Have parents and community members changed their attitudes towards girls' access to education as a result of the program? What has been the effect of any shifts in attitudes? And what attitudes continue to pose a barrier to girls' access to education? | x                                    |                  | x             |                                | x                  | x                | x                 |

| Evaluation Questions                                                                                                                                                                                                                | Review of program documents and data | Desktop Research | KIIs with RTP | KIIs with Government Officials | FGDs with children | FGD with parents | FGD with teachers |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------|---------------|--------------------------------|--------------------|------------------|-------------------|
| How are teachers using Play-Based Learning in refugee camps in Tanzania and returnee communities in Burundi ? What is working well and what challenges do they continue to face (beyond structural and resource-based limitations)? | x                                    |                  | x             |                                |                    |                  | x                 |
| Has children's enjoyment of school changed as a result of the program? And does this enjoyment have any effect on children's learning?                                                                                              | x                                    |                  | x             | x                              | x                  | x                | x                 |
| Do reading clubs show potential in improving children's reading and comprehension skills?                                                                                                                                           | x                                    |                  | x             |                                | x                  |                  | x                 |
| <b>Sustainability</b>                                                                                                                                                                                                               |                                      |                  |               |                                |                    |                  |                   |
| What is the level of ownership of the MEMF approach at the school, community and institutional level and how likely is this to continue after the program has ended in Tanzania and Burundi?                                        | x                                    |                  | x             | x                              |                    | x                | x                 |
| What plans are in place to continue supporting teachers practising Play-Based Learning?                                                                                                                                             | x                                    |                  | x             | x                              |                    |                  | x                 |
| Are schools, communities and institutions collaborating to support the program's objectives? Why and how?                                                                                                                           | x                                    |                  | x             |                                |                    |                  | x                 |
| What key practices and approaches are likely to continue after the program ends?                                                                                                                                                    | x                                    |                  | x             |                                |                    |                  | x                 |
| <b>Scalability</b>                                                                                                                                                                                                                  |                                      |                  |               |                                |                    |                  |                   |
| Which activities/strategies are the most effective and strategic for RTP to consider replicating in similar contexts or scaling? And what should be considered when doing so?                                                       | x                                    |                  | x             |                                |                    |                  |                   |

## Annex 2 | Data collection tools

### Key Informant Interview Guide: Right to Play staff

**Please note instructions for you as the researcher is written in red.**

Hello, my name is \_\_\_\_\_. Thank you for taking the time to speak with us today. Genesis Analytics has been contracted by Right to Play (RTP) to conduct an endline evaluation of the My Education, My Future (MEMF) Program.

The purpose of the evaluation is to understand the program's achievements, as well as challenges, the relevance of the program, and its sustainability. The results of the evaluation will be used to develop information on best practices and actionable lessons to inform future similar programming and development of Right to Play's (RTP's) work in education with children in fragile and conflicted affected settings.

Everything we discuss today will be kept strictly confidential. There are no right or wrong answers and nothing you say will not be attributed to you in our reporting. We will be taking notes as well as recording during the conversation to assist us with data analysis later, but these will not be shared beyond the Genesis team. The purpose of recording the conversation is to be able to refer back in instances where we miss important points during our note taking. We will delete the recording after. Is it okay with you if we record this conversation? **[begin recording if they confirm it is OK to record]**

Do you have any questions for us, or are you happy for us to proceed?

**[Note that questions related to the design of the MEMF program should be asked to Senior team members who are based in the country offices, whereas questions related to the implementation of the program on the ground should be directed to field staff]**

#### Introduction

1. Please could you begin by briefly introducing yourself and explaining your role within RTP and your role specifically in the My Education My Future program?

#### Program relevance:

2. **[For Tanzania]** What challenges do children in refugee camps in Tanzania face with regards to accessing quality education and performing at school?
  - a. Are there any specific challenges that exist for girls/people with visible/invisible disabilities in accessing quality education and performing at school?
3. **[For Burundi]** What challenges do children in returnee and host communities in Burundi face with regards to accessing quality education and performing at school?
  - a. Are there any specific challenges that exist for girls/people with disabilities in accessing quality education and performing at school?
4. How does the MEMF program's support address the challenges discussed above? **(Probe on the following components (life skills, teacher trainings, reading clubs- in Burundi only, community sensitisation))**
  - a. For each of the program components, please provide specific examples?
5. **[For Project Manager]** What was the reason for using this approach and activities in the program design? Is the support provided to children and teachers adequate based on the objectives of the MEMF program? Why or why not?
6. What additional support is still needed by children, teachers, Head Teachers, parents or others in order to address the above challenges?
7. To what extent were the objectives and design of the MEMF interventions aligned with national education priorities?

**Program effectiveness (Skip this section if there is no time, and instead ask: What key improvements in life skills (problem solving, communication, leadership and self-esteem), if any, have you observed amongst children who have benefitted from the program? Can you share examples?)**

8. **[Not priority]** In your opinion, are the learning outcomes of children who have participated in the program improving? How so?

9. **[Not priority]** Has there been a change in life skills (e.g., problem-solving, communication, resilience) among the children involved in the program? If so, please share?
10. **[Not priority]** To what extent have the activities for teachers, including the communities of practice and training, provided teachers with the tools needed to ensure the success of young girls? (academically and non-academically)

### ***Use of Gender-Responsive Play-Based Learning in Refugee Camps and Returnee Communities:***

***Read: The Gender-Responsive Play-Based Learning approach, used in Right to Play's My Education, My Future program, integrates gender sensitivity with play-based learning. It focuses on creating an inclusive environment where all children, regardless of gender, can participate, learn, and thrive through play. This approach aims to ensure equal opportunities and challenge gender biases, fostering a supportive and equitable learning experience.***

11. **(for field staff)** Based on recent classroom observations led by you or other team members, how extensively and successfully are teachers integrating GR-PBL in their lessons?
  - a. What are some examples of teachers using PBL in classrooms?
  - b. Is this integrated throughout the class or only at 1 or 2 points in a class?
12. What aspects of the Play-Based Learning approach seem to be working well in these contexts? Can you share specific examples of successes?
13. Beyond structural or resource-based limitations, what challenges are teachers still facing when implementing Play-Based Learning in these settings?
  - a. Have you noticed differences in the engagement of teachers with methodology now with Play-Based Learning integration?
  - b. Was there a time you observed Play-Based Learning not working?
  - c. What are other limitations you have observed that teachers face in the classroom?

### ***Parents' and Community Attitudes toward Girls' Education***

14. Have you observed any noticeable changes in parents' and community members' attitudes towards girls' access to education since the MEMF program began? If so, please share?
  - a. If yes, what impact have these attitude shifts had on girls' school attendance and participation?
15. What concerns do parents have about sending their daughters to school, and how do these concerns affect their decisions?
  - a. Are there any persistent attitudes or beliefs that continue to create barriers to girls' access to education? How are these being addressed and how can they be encouraged to pursue an education for their daughters?

### ***Enjoyment of school***

16. Have you noticed any changes in children's attitudes to school as a result of the MEMF program?
  - a. Amongst who have you noticed this change?
  - b. How so? Probe: are they more motivated, do they enjoy school more?
  - c. Is the change in attitudes different for girls, boys, or children with disabilities?
  - d. If so, what factors have contributed to this change?

### ***Reading clubs (Burundi only)***

17. How effective do you think the reading clubs have been in improving children's reading skills? Please explain.
18. What evidence or feedback, if any, have you received that shows the potential of these clubs to positively impact literacy?
19. Are there any specific strategies or elements of the reading clubs that could be strengthened to further enhance their impact?

### ***Unmet outcomes***

20. In cases where the program hasn't fully achieved its expected life skills or learning outcomes, what do you believe are the main reasons for this?
21. What challenges or barriers did the program encounter that may have limited its effectiveness in these areas?
22. What were other challenges experienced during programme implementation?

- a. Were there any external factors which have affected program implementation? (e.g. government regulation)
- b. How did the program seek to mitigate such factors?

### **Suggestions for Future Improvement:**

23. Based on your experience, what could be done differently in future iterations of the MEMF program to more effectively achieve life skills, learning outcomes, enrollment and transition?
24. Are there any specific strategies, resources, or approaches that you think should be adjusted to ensure the program is more successful in the future?

### **Sustainability**

25. What mechanisms or strategies are currently being put in place or have been put in place by RTP to ensure that the MEMF approach continues after the program ends (probe on Life skills, Play-Based Learning, Reading clubs)?
  - a. How do life skills address the challenges above ?
  - b. How do the reading clubs address the challenges?
26. In your opinion, what are the biggest challenges to sustaining the MEMF approach once the program concludes?
  - a. How if at all are these being addressed?
27. How would you describe the level of ownership of the MEMF approach at the school level? Do you think schools will continue implementing these approaches once the program ends?
  - a. How if at all are these being addressed?
  - b. How would you describe the level of ownership of the MEMF approach at the community level?

### **Scalability**

28. **[Not priority]** If you were to design the MEMF program again, what would you do differently and why?
29. **[Not priority]** What has worked particularly well in the design and implementation of the Program?
30. What challenges have been experienced in the implementation of the Program?
  - a. How have you addressed these challenges?
31. What aspects of the Program **(probe on life skills, teacher training, reading clubs, community sensitization)** do you think would be valuable for other stakeholders working in similar contexts, to support improved learning outcomes for refugees, and particularly girls?
32. Based on your experience, which aspects of the MEMF program do you think would be most strategic for Right To Play to replicate or scale in similar contexts (e.g., fragile and conflict-affected settings)?

### **Closing question**

33. Is there anything else you would like to share that we have not covered in the questions above?

We appreciate your participation in this discussion. Thank you.

# Key Informant Interview Guide: Government officials

Please note instructions for you as the researcher is written in red.

Hello, my name is \_\_\_\_\_. Thank you for taking the time to speak with us today. Genesis Analytics has been contracted by Right to Play (RTP) to conduct an endline evaluation of the My Education, My Future (MEMF) Program.

The purpose of the evaluation is to understand the program's achievements, as well as challenges, the relevance of the program, and its sustainability. The results of the evaluation will be used to develop information on best practices and actionable lessons to inform future similar programming and development of Right to Play RTP's work in education with children in fragile and conflicted affected settings.

Everything we discuss today will be kept strictly confidential. There are no right or wrong answers and nothing you say will not be attributed to you in our reporting. We will be taking notes as well as recording during the conversation to assist us with data analysis later, but these will not be shared beyond the Genesis team. The purpose of recording the conversation is to be able to refer back in instances where we miss important points during our note taking. We will delete the recording after. Is it okay with you if we record this conversation? **[begin recording if they confirm it is OK to record]**

Do you have any questions for us, or are you happy for us to proceed?

## Introduction

1. Please could you begin by introducing yourself and explaining your role within government and specifically the education system in (Burundi/Tanzania)?
2. What has been your role in the implementation of the My Education, My Future program?

**Read: The My Education, My Future program implemented by Right to Play aims to improve the learning outcomes, particularly reading/literacy for girls, as well as to help them navigate daily challenges, build resilience, and make positive decisions in their lives, by improving their confidence as well as their communication skills. I now want to ask you some questions around this.**

3. What is the government doing to support similar outcomes targeted to supporting inclusive education in refugee communities?

## Relevance

4. To what extent are the objectives and design of the My Education, My Future interventions aligned with national education priorities?
  - a. Please explain how alignment could be improved.
  - b. Has alignment been a barrier to the program's success?
5. **{For Tanzania}** Do you believe the design of the program has taken into account the challenges that girls in refugee camps in Tanzania face with regards to accessing quality education and performing at school level? Please explain. **{Probe on challenges for girls/people with disabilities}**
6. **{For Burundi only}** Do you believe the design of the program has taken into account the challenges that girls in returnee host communities in Burundi face with regards to accessing quality education and performing at school? Please explain. **{Probe on challenges for girls/people with disabilities}**?

## Effectiveness

### Enjoyment of school

7. Have you noticed any changes in children's attitudes to school as a result of the My Education, My Future program?
  - a. Amongst who have you noticed this change?
  - b. How so? Probe: are they more motivated, do they enjoy school more?
  - c. Is the change in attitudes different for girls, boys, or children with disabilities?
  - d. If so, what factors have contributed to this change?

8. Are you aware of any barriers that could have been faced, or factors/challenges that prevented the achievement of the *My Education, My Future* program outcomes, particularly the improvement in reading/literacy amongst children? Please explain.

### Sustainability

9. In your view, what key practices or approaches from the *My Education, My Future* program project are most likely to continue beyond its duration, and what factors will enable their continuation?
10. What plans/ policies/ frameworks , if any, does the government have to support the continuation of the *My Education, My Future* program approach after the program ends and ensure the long-term sustainability of the project's outcomes in refugee and returnee communities?
- Are there any policies, resources, or partnerships being considered to sustain key components of the approach, such as gender-responsive education, or improving literacy skills amongst refugees/returnees?
  - Are there any specific plans or strategies in place within your department to continue supporting teachers who are practising gender responsive play- based learning (Play-Based Learning) after the project ends?
11. What changes, if any, has the program contributed to within the education ecosystems in **[Tanzania/Burundi]** – specifically related to gender responsive teacher training/support for refugees)?

### Scalability

12. What aspects of the project, if any, could be scaled to other communities?
13. What key factors should be considered when expanding or replicating the successful approaches of the MEMF program, particularly in other refugee or returnee communities?

### Closing

14. Is there anything else you would like to share on the *My Education, My Future* program that we have not covered in the questions above but you feel are important to highlight?

We appreciate your participation in this discussion. Thank you.

## Focus Group Discussion Guide: Parent/Caregiver

**Please note instructions for you as the researcher is written in red.**

Hello, my name is \_\_\_\_\_. Thank you for taking the time to speak with us today. Genesis Analytics has been contracted by Right To Play to conduct an endline evaluation of the My Education, My Future (MEMF) Program.

The purpose of the evaluation is to understand the program's achievements, as well as challenges, the effectiveness of the program, and its sustainability. The results of the evaluation will be used to develop information on best practices and actionable lessons to inform future similar programming and development of Right To Play's work in education with children in fragile and conflicted affected settings.

Everything we discuss today will be kept strictly confidential. There are no right or wrong answers and nothing you say will not be attributed to you in our reporting. We will be taking notes as well as recording during the conversation to assist us with data analysis later, but these will not be shared beyond the Genesis team. The purpose of recording the conversation is to be able to refer back in instances where we miss important points during our note taking. We will delete the recording after. Is it okay with you if we record this conversation? **[begin recording if they confirm it is OK to record]**

Additionally, may we kindly request permission to take pictures for inclusion in our report? Your anonymity and privacy will be strictly maintained, and the images will be used solely to enhance the visual representations of this activity and of our findings. Would you be comfortable with us taking pictures during our discussion today? **[take pictures if they confirm it is OK to do so]**

Do you have any questions for us, or are you happy for us to proceed?

### Activity Introduction: Human Voting

**Purpose: The purpose of this activity is to engage participants right from the start, create an inclusive atmosphere, and gently introduce some of the key themes of the discussion in an interactive way.**

### Introduction

Please briefly introduce yourself, including your name and the age and gender of your child(ren)?

- Please also state if any of your children have a disability.

### Instructions:

- “Before we begin, let's do a quick activity to get everyone involved and thinking. I'm going to ask a few questions, and I'd like you to use the two papers **[point to the papers showing the words agree and strongly agree]** and stand according to how strongly you agree or disagree with the statement. There are no right or wrong answers, so feel free to participate honestly.”

### Human Voting Setup

[Place two signs in a straight line some distance apart. One sign has the words strongly agree printed on it and the other strongly disagrees.]

**Procedure:** Read the series of statements and have the participants organise themselves along the line. Where they stand on the line indicates how much they agree or disagree with the statements. If for any question, there is a high vote on strongly agree or strongly disagree, then capture that as well.

### Statements:

- Boys and girls should help equally with household chores
  - [Allow participants to arrange themselves and observe, record where people are standing]**
  - Follow-up: Thank you! Please explain why you feel this way?
- Girls and boys should have equal access to education
  - [Allow participants to arrange themselves and observe]**
  - Follow-up: Thank you! Please explain why you feel this way?

- c. What types of attitudes, barriers or obstacles have prevented community members from more active support for girls' education/and for equal access to education?
- 3. There are now more girls in my community who are able to attend school and pursue an education than they were before.
  - a. **[Observe the response]**
  - b. Have any of the community discussions or activities you've attended influenced how people in your household or community think about the roles of boys and girls, both at home and in school? Can you provide any examples of changes you've observed?
  - c. **Follow-up:** In what ways have you seen improvements in the number of girls attending school?
- 4. Children with disabilities have the right to go to school and learn.
  - a. **[Observe the response]**
  - b. **Follow-up:** Thank you! Please explain why you feel this way?
  - c. What types of attitudes, barriers or obstacles have prevented community members from more active support for education amongst children with disabilities?
- 5. In my community, there have been improved opportunities for children with disabilities to attend school in the last year.
  - a. **[Observe the response]**
  - b. Please explain how these improved opportunities have come about?

### Project effectiveness

**Read: The My Education, My Future program implemented by Right to Play aims to improve the learning outcomes for girls, as well as to help them navigate daily challenges, build resilience, and make positive decisions in their lives, by improving their confidence as well as their communication skills. I now want to ask you some questions around this.**

- 6. Have you seen any changes in your child/children as a result of their participation in school or girls' clubs?
  - a. Please explain.
    - i. *Probe on the education on Sexual and Reproductive Health Rights (SRHR) and Menstrual Health, confidence levels, interest in reading, enjoyment of school problem solving, confidence and decision-making.*
  - b. In what ways has your child's academic performance changed over the last year? Could you provide specific examples?
  - c. In what ways have your child's reading skills improved or changed over the last year? Could you provide specific examples?
  - d. In your opinion, what are the main contributing factors that continue to contribute to children in your community not performing in school, dropping out of school, or not attending school?
    - i. *Probe on specific factors for girls e.g. menstrual health, pregnancy etc.*
    - ii. *Probe on specific factors for children with disabilities*
- 7. How can children in your community, as well as your own children, be better supported to attend school on a regular basis and complete school?
- 8. Going forward, what support do you need as a parent or guardian to be able to support your daughter with their needs?
  - a. *Probe on what schools or officials are not doing.*

### Sustainability

- 9. **[Only ask if parents confirm seeing positive changes in community attitudes towards girl's education]** In your opinion, do you think that changes in community attitudes towards girls' education that we discussed above will continue? Why or why not?
- 10. As a parent, do you think you will continue to support equal access to school for all of your children, both boys and girls? What will help you continue this, or what might make it difficult?

### Closing

- 11. Is there anything else you would like to share that we have not covered in the questions above but you feel are important to highlight?

We appreciate your participation in this discussion. Thank you

## Focus Group Discussion Guide: Children

**Please note instructions for you as the researcher is written in red.**

*Hello, my name is \_\_\_\_\_. Thank you for taking the time to speak with us today. Genesis Analytics has been contracted by Right To Play to conduct an endline evaluation of the My Education, My Future (MEMF) Program.*

*The purpose of the evaluation is to understand the program's achievements, as well as challenges, the relevance of the program, and its sustainability. The results of the evaluation will be used to develop information on best practices and actionable lessons to inform future similar programming and development of Right To Play's work in education with children in fragile and conflicted affected settings.*

*Everything we discuss today will be kept strictly confidential. There are no right or wrong answers and nothing you say will not be attributed to you in our reporting. We will be taking notes as well as recording during the conversation to assist us with data analysis later, but these will not be shared beyond the Genesis team. The purpose of recording the conversation is to be able to refer back in instances where we miss important points during our note taking. We will delete the recording after. Is it okay with you if we record this conversation? **[begin recording if they confirm it is OK to record]***

*Do you have any questions for us, or are you happy for us to proceed?*

### **Activity 1: Icebreaker**

#### **Game: Feelings Circle**

- **Ask each child to describe how they feel today using a colour or an animal (e.g., "I feel like a yellow sun because I'm happy!" or "I feel like a cat because I'm calm.").**
- **This helps break the ice and makes the children comfortable sharing their feelings.**

#### **Pocket voting**

#### **SETUP**

**Before your focus group discussion, organise printed images of each of the constraints onto envelopes ensuring that they are empty. Place these envelopes in a private area out of sight of other people and participants.**

#### **PROCEDURE**

**Provide all FGD participants with 10 beans and ask all FGD participants to come up one at a time and to put their beans in the envelopes, using the number of beans to rank each constraint in terms of their own experiences. Remember to tell the participants that they are allowed to allocate the beans as they want to, if they want to, they can even put all 10 beans in one envelope, if they feel that is the most overwhelming constraint.**

**After the voting and FGD is complete, count the number of beans in each envelope in front of the group, record appropriately, and start the discussion on the constraints.**

#### **CONSTRAINTS - READ EACH OUT AS YOU SHOW THE PHOTO VISUALISING THE CONSTRAINT**

- Language Barriers: Difficulty understanding the language of instruction can hinder academic performance and social integration.
- Lack of School Supplies: Insufficient access to necessary materials (books, uniforms, stationery) can limit participation and engagement.
- Lack of information: Many refugee families may lack information on how to access education in their host country.
- Emotional Trauma or Anxiety: Previous experiences of conflict, displacement, or loss can affect mental health and readiness to learn.
- Inadequate Teacher Support: Limited teacher training in addressing the specific needs of refugee children may lead to feelings of neglect or exclusion.
- Bullying or Discrimination: Refugee children may face bullying or stigmatization from peers, leading to a hostile school environment.
- Cultural Differences: Adjusting to different cultural practices, beliefs, and education systems can create challenges in social integration.
- Gender Discrimination: Girls may face additional barriers due to prevailing social norms that prioritize boys' education over girls', limiting their access and participation.
- Child Marriage: Social pressures and economic factors can lead to early marriage for girls, impacting their educational opportunities.

- Household Responsibilities: Girls may be expected to take on additional domestic responsibilities, reducing the time available for schooling.
- Insecurity and Safety Concerns: Fears of violence or harassment when travelling to and from school can deter children, especially girls, from attending.
- Limited Community Support: Insufficient community engagement or support for education can undermine the encouragement and resources available to students.
- Poverty: Economic instability can force families to prioritize work over education, impacting children's ability to attend school regularly.
- Resistance to education by family members
- Lack of trust to educational institution

## FOLLOWING VOTING AND COUNTING OF EACH ENVELOPE

**Ask open-ended questions to encourage discussion. For example:**

- Why do you think this challenge is a significant barrier for **[in Burundi]** refugee returnees/**[in Tanzania]** refugees such as yourselves?
- How does this challenge affect your experience in school?
- How can such challenges be overcome? Whose role is it?

## Enjoyment of School and learning outcomes

1. **[Not priority]** How much do you enjoy going to school?
  - a. Can you tell me what you like most about going to school?
  - b. What makes learning in class fun for you?
  - c. How do you feel about the play stories, or activities your teacher makes you play/does in class?
2. When you enjoy school, do you believe you are likely to perform better academically? Or do you believe enjoying school affects the way you learn? Why do you think that happens?
3. Can you tell me what you do not like about school/ your classroom?

## **[Burundi only FGD with only those in reading clubs]** Topic 2: Reading Clubs

4. What do you like most about the reading clubs at school?
5. What do you dislike about the reading clubs at school?
6. Do you think being in a reading club has helped you become a better reader? How?
7. Has your participation in the reading clubs had any other benefits for you? If so, please explain.
8. Do you feel like you are learning new things in the reading club that you don't learn in your normal classes with your teacher? Please explain.
9. **[Not priority]** Has anything changed for you at school since you started going to the reading club? Please explain.

## Attitudes toward Girls' Education

10. Have you noticed any changes in how your parents or community members view your education and the importance of girls going to school? Please explain.
11. Have you noticed any changes in your parents' or community members' perception of your ability to help with household chores? Please explain.
12. What are other attitudes or beliefs in your community that continue to make it harder for girls to go to school? Can you share any examples?

## **[Only for FGD with girls]** Topic 4: SRHR and MHH Experiences (Sensitive Topic)

13. How empowered do you feel to make decisions about your sexual and reproductive health? Can you share examples of situations where you felt confident in your choices?
  - a. What knowledge or support do you think helps you feel more empowered to make these decisions?
14. What new things have you learned about Sexual and Reproductive Health at school? Can you share some examples?
15. How does the information you have learned about your body and Sexual and Reproductive Health make you feel?
16. How do you feel about discussing health topics related to Sexual and Reproductive Health now compared to before? Are there specific topics you feel more comfortable talking about?
17. Have you learned about the different options available to you regarding your Sexual and Reproductive Health? Can you give an example of a decision you feel confident making?

### Closing

18. Can you tell me how you feel about your future and your ability to continue going to school?
19. Is there anything else you would like to share that we have not covered in the questions above but you feel are important to highlight?

## Focus Group Discussion Guide: Teachers

**Please note instructions for you as the researcher is written in red.**

*Hello, my name is \_\_\_\_\_. Thank you for taking the time to speak with us today. Genesis Analytics has been contracted by Right To Play to conduct an endline evaluation of the My Education, My Future (MEMF) Program.*

*The purpose of the evaluation is to understand the program's achievements, as well as challenges, the effectiveness of the program, and its sustainability. The results of the evaluation will be used to develop information on best practices and actionable lessons to inform future similar programming and development of Right To Play's work in education with children in fragile and conflicted affected settings.*

*Everything we discuss today will be kept strictly confidential. There are no right or wrong answers and nothing you say will not be attributed to you in our reporting. We will be taking notes as well as recording during the conversation to assist us with data analysis later, but these will not be shared beyond the Genesis team. The purpose of recording the conversation is to be able to refer back in instances where we miss important points during our note taking. We will delete the recording after. Is it okay with you if we record this conversation? **[begin recording if they confirm it is OK to record]***

*Do you have any questions for us, or are you happy for us to proceed?*

1. Please begin by introducing yourself, including your name, how long you have been a teacher for, and when you first received training from Right to Play?
2. Can you describe in your own words, what Gender Responsive Play-Based Learning means to you?
3. Thank you for sharing your thoughts. Now, how do you apply Play-Based Learning in your classroom? Can you provide specific examples?
4. Do you feel confident in your ability to successfully integrate Gender Responsive Play-Based Learning means to you in **[refugee camps in Tanzania]** or **[and returnee communities in Burundi]**? Why or why not?

**Introduction to Force Field Analysis:** We are going to do an exercise called "Force Field Analysis." The idea is to explore two main areas:

- What factors are helping you to successfully implement Play-Based Learning in your classrooms?
- What challenges are making it difficult to fully use Play-Based Learning, besides any lack of resources or structural barriers like overcrowded classrooms or lack of books?

*We will first look at the driving forces (what is working well) and restraining forces (the challenges).*

*Let's start with the Driving Forces (What is working well?)*

5. What strategies, methods, or support have helped you in implementing Play-Based Learning?
  - o Can you share how the communities of practice, coaching and mentoring - whether from Right To Play, officials, or head teachers—has contributed to your ability to use Play-Based Learning effectively?

### **Probe on how school leadership/head teachers are supporting teachers in implementing play-based learning**

- Which play-based learning activities do you find the most useful to encourage children to engage with learning? Please can you share examples?

*Now, let's move to the Restraining Forces (Challenges faced)*

6. What challenges have you faced in using Play-Based Learning beyond limited resources or physical infrastructure?
  - o Are there any challenges faced as a result of school leadership? Please explain.
  - o Are there cultural or community attitudes that make it difficult to apply Play-Based Learning effectively? Please explain.
7. Do you face any challenges in adapting Play-Based Learning to meet the diverse needs of students (e.g., refugees, children who have returned from camps, or children with disabilities)?
8. Have you encountered resistance from students or parents when trying to apply Play-Based Learning? If so, what kind of resistance, and how do you handle it? Please explain.
9. Are there any personal or professional barriers (like confidence, skills, or time) that make it difficult to use Play-Based Learning fully? Please explain.

### **Project Effectiveness**

10. In your opinion, is children's academic performance improving, staying the same or diminishing? How so? Could you provide specific examples? Probe teachers to focus on evidence, i.e. exam scores, performance in class assessments, etc.
11. Have there been any changes in students' emotional well-being or behaviour since the project started? If so, please share? What specific project activities do you think contributed to these changes?
12. Have you observed any improvement in students' life skills (e.g., communication, problem-solving, resilience) as a result of the MEMF project?
13. Can you provide examples of how these skills are being applied by students in the classroom?

### **[For Burundi only] Reading Clubs**

14. **[Not a priority question]** In your opinion, how effective have the reading clubs been in improving students' reading and comprehension skills?
15. What do you think could be done to make the reading clubs even more impactful?

### Enjoyment of school and learning outcomes

16. Have you noticed any changes in children's attitudes to school as a result of the My Education My Future program?
  - a. How so? Probe on if they are more motivated, do they enjoy school more?
  - b. If so, what factors have contributed to this change?
17. When you have used play-based learning in your classroom, has this affected children's enjoyment for learning and school?
18. Have you noticed improvements in student engagement or academic performance because of Play-Based Learning?
  - o *Probe: What aspects of Play-Based Learning seem to work best for students (including girls and children with disabilities)?*

### Changes in Attitudes toward Girls' Education

19. From your perspective, have there been any changes in the way parents or community members view girls' education as a result of the My Education My Future project?
20. How have these changes (if any) influenced the girls' participation and performance in school?

### Sustainability

21. What additional support should have been considered to support teachers such as yourself to integrate play based learning?
  - o *Probe on training or mentorship have helped?*
  - o *Probe on support from school, government*
22. How likely are you to continue using play based learning when the My Education My Future project comes to an end? Please explain.
23. What support do you think teachers such as yourself need to continue implementing the strategies and practices introduced by the My Education My Future project, such as innovative teaching methods/Play-Based Learning?

### Closing

24. Is there anything else you would like to share on the My Education My Future program that we have not covered in the questions above but you feel are important to highlight?

## Children's survey (grades 1 to 3)

| Variable name | Question                                                                                                                                            | Skip logic |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| admin         | <b>Administrative information and child consent</b>                                                                                                 |            |
| noteadmin     | <i>Fill out this information before meeting with the child.</i>                                                                                     |            |
| a0            | Country                                                                                                                                             |            |
| 1             | Burundi                                                                                                                                             |            |
| 2             | Tanzania                                                                                                                                            |            |
| a1            | <b>Today's date</b><br><i>Enter today's date in format DD/MM/YY</i>                                                                                 |            |
| a2            | <b>Enumerator ID</b>                                                                                                                                |            |
| a2a           | <b>Enumerator name</b>                                                                                                                              |            |
| a3            | <b>School name</b>                                                                                                                                  |            |
| 1             | [List of school names TBC]                                                                                                                          |            |
|               | <i>Read this passage to the child. If the child asks any questions, answer them to the best of your knowledge or consult with your team leader.</i> |            |

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| noteconsent | <p><b>Hello, my name is \${a2a}. I work for Genesis Analytics and we are trying to learn more about you and your life. This is not a test. I will ask you some questions. Some questions will be easy for you and others may be hard. Don't worry if you cannot answer some of the questions. We just want you to try your best.</b></p> <p><b>We would like your help in this. But you do not have to take part if you do not want to; you can go back to class or home without any punishment if you choose not to participate.</b></p> <p><b>During the questions, you can stop and take a break if you need to. Just let me know. If you decide at any point that you'd like to stop, or that you don't want to do one particular game, that's okay too. Do you have any questions?</b></p> |           |
| a7          | <b>Will you help us?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |
| 0           | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Go to a7b |
| 1           | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Go to a7a |
|             | <i>Do not read this statement to the child. Sign your name.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |
| a7a         | I confirm that I have read the consent statement to the participant, that the participant has had the opportunity to ask questions, and that the participant has given their verbal consent to take part in this study.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | if a7==1  |
| a7b         | Thank you for your time. You may go back to your classroom now.<br><i>If the child does not consent, allow them to go back to their classroom and alert their teacher if they seem unwell or upset. Do not try to re-administer the survey to any child who has refused once.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | if a7==0  |
| admin       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |

| background | Background information                                                                                                        |  |
|------------|-------------------------------------------------------------------------------------------------------------------------------|--|
|            | I will now ask you a few questions about yourself and about your house.                                                       |  |
| b1         | <b>What is your gender?</b>                                                                                                   |  |
| 0          | Male                                                                                                                          |  |
| 1          | Female                                                                                                                        |  |
| 2          | Other                                                                                                                         |  |
| b2         | <b>What is your grade?</b>                                                                                                    |  |
| 1          | Grade 1                                                                                                                       |  |
| 2          | Grade 2                                                                                                                       |  |
| 3          | Grade 3                                                                                                                       |  |
| 4          | Grade 4                                                                                                                       |  |
| 5          | Grade 5                                                                                                                       |  |
| 6          | Grade 6                                                                                                                       |  |
| 98         | Other                                                                                                                         |  |
| b3         | <b>Have you ever repeated a grade at school?</b>                                                                              |  |
| 0          | No never                                                                                                                      |  |
| 1          | One time                                                                                                                      |  |
| 2          | Several times                                                                                                                 |  |
| b4         | <b>How old are you (in years)?</b><br><i>Enter age between 5 and 17.</i><br><i>If child does not know their age, enter 99</i> |  |

|     |                                                                                                                                                                                                                                                                                                                                                                             |  |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| b5  | <b>What is your date of birth?</b><br><i>If child does not know their date of birth, enter today's date</i>                                                                                                                                                                                                                                                                 |  |
| b6a | <b>Do you have difficulty seeing, even if wearing glasses?</b><br><i>If the child responds No, select 'No' and move on. If the child responds Yes then ask him/her Do you have a little difficulty or a lot of difficulty? Use the child's response to mark 'some', 'a lot' or 'cannot do it at all'.</i>                                                                   |  |
| 0   | No, no difficulty                                                                                                                                                                                                                                                                                                                                                           |  |
| 1   | Yes, some difficulty                                                                                                                                                                                                                                                                                                                                                        |  |
| 2   | Yes, a lot of difficulty                                                                                                                                                                                                                                                                                                                                                    |  |
| 3   | Cannot do it at all                                                                                                                                                                                                                                                                                                                                                         |  |
| b6b | <b>Do you have difficulty hearing, even if using a hearing aid?</b><br><i>If the child responds No, select 'No' and move on. If the child responds Yes then ask him/her Do you have a little difficulty or a lot of difficulty? Use the child's response to mark 'some', 'a lot' or 'cannot do it at all'.</i>                                                              |  |
| 0   | No, no difficulty                                                                                                                                                                                                                                                                                                                                                           |  |
| 1   | Yes, some difficulty                                                                                                                                                                                                                                                                                                                                                        |  |
| 2   | Yes, a lot of difficulty                                                                                                                                                                                                                                                                                                                                                    |  |
| 3   | Cannot do it at all                                                                                                                                                                                                                                                                                                                                                         |  |
| b6c | <b>Do you have difficulty walking or climbing stairs?</b><br><i>If the child responds No, select 'No' and move on. If the child responds Yes then ask him/her Do you have a little difficulty or a lot of difficulty? Use the child's response to mark 'some', 'a lot' or 'cannot do it at all'.</i>                                                                        |  |
| 0   | No, no difficulty                                                                                                                                                                                                                                                                                                                                                           |  |
| 1   | Yes, some difficulty                                                                                                                                                                                                                                                                                                                                                        |  |
| 2   | Yes, a lot of difficulty                                                                                                                                                                                                                                                                                                                                                    |  |
| 3   | Cannot do it at all                                                                                                                                                                                                                                                                                                                                                         |  |
| b6d | <b>Do you have difficulty remembering or concentrating?</b><br><i>If the child responds No, select 'No' and move on. If the child responds Yes then ask him/her Do you have a little difficulty or a lot of difficulty? Use the child's response to mark 'some', 'a lot' or 'cannot do it at all'.</i>                                                                      |  |
| 0   | No, no difficulty                                                                                                                                                                                                                                                                                                                                                           |  |
| 1   | Yes, some difficulty                                                                                                                                                                                                                                                                                                                                                        |  |
| 2   | Yes, a lot of difficulty                                                                                                                                                                                                                                                                                                                                                    |  |
| 3   | Cannot do it at all                                                                                                                                                                                                                                                                                                                                                         |  |
| b6e | <b>Do you have difficulty with self-care such as washing all over or getting dressed?</b><br><i>If the child responds No, select 'No' and move on. If the child responds Yes then ask him/her Do you have a little difficulty or a lot of difficulty? Use the child's response to mark 'some', 'a lot' or 'cannot do it at all'.</i>                                        |  |
| 0   | No, no difficulty                                                                                                                                                                                                                                                                                                                                                           |  |
| 1   | Yes, some difficulty                                                                                                                                                                                                                                                                                                                                                        |  |
| 2   | Yes, a lot of difficulty                                                                                                                                                                                                                                                                                                                                                    |  |
| 3   | Cannot do it at all                                                                                                                                                                                                                                                                                                                                                         |  |
| b6f | <b>Using your usual language, do you have difficulty communicating, for example understanding or being understood by others?</b><br><i>If the child responds No, select 'No' and move on. If the child responds Yes then ask him/her Do you have a little difficulty or a lot of difficulty? Use the child's response to mark 'some', 'a lot' or 'cannot do it at all'.</i> |  |
| 0   | No, no difficulty                                                                                                                                                                                                                                                                                                                                                           |  |
| 1   | Yes, some difficulty                                                                                                                                                                                                                                                                                                                                                        |  |
| 2   | Yes, a lot of difficulty                                                                                                                                                                                                                                                                                                                                                    |  |

|            |     |                                                                                                                                                                           |           |
|------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|            | 3   | Cannot do it at all                                                                                                                                                       |           |
| b7         |     | <b>Do you consider yourself to have a disability?</b><br><i>Tick all that apply</i>                                                                                       |           |
|            | 1   | Physical disability                                                                                                                                                       |           |
|            | 2   | Non-physical disability (mental/ intellectual)                                                                                                                            |           |
|            | 3   | Other disability                                                                                                                                                          |           |
|            | 4   | No disability                                                                                                                                                             |           |
| b8         |     | <b>What language(s) do you speak at home?</b><br><i>Select all that apply</i>                                                                                             |           |
|            | 1   | Kirundi                                                                                                                                                                   |           |
|            | 2   | Kiswahili                                                                                                                                                                 |           |
|            | 3   | French                                                                                                                                                                    |           |
|            | 96  | Other                                                                                                                                                                     | Go to b8a |
| b8a        |     | <b>What other language do you speak at home?</b>                                                                                                                          | if b8==96 |
|            | 4   | Never                                                                                                                                                                     |           |
|            | 999 | Don't know / no response                                                                                                                                                  |           |
| b10        |     | <b>Have you ever had to work to earn money to support your family?</b>                                                                                                    |           |
|            | 0   | No                                                                                                                                                                        |           |
|            | 1   | Yes                                                                                                                                                                       |           |
|            | 999 | Don't know / no response                                                                                                                                                  |           |
| b11        |     | <b>Have you ever had to miss school for longer than one month?</b>                                                                                                        |           |
|            | 0   | No                                                                                                                                                                        |           |
|            | 1   | Yes                                                                                                                                                                       |           |
|            | 999 | Don't know / no response                                                                                                                                                  |           |
| b12a       |     | <b>Have you ever had to leave your home because it was not safe, whether because of a natural disaster or because of conflict?</b><br><i>Participants in Burundi only</i> | if a0==1  |
|            | 0   | No                                                                                                                                                                        |           |
|            | 1   | Yes – moved elsewhere in Burundi                                                                                                                                          |           |
|            | 2   | Yes – sought refuge in Tanzania                                                                                                                                           |           |
|            | 96  | Yes – other                                                                                                                                                               |           |
|            | 999 | Don't know / no response                                                                                                                                                  |           |
| b12b       |     | <b>How old were you when you came to live in this camp?</b><br><i>Participants in Tanzania only</i><br><i>If child doesn't know, enter 999</i>                            | if a0==2  |
|            | 999 | Don't know / no response                                                                                                                                                  |           |
| b16        |     | <b>Is there an adult in your household who can read and write?</b>                                                                                                        |           |
|            | 0   | No                                                                                                                                                                        |           |
|            | 1   | Yes                                                                                                                                                                       |           |
|            | 999 | Don't know / no response                                                                                                                                                  |           |
| background |     |                                                                                                                                                                           |           |

|        |                                                                                                                          |  |
|--------|--------------------------------------------------------------------------------------------------------------------------|--|
| stress | <b>Stress management sub-task</b><br>Now I want to ask you some questions about what you do when you get angry or upset. |  |
|--------|--------------------------------------------------------------------------------------------------------------------------|--|

|        |                                                                                                                                                                                                   |          |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| d1     | <b>Can you tell me about one thing that you do to help yourself calm down when you are angry or upset?</b><br><i>If the answer is unclear, ask: 'How/why does this help you calm down?'</i>       |          |
| 1      | Correct                                                                                                                                                                                           |          |
| 0      | Incorrect / Don't know                                                                                                                                                                            | go to g1 |
| 999    | No response / refusal                                                                                                                                                                             |          |
| d2     | <b>Can you tell me about one other thing that you do to help yourself calm down when you are angry or upset?</b><br><i>If the answer is unclear, ask: 'How/why does this help you calm down?'</i> | if d1==1 |
| 1      | Correct                                                                                                                                                                                           |          |
| 0      | Incorrect / Don't know                                                                                                                                                                            | go to g1 |
| 999    | No response / refusal                                                                                                                                                                             |          |
| d3     | <b>Is there anything else that you do to help yourself calm down when you are angry or upset?</b><br><i>If the answer is unclear, ask: 'How/why does this help you calm down?'</i>                | if d2==1 |
| 1      | Correct                                                                                                                                                                                           |          |
| 0      | Incorrect / Don't know                                                                                                                                                                            |          |
| 999    | No response / refusal                                                                                                                                                                             |          |
| stress |                                                                                                                                                                                                   |          |

|               |                                                                                                                                                                                                                                                                         |          |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| conflict      | <b>Conflict resolution sub-task</b>                                                                                                                                                                                                                                     |          |
| note conflict | I want you to imagine a situation where you are playing with a toy that you like. Another child wants to play with that same toy, but there is only one toy.                                                                                                            |          |
| g1            | <b>What would you do in this situation?</b><br><i>If child gives an appropriate response, select 'correct'.</i>                                                                                                                                                         |          |
| 1             | Correct                                                                                                                                                                                                                                                                 |          |
| 0             | Incorrect / Don't know                                                                                                                                                                                                                                                  | go to f1 |
| 999           | No response / refusal                                                                                                                                                                                                                                                   |          |
| g2            | <b>Is there anything else you would do?</b><br><i>If the child gives an appropriate response, select 'correct'.</i>                                                                                                                                                     | if g1==1 |
| 1             | Correct                                                                                                                                                                                                                                                                 |          |
| 0             | Incorrect / Don't know                                                                                                                                                                                                                                                  | go to g1 |
| 999           | No response / refusal                                                                                                                                                                                                                                                   |          |
| noteconflict2 | Now, I want you to imagine the same situation: you are playing with a toy that you like, another child wants to play with the same toy, but there is only one toy. This time the other child takes the toy away from you and starts playing with it without asking you. | if g2==1 |
| g3            | <b>What would you do in this situation?</b><br><i>If the child gives an appropriate response, select 'correct'.</i>                                                                                                                                                     | if g2==1 |
| 1             | Correct                                                                                                                                                                                                                                                                 |          |
| 0             | Incorrect / Don't know                                                                                                                                                                                                                                                  | go to f1 |
| 999           | No response / refusal                                                                                                                                                                                                                                                   |          |
| g4            | <b>Is there anything else you would do?</b><br><i>If the child gives an appropriate response, select 'correct'.</i>                                                                                                                                                     | if g3==1 |

|          |                        |  |
|----------|------------------------|--|
| 1        | Correct                |  |
| 0        | Incorrect / Don't know |  |
| 999      | No response / refusal  |  |
| conflict |                        |  |

|                        |                                                                                                                                                       |  |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| memf                   | <b>MEMF module</b>                                                                                                                                    |  |
| education support      | <b>Family support for education</b>                                                                                                                   |  |
| note education support | <b>I am going to read some statements to you. Please answer whether the statement is always true, true some of the time, or rarely or never true.</b> |  |
| f1                     | <b>Wherever possible my parents/caregivers do their best to provide me with the things I need for school such as a uniform, notebooks and pencils</b> |  |
| 1                      | Always                                                                                                                                                |  |
| 2                      | Sometimes                                                                                                                                             |  |
| 3                      | Rarely / never                                                                                                                                        |  |
| 999                    | Don't know / no response / no money for these items                                                                                                   |  |
| f2                     | <b>My parents/caregivers help me to get ready for school, for example by reminding me to leave on time</b>                                            |  |
| 1                      | Always                                                                                                                                                |  |
| 2                      | Sometimes                                                                                                                                             |  |
| 3                      | Rarely / never                                                                                                                                        |  |
| 999                    | Don't know / no response                                                                                                                              |  |
| f3                     | <b>My parents/caregivers ask me questions about my schoolwork and what I learn at school</b>                                                          |  |
| 1                      | Always                                                                                                                                                |  |
| 2                      | Sometimes                                                                                                                                             |  |
| 3                      | Rarely / never                                                                                                                                        |  |
| 999                    | Don't know / no response                                                                                                                              |  |
| f4                     | <b>My parents/caregivers help me with my school work or encourage me to do my school work</b>                                                         |  |
| 1                      | Always                                                                                                                                                |  |
| 2                      | Sometimes                                                                                                                                             |  |
| 3                      | Rarely / never                                                                                                                                        |  |
| 999                    | Don't know / no response / never have homework                                                                                                        |  |
| f5                     | <b>If I am finding something difficult in my studies or at school, my parents/caregivers will encourage and help me</b>                               |  |
| 1                      | Always                                                                                                                                                |  |
| 2                      | Sometimes                                                                                                                                             |  |
| 3                      | Rarely / never                                                                                                                                        |  |
| 999                    | Don't know / no response                                                                                                                              |  |
| f6                     | <b>Sometimes I miss school or am late to class because of the chores I have to do at home</b>                                                         |  |
| 1                      | Always                                                                                                                                                |  |
| 2                      | Sometimes                                                                                                                                             |  |
| 3                      | Rarely / never                                                                                                                                        |  |
| 999                    | Don't know/ no response                                                                                                                               |  |

|                   |     |                                                                                             |  |
|-------------------|-----|---------------------------------------------------------------------------------------------|--|
| f7                |     | <b>Sometimes I can't complete my school work because of the chores I have to do at home</b> |  |
|                   | 1   | Always                                                                                      |  |
|                   | 2   | Sometimes                                                                                   |  |
|                   | 3   | Rarely / never                                                                              |  |
|                   | 999 | Don't know/ no response                                                                     |  |
| education support |     |                                                                                             |  |

| learning environment | <b>Gender, participation and inclusion at school</b>                                                                                                                                                                                                                |                          |  |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--|
| note learning        | I will now ask you questions about your school. All the answers you give me will only stay between the two of us. No one will know what you have told me. There is no right or wrong answer. I just want to know what you think.                                    |                          |  |
| e1                   | <b>In the last week, did you feel afraid in your school?</b>                                                                                                                                                                                                        |                          |  |
| 0                    | No                                                                                                                                                                                                                                                                  |                          |  |
| 1                    | Yes                                                                                                                                                                                                                                                                 |                          |  |
| 999                  | Don't know / no response                                                                                                                                                                                                                                            |                          |  |
| e2                   | <b>In the last week, did you feel afraid on your way to your school?</b>                                                                                                                                                                                            |                          |  |
| 0                    | No                                                                                                                                                                                                                                                                  |                          |  |
| 1                    | Yes                                                                                                                                                                                                                                                                 |                          |  |
| 999                  | Don't know / no response                                                                                                                                                                                                                                            |                          |  |
| e3                   | <b>In the last week, did children in your school get into a fight where someone was hit?</b>                                                                                                                                                                        |                          |  |
| 0                    | No                                                                                                                                                                                                                                                                  |                          |  |
| 1                    | Yes                                                                                                                                                                                                                                                                 |                          |  |
| 999                  | Don't know / no response                                                                                                                                                                                                                                            |                          |  |
| e4                   | <b>In the last week, did an adult in your school scream or yell at a child?</b>                                                                                                                                                                                     |                          |  |
| 0                    | No                                                                                                                                                                                                                                                                  |                          |  |
| 1                    | Yes                                                                                                                                                                                                                                                                 |                          |  |
| 999                  | Don't know / no response                                                                                                                                                                                                                                            |                          |  |
| e5                   | <b>In the last week, did an adult in your school hit or kick a child?</b>                                                                                                                                                                                           |                          |  |
| 0                    | No                                                                                                                                                                                                                                                                  |                          |  |
| 1                    | Yes                                                                                                                                                                                                                                                                 |                          |  |
| 999                  | Don't know / no response                                                                                                                                                                                                                                            |                          |  |
| e6                   | <b>In the last week, did an adult in your school threaten to hurt a child?</b>                                                                                                                                                                                      |                          |  |
| 0                    | No                                                                                                                                                                                                                                                                  |                          |  |
| 1                    | Yes                                                                                                                                                                                                                                                                 |                          |  |
| 999                  | Don't know / no response                                                                                                                                                                                                                                            |                          |  |
| notelearning1        | <b>I am going to read some statements to you. Please say whether the statement is always true, true most of the time, true some of the time, or rarely or never true. All your answers will stay between you and me so you should feel free to answer honestly.</b> |                          |  |
| e7                   | <b>At my school, girls and boys are treated the same.</b>                                                                                                                                                                                                           |                          |  |
|                      | 1                                                                                                                                                                                                                                                                   | Always                   |  |
|                      | 2                                                                                                                                                                                                                                                                   | Sometimes                |  |
|                      | 3                                                                                                                                                                                                                                                                   | Rarely / never           |  |
|                      | 999                                                                                                                                                                                                                                                                 | Don't know / no response |  |
| e8                   | <b>At my school, girls and boys with disabilities are treated the same.</b>                                                                                                                                                                                         |                          |  |
|                      |                                                                                                                                                                                                                                                                     | Always                   |  |

|                      |                                                                |  |
|----------------------|----------------------------------------------------------------|--|
|                      | Sometimes                                                      |  |
|                      | Rarely / never                                                 |  |
|                      | Don't know / no response                                       |  |
| e12                  | <b>I feel the teachers and the school staff respect me</b>     |  |
| 1                    | Always                                                         |  |
| 2                    | Sometimes                                                      |  |
| 3                    | Rarely / never                                                 |  |
| 999                  | Don't know / no response                                       |  |
| e14                  | <b>I feel like I am doing well at school in my school work</b> |  |
| 1                    | Always                                                         |  |
| 2                    | Sometimes                                                      |  |
| 3                    | Rarely / never                                                 |  |
| 999                  | Don't know / no response                                       |  |
| e15                  | <b>I like being at school</b>                                  |  |
| 1                    | Always                                                         |  |
| 2                    | Sometimes                                                      |  |
| 3                    | Rarely / never                                                 |  |
| 999                  | Don't know / no response                                       |  |
| e16                  | <b>We do lots of fun activities at school</b>                  |  |
| 1                    | Always                                                         |  |
| 2                    | Sometimes                                                      |  |
| 3                    | Rarely / never                                                 |  |
| 999                  | Don't know / no response                                       |  |
| e17                  | <b>I have friends at school</b>                                |  |
| 1                    | Always                                                         |  |
| 2                    | Sometimes                                                      |  |
| 3                    | Rarely / never                                                 |  |
| 999                  | Don't know / no response                                       |  |
| e18                  | <b>I feel safe at school</b>                                   |  |
| 1                    | Always                                                         |  |
| 2                    | Sometimes                                                      |  |
| 3                    | Rarely / never                                                 |  |
| 999                  | Don't know / no response                                       |  |
| learning environment |                                                                |  |

|               |                                                                                                                                   |  |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------|--|
| knowledge     | <b>Knowledge of children's and women's rights</b>                                                                                 |  |
| noteknowledge | <b>I am going to read some statements to you. Please answer whether you agree, disagree, or feel neutral about the statement.</b> |  |
| m3            | <b>Parents have the right to decide who their child marries</b>                                                                   |  |
| 1             | Agree                                                                                                                             |  |
| 2             | Neither agree nor disagree                                                                                                        |  |
| 3             | Disagree                                                                                                                          |  |
| 999           | Don't know / no response                                                                                                          |  |
| m7            | <b>It is acceptable for parents to beat their children when they are naughty</b>                                                  |  |
| 1             | Agree                                                                                                                             |  |

|     |                                                                                     |  |
|-----|-------------------------------------------------------------------------------------|--|
| 2   | Neither agree nor disagree                                                          |  |
| 3   | Disagree                                                                            |  |
| 999 | Don't know / no response                                                            |  |
| m8  | <b>Parents have the right to decide whether their children should go to school.</b> |  |
| 1   | Agree                                                                               |  |
| 2   | Neither agree nor disagree                                                          |  |
| 3   | Disagree                                                                            |  |
| 999 | Don't know / no response                                                            |  |
|     |                                                                                     |  |

| self-concept       | Self-concept sub-task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| note self concept  | <p><b>I want you to think about something you hope will happen in your life in the future. It can be anything and at any time in the future - 1 year, 5 years, 10 years, any time in the future. I would like you to make a drawing of what you hope for in the future. You can draw whatever you want. There are no right or wrong ways to do the drawing. After you finish your drawing, I will ask a few questions about your drawing.</b></p> <p><i>If the child is hesitant or self-conscious about their drawing abilities, say: 'Whatever you want to create in the drawing and share with me is fine.'</i></p> <p><i>If the child does not want to do the drawing then say: 'I want you to imagine something you hope will happen in your life in the future.'</i></p> <p><i>Some children may make a drawing that does not represent something in the future (e.g. drawing a flower); this is okay. Do not try to direct the drawing of the child or give them hints on what to draw.</i></p> |          |
| noteself concept 2 | <p><b>Please start your drawing.</b></p> <p><i>Give the child approximately 5 minutes to complete the drawing. If the child is still drawing at the end of five minutes, encourage him/her to complete the drawing by saying 'I am going to give you one more minute to finish your drawing and then I want to ask you a few questions about your drawing.'</i></p> <p><i>Once the drawing is complete, say something affirmative like: 'You worked hard on that drawing. Thank you for sharing this with me. I would like to ask you a few questions about the drawing.'</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                      |          |
| j1                 | <p><b>Child attempted drawing?</b></p> <p><i>If child refused to draw and instead used his/her imagination please mark 'Incorrect'</i></p> <p><i>If child refused to do drawing or imagine themselves in the future, mark 'No response'</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |
| 1                  | Correct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |
| 0                  | Incorrect / Don't know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |
| 999                | No response / refusal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |
| j2                 | <p>Child includes self in drawing</p> <p><i>If unclear, ask: 'Did you include yourself in the drawing?'</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | if j1==1 |
| 1                  | Correct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |
| 0                  | Incorrect / Don't know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |
| 999                | No response / refusal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |

|              |                                                                                                                                                                                                                                                            |                   |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| j3           | <b>Can you tell me one thing that you would like to be doing in the future?</b><br><i>If the answer is unclear, ask: 'Can you describe &lt;insert activity&gt; to me in more detail?'</i>                                                                  | if j2==1 or j2==0 |
| 1            | Correct                                                                                                                                                                                                                                                    |                   |
| 0            | Incorrect / Don't know                                                                                                                                                                                                                                     | go to end         |
| 999          | No response / refusal                                                                                                                                                                                                                                      | go to end         |
| j4           | <b>Can you tell me one thing that could happen that would stop you from doing this &lt;insert activity from J3&gt;?</b><br><i>If the answer is unclear, ask: 'Can you tell me why/how this would stop you from doing &lt;insert activity from j3&gt;?'</i> | if j3==1          |
| 1            | Correct                                                                                                                                                                                                                                                    |                   |
| 0            | Incorrect / Don't know                                                                                                                                                                                                                                     | go to end         |
| 999          | No response / refusal                                                                                                                                                                                                                                      | go to end         |
| j5           | <b>Can you tell me who or what will help support you in &lt;insert activity J3&gt;?</b><br><i>If the answer is unclear, ask: 'Can you tell me if there is someone or something that will help you prepare to do &lt;insert activity from j3&gt;?'</i>      | if j4==1          |
| 1            | Correct                                                                                                                                                                                                                                                    |                   |
| 0            | Incorrect / Don't know                                                                                                                                                                                                                                     | go to end         |
| 999          | No response / refusal                                                                                                                                                                                                                                      | go to end         |
| j6           | <b>Can you tell me one more thing that you would like to be doing in the future?</b><br><i>If the answer is unclear, ask: 'Can you describe &lt;insert activity&gt; to me in more detail?'</i>                                                             | if j5==1          |
| 1            | Correct                                                                                                                                                                                                                                                    |                   |
| 0            | Incorrect / Don't know                                                                                                                                                                                                                                     | go to end         |
| 999          | No response / refusal                                                                                                                                                                                                                                      | go to end         |
| j7           | <b>Can you tell me one thing that could happen that would stop you from doing this &lt;insert activity from J6&gt;?</b><br><i>If the answer is unclear, ask: 'Can you tell me why/how this would stop you from doing &lt;insert activity from j6&gt;?'</i> | if j6==1          |
| 1            | Correct                                                                                                                                                                                                                                                    |                   |
| 0            | Incorrect / Don't know                                                                                                                                                                                                                                     | go to end         |
| 999          | No response / refusal                                                                                                                                                                                                                                      | go to end         |
| j8           | <b>Can you tell me who or what will help support you in &lt;insert activity J6&gt;?</b><br><i>If the answer is unclear, ask: 'Can you tell me if there is someone or something that will help you prepare to do &lt;insert activity from j6&gt;?'</i>      | if j7==1          |
| 1            | Correct                                                                                                                                                                                                                                                    |                   |
| 0            | Incorrect / Don't know                                                                                                                                                                                                                                     | go to end         |
| 999          | No response / refusal                                                                                                                                                                                                                                      | go to end         |
| j9           | <b>Is it ok for me to take a picture of your drawing?</b><br><i>Ask a child for permission to take a picture of the drawing and then let them keep the drawing if they wish.</i>                                                                           | if j1==1          |
| self concept |                                                                                                                                                                                                                                                            |                   |

|                              |                                                                                                                                                                                           |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| not<br>e                     | I am going to read some statements to you. Please answer whether you agree, disagree, or neither agree nor disagree.                                                                      |
| k1<br>1<br>2<br>3<br>99<br>9 | Boys' secondary education is more important than girls' secondary education<br>Agree<br>Neither agree or disagree<br>Disagree<br>Don't know / no response                                 |
| k2<br>1<br>2<br>3<br>99<br>9 | If a family needs help at home or is under financial stress, it is better to keep boys in school than girls<br>Agree<br>Neither agree or disagree<br>Disagree<br>Don't know / no response |
| k3<br>1<br>2<br>3<br>99<br>9 | Boys and girls should help equally with household chores<br>Agree<br>Neither agree nor disagree<br>Disagree<br>Don't know / no response                                                   |
| k4<br>1<br>2<br>3<br>99<br>9 | It is not normal for men and boys to help care for young children<br>Agree<br>Neither agree nor disagree<br>Disagree<br>Don't know / no response                                          |
| k5<br>1<br>2<br>3<br>99<br>9 | A man is the head of his household.<br>Agree<br>Neither agree nor disagree<br>Disagree<br>Don't know / no response                                                                        |
| k6<br>1<br>2<br>3<br>99<br>9 | In a married couple, the husband should make all decisions about spending household income<br>Agree<br>Neither agree nor disagree<br>Disagree<br>Don't know / no response                 |
| k7<br>1<br>2<br>3<br>99<br>9 | There should be occupations reserved for men and occupations reserved for women<br>Agree<br>Neither agree nor disagree<br>Disagree<br>Don't know / no response                            |

|              |                                                                                                                                                                                                         |  |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| note end     | <b>Thank you for participating in this activity with me. Do you have any questions for me?</b><br><i>Check the child does not have any questions and then allow them to go back to their classroom.</i> |  |
| end comments | <i>Note any comments or observations you have about the interview</i>                                                                                                                                   |  |

## Children's survey (grades 4 to 6)

| Variable name | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Skip logic |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| admin         | <b>Administrative information and child consent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |
| noteadmin     | <i>Fill out this information before meeting with the child.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |
| a0            | Country                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |
| 1             | Burundi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |
| 2             | Tanzania                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |
| a1            | Today's date<br><i>Enter today's date in format DD/MM/YY</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |
| a2            | Enumerator ID                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |
| a2a           | Enumerator name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |
| a3            | School name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |
| 1             | [List of school names TBC]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |
| a4            | Child's ID                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |
|               | <i>Read this passage to the child. If the child asks any questions, answer them to the best of your knowledge or consult with your team leader.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |
| note consent  | <p>Hello, my name is \${a2a}. I work with Genesis Analytics and we are trying to learn more about you and your life.</p> <p>This is not a test. I will ask you some questions. Some questions will be easy for you and others may be hard. Don't worry if you cannot answer some of the questions. We just want you to try your best.</p> <p>We would like your help in this. But you do not have to take part if you do not want to; you can go back to class or home without any punishment if you choose not to participate.</p> <p>During the questions, you can stop and take a break if you need to. Just let me know. If you decide at any point that you'd like to stop, or that you don't want to do one particular game, that's okay too. Do you have any questions?</p> |            |
| a7            | Will you help us?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |
| 0             | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Go to a7b  |
| 1             | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Go to a7a  |
|               | <i>Do not read this statement to the child. Sign your name.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |
| a7a           | I confirm that I have read the consent statement to the participant, that the participant has had the opportunity to ask questions, and that the participant has given their verbal consent to take part in this study.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | if a7==1   |
| a7b           | Thank you for your time. You may go back to your classroom now. <i>If the child does not consent, allow them to go back to their classroom and alert their teacher if they seem unwell or upset. Do not try to re-administer the survey to any child who has refused once.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | if a7==0   |
| admin         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |

| background | Background information                                                                                                                                                                                                                                                                                         |  |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|            | I will now ask you a few questions about yourself and about your house.                                                                                                                                                                                                                                        |  |
| b1         | <b>What is your gender?</b>                                                                                                                                                                                                                                                                                    |  |
| 0          | Male                                                                                                                                                                                                                                                                                                           |  |
| 1          | Female                                                                                                                                                                                                                                                                                                         |  |
| 2          | Other                                                                                                                                                                                                                                                                                                          |  |
| b2         | <b>What is your grade?</b>                                                                                                                                                                                                                                                                                     |  |
| 1          | Grade 1                                                                                                                                                                                                                                                                                                        |  |
| 2          | Grade 2                                                                                                                                                                                                                                                                                                        |  |
| 3          | Grade 3                                                                                                                                                                                                                                                                                                        |  |
| 4          | Grade 4                                                                                                                                                                                                                                                                                                        |  |
| 5          | Grade 5                                                                                                                                                                                                                                                                                                        |  |
| 6          | Grade 6                                                                                                                                                                                                                                                                                                        |  |
| 98         | Other                                                                                                                                                                                                                                                                                                          |  |
| b3         | <b>Have you ever repeated a grade at school?</b>                                                                                                                                                                                                                                                               |  |
| 0          | No never                                                                                                                                                                                                                                                                                                       |  |
| 1          | One time                                                                                                                                                                                                                                                                                                       |  |
| 2          | Several times                                                                                                                                                                                                                                                                                                  |  |
| b4         | <b>How old are you (in years)?</b><br><i>Enter age between 5 and 17.</i><br><i>If child does not know their age, enter 99</i>                                                                                                                                                                                  |  |
| b5         | <b>What is your date of birth?</b><br><i>If child does not know their date of birth, enter today's date</i>                                                                                                                                                                                                    |  |
| b6a        | <b>Do you have difficulty seeing, even if wearing glasses?</b><br><i>If the child responds No, select 'No' and move on. If the child responds Yes then ask him/her Do you have a little difficulty or a lot of difficulty? Use the child's response to mark 'some', 'a lot' or 'cannot do it at all'.</i>      |  |
| 0          | No, no difficulty                                                                                                                                                                                                                                                                                              |  |
| 1          | Yes, some difficulty                                                                                                                                                                                                                                                                                           |  |
| 2          | Yes, a lot of difficulty                                                                                                                                                                                                                                                                                       |  |
| 3          | Cannot do it at all                                                                                                                                                                                                                                                                                            |  |
| b6b        | <b>Do you have difficulty hearing, even if using a hearing aid?</b><br><i>If the child responds No, select 'No' and move on. If the child responds Yes then ask him/her Do you have a little difficulty or a lot of difficulty? Use the child's response to mark 'some', 'a lot' or 'cannot do it at all'.</i> |  |
| 0          | No, no difficulty                                                                                                                                                                                                                                                                                              |  |
| 1          | Yes, some difficulty                                                                                                                                                                                                                                                                                           |  |
| 2          | Yes, a lot of difficulty                                                                                                                                                                                                                                                                                       |  |
| 3          | Cannot do it at all                                                                                                                                                                                                                                                                                            |  |
| b6c        | <b>Do you have difficulty walking or climbing stairs?</b><br><i>If the child responds No, select 'No' and move on. If the child responds Yes then ask him/her Do you have a little difficulty or a lot of difficulty? Use the child's response to mark 'some', 'a lot' or 'cannot do it at all'.</i>           |  |
| 0          | No, no difficulty                                                                                                                                                                                                                                                                                              |  |
| 1          | Yes, some difficulty                                                                                                                                                                                                                                                                                           |  |
| 2          | Yes, a lot of difficulty                                                                                                                                                                                                                                                                                       |  |
| 3          | Cannot do it at all                                                                                                                                                                                                                                                                                            |  |

|     |                                                                                                                                                                                                                                                                                                                                                                             |           |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| b6d | <b>Do you have difficulty remembering or concentrating?</b><br><i>If the child responds No, select 'No' and move on. If the child responds Yes then ask him/her Do you have a little difficulty or a lot of difficulty? Use the child's response to mark 'some', 'a lot' or 'cannot do it at all'.</i>                                                                      |           |
| 0   | No, no difficulty                                                                                                                                                                                                                                                                                                                                                           |           |
| 1   | Yes, some difficulty                                                                                                                                                                                                                                                                                                                                                        |           |
| 2   | Yes, a lot of difficulty                                                                                                                                                                                                                                                                                                                                                    |           |
| 3   | Cannot do it at all                                                                                                                                                                                                                                                                                                                                                         |           |
| b6e | <b>Do you have difficulty with self-care such as washing all over or getting dressed?</b><br><i>If the child responds No, select 'No' and move on. If the child responds Yes then ask him/her Do you have a little difficulty or a lot of difficulty? Use the child's response to mark 'some', 'a lot' or 'cannot do it at all'.</i>                                        |           |
| 0   | No, no difficulty                                                                                                                                                                                                                                                                                                                                                           |           |
| 1   | Yes, some difficulty                                                                                                                                                                                                                                                                                                                                                        |           |
| 2   | Yes, a lot of difficulty                                                                                                                                                                                                                                                                                                                                                    |           |
| 3   | Cannot do it at all                                                                                                                                                                                                                                                                                                                                                         |           |
| b6f | <b>Using your usual language, do you have difficulty communicating, for example understanding or being understood by others?</b><br><i>If the child responds No, select 'No' and move on. If the child responds Yes then ask him/her Do you have a little difficulty or a lot of difficulty? Use the child's response to mark 'some', 'a lot' or 'cannot do it at all'.</i> |           |
| 0   | No, no difficulty                                                                                                                                                                                                                                                                                                                                                           |           |
| 1   | Yes, some difficulty                                                                                                                                                                                                                                                                                                                                                        |           |
| 2   | Yes, a lot of difficulty                                                                                                                                                                                                                                                                                                                                                    |           |
| 3   | Cannot do it at all                                                                                                                                                                                                                                                                                                                                                         |           |
| b7  | <b>Do you consider yourself to have a disability?</b><br><i>Tick all that apply</i>                                                                                                                                                                                                                                                                                         |           |
| 1   | Physical disability                                                                                                                                                                                                                                                                                                                                                         |           |
| 2   | Non-physical disability (mental/ intellectual)                                                                                                                                                                                                                                                                                                                              |           |
| 3   | Other disability                                                                                                                                                                                                                                                                                                                                                            |           |
| 4   | No disability                                                                                                                                                                                                                                                                                                                                                               |           |
| b8  | <b>What language(s) do you speak at home?</b><br><i>Select all that apply</i>                                                                                                                                                                                                                                                                                               |           |
| 1   | Kirundi                                                                                                                                                                                                                                                                                                                                                                     |           |
| 2   | Kiswahili                                                                                                                                                                                                                                                                                                                                                                   |           |
| 3   | French                                                                                                                                                                                                                                                                                                                                                                      |           |
| 96  | Other                                                                                                                                                                                                                                                                                                                                                                       | Go to b8a |
| b8a | <b>What other language do you speak at home?</b>                                                                                                                                                                                                                                                                                                                            | if b8==96 |
| b10 | <b>Have you ever had to work to earn money to support your family?</b>                                                                                                                                                                                                                                                                                                      |           |
| 0   | No                                                                                                                                                                                                                                                                                                                                                                          |           |
| 1   | Yes                                                                                                                                                                                                                                                                                                                                                                         |           |
| 999 | Don't know / no response                                                                                                                                                                                                                                                                                                                                                    |           |
| b11 | <b>Have you ever had to miss school for longer than one month?</b>                                                                                                                                                                                                                                                                                                          |           |
| 0   | No                                                                                                                                                                                                                                                                                                                                                                          |           |
| 1   | Yes                                                                                                                                                                                                                                                                                                                                                                         |           |
| 999 | Don't know / no response                                                                                                                                                                                                                                                                                                                                                    |           |

|            |                                                                                                                                                                           |          |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| b12a       | <b>Have you ever had to leave your home because it was not safe, whether because of a natural disaster or because of conflict?</b><br><i>Participants in Burundi only</i> | if a0==1 |
| 0          | No                                                                                                                                                                        |          |
| 1          | Yes – moved elsewhere in Burundi                                                                                                                                          |          |
| 2          | Yes – sought refuge in Tanzania                                                                                                                                           |          |
| 96         | Yes – other                                                                                                                                                               |          |
| 999        | Don't know / no response                                                                                                                                                  |          |
| b12b       | <b>How old were you when you came to live in this camp?</b><br><i>Participants in Tanzania only</i><br><i>If child doesn't know, enter 999</i>                            | if a0==2 |
| b16        | <b>Is there an adult in your household who can read and write?</b>                                                                                                        |          |
| 0          | No                                                                                                                                                                        |          |
| 1          | Yes                                                                                                                                                                       |          |
| 999        | Don't know / no response                                                                                                                                                  |          |
| background |                                                                                                                                                                           |          |

| isela         | ISELA questions                                                                                                                                                                                                                                          |                                                            |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| relationships | <b>Relationships sub-task</b><br>I am going to ask you a few questions about the people you live with.                                                                                                                                                   |                                                            |
| c1            | <b>Who do you live with?</b><br><i>Count the number of people the child mentions and enter the total. Enter '999' if the child does not know or cannot respond. If child does not live with anyone or does not answer, go to c9 (number of friends).</i> | if 0 or 999, go to c9                                      |
| c2            | <b>Do you talk to anyone at home when you are sad?</b>                                                                                                                                                                                                   | if c1>=1 (i.e. child mentions that they live with someone) |
| 0             | No                                                                                                                                                                                                                                                       | go to c4                                                   |
| 1             | Yes                                                                                                                                                                                                                                                      |                                                            |
| 999           | Don't know / no response                                                                                                                                                                                                                                 |                                                            |
| c3            | <b>Do you talk to anyone else at home when you are sad?</b>                                                                                                                                                                                              | if c1>=1 and c2==1                                         |
| 0             | No                                                                                                                                                                                                                                                       |                                                            |
| 1             | Yes                                                                                                                                                                                                                                                      |                                                            |
| 999           | Don't know / no response                                                                                                                                                                                                                                 |                                                            |
| c4            | <b>Do you ask anyone at home for help when you have a problem with a friend?</b>                                                                                                                                                                         | if c1>=1                                                   |

|     |                                                                                                                                                                                                                                                                                    |                        |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 0   | No                                                                                                                                                                                                                                                                                 | go to c6               |
| 1   | Yes                                                                                                                                                                                                                                                                                |                        |
| 999 | Don't know / no response                                                                                                                                                                                                                                                           |                        |
| c5  | <b>Do you ask anyone else at home for help when you have a problem with a friend?</b>                                                                                                                                                                                              | if c1>=1 and c4==1     |
| 0   | No                                                                                                                                                                                                                                                                                 |                        |
| 1   | Yes                                                                                                                                                                                                                                                                                |                        |
| 999 | Don't know / no response                                                                                                                                                                                                                                                           |                        |
| c6  | <b>If you are working on something difficult, do you ask anyone at home for help?</b>                                                                                                                                                                                              | if c1>=1               |
| 0   | No                                                                                                                                                                                                                                                                                 | go to c8               |
| 1   | Yes                                                                                                                                                                                                                                                                                |                        |
| 999 | Don't know / no response                                                                                                                                                                                                                                                           |                        |
| c7  | <b>If you are working on something difficult do you ask anyone else at home for help?</b>                                                                                                                                                                                          | if c1>=1 and c6==1     |
| 0   | No                                                                                                                                                                                                                                                                                 |                        |
| 1   | Yes                                                                                                                                                                                                                                                                                |                        |
| 999 | Don't know / no response                                                                                                                                                                                                                                                           |                        |
| c8  | <b>Do you know when someone in your home is feeling sad?</b>                                                                                                                                                                                                                       | if c1>=1               |
| 0   | No                                                                                                                                                                                                                                                                                 |                        |
| 1   | Yes                                                                                                                                                                                                                                                                                |                        |
| 999 | Don't know / no response                                                                                                                                                                                                                                                           |                        |
| c9  | <b>Can you tell me the names of your good friends?</b><br><i>Enter the number of friends the child mentions. Enter '999' if the child does not know or cannot respond. If a child does not mention any friends or does not answer, go to c14 (adults in school and community).</i> | if 0 or 999, go to c14 |
| c10 | <b>Do you talk to any of your friends when you are sad?</b>                                                                                                                                                                                                                        | if c9>=1               |
| 0   | No                                                                                                                                                                                                                                                                                 |                        |
| 1   | Yes                                                                                                                                                                                                                                                                                |                        |
| 999 | Don't know / no response                                                                                                                                                                                                                                                           |                        |
| c11 | <b>When you have a problem with a child, do you go to any of your friends for help?</b>                                                                                                                                                                                            | if c9>=1               |
| 0   | No                                                                                                                                                                                                                                                                                 |                        |
| 1   | Yes                                                                                                                                                                                                                                                                                |                        |
| 999 | Don't know / no response                                                                                                                                                                                                                                                           |                        |
| c12 | <b>If you are working on something difficult, do you ask any of your friends for help?</b>                                                                                                                                                                                         | if c9>=1               |
| 0   | No                                                                                                                                                                                                                                                                                 |                        |
| 1   | Yes                                                                                                                                                                                                                                                                                |                        |
| 999 | Don't know / no response                                                                                                                                                                                                                                                           |                        |
| c13 | <b>Do you know when your best friend is feeling sad?</b>                                                                                                                                                                                                                           | if c9>=1               |
| 0   | No                                                                                                                                                                                                                                                                                 |                        |
| 1   | Yes                                                                                                                                                                                                                                                                                |                        |

|               |                                                                                                                                                                                                                                                                                                                                                                            |                       |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 999           | Don't know / no response                                                                                                                                                                                                                                                                                                                                                   |                       |
| c14           | <b>Now, I want you to think about adults who you talk to regularly in your school and community. Can you tell me which adults you talk to regularly?</b><br><i>Enter the number of adults the child mentions. Enter '999' if the child does not know or cannot respond. If the child does not mention any adults or does not answer, go to d1 (start of next section).</i> | if 0 or 999, go to d1 |
| c15           | <b>Do you talk to any adults outside your home when you are sad?</b>                                                                                                                                                                                                                                                                                                       | if c14>=1             |
| 0             | No                                                                                                                                                                                                                                                                                                                                                                         |                       |
| 1             | Yes                                                                                                                                                                                                                                                                                                                                                                        |                       |
| 999           | Don't know / no response                                                                                                                                                                                                                                                                                                                                                   |                       |
| c16           | <b>Do you ask any adults outside your home for help when you have a problem with a friend?</b>                                                                                                                                                                                                                                                                             | if c14>=1             |
| 0             | No                                                                                                                                                                                                                                                                                                                                                                         |                       |
| 1             | Yes                                                                                                                                                                                                                                                                                                                                                                        |                       |
| 999           | Don't know / no response                                                                                                                                                                                                                                                                                                                                                   |                       |
| c17           | <b>If you are working on something difficult, do you ask an adult outside your home for help?</b>                                                                                                                                                                                                                                                                          | if c14>=1             |
| 0             | No                                                                                                                                                                                                                                                                                                                                                                         |                       |
| 1             | Yes                                                                                                                                                                                                                                                                                                                                                                        |                       |
| 999           | Don't know / no response                                                                                                                                                                                                                                                                                                                                                   |                       |
| c18           | <b>Do you know when an adult in your school or community is feeling sad?</b>                                                                                                                                                                                                                                                                                               | if c14>=1             |
| 0             | No                                                                                                                                                                                                                                                                                                                                                                         |                       |
| 1             | Yes                                                                                                                                                                                                                                                                                                                                                                        |                       |
| 999           | Don't know / no response                                                                                                                                                                                                                                                                                                                                                   |                       |
| relationships |                                                                                                                                                                                                                                                                                                                                                                            |                       |

|        |                                                                                                                                                                                                   |          |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| stress | <b>Stress management sub-task</b><br>Now I want to ask you some questions about what you do when you get angry or upset.                                                                          |          |
| d1     | <b>Can you tell me about one thing that you do to help yourself calm down when you are angry or upset?</b><br><i>If the answer is unclear, ask: 'How/why does this help you calm down?'</i>       |          |
| 1      | Correct                                                                                                                                                                                           |          |
| 0      | Incorrect / Don't know                                                                                                                                                                            | go to g1 |
| 999    | No response / refusal                                                                                                                                                                             |          |
| d2     | <b>Can you tell me about one other thing that you do to help yourself calm down when you are angry or upset?</b><br><i>If the answer is unclear, ask: 'How/why does this help you calm down?'</i> | if d1==1 |
| 1      | Correct                                                                                                                                                                                           |          |

|        |                                                                                                                                                                                    |          |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 0      | Incorrect / Don't know                                                                                                                                                             | go to g1 |
| 999    | No response / refusal                                                                                                                                                              |          |
| d3     | <b>Is there anything else that you do to help yourself calm down when you are angry or upset?</b><br><i>If the answer is unclear, ask: 'How/why does this help you calm down?'</i> | if d2==1 |
| 1      | Correct                                                                                                                                                                            |          |
| 0      | Incorrect / Don't know                                                                                                                                                             |          |
| 999    | No response / refusal                                                                                                                                                              |          |
| stress |                                                                                                                                                                                    |          |

|               |                                                                                                                                                                                                                                                                                |          |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| conflict      | <b>Conflict resolution sub-task</b>                                                                                                                                                                                                                                            |          |
| note conflict | <b>I want you to imagine a situation where you are playing with a toy that you like. Another child wants to play with that same toy, but there is only one toy.</b>                                                                                                            |          |
| g1            | <b>What would you do in this situation?</b><br><i>If the child gives an appropriate response, select 'correct'.</i>                                                                                                                                                            |          |
| 1             | Correct                                                                                                                                                                                                                                                                        |          |
| 0             | Incorrect / Don't know                                                                                                                                                                                                                                                         | go to f1 |
| 999           | No response / refusal                                                                                                                                                                                                                                                          |          |
| g2            | <b>Is there anything else you would do?</b><br><i>If the child gives an appropriate response, select 'correct'.</i>                                                                                                                                                            | if e1==1 |
| 1             | Correct                                                                                                                                                                                                                                                                        |          |
| 0             | Incorrect / Don't know                                                                                                                                                                                                                                                         | go to f1 |
| 999           | No response / refusal                                                                                                                                                                                                                                                          |          |
| noteconflict2 | <b>Now, I want you to imagine the same situation: you are playing with a toy that you like, another child wants to play with the same toy, but there is only one toy. This time the other child takes the toy away from you and starts playing with it without asking you.</b> | if e2==1 |
| g3            | <b>What would you do in this situation?</b><br><i>If the child gives an appropriate response, select 'correct'.</i>                                                                                                                                                            | if e2==1 |
| 1             | Correct                                                                                                                                                                                                                                                                        |          |
| 0             | Incorrect / Don't know                                                                                                                                                                                                                                                         | go to f1 |
| 999           | No response / refusal                                                                                                                                                                                                                                                          |          |
| g4            | <b>Is there anything else you would do?</b><br><i>If the child gives an appropriate response, select 'correct'.</i>                                                                                                                                                            | if e3==1 |
| 1             | Correct                                                                                                                                                                                                                                                                        |          |
| 0             | Incorrect / Don't know                                                                                                                                                                                                                                                         |          |
| 999           | No response / refusal                                                                                                                                                                                                                                                          |          |
| conflict      |                                                                                                                                                                                                                                                                                |          |

|                   |                                     |  |
|-------------------|-------------------------------------|--|
| memf              | <b>MEMF module</b>                  |  |
| education support | <b>Family support for education</b> |  |

|                        |                                                                                                                                                       |  |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| note education support | <b>I am going to read some statements to you. Please answer whether the statement is always true, true some of the time, or rarely or never true.</b> |  |
| f1                     | <b>Wherever possible my parents/caregivers do their best to provide me with the things I need for school such as a uniform, notebooks and pencils</b> |  |
| 1                      | Always                                                                                                                                                |  |
| 2                      | Sometimes                                                                                                                                             |  |
| 3                      | Rarely                                                                                                                                                |  |
| 4                      | Never                                                                                                                                                 |  |
| 999                    | Don't know / no response / no money for these items                                                                                                   |  |
| f2                     | <b>My parents/caregivers help me to get ready for school, for example by reminding me to leave on time</b>                                            |  |
| 1                      | Always                                                                                                                                                |  |
| 2                      | Sometimes                                                                                                                                             |  |
| 3                      | Rarely                                                                                                                                                |  |
| 4                      | Never                                                                                                                                                 |  |
| 999                    | Don't know / no response                                                                                                                              |  |
| f3                     | <b>My parents/caregivers ask me questions about my schoolwork and what I learn at school</b>                                                          |  |
| 1                      | Always                                                                                                                                                |  |
| 2                      | Sometimes                                                                                                                                             |  |
| 3                      | Rarely                                                                                                                                                |  |
| 4                      | Never                                                                                                                                                 |  |
| 999                    | Don't know / no response                                                                                                                              |  |
| f4                     | <b>My parents/caregivers help me with my school work or encourage me to do my school work</b>                                                         |  |
| 1                      | Always                                                                                                                                                |  |
| 2                      | Sometimes                                                                                                                                             |  |
| 3                      | Rarely                                                                                                                                                |  |
| 4                      | Never                                                                                                                                                 |  |
| 999                    | Don't know / no response / never have homework                                                                                                        |  |
| f5                     | <b>If I am finding something difficult in my studies or at school, my parents/caregivers will encourage and help me</b>                               |  |
| 1                      | Always                                                                                                                                                |  |
| 2                      | Sometimes                                                                                                                                             |  |
| 3                      | Rarely                                                                                                                                                |  |
| 4                      | Never                                                                                                                                                 |  |
| 999                    | Don't know / no response                                                                                                                              |  |
| f6                     | <b>Sometimes I miss school or am late to class because of the chores I have to do at home</b>                                                         |  |
| 1                      | Always                                                                                                                                                |  |
| 2                      | Sometimes                                                                                                                                             |  |
| 3                      | Rarely                                                                                                                                                |  |
| 4                      | Never                                                                                                                                                 |  |
| 999                    | Don't know/ no response                                                                                                                               |  |
| f7                     | <b>Sometimes I can't complete my school work because of the chores I have to do at home</b>                                                           |  |
| 1                      | Always                                                                                                                                                |  |
| 2                      | Most of the time                                                                                                                                      |  |

|                   |                                                                                              |  |
|-------------------|----------------------------------------------------------------------------------------------|--|
| 3                 | Some of the time                                                                             |  |
| 4                 | Rarely or never                                                                              |  |
| 5                 | Don't know/ no response                                                                      |  |
| f8                | <b>In your view, how would your parents feel if you continued on to secondary education?</b> |  |
| 1                 | Very happy                                                                                   |  |
| 2                 | Happy                                                                                        |  |
| 3                 | Neutral                                                                                      |  |
| 4                 | Unhappy                                                                                      |  |
| 5                 | Very unhappy                                                                                 |  |
| 999               | Don't know / no response                                                                     |  |
| education support |                                                                                              |  |

| note          | Gender, participation and inclusion at school                                                                                                                                                                                                                       |  |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| note learning | <b>I will now ask you questions about your school. All the answers you give me will only stay between the two of us. No one will know what you have told me. There is no right or wrong answer. I just want to know what you think.</b>                             |  |
| e1            | <b>In the last week, did you feel afraid in your school?</b>                                                                                                                                                                                                        |  |
| 0             | No                                                                                                                                                                                                                                                                  |  |
| 1             | Yes                                                                                                                                                                                                                                                                 |  |
| 999           | Don't know / no response                                                                                                                                                                                                                                            |  |
| e2            | <b>In the last week, did you feel afraid on your way to your school?</b>                                                                                                                                                                                            |  |
| 0             | No                                                                                                                                                                                                                                                                  |  |
| 1             | Yes                                                                                                                                                                                                                                                                 |  |
| 999           | Don't know / no response                                                                                                                                                                                                                                            |  |
| e3            | <b>In the last week, did children in your school get into a fight where someone was hit?</b>                                                                                                                                                                        |  |
| 0             | No                                                                                                                                                                                                                                                                  |  |
| 1             | Yes                                                                                                                                                                                                                                                                 |  |
| 999           | Don't know / no response                                                                                                                                                                                                                                            |  |
| e4            | <b>In the last week, did an adult in your school scream or yell at a child?</b>                                                                                                                                                                                     |  |
| 0             | No                                                                                                                                                                                                                                                                  |  |
| 1             | Yes                                                                                                                                                                                                                                                                 |  |
| 999           | Don't know / no response                                                                                                                                                                                                                                            |  |
| e5            | <b>In the last week, did an adult in your school hit or kick a child?</b>                                                                                                                                                                                           |  |
| 0             | No                                                                                                                                                                                                                                                                  |  |
| 1             | Yes                                                                                                                                                                                                                                                                 |  |
| 999           | Don't know / no response                                                                                                                                                                                                                                            |  |
| e6            | <b>In the last week, did an adult in your school threaten to hurt a child?</b>                                                                                                                                                                                      |  |
| 0             | No                                                                                                                                                                                                                                                                  |  |
| 1             | Yes                                                                                                                                                                                                                                                                 |  |
| 999           | Don't know / no response                                                                                                                                                                                                                                            |  |
| note          | <b>I am going to read some statements to you. Please say whether the statement is always true, true most of the time, true some of the time, or rarely or never true. All your answers will stay between you and me so you should feel free to answer honestly.</b> |  |

|     |                                                                                     |  |
|-----|-------------------------------------------------------------------------------------|--|
| e7  | <b>At my school, girls and boys are treated the same.</b>                           |  |
| 1   | Always                                                                              |  |
| 2   | Sometimes                                                                           |  |
| 3   | Rarely                                                                              |  |
| 4   | Never                                                                               |  |
| 999 | Don't know / no response / never asked for help                                     |  |
| e8  | <b>I feel confident to ask and answer questions in class</b>                        |  |
| 1   | Always                                                                              |  |
| 2   | Sometimes                                                                           |  |
| 3   | Rarely                                                                              |  |
| 4   | Never                                                                               |  |
| 999 | Don't know / no response / never asked for help                                     |  |
| e9  | <b>I feel able to ask my teacher for help when I am finding something difficult</b> |  |
| 1   | Always                                                                              |  |
| 2   | Sometimes                                                                           |  |
| 3   | Rarely                                                                              |  |
| 4   | Never                                                                               |  |
| 999 | Don't know / no response / never asked for help                                     |  |
| e10 | <b>My teachers are supportive/ assist me whenever I ask for help</b>                |  |
| 1   | Always                                                                              |  |
| 2   | Sometimes                                                                           |  |
| 3   | Rarely                                                                              |  |
| 4   | Never                                                                               |  |
| 999 | Don't know / no response / never asked for help                                     |  |
| e11 | <b>My teachers understand the issues that are affecting me</b>                      |  |
| 1   | Always                                                                              |  |
| 2   | Sometimes                                                                           |  |
| 3   | Rarely                                                                              |  |
| 4   | Never                                                                               |  |
| 999 | Don't know / no response                                                            |  |
| e12 | <b>I feel the teachers and the school staff respect me</b>                          |  |
| 1   | Always                                                                              |  |
| 2   | Sometimes                                                                           |  |
| 3   | Rarely                                                                              |  |
| 4   | Never                                                                               |  |
| 999 | Don't know / no response                                                            |  |
| e13 | <b>I feel the other students at my school respect me</b>                            |  |
| 1   | Always                                                                              |  |
| 2   | Sometimes                                                                           |  |
| 3   | Rarely                                                                              |  |
| 4   | Never                                                                               |  |
| 999 | Don't know / no response                                                            |  |
| e14 | <b>I feel like I am doing well at school in my school work</b>                      |  |
| 1   | Always                                                                              |  |
| 2   | Sometimes                                                                           |  |

|      |                                                                                                                                 |            |
|------|---------------------------------------------------------------------------------------------------------------------------------|------------|
| 3    | Rarely                                                                                                                          |            |
| 4    | Never                                                                                                                           |            |
| 999  | Don't know / no response                                                                                                        |            |
| e15  | <b>I like being at school</b>                                                                                                   |            |
| 1    | Always                                                                                                                          |            |
| 2    | Sometimes                                                                                                                       |            |
| 3    | Rarely                                                                                                                          |            |
| 4    | Never                                                                                                                           |            |
| 999  | Don't know / no response                                                                                                        |            |
| e16  | <b>We do lots of fun activities at school</b>                                                                                   |            |
| 1    | Always                                                                                                                          |            |
| 2    | Sometimes                                                                                                                       |            |
| 3    | Rarely                                                                                                                          |            |
| 4    | Never                                                                                                                           |            |
| 999  | Don't know / no response                                                                                                        |            |
| e17  | <b>I have friends at school</b>                                                                                                 |            |
| 1    | Always                                                                                                                          |            |
| 2    | Sometimes                                                                                                                       |            |
| 3    | Rarely                                                                                                                          |            |
| 4    | Never                                                                                                                           |            |
| 999  | Don't know / no response                                                                                                        |            |
|      | I feel safe at school                                                                                                           |            |
| 1    | Always                                                                                                                          |            |
| 2    | Sometimes                                                                                                                       |            |
| 3    | Rarely                                                                                                                          |            |
| 4    | Never                                                                                                                           |            |
| 999  | Don't know / no response                                                                                                        |            |
| e18  | <b>Have you ever felt bullied by teachers at school for any of the following reasons?</b><br><i>Select all that apply</i>       |            |
| 0    | Not been bullied for any reason                                                                                                 |            |
| 1    | Because of my gender                                                                                                            |            |
| 2    | Because I have a disability                                                                                                     |            |
| 3    | Because I am from a poor family                                                                                                 |            |
| 96   | Other (please specify)                                                                                                          |            |
| 999  | Don't know / no response                                                                                                        | go to e18a |
| e18a | Specify other reason                                                                                                            |            |
| e19  | <b>Have you ever felt bullied by other students at school for any of the following reasons?</b><br><i>Select all that apply</i> |            |
| 0    | Not been bullied for any reason                                                                                                 |            |
| 1    | Because of my gender                                                                                                            |            |
| 2    | Because I have a disability                                                                                                     |            |
| 3    | Because I am from a poor family                                                                                                 |            |
| 96   | Other (please specify)                                                                                                          | go to e19a |
| 999  | Don't know / no response                                                                                                        |            |

|      |                      |  |
|------|----------------------|--|
| e19a | Specify other reason |  |
|      | learning environment |  |

| goals       | Education goals                                                                                                                     |           |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------|
| noted level | <b>Now I am going to ask some questions about your education goals.</b>                                                             |           |
| h1          | <b>What level of education would you like to achieve?</b>                                                                           |           |
| 1           | Primary school (Grade 6)                                                                                                            |           |
| 2           | Basic education (Grade 9; École Fondamentale)                                                                                       |           |
| 3           | Vocational training or professional training (Certificate)                                                                          |           |
| 4           | General secondary, pedagogical or secondary technical education (Diplôme de l'État)                                                 |           |
| 5           | Higher Education (Diploma or Degree)                                                                                                |           |
| 999         | Don't know / no response                                                                                                            | go to h2  |
| h1a         | <b>How confident do you feel that you will achieve this?</b>                                                                        | if h1<999 |
| 1           | Very confident                                                                                                                      |           |
| 2           | Somewhat confident                                                                                                                  |           |
| 3           | Neutral                                                                                                                             |           |
| 4           | Not very confident                                                                                                                  |           |
| 5           | Not at all confident                                                                                                                |           |
| 999         | Don't know / no response                                                                                                            |           |
| h2          | <b>How confident do you feel that your parents will listen to your preferences and support your decisions about your education?</b> |           |
| 1           | Very confident                                                                                                                      |           |
| 2           | Somewhat confident                                                                                                                  |           |
| 3           | Neutral                                                                                                                             |           |
| 4           | Not very confident                                                                                                                  |           |
| 5           | Not at all confident                                                                                                                |           |
| 999         | Don't know / no response                                                                                                            |           |
| goals       |                                                                                                                                     |           |

| decisions     | Decision-making                                                                                                                                                           |  |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| note decision | <b>I am going to read some statements to you. Please say whether the statement is always true, true most of the time, true some of the time, or rarely or never true.</b> |  |
| i1            | <b>I think carefully before I take action</b>                                                                                                                             |  |
| 1             | Always                                                                                                                                                                    |  |
| 2             | Sometimes                                                                                                                                                                 |  |
| 3             | Rarely                                                                                                                                                                    |  |
| 4             | Never                                                                                                                                                                     |  |
| 999           | Don't know/ no response                                                                                                                                                   |  |
| i2            | <b>I look for information to help me make my decision</b>                                                                                                                 |  |
| 1             | Always                                                                                                                                                                    |  |
| 2             | Sometimes                                                                                                                                                                 |  |
| 3             | Rarely                                                                                                                                                                    |  |
| 4             | Never                                                                                                                                                                     |  |
| 999           | Don't know/ no response                                                                                                                                                   |  |
| i3            | <b>I ask others to help me when I need to make a difficult decision</b>                                                                                                   |  |

|     |                                                                                 |  |
|-----|---------------------------------------------------------------------------------|--|
| 1   | Always                                                                          |  |
| 2   | Sometimes                                                                       |  |
| 3   | Rarely                                                                          |  |
| 4   | Never                                                                           |  |
| 999 | Don't know/ no response                                                         |  |
| i4  | <b>I make decisions based on what my parents/ caregivers tell me</b>            |  |
| 1   | Always                                                                          |  |
| 2   | Sometimes                                                                       |  |
| 3   | Rarely                                                                          |  |
| 4   | Never                                                                           |  |
| 999 | Don't know/ no response                                                         |  |
| i5  | <b>I discuss my decisions with my friends</b>                                   |  |
| 1   | Always                                                                          |  |
| 2   | Sometimes                                                                       |  |
| 3   | Rarely                                                                          |  |
| 4   | Never                                                                           |  |
| 999 | Don't know/ no response                                                         |  |
| i6  | <b>I make decisions based on what my friends say</b>                            |  |
| 1   | Always                                                                          |  |
| 2   | Sometimes                                                                       |  |
| 3   | Rarely                                                                          |  |
| 4   | Never                                                                           |  |
| 999 | Don't know/ no response                                                         |  |
| i7  | <b>I discuss my decisions with my parents/ caregivers</b>                       |  |
| 1   | Always                                                                          |  |
| 2   | Sometimes                                                                       |  |
| 3   | Rarely                                                                          |  |
| 4   | Never                                                                           |  |
| 999 | Don't know/ no response                                                         |  |
| i8  | <b>I think about the risks before making a decision</b>                         |  |
| 1   | Always                                                                          |  |
| 2   | Sometimes                                                                       |  |
| 3   | Rarely                                                                          |  |
| 4   | Never                                                                           |  |
| 999 | Don't know/ no response                                                         |  |
| i9  | <b>If something bad happens I make a different decision next time</b>           |  |
| 1   | Always                                                                          |  |
| 2   | Sometimes                                                                       |  |
| 3   | Rarely                                                                          |  |
| 4   | Never                                                                           |  |
| 999 | Don't know/ no response                                                         |  |
| i10 | <b>I feel like I can stand up for what is right even if my friends disagree</b> |  |
| 1   | Always                                                                          |  |
| 2   | Sometimes                                                                       |  |
| 3   | Rarely                                                                          |  |
| 4   | Never                                                                           |  |

|           |                                                         |  |
|-----------|---------------------------------------------------------|--|
| 999       | Don't know/ no response                                 |  |
| i11       | <b>When I see something is wrong I try to change it</b> |  |
| 1         | Always                                                  |  |
| 2         | Sometimes                                               |  |
| 3         | Rarely                                                  |  |
| 4         | Never                                                   |  |
| 999       | Don't know/ no response                                 |  |
| i12       | <b>Decision making is easy for me</b>                   |  |
| 1         | Always                                                  |  |
| 2         | Sometimes                                               |  |
| 3         | Rarely                                                  |  |
| 4         | Never                                                   |  |
| 999       | Don't know/ no response                                 |  |
| decisions |                                                         |  |

| SRH     | <b>Sexual and reproductive health rights and knowledge</b>                                                                      | if grade=4, 5 or 6 |
|---------|---------------------------------------------------------------------------------------------------------------------------------|--------------------|
| notesrh | <b>I am going to read some statements to you. Please answer whether you agree, disagree, or neither agree nor disagree.</b>     |                    |
| i1      | <b>There are certain activities that a girl shouldn't do when she is menstruating</b>                                           |                    |
| 1       | Agree                                                                                                                           |                    |
| 2       | Neither agree nor disagree                                                                                                      |                    |
| 3       | Disagree                                                                                                                        |                    |
| 999     | Don't know / no response                                                                                                        |                    |
| i2      | <b>I feel comfortable talking to my peers about menstruation<br/>Only for respondents identifying as female</b>                 | if b1==1           |
| 1       | Agree                                                                                                                           |                    |
| 2       | Neither agree nor disagree                                                                                                      |                    |
| 3       | Disagree                                                                                                                        |                    |
| 999     | Don't know / no response                                                                                                        |                    |
| i3      | <b>I know where to find information about menstruation and sanitary products<br/>Only for respondents identifying as female</b> | if b1==1           |
| 1       | Agree                                                                                                                           |                    |
| 2       | Neither agree nor disagree                                                                                                      |                    |
| 3       | Disagree                                                                                                                        |                    |
| 999     | Don't know / no response                                                                                                        |                    |
| i4      | <b>A young person can't get contraception unless they are married</b>                                                           |                    |
| 1       | Agree                                                                                                                           |                    |
| 2       | Neither agree nor disagree                                                                                                      |                    |
| 3       | Disagree                                                                                                                        |                    |
| 999     | Don't know / no response                                                                                                        |                    |
| i5      | <b>You can't get pregnant the first time you have sex</b>                                                                       |                    |
| 1       | Agree                                                                                                                           |                    |
| 2       | Neither agree nor disagree                                                                                                      |                    |
| 3       | Disagree                                                                                                                        |                    |
| 999     | Don't know / no response                                                                                                        |                    |

|     |                                                                                                                                                                                                                                                          |  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| I6  | <b>In a relationship, it is up to the girl/ woman to make sure that she does not get pregnant</b>                                                                                                                                                        |  |
| 1   | Agree                                                                                                                                                                                                                                                    |  |
| 2   | Neither agree nor disagree                                                                                                                                                                                                                               |  |
| 3   | Disagree                                                                                                                                                                                                                                                 |  |
| 999 | Don't know / no response                                                                                                                                                                                                                                 |  |
| I7  | <b>It is more important for a girl to be a virgin when she marries, than for a boy to be a virgin</b>                                                                                                                                                    |  |
| 1   | Agree                                                                                                                                                                                                                                                    |  |
| 2   | Neither agree nor disagree                                                                                                                                                                                                                               |  |
| 3   | Disagree                                                                                                                                                                                                                                                 |  |
| 999 | Don't know / no response                                                                                                                                                                                                                                 |  |
| I8  | <b>What methods do you know for protecting against pregnancy and STIs?</b><br><i>Don't read out options but mark all those mentioned by participant. Probe: 'Any other methods?' If participant says they don't know, do not mark any other options.</i> |  |
| 0   | Don't know any                                                                                                                                                                                                                                           |  |
| 1   | Condoms (male or female)                                                                                                                                                                                                                                 |  |
| 2   | Birth control pill, implant, injectable or patch                                                                                                                                                                                                         |  |
| 3   | Intrauterine device                                                                                                                                                                                                                                      |  |
| 4   | Diaphragm, cervical cap or spermicide                                                                                                                                                                                                                    |  |
| 5   | Emergency contraception pills                                                                                                                                                                                                                            |  |
| 6   | Female or male sterilisation                                                                                                                                                                                                                             |  |
| 7   | Abstinence                                                                                                                                                                                                                                               |  |
| 8   | Engaging in alternatives to sexual intercourse e.g. kissing, oral sex                                                                                                                                                                                    |  |
| 9   | Avoiding having sex when ovulating e.g. using calendar or body temperature                                                                                                                                                                               |  |
| 999 | Refusal / no response                                                                                                                                                                                                                                    |  |
| SRH |                                                                                                                                                                                                                                                          |  |

| knowledge     | <b>Knowledge of children's and women's rights</b>                                                                                         | if grade=4, 5 or 6 |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| m1            | <b>In some countries, there is a practice in which a girl may have part of her genitals cut. Have you ever heard about this practice?</b> |                    |
| 0             | No                                                                                                                                        | go to m2           |
| 1             | Yes                                                                                                                                       |                    |
| 999           | Don't know / no response                                                                                                                  | go to m2           |
| m1a           | <b>Is this practice allowed in \$a0?</b>                                                                                                  | if m1==1           |
| 0             | No                                                                                                                                        |                    |
| 1             | Yes                                                                                                                                       |                    |
| 999           | Don't know / no response                                                                                                                  |                    |
| m2            | <b>At what age can a person legally get married (minimum legal age)?</b><br><i>If child does not know, enter 999</i>                      |                    |
| noteknowledge | <b>I am going to read some statements to you. Please answer whether you agree, disagree, or feel neutral about the statement.</b>         |                    |
| m3            | <b>Parents have the right to decide who their child marries</b>                                                                           |                    |
| 1             | Agree                                                                                                                                     |                    |

|     |                                                                                     |  |
|-----|-------------------------------------------------------------------------------------|--|
| 2   | Neither agree nor disagree                                                          |  |
| 3   | Disagree                                                                            |  |
| 999 | Don't know / no response                                                            |  |
| m4  | <b>A boy has the right to refuse to get married if he doesn't want to</b>           |  |
| 1   | Agree                                                                               |  |
| 2   | Neither agree nor disagree                                                          |  |
| 3   | Disagree                                                                            |  |
| 999 | Don't know / no response                                                            |  |
| m5  | <b>A girl has the right to refuse to get married if she doesn't want to</b>         |  |
| 1   | Agree                                                                               |  |
| 2   | Neither agree nor disagree                                                          |  |
| 3   | Disagree                                                                            |  |
| 999 | Don't know / no response                                                            |  |
| m6  | <b>Parents can be fined if they do not register the birth of their child</b>        |  |
| 1   | Agree                                                                               |  |
| 2   | Neither agree nor disagree                                                          |  |
| 3   | Disagree                                                                            |  |
| 999 | Don't know / no response                                                            |  |
| m7  | <b>It is acceptable for parents to beat their children when they are naughty</b>    |  |
| 1   | Agree                                                                               |  |
| 2   | Neither agree nor disagree                                                          |  |
| 3   | Disagree                                                                            |  |
| 999 | Don't know / no response                                                            |  |
| m8  | <b>Parents have the right to decide whether their children should go to school.</b> |  |
| 1   | Agree                                                                               |  |
| 2   | Neither agree nor disagree                                                          |  |
| 3   | Disagree                                                                            |  |
| 999 | Don't know / no response                                                            |  |
|     |                                                                                     |  |

|     | <b>Gender-based violence</b>                                                      |  |
|-----|-----------------------------------------------------------------------------------|--|
| n1  | <b>Domestic violence is a private matter and nobody else's business</b>           |  |
| 1   | Agree                                                                             |  |
| 2   | Neither agree nor disagree                                                        |  |
| 3   | Disagree                                                                          |  |
| 999 | Don't know / no response                                                          |  |
| n2  | <b>A husband is justified in hitting his wife if she... (tick all that apply)</b> |  |
| 1   | Goes out without telling him                                                      |  |
| 2   | Neglects the children                                                             |  |
| 3   | Argues with him                                                                   |  |
| 4   | Refuses to have sex with him                                                      |  |
| 5   | Did not cook the food properly                                                    |  |
| 6   | Has an affair                                                                     |  |

|     |                                                                                                                                                                                                                                                                                          |           |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 7   | It is never acceptable for a husband to hit his wife <i>[child does not agree with any of the options]</i>                                                                                                                                                                               |           |
| 999 | Don't know / no response                                                                                                                                                                                                                                                                 |           |
| n3  | <b>If a girl is raped, it is her own fault if she does the following (tick all that apply)</b>                                                                                                                                                                                           |           |
| 1   | Dresses provocatively                                                                                                                                                                                                                                                                    |           |
| 2   | Has a boyfriend                                                                                                                                                                                                                                                                          |           |
| 3   | Is sexually active before marriage                                                                                                                                                                                                                                                       |           |
| 4   | Drinks too much or takes drugs                                                                                                                                                                                                                                                           |           |
| 5   | Goes out late at night                                                                                                                                                                                                                                                                   |           |
| 6   | It is never her fault in any way <i>[child does not agree with any of the options]</i>                                                                                                                                                                                                   |           |
| 999 | Don't know / no response                                                                                                                                                                                                                                                                 |           |
| n4  | <b>Can you give some examples of the types of violence that women or girls might experience?</b><br><i>Don't read out options but mark all those mentioned by participants. Probe: 'Any other types?' If a participant says they don't know, do not mark any other options.</i>          |           |
| 0   | <b>Don't know any</b>                                                                                                                                                                                                                                                                    |           |
| 1   | Physical violence e.g. hitting, kicking, beating, slapping                                                                                                                                                                                                                               |           |
| 2   | Emotional violence e.g. verbal insults, abusive language, threats                                                                                                                                                                                                                        |           |
| 3   | Domestic violence                                                                                                                                                                                                                                                                        |           |
| 4   | Sexual harassment or sexual intimidation e.g. unwanted sexual comments, groping, wolf whistling etc.                                                                                                                                                                                     |           |
| 5   | Sexual abuse e.g. sexual assault, rape                                                                                                                                                                                                                                                   |           |
| 6   | Female genital mutilation                                                                                                                                                                                                                                                                |           |
| 7   | Child marriage or forced marriage                                                                                                                                                                                                                                                        |           |
| 8   | Economic violence e.g. preventing someone accessing resources, not getting promoted because of gender                                                                                                                                                                                    |           |
| 96  | Other (please specify)                                                                                                                                                                                                                                                                   | go to n4a |
| 999 | Refusal / no response                                                                                                                                                                                                                                                                    |           |
| n4a | <b>Specify other examples given</b>                                                                                                                                                                                                                                                      | if n4==96 |
| n5  | <b>If somebody was violent towards you, how confident would you feel about getting help?</b>                                                                                                                                                                                             |           |
| 1   | Very confident                                                                                                                                                                                                                                                                           |           |
| 2   | Somewhat confident                                                                                                                                                                                                                                                                       |           |
| 3   | Neutral                                                                                                                                                                                                                                                                                  |           |
| 4   | Not very confident                                                                                                                                                                                                                                                                       |           |
| 5   | Not at all confident                                                                                                                                                                                                                                                                     |           |
| 999 | Don't know / no response                                                                                                                                                                                                                                                                 |           |
| n6  | <b>What sources of support are there in your community for a young person who experiences violence?</b><br><i>Don't read out options but mark all those mentioned by participants. Probe: 'Any other sources?' If a participant says they don't know, do not mark any other options.</i> |           |
| 0   | Don't know any sources of support                                                                                                                                                                                                                                                        |           |
| 1   | Parents or other family members                                                                                                                                                                                                                                                          |           |
| 2   | Friends                                                                                                                                                                                                                                                                                  |           |
| 3   | Teachers                                                                                                                                                                                                                                                                                 |           |
| 4   | PTA/SMC                                                                                                                                                                                                                                                                                  |           |

|           |                                                     |           |
|-----------|-----------------------------------------------------|-----------|
| 5         | Community healthcare workers or health centre staff |           |
| 6         | Social workers                                      |           |
| 7         | Police                                              |           |
| 8         | Community leader                                    |           |
| 9         | Religious leader                                    |           |
| 96        | Other                                               | go to n6a |
| 999       | Refusal / no response                               |           |
| n6a       | Specify other source(s)                             | if n6==96 |
| knowledge |                                                     |           |

| self-concept       | Self-concept sub-task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| note self-concept  | <p><b>I want you to think about something you hope will happen in your life in the future. It can be anything and at any time in the future - 1 year, 5 years, 10 years, any time in the future. I would like you to make a drawing of what you hope for in the future. You can draw whatever you want. There are no right or wrong ways to do the drawing. After you finish your drawing, I will ask a few questions about your drawing.</b></p> <p><i>If the child is hesitant or self-conscious about their drawing abilities, say: 'Whatever you want to create in the drawing and share with me is fine.'</i></p> <p><i>If the child does not want to do the drawing then say: 'I want you to imagine something you hope will happen in your life in the future.'</i></p> <p><i>Some children may make a drawing that does not represent something in the future (e.g. drawing a flower); this is okay. Do not try to direct the drawing of the child or give them hints on what to draw.</i></p> |          |
| noteself concept 2 | <p><b>Please start your drawing.</b></p> <p><i>Give the child approximately 5 minutes to complete the drawing. If the child is still drawing at the end of five minutes, encourage him/her to complete the drawing by saying 'I am going to give you one more minute to finish your drawing and then I want to ask you a few questions about your drawing.'</i></p> <p><i>Once the drawing is complete, say something affirmative like: 'You worked hard on that drawing. Thank you for sharing this with me. I would like to ask you a few questions about the drawing.'</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                      |          |
| j1                 | <p><b>Child attempted drawing</b></p> <p><i>If child refused to draw and instead used his/her imagination please mark 'Incorrect'</i></p> <p><i>If child refused to do drawing or imagine themselves in the future, mark 'No response'</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |
| 1                  | Correct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |
| 0                  | Incorrect / Don't know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |
| 999                | No response / refusal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |
| j2                 | <p><b>Child includes self in drawing</b></p> <p><i>If unclear, ask: 'Did you include yourself in the drawing?'</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | if j1==1 |
| 1                  | Correct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |
| 0                  | Incorrect / Don't know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |
| 999                | No response / refusal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |

|              |                                                                                                                                                                                                                                                            |                   |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| j3           | <b>Can you tell me one thing that you would like to be doing in the future?</b><br><i>If the answer is unclear, ask: 'Can you describe &lt;insert activity&gt; to me in more detail?'</i>                                                                  | if j2==1 or j2==0 |
| 1            | Correct                                                                                                                                                                                                                                                    |                   |
| 0            | Incorrect / Don't know                                                                                                                                                                                                                                     | go to end         |
| 999          | No response / refusal                                                                                                                                                                                                                                      | go to end         |
| j4           | <b>Can you tell me one thing that could happen that would stop you from doing this &lt;insert activity from J3&gt;?</b><br><i>If the answer is unclear, ask: 'Can you tell me why/how this would stop you from doing &lt;insert activity from j3&gt;?'</i> | if j3==1          |
| 1            | Correct                                                                                                                                                                                                                                                    |                   |
| 0            | Incorrect / Don't know                                                                                                                                                                                                                                     | go to end         |
| 999          | No response / refusal                                                                                                                                                                                                                                      | go to end         |
| j5           | <b>Can you tell me who or what will help support you in &lt;insert activity J3&gt;?</b><br><i>If the answer is unclear, ask: 'Can you tell me if there is someone or something that will help you prepare to do &lt;insert activity from j3&gt;?'</i>      | if j4==1          |
| 1            | Correct                                                                                                                                                                                                                                                    |                   |
| 0            | Incorrect / Don't know                                                                                                                                                                                                                                     | go to end         |
| 999          | No response / refusal                                                                                                                                                                                                                                      | go to end         |
| j6           | <b>Can you tell me one more thing that you would like to be doing in the future?</b><br><i>If the answer is unclear, ask: 'Can you describe &lt;insert activity&gt; to me in more detail?'</i>                                                             | if j5==1          |
| 1            | Correct                                                                                                                                                                                                                                                    |                   |
| 0            | Incorrect / Don't know                                                                                                                                                                                                                                     | go to end         |
| 999          | No response / refusal                                                                                                                                                                                                                                      | go to end         |
| j7           | <b>Can you tell me one thing that could happen that would stop you from doing this &lt;insert activity from J6&gt;?</b><br><i>If the answer is unclear, ask: 'Can you tell me why/how this would stop you from doing &lt;insert activity from j6&gt;?'</i> | if j6==1          |
| 1            | Correct                                                                                                                                                                                                                                                    |                   |
| 0            | Incorrect / Don't know                                                                                                                                                                                                                                     | go to end         |
| 999          | No response / refusal                                                                                                                                                                                                                                      | go to end         |
| j8           | <b>Can you tell me who or what will help support you in &lt;insert activity J6&gt;?</b><br><i>If the answer is unclear, ask: 'Can you tell me if there is someone or something that will help you prepare to do &lt;insert activity from j6&gt;?'</i>      | if j7==1          |
| 1            | Correct                                                                                                                                                                                                                                                    |                   |
| 0            | Incorrect / Don't know                                                                                                                                                                                                                                     | go to end         |
| 999          | No response / refusal                                                                                                                                                                                                                                      | go to end         |
| j9           | <b>Is it ok for me to take a picture of your drawing?</b><br><i>Ask a child for permission to take a picture of the drawing and then let them keep the drawing if they wish.</i>                                                                           | if j1==1          |
| self-concept |                                                                                                                                                                                                                                                            |                   |

|                              |                                                                                                                                                                                           |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| not<br>e                     | I am going to read some statements to you. Please answer whether you agree, disagree, or neither agree nor disagree.                                                                      |
| k1<br>1<br>2<br>3<br>99<br>9 | Boys' secondary education is more important than girls' secondary education<br>Agree<br>Neither agree or disagree<br>Disagree<br>Don't know / no response                                 |
| k2<br>1<br>2<br>3<br>99<br>9 | If a family needs help at home or is under financial stress, it is better to keep boys in school than girls<br>Agree<br>Neither agree or disagree<br>Disagree<br>Don't know / no response |
| k3<br>1<br>2<br>3<br>99<br>9 | Boys and girls should help equally with household chores<br>Agree<br>Neither agree nor disagree<br>Disagree<br>Don't know / no response                                                   |
| k4<br>1<br>2<br>3<br>99<br>9 | It is not normal for men and boys to help care for young children<br>Agree<br>Neither agree nor disagree<br>Disagree<br>Don't know / no response                                          |
| k5<br>1<br>2<br>3<br>99<br>9 | A man is the head of his household.<br>Agree<br>Neither agree nor disagree<br>Disagree<br>Don't know / no response                                                                        |
| k6<br>1<br>2<br>3<br>99<br>9 | In a married couple, the husband should make all decisions about spending household income<br>Agree<br>Neither agree nor disagree<br>Disagree<br>Don't know / no response                 |
| k7<br>1<br>2<br>3<br>99<br>9 | There should be occupations reserved for men and occupations reserved for women<br>Agree<br>Neither agree nor disagree<br>Disagree<br>Don't know / no response                            |

|              |                                                                                                                                                                                                  |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| noted        | Thank you for participating in this activity with me. Do you have any questions for me?<br><i>Check the child does not have any questions and then allow them to go back to their classroom.</i> |
| end comments | <i>Note any comments or observations you have about the interview</i>                                                                                                                            |

## Early Grade Assessment (EGRA)

| begin group                  | Intro                   | Introduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>select_one enumerator</i> | <i>enumerator</i>       | Name of enumerator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <i>select_one school</i>     | <i>school</i>           | School name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <i>calculate</i>             | <i>a2a_lab</i>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <i>select_one gender</i>     | <i>gender</i>           | <b>What is the gender of the child?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <i>select_one yes no</i>     | <i>consent</i>          | <p>Hello, my name is \${a2a_lab}. I work with Genesis Analytics and we are trying to learn more about you and your life. We are also trying to understand how children learn to read.</p> <p>This is not a test. This is more like a game; we want this exercise to be fun. I will ask you some questions. Some questions will be easy for you and others may be hard. Don't worry if you cannot answer some of the questions. We just want you to try your best. We would like your help with this. But you do not have to take part if you do not want to; you can go back to class or home without any punishment if you choose and take a break if you need to. Just let me know. If you decide at any point that you would like to stop, or that you don't want to do one particular game, that is okay too.</p> <p>Is it ok for us to continue with this exercise?</p> |
| <i>end group</i>             | <i>g0</i>               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <i>begin group</i>           | <i>Intro2</i>           | Intro2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <i>note</i>                  | <i>note</i>             | <b>I will now ask you a few questions about yourself.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <i>select_one grade</i>      | <i>grade</i>            | <b>What is your grade?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <i>select_one repeat</i>     | <i>repeat</i>           | <b>Have you ever repeated a grade at school?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <i>integer</i>               | <i>age</i>              | <b>How old are you (in years)?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <i>select_one Seeing</i>     | <i>Seeing</i>           | <b>Do you have difficulty seeing, even if wearing glasses?</b> Would you say... [read response categories]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <i>select_one Seeing</i>     | <i>WG_Hearing</i>       | <b>Do you have difficulty hearing?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <i>select_one Seeing</i>     | <i>WG_mobility</i>      | <b>Do you have difficulty walking or climbing steps?</b> Would you say...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <i>select_one Seeing</i>     | <i>WG_Cognition</i>     | <b>Do you have difficulty remembering or concentrating?</b> Would you say... [Read response categories]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <i>select_one Seeing</i>     | <i>WG_Self-care</i>     | <b>Do you have difficulty with self-care, such as washing all over or dressing?</b> Would you say... [read response categories]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <i>select_one Seeing</i>     | <i>WG_Communication</i> | <b>Using your usual language, do you have difficulty communicating, for example understanding or being understood?</b> Would you say... [read response categories]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <i>end group</i>             | <i>gb1</i>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Listening Comprehension      |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| begin group             | Intro                 | Introduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| note                    | Story                 | <p>I am going to read you a short story aloud once and then ask you some questions. Please listen carefully and answer the questions as best as you can. Ready - let's start!</p> <p>"Aline loves to play football. She practises every chance she gets. She takes a football with her everywhere she goes. She takes it on her way to school and when she meets friends, she even keeps the football with her when she sleeps. She is on the football team at her school and last week she scored a goal."</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| select_one start        | readloud_start        | <b>Did you understand me and are you ready to start?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| select_one correct2     | readoutqn1            | <b>Who is this story about?</b><br>(Correct answer: Aline)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| select_one correct2     | readoutqn2            | <b>What does Aline love doing?</b><br>(Correct answer: She loves playing football)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| select_one correct2     | readoutqn3            | <b>What happened in last week's football match?</b><br>(Correct answer: Aline scored a goal)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| select_one finish       | readloud_finish       | Please select "Finish" and the child has completed this section.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Letter Identification   |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| select_multiple letters | letter_identification | <p>Show the student the sheet with all the letters.</p> <p><b>Here is a page full of letters of the KIRUNDI alphabet. Read as many letters as quickly as you can. For example:</b><br/> <b>"This is o." Then point to the letter o.</b></p> <p><b>**Let's practise: Tell me the name of this letter [point to the letter ng]:**</b><br/> <b>*[If the child responds correctly say]:* **Good, the name of this letter is "ng".**</b><br/> <b>*[If the child does not respond correctly, say]:* **The name of this letter is "ng".**</b></p> <p><b>**Now try another one: Tell me the name of this letter [point to the letter b]:**</b><br/> <b>*[If the child responds correctly, say]:* **Good, the name of this letter is "b".**</b><br/> <b>*[If the child does not respond correctly, say]:* **The name of this letter is "b".**</b></p> <p><b>Do you understand what you are supposed to do? When I say "Begin" start here and go on to the end of line. If you can to a letter you do not know, go on the next letter. Ready? Begin .</b></p> |
| select_one yesno        | lettersyn             | <b>Did the child complete the letter identification test?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| end group               | Letter_Identification |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| note                    | note_2                | Great job! Let's go on to the next session!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Non-Word Reading        |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| begin group                     | Intro              | Introduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| select_multiple<br>nonwords     | nonwords           | <p>Here is a page with some non-words in Kirundi. <b>Read the non-words as quickly as you can . For example this non-word is “ta” Point to the made up word “ta”, read “ta”.</b></p> <p><b>Let's practice: Please read this word - point to the Made-up word “faze”</b></p> <p><b>If the response is correct, Good. This made-up word is “faze”</b></p> <p><b>If the response is incorrect. This made-up word is “faze”</b></p> <p><b>Let's try another one. Please read this word. Point to the next made-up word “ako”</b></p> <p><b>If the response is correct ; Good . This made-up word is “zak”</b></p> <p><b>If response is incorrect: This made up word is “zak”</b></p> <p><b>Ok, when I say “Begin” start here. Point to the first non-word and read across the page. Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word, Ready? Begin.</b></p> |
| select_one yesno                | complete           | <b>Did the child complete the most non-words test?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| end group                       | non_word_reading   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Oral Reading                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| note                            | note_5             | <b>**Great job! Let's go on to the next section.**</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| select_multiple<br>new_sentence | oralreading        | <b>**Here is a short story. I want you to read it aloud. When you finish, I will ask you some questions about what you have read. When I say “Begin,” read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.**</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| select_one reader               | reader             | <b>Is the child a reader or a non-reader?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| end group                       | goral              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Reading Comprehension           |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| note                            | read_comprehension | <b>Now I will ask you a few questions about the story you just read. Try to answer the question as well as you can.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| select_one correct2             | rc_qn1             | <b>What is Francine's mother's job?</b><br>(Correct answer: She is a teacher)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| select_one correct2             | rc_qn2             | <b>Where does Francine's mother teach?</b><br>(Correct answer: At the school in the village)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| select_one correct2             | rc_qn3             | <b>Who does Francine walk to school with?</b><br>(Correct answer: her mother and her sister)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| select_one correct2             | rc_qn4             | <b>What does Francine have to do before she is allowed to play?</b><br>(Correct answer: She has to do her homework)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| select_one correct2             | rc_qn5             | <b>What makes Aline laugh a lot?</b><br>(Correct answer: playing a game with her mother)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| begin group       | Intro        | Introduction                                                                             |
|-------------------|--------------|------------------------------------------------------------------------------------------|
| select_one finish | compr_finish | Please select "Finish" when time end or child finished responding to comprehensive words |
| end group         | gread_comp   |                                                                                          |

|                  |       |                                                                                    |
|------------------|-------|------------------------------------------------------------------------------------|
| select_one yesno | Enjoy | Thank you so much for your time. You did really well! Did you enjoy this exercise? |
|------------------|-------|------------------------------------------------------------------------------------|

## KAP survey

| Variable name | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Skip logic |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| admin         | <b>Administrative information and child consent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |
| noteadmin     | <i>Fill out this information before beginning the interview.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |
| a0            | Country                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |
| 1             | Burundi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |
| 2             | Tanzania                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |
| a1            | Today's date<br><i>Enter today's date in format DD/MM/YY</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |
| a2            | Enumerator ID                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |
| a2a           | Enumerator name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |
| a8            | Community name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |
| 1             | [List of community names TBC]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |
| noteconsent   | <p><i>Read this passage to adults. If the adult asks any questions, answer them to the best of your knowledge or consult with your team leader.</i></p> <p><b>Hello, my name is \${a2a}. I work with Right to Play and we are trying to learn more about education and children's lives in this community.</b></p> <p><b>It is your decision whether you would like to take part in the and you do not have to take part. If you decide not to take part, there will be no negative consequences. If you do decide to take part, you will be asked about your experiences and views related to education and children's lives. You don't have to answer all the questions and you can stop at any time.</b></p> <p><b>There is no payment or benefit for taking part, but we value your opinions and hope that the study will help to provide better education for children in this community.</b></p> <p><b>The answers you give will stay between the two of us and you should feel free to speak honestly and openly. No one outside of this room will know what you have told me unless I hear something that makes me worried that someone might be in danger of harm. In that case, I might have to inform relevant people of this, but I will let you know that I am doing this and will discuss it with you first.</b></p> <p><b>Do you have any questions?</b></p> |            |
| a7            | <b>Are you happy to be part of this study?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |
| 0             | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | go to a7b  |
| 1             | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | go to a7a  |
| a7a           | <p><b>Do not read this statement to the adult. Sign your name.</b></p> <p><i>I confirm that I have read the consent statement to the participant, that the participant has had the opportunity to ask questions, and that the participant has given their verbal consent to take part in this study.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | if a7==1   |
| a7b           | <p><b>If the adult does not consent, thank them and leave. Do not try to re-administer the survey to another member of the household.</b></p> <p><b>Thank you for your time.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | if a7==0   |
| admin         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |

|            |                                                                                                                                                                          |            |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| background | <b>Background information</b><br>I will now ask you a few questions about yourself and about your house.                                                                 |            |
| b1         | <b>What is your gender?</b>                                                                                                                                              |            |
| 0          | Male                                                                                                                                                                     |            |
| 1          | Female                                                                                                                                                                   |            |
| 2          | Other                                                                                                                                                                    |            |
| b4         | <b>How old are you (in years)?</b><br><i>Enter age between 18 and 65. If participant does not know their age, enter 999</i>                                              |            |
| b17        | <b>How many people live in this household?</b>                                                                                                                           |            |
| b18        | <b>Who is the head of the household?</b>                                                                                                                                 |            |
| 0          | Respondent is household head                                                                                                                                             |            |
| 1          | Male household head                                                                                                                                                      |            |
| 2          | Female household head                                                                                                                                                    |            |
| b19        | <b>Do you have any children?</b><br><i>Include biological children and any children for whom participant has responsibility, such as stepchildren or foster children</i> |            |
| 0          | No                                                                                                                                                                       | go to b8   |
| 1          | Yes                                                                                                                                                                      | go to b19a |
| 999        | Don't know / no response                                                                                                                                                 | go to b8   |
| b19a       | <b>Are any of these children under 18 years old?</b>                                                                                                                     | if b19==1  |
| 0          | No                                                                                                                                                                       |            |
| 1          | Yes                                                                                                                                                                      |            |
| 999        | Don't know / no response                                                                                                                                                 |            |
| b19b       | <b>Are all of these children attending school?</b>                                                                                                                       | if b19a==1 |
| 0          | No                                                                                                                                                                       |            |
| 1          | Yes                                                                                                                                                                      |            |
| 999        | Don't know / no response                                                                                                                                                 |            |
| b19c       | <b>Why are they not attending school?</b> (tick all that apply)                                                                                                          | if b19b==0 |
| 0          | Illness                                                                                                                                                                  |            |
| 1          | Hunger / no food provided at school                                                                                                                                      |            |
| 2          | Lack of documentation e.g. no birth registration                                                                                                                         |            |
| 3          | Fear of violence or bullying                                                                                                                                             |            |
| 4          | Disabilities and/or special needs                                                                                                                                        |            |
| 5          | Pregnancy or teenage motherhood                                                                                                                                          |            |
| 6          | Child has to work or do domestic chores                                                                                                                                  |            |
| 7          | Cost of school fees, exams and school supplies                                                                                                                           |            |
| 8          | Long distance between home and school                                                                                                                                    |            |
| 9          | Lack of adequate facilities at school                                                                                                                                    |            |
| 10         | Large class sizes / limited resources per student                                                                                                                        |            |
| 11         | Strict discipline at school / use of physical punishment                                                                                                                 |            |
| 12         | Child excluded from school                                                                                                                                               |            |
| 96         | Other                                                                                                                                                                    |            |
| 999        | Don't know / no response                                                                                                                                                 |            |

|      |                                                                                                                                                                      |                      |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| b19d | Specify other challenge                                                                                                                                              | if<br>b19c==9<br>6   |
| b8   | <b>What language(s) do you speak at home?</b>                                                                                                                        |                      |
| 1    | Kirundi                                                                                                                                                              |                      |
| 2    | Kiswahili                                                                                                                                                            |                      |
| 3    | French                                                                                                                                                               |                      |
| 96   | Other                                                                                                                                                                | go to<br>b8a         |
| b8a  | <b>What other language do you speak at home?</b>                                                                                                                     | if<br>b8==96         |
| b20  | <b>What is your highest level of education?</b>                                                                                                                      |                      |
| 0    | Never been to school                                                                                                                                                 |                      |
| 1    | Primary school (up to and including Grade 6)                                                                                                                         |                      |
| 2    | Basic education (up to and including Grade 9; École Fondamentale)                                                                                                    |                      |
| 3    | Vocational training or professional training (Certificate)                                                                                                           |                      |
| 4    | General secondary, pedagogical or secondary technical education (Diplôme de l'État)                                                                                  |                      |
| 5    | Higher Education (Diploma or Degree)                                                                                                                                 |                      |
| 999  | Don't know / no response                                                                                                                                             |                      |
| b20a | <b>Can you read and write?</b><br><i>For participants with no or primary education</i>                                                                               | if<br>b20==0<br>or 1 |
| 0    | No                                                                                                                                                                   |                      |
| 1    | Yes                                                                                                                                                                  |                      |
| 999  | Don't know / no response                                                                                                                                             |                      |
| b12a | <b>Have you ever had to leave your home because it was not safe, whether because of a natural disaster or because of conflict?</b><br><i>Participants in Burundi</i> | if a0==1             |
| 0    | No                                                                                                                                                                   |                      |
| 1    | Yes – moved elsewhere in Burundi                                                                                                                                     |                      |
| 2    | Yes – sought refuge in Tanzania                                                                                                                                      |                      |
| 96   | Yes – other                                                                                                                                                          |                      |
| 999  | Don't know / no response                                                                                                                                             |                      |
| b12c | <b>When did you come to live in this camp?</b><br><i>Participants in Tanzania</i><br><i>Enter month and year; if participant does not remember month, use July</i>   | if a0==2             |
| b21  | Are you a member of an SMC or PTA?                                                                                                                                   |                      |
| 0    | No                                                                                                                                                                   |                      |
| 1    | Yes                                                                                                                                                                  |                      |
| 999  | Don't know / no response                                                                                                                                             |                      |
| b22  | <b>Are you aware of a project aiming to improve education for girls in this community?</b>                                                                           |                      |
| 0    | No                                                                                                                                                                   |                      |
| 1    | Yes                                                                                                                                                                  |                      |
| 999  | Don't know / no response                                                                                                                                             |                      |
| b23  | <b>Are you aware of a project aiming to improve education for children with disabilities in this community?</b>                                                      |                      |
| 0    | No                                                                                                                                                                   |                      |
| 1    | Yes                                                                                                                                                                  |                      |
| 999  | Don't know / no response                                                                                                                                             |                      |

|            |                                                         |                  |
|------------|---------------------------------------------------------|------------------|
| b24        | <b>What is the name of the project or organisation?</b> | if b22 or b23==1 |
| 1          | Right to Play / My Education My Future                  |                  |
| 96         | Other                                                   |                  |
| 999        | Don't know / no response                                |                  |
| b24a       | Specify other project or organisation                   |                  |
| background |                                                         |                  |

|           |                                                                                                                                                                                                                                |            |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| parents   | <b>Parental support for education for girls and boys</b>                                                                                                                                                                       | if b4a==1  |
| o1        | <b>How many of your children are currently attending school?</b>                                                                                                                                                               | if 0 go to |
| o1a       | <b>How many of these are girls?</b>                                                                                                                                                                                            | if o1>0    |
| o1b       | <b>How many of these are boys?</b>                                                                                                                                                                                             | if o1>0    |
| notegirls | <b>I am going to read some statements to you. Thinking about the girls who are attending school, please answer whether the statement is always true, true most of the time, true some of the time, or rarely / never true.</b> | if o1a>0   |
| o2a       | <b>I am aware of the things they are learning in school</b>                                                                                                                                                                    | if o1a>0   |
| 1         | Always                                                                                                                                                                                                                         |            |
| 2         | Sometimes                                                                                                                                                                                                                      |            |
| 3         | Rarely                                                                                                                                                                                                                         |            |
| 4         | Never                                                                                                                                                                                                                          |            |
| 999       | Don't know / no response                                                                                                                                                                                                       |            |
| o2b       | <b>It is important to me to make sure that they leave on time for school</b>                                                                                                                                                   | if o1a>0   |
| 1         | Always                                                                                                                                                                                                                         |            |
| 2         | Sometimes                                                                                                                                                                                                                      |            |
| 3         | Rarely                                                                                                                                                                                                                         |            |
| 4         | Never                                                                                                                                                                                                                          |            |
| 999       | Don't know / no response                                                                                                                                                                                                       |            |
| o2c       | <b>I have time to help them with their school work when they ask</b>                                                                                                                                                           | if o1a>0   |
| 1         | Always                                                                                                                                                                                                                         |            |
| 2         | Sometimes                                                                                                                                                                                                                      |            |
| 3         | Rarely                                                                                                                                                                                                                         |            |
| 4         | Never                                                                                                                                                                                                                          |            |
| 5         | Child/ren never ask/s for help with school work                                                                                                                                                                                |            |
| 999       | Don't know / no response                                                                                                                                                                                                       |            |
| o2d       | <b>If they are finding something difficult in their studies or at school, I encourage them and help them</b>                                                                                                                   | if o1a>0   |
| 1         | Always                                                                                                                                                                                                                         |            |
| 2         | Sometimes                                                                                                                                                                                                                      |            |
| 3         | Rarely                                                                                                                                                                                                                         |            |
| 4         | Never                                                                                                                                                                                                                          |            |
| 999       | Don't know / no response                                                                                                                                                                                                       |            |
| o2e       | <b>Sometimes they have to miss school or be late for class because of the chores they have to do</b>                                                                                                                           | if o1a>0   |
| 1         | Always                                                                                                                                                                                                                         |            |
| 2         | Sometimes                                                                                                                                                                                                                      |            |
| 3         | Rarely                                                                                                                                                                                                                         |            |
| 4         | Never                                                                                                                                                                                                                          |            |

|           |                                                                                                                                                                                                                                   |          |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 999       | Don't know / no response                                                                                                                                                                                                          |          |
| o2f       | <b>Sometimes they can't complete their school work because of the chores they have to do at home</b>                                                                                                                              | if o1a>0 |
| 1         | Always                                                                                                                                                                                                                            |          |
| 2         | Sometimes                                                                                                                                                                                                                         |          |
| 3         | Rarely                                                                                                                                                                                                                            |          |
| 4         | Never                                                                                                                                                                                                                             |          |
| 999       | Don't know / no response                                                                                                                                                                                                          |          |
| notegirls | <b>I am going to read some statements to you. Now thinking about the boys who are attending school, please answer whether the statement is always true, true most of the time, true some of the time, or rarely / never true.</b> | if o1b>0 |
| o3a       | <b>I am aware of the things they are learning in school</b>                                                                                                                                                                       | if o1b>0 |
| 1         | Always                                                                                                                                                                                                                            |          |
| 2         | Sometimes                                                                                                                                                                                                                         |          |
| 3         | Rarely                                                                                                                                                                                                                            |          |
| 4         | Never                                                                                                                                                                                                                             |          |
| 999       | Don't know / no response                                                                                                                                                                                                          |          |
| o3b       | <b>It is important to me to make sure that they leave on time for school</b>                                                                                                                                                      | if o1b>0 |
| 1         | Always                                                                                                                                                                                                                            |          |
| 2         | Sometimes                                                                                                                                                                                                                         |          |
| 3         | Rarely                                                                                                                                                                                                                            |          |
| 4         | Never                                                                                                                                                                                                                             |          |
| 999       | Don't know / no response                                                                                                                                                                                                          |          |
| o3c       | <b>I have time to help them with their school work when they ask</b>                                                                                                                                                              | if o1b>0 |
| 1         | Always                                                                                                                                                                                                                            |          |
| 2         | Sometimes                                                                                                                                                                                                                         |          |
| 3         | Rarely                                                                                                                                                                                                                            |          |
| 4         | Never                                                                                                                                                                                                                             |          |
| 5         | Child/ren never ask/s for help with school work                                                                                                                                                                                   |          |
| 999       | Don't know / no response                                                                                                                                                                                                          |          |
| o3d       | <b>If they are finding something difficult in my studies or at school, I encourage them and help them</b>                                                                                                                         | if o1b>0 |
| 1         | Always                                                                                                                                                                                                                            |          |
| 2         | Sometimes                                                                                                                                                                                                                         |          |
| 3         | Rarely                                                                                                                                                                                                                            |          |
| 4         | Never                                                                                                                                                                                                                             |          |
| 999       | Don't know / no response                                                                                                                                                                                                          |          |
| o3e       | <b>Sometimes they have to miss school or be late for class because of the chores they have to do</b>                                                                                                                              | if o1b>0 |
| 1         | Always                                                                                                                                                                                                                            |          |
| 2         | Sometimes                                                                                                                                                                                                                         |          |
| 3         | Rarely                                                                                                                                                                                                                            |          |
| 4         | Never                                                                                                                                                                                                                             |          |
| 999       | Don't know / no response                                                                                                                                                                                                          |          |
| o3f       | <b>Sometimes they can't complete their school work because of the chores they have to do at home</b>                                                                                                                              | if o1b>0 |
| 1         | Always                                                                                                                                                                                                                            |          |
| 2         | Sometimes                                                                                                                                                                                                                         |          |

|         |                          |  |
|---------|--------------------------|--|
| 3       | Rarely                   |  |
| 4       | Never                    |  |
| 999     | Don't know / no response |  |
| parents |                          |  |

| challenges | Challenges to education access                                                                                                                                                                                                                                                                      |           |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| p1         | <b>What challenges do children face when accessing education in your community?</b><br><i>Don't read out options but mark those mentioned by participants. Probe: 'Any other challenges?' If a participant says there are no challenges or that they don't know, do not mark any other options.</i> |           |
| 0          | No challenges in accessing education                                                                                                                                                                                                                                                                | go to p2  |
| 1          | Illness                                                                                                                                                                                                                                                                                             |           |
| 2          | Hunger / no food provided at school                                                                                                                                                                                                                                                                 |           |
| 3          | Lack of documentation e.g. no birth registration                                                                                                                                                                                                                                                    |           |
| 4          | Fear of violence or bullying                                                                                                                                                                                                                                                                        |           |
| 5          | Disabilities and special needs                                                                                                                                                                                                                                                                      |           |
| 6          | Pregnancy or teenage motherhood                                                                                                                                                                                                                                                                     |           |
| 7          | Family needs child to work or do domestic chores                                                                                                                                                                                                                                                    |           |
| 8          | Neglect or inadequate caregiving                                                                                                                                                                                                                                                                    |           |
| 9          | Costs of school fees, exams, and school supplies                                                                                                                                                                                                                                                    |           |
| 10         | Long distance between home and school                                                                                                                                                                                                                                                               |           |
| 11         | Lack of adequate facilities at school                                                                                                                                                                                                                                                               |           |
| 12         | Large class sizes / limited resources per student                                                                                                                                                                                                                                                   |           |
| 13         | Education not valued in the community                                                                                                                                                                                                                                                               |           |
| 14         | Strict discipline at school / use of physical punishment                                                                                                                                                                                                                                            |           |
| 96         | Other (please specify)                                                                                                                                                                                                                                                                              |           |
| 999        | Don't know / no response                                                                                                                                                                                                                                                                            |           |
| p1a        | Specify other challenge                                                                                                                                                                                                                                                                             | if p1==96 |
| p1b        | <b>What do you think is the most important challenge that children face when accessing education in your community?</b><br><i>Only select from those mentioned in p1.</i>                                                                                                                           |           |
| 0          | No challenges in accessing education                                                                                                                                                                                                                                                                |           |
| 1          | Illness                                                                                                                                                                                                                                                                                             |           |
| 2          | Hunger / no food provided at school                                                                                                                                                                                                                                                                 |           |
| 3          | Lack of documentation e.g. no birth registration                                                                                                                                                                                                                                                    |           |
| 4          | Fear of violence or bullying                                                                                                                                                                                                                                                                        |           |
| 5          | Disabilities and special needs                                                                                                                                                                                                                                                                      |           |
| 6          | Pregnancy or teenage motherhood                                                                                                                                                                                                                                                                     |           |
| 7          | Family needs child to work or do domestic chores                                                                                                                                                                                                                                                    |           |
| 8          | Neglect or inadequate caregiving                                                                                                                                                                                                                                                                    |           |
| 9          | Costs of school fees, exams, and school supplies                                                                                                                                                                                                                                                    |           |
| 10         | Long distance between home and school                                                                                                                                                                                                                                                               |           |
| 11         | Lack of adequate facilities at school                                                                                                                                                                                                                                                               |           |
| 12         | Large class sizes / limited resources per student                                                                                                                                                                                                                                                   |           |
| 13         | Education not valued in the community                                                                                                                                                                                                                                                               |           |
| 14         | Strict discipline at school / use of physical punishment                                                                                                                                                                                                                                            |           |

|      |                                                                                                                                                                                                                                                                                                                    |            |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 96   | Other (please specify)                                                                                                                                                                                                                                                                                             |            |
| 999  | Don't know / no response                                                                                                                                                                                                                                                                                           |            |
| p1c  | Specify other challenge                                                                                                                                                                                                                                                                                            | if p1b==96 |
| p2   | <b>What challenges do girls in particular face when accessing education in your community?</b><br><i>Don't read out options but mark those mentioned by participant. Probe: 'Any other challenges?' If participant says there are no challenges or that they don't know, do not mark any other options.</i>        |            |
| 0    | No challenges when accessing education for girls specifically                                                                                                                                                                                                                                                      |            |
| 1    | Education not seen as important for girls                                                                                                                                                                                                                                                                          |            |
| 2    | Family needs girls to do domestic chores or childcare                                                                                                                                                                                                                                                              |            |
| 3    | Lack of adequate bathroom facilities at school                                                                                                                                                                                                                                                                     |            |
| 4    | Menstruation                                                                                                                                                                                                                                                                                                       |            |
| 5    | Fear of sexual violence or harassment                                                                                                                                                                                                                                                                              |            |
| 6    | Lack of female teachers                                                                                                                                                                                                                                                                                            |            |
| 7    | Boys are given more opportunities                                                                                                                                                                                                                                                                                  |            |
| 8    | Early marriage                                                                                                                                                                                                                                                                                                     |            |
| 9    | Pregnancy or teenage motherhood                                                                                                                                                                                                                                                                                    |            |
| 96   | Other (please specify)                                                                                                                                                                                                                                                                                             | go to p2a  |
| 999  | Don't know / no response                                                                                                                                                                                                                                                                                           |            |
| p2a  | Specify other challenge                                                                                                                                                                                                                                                                                            | if p2==96  |
| p2b  | <b>What do you think is the most important challenge for girls accessing education in your community?</b><br><i>Only select from those mentioned in p2.</i>                                                                                                                                                        |            |
| 0    | No challenges when accessing education for girls specifically                                                                                                                                                                                                                                                      |            |
| 1    | Education not seen as important for girls                                                                                                                                                                                                                                                                          |            |
| 2    | Family needs girls to do domestic chores or childcare                                                                                                                                                                                                                                                              |            |
| 3    | Lack of adequate bathroom facilities at school                                                                                                                                                                                                                                                                     |            |
| 4    | Menstruation                                                                                                                                                                                                                                                                                                       |            |
| 5    | Fear of sexual violence or harassment                                                                                                                                                                                                                                                                              |            |
| 6    | Lack of female teachers                                                                                                                                                                                                                                                                                            |            |
| 7    | Boys are given more opportunities                                                                                                                                                                                                                                                                                  |            |
| 8    | Early marriage                                                                                                                                                                                                                                                                                                     |            |
| 9    | Pregnancy or teenage motherhood                                                                                                                                                                                                                                                                                    |            |
| 96   | Other (please specify)                                                                                                                                                                                                                                                                                             | go to p2c  |
| 999  | Don't know / no response                                                                                                                                                                                                                                                                                           |            |
| p2c  | Specify other challenge                                                                                                                                                                                                                                                                                            | if p2b==96 |
| note | Some children in the community have physical or mental challenges that mean they can't see, hear or move as well as other children, or that they have difficulties with speaking and communicating. We say that these children have a disability.                                                                  |            |
| p3   | <b>What challenges do children with disabilities face when accessing education in your community?</b><br><i>Don't read out options but mark those mentioned by participant. Probe: 'Any other challenges?' If participant says there are no challenges or that they don't know, do not mark any other options.</i> |            |
| 0    | No challenges when accessing education for children with disabilities specifically                                                                                                                                                                                                                                 |            |
| 1    | Discrimination or stigmatisation                                                                                                                                                                                                                                                                                   |            |
| 2    | Fear of violence or bullying                                                                                                                                                                                                                                                                                       |            |

|            |                                                                                                                                                                                                                                                                             |            |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 3          | School environment not accessible e.g. no ramps, poor lighting                                                                                                                                                                                                              |            |
| 4          | Problems with communication at school                                                                                                                                                                                                                                       |            |
| 5          | School does not allow children with disabilities to attend                                                                                                                                                                                                                  |            |
| 6          | Teachers not trained to provide education for those with learning difficulties                                                                                                                                                                                              |            |
| 7          | Lack of assistive devices e.g. spectacles, hearing aids, wheelchairs                                                                                                                                                                                                        |            |
| 96         | Other (please specify)                                                                                                                                                                                                                                                      | go to p3a  |
| 999        | Don't know / no response                                                                                                                                                                                                                                                    |            |
| p3a        | Specify other challenge                                                                                                                                                                                                                                                     | if p3==96  |
| p3b        | <b>What do you think is the most important challenge for children with disabilities when accessing education in your community?</b><br><i>Only select from those mentioned in p3.</i>                                                                                       |            |
| 0          | No challenges when accessing education for children with disabilities specifically                                                                                                                                                                                          |            |
| 1          | Discrimination or stigmatisation                                                                                                                                                                                                                                            |            |
| 2          | Fear of violence or bullying                                                                                                                                                                                                                                                |            |
| 3          | School environment not accessible e.g. no ramps, poor lighting                                                                                                                                                                                                              |            |
| 4          | Problems with communication at school                                                                                                                                                                                                                                       |            |
| 5          | School does not allow children with disabilities to attend                                                                                                                                                                                                                  |            |
| 6          | Teachers not trained to provide education for those with learning difficulties                                                                                                                                                                                              |            |
| 7          | Lack of assistive devices e.g. spectacles, hearing aids, wheelchairs                                                                                                                                                                                                        |            |
| 96         | Other (please specify)                                                                                                                                                                                                                                                      | go to p3c  |
| 999        | Don't know / no response                                                                                                                                                                                                                                                    |            |
| p3c        | Specify other challenge                                                                                                                                                                                                                                                     | if p3b==96 |
| p4         | <b>What could be done to support children to attend school in this community?</b><br><i>Don't list options but mark those mentioned by participant. Probe: 'Anything else?'<br/>If participant says they aren't aware of any strategies, do not mark any other options.</i> |            |
| 0          | Nothing can be done                                                                                                                                                                                                                                                         |            |
| 1          | Scholarships or bursaries                                                                                                                                                                                                                                                   |            |
| 2          | Providing school supplies e.g. uniform, books, pencils                                                                                                                                                                                                                      |            |
| 3          | Providing food at school                                                                                                                                                                                                                                                    |            |
| 4          | Improving school infrastructure                                                                                                                                                                                                                                             |            |
| 5          | Teacher training on positive discipline                                                                                                                                                                                                                                     |            |
| 6          | Reducing violence and bullying                                                                                                                                                                                                                                              |            |
| 7          | Community engagement to change attitudes                                                                                                                                                                                                                                    |            |
| 8          | Building more schools                                                                                                                                                                                                                                                       |            |
| 9          | Providing school transport or money for transport                                                                                                                                                                                                                           |            |
| 10         | Reducing gender-based violence                                                                                                                                                                                                                                              |            |
| 11         | Providing sanitary supplies and/or better toilet facilities at school                                                                                                                                                                                                       |            |
| 12         | Providing special support for children with disabilities e.g. spectacles, hearing aids, large print books, wheelchairs                                                                                                                                                      |            |
| 96         | Other (please specify)                                                                                                                                                                                                                                                      | go to p4a  |
| 999        | Don't know / no response                                                                                                                                                                                                                                                    |            |
| p4a        | Specify other form of support                                                                                                                                                                                                                                               | if p4==96  |
| challenges |                                                                                                                                                                                                                                                                             |            |

|           |                                                                                    |  |
|-----------|------------------------------------------------------------------------------------|--|
| attitudes | <b>Attitudes towards education access for girls and children with disabilities</b> |  |
|-----------|------------------------------------------------------------------------------------|--|

|      |                                                                                                                           |  |
|------|---------------------------------------------------------------------------------------------------------------------------|--|
| note | <b>I am going to read some statements. Please indicate the extent to which you agree or disagree with each statement.</b> |  |
| q1   | <b>If a family needs help at home or is under financial stress, it is better to keep boys in school than girls</b>        |  |
| 1    | Strongly agree                                                                                                            |  |
| 2    | Agree                                                                                                                     |  |
| 3    | Neither agree nor disagree                                                                                                |  |
| 4    | Disagree                                                                                                                  |  |
| 5    | Strongly disagree                                                                                                         |  |
| 999  | Don't know / no response                                                                                                  |  |
| q2   | <b>Girls can be just as successful as boys at school</b>                                                                  |  |
| 1    | Strongly agree                                                                                                            |  |
| 2    | Agree                                                                                                                     |  |
| 3    | Neither agree nor disagree                                                                                                |  |
| 4    | Disagree                                                                                                                  |  |
| 5    | Strongly disagree                                                                                                         |  |
| 999  | Don't know / no response                                                                                                  |  |
| q3   | <b>It is more important that girls learn to take care of a home and a family than go to secondary school</b>              |  |
| 1    | Strongly agree                                                                                                            |  |
| 2    | Agree                                                                                                                     |  |
| 3    | Neither agree nor disagree                                                                                                |  |
| 4    | Disagree                                                                                                                  |  |
| 5    | Strongly disagree                                                                                                         |  |
| 999  | Don't know / no response                                                                                                  |  |
| q4   | <b>Educating girls contributes to social development</b>                                                                  |  |
| 1    | Strongly agree                                                                                                            |  |
| 2    | Agree                                                                                                                     |  |
| 3    | Neither agree nor disagree                                                                                                |  |
| 4    | Disagree                                                                                                                  |  |
| 5    | Strongly disagree                                                                                                         |  |
| 999  | Don't know / no response                                                                                                  |  |
| q5   | <b>Girls should be less educated than their spouse</b>                                                                    |  |
| 1    | Strongly agree                                                                                                            |  |
| 2    | Agree                                                                                                                     |  |
| 3    | Neither agree nor disagree                                                                                                |  |
| 4    | Disagree                                                                                                                  |  |
| 5    | Strongly disagree                                                                                                         |  |
| 999  | <b>Don't know / no response</b>                                                                                           |  |
| q6   | <b>Boys' secondary education is more important than girls' secondary education</b>                                        |  |
| 1    | Strongly agree                                                                                                            |  |
| 2    | Agree                                                                                                                     |  |
| 3    | Neither agree nor disagree                                                                                                |  |
| 4    | Disagree                                                                                                                  |  |
| 5    | Strongly disagree                                                                                                         |  |
| 999  | Don't know / no response                                                                                                  |  |
| q7   | <b>Education is not as important for children with a disability</b>                                                       |  |

|     |     |                                                                                                                                              |  |
|-----|-----|----------------------------------------------------------------------------------------------------------------------------------------------|--|
|     | 1   | Strongly agree                                                                                                                               |  |
|     | 2   | Agree                                                                                                                                        |  |
|     | 3   | Neither agree nor disagree                                                                                                                   |  |
|     | 4   | Disagree                                                                                                                                     |  |
|     | 5   | Strongly disagree                                                                                                                            |  |
|     | 999 | Don't know / no response                                                                                                                     |  |
| q8  |     | <b>Children with a physical disability can learn just as well as other children</b>                                                          |  |
|     | 1   | Strongly agree                                                                                                                               |  |
|     | 2   | Agree                                                                                                                                        |  |
|     | 3   | Neither agree nor disagree                                                                                                                   |  |
|     | 4   | Disagree                                                                                                                                     |  |
|     | 5   | Strongly disagree                                                                                                                            |  |
|     | 999 | Don't know / no response                                                                                                                     |  |
| q9  |     | <b>Children with a mental disability can learn just as well as other children</b>                                                            |  |
|     | 1   | Strongly agree                                                                                                                               |  |
|     | 2   | Agree                                                                                                                                        |  |
|     | 3   | Neither agree nor disagree                                                                                                                   |  |
|     | 4   | Disagree                                                                                                                                     |  |
|     | 5   | Strongly disagree                                                                                                                            |  |
|     | 999 | Don't know / no response                                                                                                                     |  |
| q10 |     | <b>I would be uncomfortable for a student with a mental disability to be in the same class as my child</b>                                   |  |
|     | 1   | Strongly agree                                                                                                                               |  |
|     | 2   | Agree                                                                                                                                        |  |
|     | 3   | Neither agree nor disagree                                                                                                                   |  |
|     | 4   | Disagree                                                                                                                                     |  |
|     | 5   | Strongly disagree                                                                                                                            |  |
|     | 999 | Don't know / no response                                                                                                                     |  |
| q11 |     | <b>Schools should provide extra support for children with physical disabilities, for example spectacles, hearing aids, or wheelchairs</b>    |  |
|     | 1   | Strongly agree                                                                                                                               |  |
|     | 2   | Agree                                                                                                                                        |  |
|     | 3   | Neither agree nor disagree                                                                                                                   |  |
|     | 4   | Disagree                                                                                                                                     |  |
|     | 5   | Strongly disagree                                                                                                                            |  |
|     | 999 | Don't know / no response                                                                                                                     |  |
| q12 |     | <b>Schools should provide extra support for children with mental disabilities, for example special support teachers or special resources</b> |  |
|     | 1   | Strongly agree                                                                                                                               |  |
|     | 2   | Agree                                                                                                                                        |  |
|     | 3   | Neither agree nor disagree                                                                                                                   |  |
|     | 4   | Disagree                                                                                                                                     |  |
|     | 5   | Strongly disagree                                                                                                                            |  |
|     | 999 | Don't know / no response                                                                                                                     |  |
| q13 |     | <b>It is good for schools to include children of all abilities</b>                                                                           |  |
|     | 1   | Strongly agree                                                                                                                               |  |
|     | 2   | Agree                                                                                                                                        |  |

|           |                            |  |
|-----------|----------------------------|--|
| 3         | Neither agree nor disagree |  |
| 4         | Disagree                   |  |
| 5         | Strongly disagree          |  |
| 999       | Don't know / no response   |  |
| attitudes |                            |  |

| attitudes      | <i>Attitudes around gender roles and responsibilities</i>                                                                 |  |
|----------------|---------------------------------------------------------------------------------------------------------------------------|--|
| note attitudes | <b>I am going to read some statements. Please indicate the extent to which you agree or disagree with each statement.</b> |  |
| k8             | <b>It is more important for men than for women to find work outside of the home</b>                                       |  |
| 1              | Strongly agree                                                                                                            |  |
| 2              | Agree                                                                                                                     |  |
| 3              | Neither agree nor disagree                                                                                                |  |
| 4              | Disagree                                                                                                                  |  |
| 5              | Strongly disagree                                                                                                         |  |
| 999            | Don't know / no response                                                                                                  |  |
| k7             | <b>There should be occupations reserved for men and occupations reserved for women</b>                                    |  |
| 1              | Strongly agree                                                                                                            |  |
| 2              | Agree                                                                                                                     |  |
| 3              | Neither agree nor disagree                                                                                                |  |
| 4              | Disagree                                                                                                                  |  |
| 5              | Strongly disagree                                                                                                         |  |
| 999            | Don't know / no response                                                                                                  |  |
| k3             | <b>Boys and girls should help equally with household chores</b>                                                           |  |
| 1              | Strongly agree                                                                                                            |  |
| 2              | Agree                                                                                                                     |  |
| 3              | Neither agree nor disagree                                                                                                |  |
| 4              | Disagree                                                                                                                  |  |
| 5              | Strongly disagree                                                                                                         |  |
| 999            | Don't know / no response                                                                                                  |  |
| k4             | <b>It is not normal for men and boys to help care for young children</b>                                                  |  |
| 1              | Strongly agree                                                                                                            |  |
| 2              | Agree                                                                                                                     |  |
| 3              | Neither agree nor disagree                                                                                                |  |
| 4              | Disagree                                                                                                                  |  |
| 5              | Strongly disagree                                                                                                         |  |
| 999            | Don't know / no response                                                                                                  |  |
| k6             | <b>In a married couple, the husband should make all decisions about spending household income</b>                         |  |
| 1              | Strongly agree                                                                                                            |  |
| 2              | Agree                                                                                                                     |  |
| 3              | Neither agree nor disagree                                                                                                |  |
| 4              | Disagree                                                                                                                  |  |
| 5              | Strongly disagree                                                                                                         |  |
| 999            | Don't know / no response                                                                                                  |  |

|     |                                            |  |
|-----|--------------------------------------------|--|
| k5  | <b>A man is the head of his household.</b> |  |
| 1   | Strongly agree                             |  |
| 2   | Agree                                      |  |
| 3   | Neither agree nor disagree                 |  |
| 4   | Disagree                                   |  |
| 5   | Strongly disagree                          |  |
| 999 | Don't know / no response                   |  |

| srh     | <b>Sexual and reproductive health rights and knowledge</b>                                                                  | if grade=4, 5 or 6 |
|---------|-----------------------------------------------------------------------------------------------------------------------------|--------------------|
| notesrh | <b>I am going to read some statements to you. Please answer whether you agree, disagree, or neither agree nor disagree.</b> |                    |
| l1      | <b>There are certain activities that a girl shouldn't do when she is menstruating</b>                                       |                    |
| 1       | Strongly agree                                                                                                              |                    |
| 2       | Agree                                                                                                                       |                    |
| 3       | Neither agree nor disagree                                                                                                  |                    |
| 4       | Disagree                                                                                                                    |                    |
| 5       | Strongly disagree                                                                                                           |                    |
| 999     | Don't know / no response                                                                                                    |                    |
| l4      | <b>A young person can't get contraception unless they are married</b>                                                       |                    |
| 1       | Strongly agree                                                                                                              |                    |
| 2       | Agree                                                                                                                       |                    |
| 3       | Neither agree nor disagree                                                                                                  |                    |
| 4       | Disagree                                                                                                                    |                    |
| 5       | Strongly disagree                                                                                                           |                    |
| 999     | Don't know / no response                                                                                                    |                    |
| l6      | <b>In a relationship, it is up to the girl/ woman to make sure that she does not get pregnant</b>                           |                    |
| 1       | Strongly agree                                                                                                              |                    |
| 2       | Agree                                                                                                                       |                    |
| 3       | Neither agree nor disagree                                                                                                  |                    |
| 4       | Disagree                                                                                                                    |                    |
| 5       | Strongly disagree                                                                                                           |                    |
| 999     | Don't know / no response                                                                                                    |                    |
| l7      | <b>It is more important for a girl to be a virgin when she marries, than for a boy to be a virgin</b>                       |                    |
| 1       | Strongly agree                                                                                                              |                    |
| 2       | Agree                                                                                                                       |                    |
| 3       | Neither agree nor disagree                                                                                                  |                    |
| 4       | Disagree                                                                                                                    |                    |
| 5       | Strongly disagree                                                                                                           |                    |
| 999     | Don't know / no response                                                                                                    |                    |
|         |                                                                                                                             |                    |

|  |                              |  |
|--|------------------------------|--|
|  | <b>Gender-based violence</b> |  |
|--|------------------------------|--|

|     |                                                                                                                                                                                                                                                                                |  |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| n1  | <b>Domestic violence is a private matter and nobody else's business</b>                                                                                                                                                                                                        |  |
| 1   | Strongly agree                                                                                                                                                                                                                                                                 |  |
| 2   | Agree                                                                                                                                                                                                                                                                          |  |
| 3   | Neither agree nor disagree                                                                                                                                                                                                                                                     |  |
| 4   | Disagree                                                                                                                                                                                                                                                                       |  |
| 5   | Strongly disagree                                                                                                                                                                                                                                                              |  |
| 999 | Don't know / no response                                                                                                                                                                                                                                                       |  |
| n2  | <b>A husband is justified in hitting his wife if she...</b>                                                                                                                                                                                                                    |  |
| 1   | Goes out without telling him                                                                                                                                                                                                                                                   |  |
| 2   | Neglects the children                                                                                                                                                                                                                                                          |  |
| 3   | Argues with him                                                                                                                                                                                                                                                                |  |
| 4   | Refuses to have sex with him                                                                                                                                                                                                                                                   |  |
| 5   | Did not cook the food properly                                                                                                                                                                                                                                                 |  |
| 6   | Has an affair                                                                                                                                                                                                                                                                  |  |
| 7   | It is never acceptable for a husband to hit his wife <i>[participant does not agree with any of the options]</i>                                                                                                                                                               |  |
| 999 | Don't know / no response                                                                                                                                                                                                                                                       |  |
| n3  | <b>If a girl is raped, it is her own fault if she does the following:<br/>Select all that apply</b>                                                                                                                                                                            |  |
| 1   | Dresses provocatively                                                                                                                                                                                                                                                          |  |
| 2   | Has a boyfriend                                                                                                                                                                                                                                                                |  |
| 3   | Is sexually active before marriage                                                                                                                                                                                                                                             |  |
| 4   | Drinks too much or takes drugs                                                                                                                                                                                                                                                 |  |
| 5   | Goes out late at night                                                                                                                                                                                                                                                         |  |
| 6   | It is never her fault in any way <i>[participant does not agree with any of the options]</i>                                                                                                                                                                                   |  |
| 999 | Don't know / no response                                                                                                                                                                                                                                                       |  |
| n7  | <b>If a girl is raped, it is best for her to get married to avoid shame</b>                                                                                                                                                                                                    |  |
| 1   | Strongly agree                                                                                                                                                                                                                                                                 |  |
| 2   | Agree                                                                                                                                                                                                                                                                          |  |
| 3   | Neither agree nor disagree                                                                                                                                                                                                                                                     |  |
| 4   | Disagree                                                                                                                                                                                                                                                                       |  |
| 5   | Strongly disagree                                                                                                                                                                                                                                                              |  |
| 999 | Don't know / no response                                                                                                                                                                                                                                                       |  |
| n4  | <b>Can you give some examples of the types of violence that women or girls might experience?</b><br><i>Don't read out options but mark all those mentioned by participant. Probe: 'Any other types?' If a participant says they don't know, do not mark any other options.</i> |  |
| 0   | Don't know any                                                                                                                                                                                                                                                                 |  |
| 1   | Physical violence e.g. hitting, kicking, beating, slapping                                                                                                                                                                                                                     |  |
| 2   | Emotional violence e.g. verbal insults, abusive language, threats                                                                                                                                                                                                              |  |
| 3   | Domestic violence                                                                                                                                                                                                                                                              |  |
| 4   | Sexual harassment or sexual intimidation e.g. unwanted sexual comments, groping, wolf whistling etc.                                                                                                                                                                           |  |
| 5   | Sexual abuse e.g. sexual assault, rape                                                                                                                                                                                                                                         |  |
| 6   | Female genital mutilation                                                                                                                                                                                                                                                      |  |
| 7   | Child marriage or forced marriage                                                                                                                                                                                                                                              |  |
| 8   | Economic violence e.g. preventing someone accessing resources, not getting promoted because of gender                                                                                                                                                                          |  |

|           |                              |                    |
|-----------|------------------------------|--------------------|
| 96        | Other (please specify)       | go to next section |
| 999       | Refusal / no response        |                    |
| n4a       | Specify other examples given | if r5==96          |
| knowledge |                              |                    |

|         |                                                                                                                         |
|---------|-------------------------------------------------------------------------------------------------------------------------|
| end     | <b><i>Closing statements</i></b>                                                                                        |
| final   | <b>In your opinion, what is the single most important thing that would improve life for children in this community?</b> |
| noteend | Thank you for your time today. Do you have any questions or comments about the study?                                   |

## Classroom observation guide

| <b>Country:</b><br><input type="checkbox"/> Tanzania<br><input type="checkbox"/> Burundi                                                                                                     |                                                                         | Researcher name:  |                                             |   |    |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------|---------------------------------------------|---|----|----------|
|                                                                                                                                                                                              |                                                                         | Team Leader name: |                                             |   |    |          |
| School Name                                                                                                                                                                                  |                                                                         |                   |                                             |   |    |          |
| Teacher gender:                                                                                                                                                                              |                                                                         |                   | Teacher age:                                |   |    |          |
| What grade is being taught:                                                                                                                                                                  |                                                                         |                   | What subject(s) is being taught:            |   |    |          |
| Number of girls in lesson:                                                                                                                                                                   |                                                                         |                   | Number of boys in lesson:                   |   |    |          |
| Number of girls with disabilities in lesson:                                                                                                                                                 |                                                                         |                   | Number of boys with disabilities in lesson: |   |    |          |
| For each of the following indicators, put a X in the box that corresponds to the rating you would give to the classroom (1 = Yes, completely; 2 = Yes, partly; 3 = No; N/A = not applicable) |                                                                         |                   |                                             |   |    |          |
| #                                                                                                                                                                                            | Indicator                                                               | 1                 | 2                                           | 3 | NA | Comments |
| A1                                                                                                                                                                                           | Classroom is clean and well-maintained                                  |                   |                                             |   |    |          |
| A2                                                                                                                                                                                           | Classroom is bright and cheerful                                        |                   |                                             |   |    |          |
| A3                                                                                                                                                                                           | Classroom is accessible to children with disabilities                   |                   |                                             |   |    |          |
| A4                                                                                                                                                                                           | There are sufficient resources (books, pencils, desks) for all children |                   |                                             |   |    |          |
| A5                                                                                                                                                                                           | There is sufficient space for play and active learning                  |                   |                                             |   |    |          |
| A6                                                                                                                                                                                           | Teacher has a lesson plan                                               |                   |                                             |   |    |          |

### Before lesson

- Complete the information in the table above
- Introduce yourself to the teacher and explain that you will be watching their lesson today to learn about how teaching is done in this school. Reassure them that they are not being evaluated and that they should teach as normal
- Sit in a corner or at the back of the classroom where you have a good view and can observe what happens during the lesson, but where you are not distracting the teacher or students

### During lesson

During the lesson, place a tally mark next to the indicator whenever you observe it. Some indicators may not be applicable – if this is the case, write 'N/A' at the end of the lesson.

### Teacher communication

|     |                                                                      |  |
|-----|----------------------------------------------------------------------|--|
| B1  | Teacher asks closed question (only one correct answer)               |  |
| B2  | Teacher asks open-ended question (what, why, how question)           |  |
| B3a | Teacher calls on a boy to answer a question                          |  |
| B3b | Teacher calls on a girl to answer a question                         |  |
| B5  | Teacher rephrases question or direction if children don't understand |  |
| B6a | Teacher gives encouragement to a boy                                 |  |
| B6b | Teacher gives encouragement to a girl                                |  |
| B7a | Teacher is irritated or impatient with a boy                         |  |
| B7b | Teacher is irritated or impatient with a girl                        |  |
| B8a | Teacher repeats a concept or question for a boy                      |  |
| B8b | Teacher repeats a concept or question for a girl                     |  |
| B9a | Teacher gives praise to a boy                                        |  |
| B9b | Teacher gives praise to a girl                                       |  |
| B10 | Notes or comments on teacher's communication and body language:      |  |

### Teaching methodology

|    |                                                               |  |
|----|---------------------------------------------------------------|--|
| C1 | Teacher asks children to work in a group                      |  |
| C2 | Teacher allows children to discuss their work together        |  |
| C3 | Teacher gives children opportunity to ask questions           |  |
| C4 | Teacher uses a play linked to the lesson being taught         |  |
| C5 | Teacher uses songs, art or drama                              |  |
| C6 | Teacher gives children opportunity to get up from their desks |  |
| C7 | Teacher uses Reflect – Connect – Apply questions              |  |
| C8 | Notes or comments:                                            |  |

### Behaviour management

|     |                                                                              |  |
|-----|------------------------------------------------------------------------------|--|
| D1a | Teacher raises voice or shouts at a boy                                      |  |
| D1b | Teacher raises voice or shouts at a girl                                     |  |
| D2a | Teacher threatens, scolds or shames a boy                                    |  |
| D2b | Teacher threatens, scolds or shames a girl                                   |  |
| D3a | Teacher ignores an act of misbehaviour by a boy                              |  |
| D3b | Teacher ignores an act of misbehaviour by a girl                             |  |
| D4a | Teacher uses physical punishment to address an act of misbehaviour by a boy  |  |
| D4b | Teacher uses physical punishment to address an act of misbehaviour by a girl |  |

|    |                                                                                                                          |  |
|----|--------------------------------------------------------------------------------------------------------------------------|--|
| D5 | Notes or comments (note the type of behaviour that is punished, any differences in punishments given to boys and girls): |  |
|----|--------------------------------------------------------------------------------------------------------------------------|--|

### Gender inclusion and equality

| #  | Indicator                                                                                 |
|----|-------------------------------------------------------------------------------------------|
| E1 | Teacher uses gendered language or expresses gender stereotypes                            |
| E2 | Teacher challenges children when they use gendered language or express gender stereotypes |
| E3 | Teacher encourages boys and girls to play non-traditional gender roles                    |
| E4 | Notes or comments:                                                                        |

### After lesson

Based on your observations during the lesson, give ratings to the following indicators:

| For each of the following indicators, mark an X in the column that corresponds to your rating (1 = Yes, for the whole lesson; 2 = Yes, for some of the lesson; 3 = No; N/A = Not applicable) |                                                                                       |   |   |   |     |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---|---|---|-----|----------|
| #                                                                                                                                                                                            | Indicator                                                                             | 1 | 2 | 3 | N/A | Comments |
| F1a                                                                                                                                                                                          | Boys were relaxed and comfortable during lesson                                       |   |   |   |     |          |
| F1b                                                                                                                                                                                          | Girls were relaxed and comfortable during lesson                                      |   |   |   |     |          |
| F2a                                                                                                                                                                                          | Boys had the opportunity to speak and do activities                                   |   |   |   |     |          |
| F2b                                                                                                                                                                                          | Girls had the opportunity to speak and do activities                                  |   |   |   |     |          |
| F3                                                                                                                                                                                           | Teacher used a variety of teaching methods                                            |   |   |   |     |          |
| F4                                                                                                                                                                                           | Teacher used a gender-inclusive approach                                              |   |   |   |     |          |
| F5                                                                                                                                                                                           | Teacher used gender-responsive materials or adapted materials to be gender-responsive |   |   |   |     |          |
| F6                                                                                                                                                                                           | Teacher modified activities and actively included children with disabilities          |   |   |   |     |          |
| F7a                                                                                                                                                                                          | Teacher was supportive, respectful and caring towards boys                            |   |   |   |     |          |
| F7b                                                                                                                                                                                          | Teacher was supportive, respectful and caring towards girls                           |   |   |   |     |          |
| F7c                                                                                                                                                                                          | Teacher was supportive, respectful and caring towards children with disabilities      |   |   |   |     |          |
| F8                                                                                                                                                                                           | Teacher used positive discipline techniques in response to any misbehaviour           |   |   |   |     |          |
| F9                                                                                                                                                                                           | Teacher remained calm and patient                                                     |   |   |   |     |          |
| Any further notes or comments:                                                                                                                                                               |                                                                                       |   |   |   |     |          |

## School observation guide

|                                                                                          |                   |
|------------------------------------------------------------------------------------------|-------------------|
| <b>Country:</b><br><input type="checkbox"/> Tanzania<br><input type="checkbox"/> Burundi | Researcher name:  |
|                                                                                          | Team Leader name: |

|                                              |                                             |
|----------------------------------------------|---------------------------------------------|
| School Name                                  |                                             |
| Head Teacher gender:                         | Head teacher age:                           |
| Number of girls in school:                   | Number of boys in school:                   |
| Number of girls with disabilities in lesson: | Number of boys with disabilities in lesson: |

### Before the observation

Introduce yourself to the headteacher and explain that you would like to get some information about the physical and social environment at the school. This will involve asking the headteacher some questions about school policies and walking round the school to make some observations. Obtain consent from the headteacher to conduct the observation.

### School policies

Ask the headteacher if the school has the following policies. If the headteacher indicates that the school does have that policy, ask if you can see a written copy.

| For each of the following indicators, put a X in the box that corresponds to the rating you would give to the classroom (1 = Yes, completely; 2 = Yes, partly; 3 = No; N/A = not applicable) |                                                      |   |   |   |    |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|---|---|---|----|----------|
| #                                                                                                                                                                                            | # Indicator                                          | 1 | 2 | 3 | NA | Comments |
| A1                                                                                                                                                                                           | Child protection policy and referral pathways        |   |   |   |    |          |
| A2                                                                                                                                                                                           | Child protection focal point person                  |   |   |   |    |          |
| A3                                                                                                                                                                                           | Code of conduct for staff                            |   |   |   |    |          |
| A4                                                                                                                                                                                           | Code of conduct or list of rules for children        |   |   |   |    |          |
| A5                                                                                                                                                                                           | Policy to address bullying or violence in school     |   |   |   |    |          |
| A6                                                                                                                                                                                           | Behaviour management policy                          |   |   |   |    |          |
| A7                                                                                                                                                                                           | For children with disabilities                       |   |   |   |    |          |
| A8                                                                                                                                                                                           | Preventing Sexual Harassment, Exploitation and Abuse |   |   |   |    |          |
| A9                                                                                                                                                                                           | Notes or comments:                                   |   |   |   |    |          |

### Observational checklist

Please be respectful and do not intrude unnecessarily while accessing and observing the premises.

### Physical environment

**Mark an X in the column that corresponds to how well the school meets that indicator (1 = Yes, completely; 2 = Yes, partially; 3 = No; N/A = Not applicable)**

| #  | Indicator                                                  | 1 | 2 | 3 | NA | Comments |
|----|------------------------------------------------------------|---|---|---|----|----------|
| B1 | School grounds and buildings are clean and well-maintained |   |   |   |    |          |
| B2 | Learning spaces are well-lit, bright and cheerful          |   |   |   |    |          |
| B3 | There is a fence or boundary wall around the school        |   |   |   |    |          |
| B4 | There is a safe playground / play space available          |   |   |   |    |          |
| B5 | Buildings are accessible for children with disabilities    |   |   |   |    |          |
| B6 | School rules are displayed throughout the school           |   |   |   |    |          |
| B7 | There is a first aid kit on school premises                |   |   |   |    |          |
| B8 | Notes or Comments:                                         |   |   |   |    |          |

### Water, sanitation and hygiene facilities

**Mark an X in the column that corresponds to how well the school meets that indicator (1 = Yes, completely; 2 = Yes, partially; 3 = No; N/A = Not applicable)**

| #   | Indicator                                                              | 1 | 2 | 3 | NA | Comments |
|-----|------------------------------------------------------------------------|---|---|---|----|----------|
| B1  | Safe, clean drinking water is freely available                         |   |   |   |    |          |
| B2  | Hand washing points with soap are available and functioning            |   |   |   |    |          |
| B3  | Toilet facilities are safe, functioning and clean                      |   |   |   |    |          |
| B4a | There are separate toilet facilities for boys and girls                |   |   |   |    |          |
| B4b | There are separate toilet facilities for students and staff            |   |   |   |    |          |
| B4c | There are separate toilet facilities for male and female staff members |   |   |   |    |          |
| B5  | School rules are displayed throughout the school                       |   |   |   |    |          |

**Mark an X in the column that corresponds to how well the school meets that indicator (1 = Yes, completely; 2 = Yes, partially; 3 = No; N/A = Not applicable)**

| #   | Indicator                                                                                                            | 1 | 2 | 3 | NA | Comments |
|-----|----------------------------------------------------------------------------------------------------------------------|---|---|---|----|----------|
| B1  | Safe, clean drinking water is freely available                                                                       |   |   |   |    |          |
| B2  | Hand washing points with soap are available and functioning                                                          |   |   |   |    |          |
| B6  | Toilet facilities are accessible for children with disabilities                                                      |   |   |   |    |          |
| B7  | Toilets lock from the inside                                                                                         |   |   |   |    |          |
| B8  | There is a private disposal system for sanitary materials                                                            |   |   |   |    |          |
| B8  | Sanitary protection materials are available for girls at school                                                      |   |   |   |    |          |
| B9  | There are private washing facilities for cloth sanitation materials                                                  |   |   |   |    |          |
| B10 | There are private drying facilities for cloth sanitation materials                                                   |   |   |   |    |          |
| B11 | The toilet areas are well-lit.                                                                                       |   |   |   |    |          |
| B12 | Information about hygiene practices, menstrual health, and respectful language in and around washrooms is displayed. |   |   |   |    |          |
| B13 | The stalls are designed for maximum privacy, with full-height partitions                                             |   |   |   |    |          |
| B14 | Further notes or comments:                                                                                           |   |   |   |    |          |

## Document list

| Data Collection Tool                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------|
| Child Survey 1 to 3 - English                                                                                             |
| Child Survey 1 to 3 - Kirundi                                                                                             |
| Child survey 4 to 6 - English                                                                                             |
| Child survey 4 to 6 - Kirundi                                                                                             |
| Classroom observation guide                                                                                               |
| EGMA and EGRA - Kirundi                                                                                                   |
| EGRA Stimuli                                                                                                              |
| KAP survey - English                                                                                                      |
| KAP survey - Kurundi                                                                                                      |
| Key informant interview guide for teachers and education officials                                                        |
| Participatory group activity guide (younger children)                                                                     |
| Qualitative data collection tools - Kirundi                                                                               |
| School Observation Guide                                                                                                  |
| Addressing Safeguarding and child protection concerns                                                                     |
| Annual Report to GAC                                                                                                      |
| PIP Report - 3 December                                                                                                   |
| MEMF Year 3 annual report: April 2021 - March 2022                                                                        |
| MEMF Year 5 Semi-Annual Project Operations Report                                                                         |
| MEMF Year 4 Results report                                                                                                |
| MEMF Performance and Measurement Framework Year 4_Oct 2023                                                                |
| Program Manuals : Clubs                                                                                                   |
| My Life My Plan Trainer Manual (Pilot)                                                                                    |
| Positive Child and Youth Development: Games Manual                                                                        |
| POWER: Play Opportunities for Wellness & Education Resource                                                               |
| Program Manuals: Teacher Training                                                                                         |
| Continuum of Teacher Training (CoTT) One-Pager                                                                            |
| CoTT Training content delivered to teachers under the MEMF Project                                                        |
| Teacher Development Tool                                                                                                  |
| Education Technical Note: Core Competency Framework for Play-Based Learning - Primary Teachers                            |
| Right to Play_My Life My Future: A sexual and Reproductive Health and Rights Manual using Sport for Development and Peace |
| Baseline Reports                                                                                                          |
| MEMF Baseline report                                                                                                      |
| MEMF Baseline study Inception report                                                                                      |
| Research Tools                                                                                                            |
| MEL Toolkit Final - Participatory MEL Toolkit for children participating in Right to Play girls club                      |

## Program Reports

Final Report: Qualitative study on the role of play-based girls clubs within the My Education My Future Project in Burundi

## Annex 3 | Ethical Protocols

In line with both RTP's safeguarding policy and Genesis's ethical guidelines, all fieldwork team members had a duty to report any concerns, suspicions, allegations, or disclosures they had for the safety and well-being of a participant, whether a child or an adult. Before the data collection, a referral pathway was agreed upon between Genesis and RTP, and appropriate local child protection and safeguarding focal points were identified using the mapping of child protection services. All fieldwork team members received training on reacting to and reporting safeguarding and child protection concerns, including the need to report any disclosures made by adults on behalf of children.

In the event that violence or abuse was suspected, witnessed, or reported, the researcher first ensured the safety of the participant. They listened to the participant calmly, took them seriously, and reassured the participant that they were not to blame. They told the participant that they believed them and were glad that they had reported their experience. The researcher did not promise confidentiality but explained that they might have to share the information with someone who could help the participant. The researcher informed the participant of the steps they would take.

The researcher made a report when the following three conditions were met: a) The issue concerned a new case, i.e., a case or participant not already known to a child protection agency; b) The case involved significant harm, i.e., the participant had sustained a potentially life-threatening injury or serious and/or likely long-term impairment of physical or mental health or physical, intellectual, emotional, social, or behavioral development; c) The abuse or neglect was ongoing or highly likely to occur, such that the participant was suffering or was likely to suffer significant harm.

The researcher exercised judgement when determining whether a case involved significant harm based on the context and individual circumstances of the participant. Where the researcher was unsure, they discussed the incident with their Team Leader at the earliest opportunity. The matter could be escalated to the RTP country office or to the Genesis in-country team lead if further advice was required.

If it was judged that the case should be reported, an incident report form ([see Annex 3](#)) was completed and given to the Team Leader. The Team Leader reported the case to the Genesis team and to the relevant RTP country office.

In addition to the established incident reporting procedures, Genesis recognised the importance of providing children with a safe and accessible means to report any harm they might face from the data collectors or to share feedback and raise concerns about their interactions with the data collectors. To facilitate this, Genesis provided contact details for the RTP office, giving an opportunity for the children to offer real-time feedback or report any concerns they might have.

## Annex 4 | Safeguarding incident report form

This form is designed to report any safeguarding incidents or concerns. It should be completed by the worker/enumerator who has been disclosed to, who witnessed the incident, was most directly involved or who provided first aid if relevant. Once completed it must be submitted as per the organisation's reporting protocols.

### 1. Reporter's details

|                                                              |                   |                        |                       |                 |
|--------------------------------------------------------------|-------------------|------------------------|-----------------------|-----------------|
| Date (DD/MM/YY) and time                                     |                   |                        |                       |                 |
| Researcher's name:                                           |                   |                        |                       |                 |
| Country:                                                     |                   |                        |                       |                 |
| Location:<br>(Tick where appropriate)                        | Camp              | Community              | School                |                 |
|                                                              |                   |                        |                       |                 |
| Location name                                                |                   |                        |                       |                 |
| Type of data collection activity<br>(Tick where appropriate) | Children's survey | Focus group discussion | Qualitative interview | Other (specify) |
|                                                              |                   |                        |                       |                 |

### 2. Type of incident

|                                                                 |                    |                    |                              |                 |
|-----------------------------------------------------------------|--------------------|--------------------|------------------------------|-----------------|
| Date (DD/MM/YY) and time of the incident                        |                    |                    |                              |                 |
| Individual(s) involved                                          |                    |                    |                              |                 |
| Description of individual(s)                                    | Age                | Gender             | Any other useful information |                 |
|                                                                 |                    |                    |                              |                 |
| Identify the nature of the incident<br>(Tick where appropriate) | Child safeguarding | Adult safeguarding | Sexual exploitation          | Other (specify) |
|                                                                 |                    |                    |                              |                 |
| Description of incident                                         |                    |                    |                              |                 |
| Signed by researcher                                            | Name               | Date               | Signature                    |                 |
|                                                                 |                    |                    |                              |                 |

### 3. Team leader decision on case referral

|                                                                                                                               |                                                                            |                                                              |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------|
| Date (DD/MM/YY) and time team leader notified of incident                                                                     |                                                                            |                                                              |
| Team leader decision on case referral                                                                                         | Yes, the case meets the conditions for further action and will be referred | No, the case does not meet the conditions for further action |
|                                                                                                                               |                                                                            |                                                              |
| Team leader observations and justification for referral decision                                                              |                                                                            |                                                              |
| Team leader signature<br>Copied to Genesis team leader in country<br>Copied to Right to Play country office safeguarding lead |                                                                            |                                                              |

## Annex 5 | Tanzania Agenda

| Date  | Time          | Agenda item                                                    | Type of data being collected | Comments                                                                                                                                                                                      |
|-------|---------------|----------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | TBC           | Arrival in Dar es Salaam                                       | -                            |                                                                                                                                                                                               |
|       | 9.00 - 10.00  | Interview with Country Director - Maria Mongi                  | Qualitative                  |                                                                                                                                                                                               |
|       | 10.15 - 11.30 | Group Interview with Idd Ramadhani & Sarah Mkumbo              | Qualitative                  |                                                                                                                                                                                               |
|       | 11.45 - 12.30 | Interview with Sophia Nyanda                                   | Qualitative                  |                                                                                                                                                                                               |
|       | 12.30 - 13.15 | Interview with Ramadhan Ismail                                 | Qualitative                  |                                                                                                                                                                                               |
|       | 13.15 - 13.45 | Travel                                                         | -                            |                                                                                                                                                                                               |
|       | 13.50 - 14.50 | Interview with government official                             | Qualitative                  |                                                                                                                                                                                               |
| Day 2 | TBC           | Travel                                                         | -                            |                                                                                                                                                                                               |
| Day 3 | 9.00 - 10.30  | Focus Group Discussion 1 with parents (group of 6 - 8 parents) | Qualitative                  | These should be parents who were reached and engaged through awareness meetings and door to door campaigns as part of the community sensitization                                             |
|       | 10.30 - 11.00 | Travel                                                         | -                            |                                                                                                                                                                                               |
|       | 10.30 - 12.00 | Focus Group Discussion 1 with teachers (group of 6-8 teachers) | Qualitative                  | These should be teachers from a range of schools who have participated in the program and been trained by Right to Play as part of the Gender Responsive Continuum of Teacher Training (CoTT) |
|       | 12.00 - 14.00 | Focus Group Discussion 1 with students (group of 8 children)   | Qualitative                  | School 1 and children within the school to be randomly selected by field officers who have been part of reading clubs and girl clubs, and who's teachers have participated                    |

| Date   | Time          | Agenda item                                                    | Type of data being collected | Comments                                                                                                                                                                                      |
|--------|---------------|----------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |               |                                                                |                              | in the program                                                                                                                                                                                |
|        | 14.00 - 15.30 | Focus Group Discussion 2 with teachers (group of 6-8 teachers) | Qualitative                  | These should be teachers from a range of schools who have participated in the program and been trained by Right to Play as part of the Gender Responsive Continuum of Teacher Training (CoTT) |
| Day 4  | 9.00 - 10.30  | Focus Group Discussion 2 with parents (group of 6 - 8 parents) | Qualitative                  | These should be parents who were reached and engaged through awareness meetings and door to door campaigns as part of the community sensitization                                             |
|        | 10.30 - 11.00 | Travel                                                         | -                            |                                                                                                                                                                                               |
|        | 11.00 - 13.00 | Focus Group Discussion 2 with students (group of 8 children)   | Qualitative                  | School 2 and children within the school to be randomly selected by field officers who have been part of reading clubs and girl clubs, and who's teachers have participated in the program     |
|        | 5 Days        | Quantitative data collection begins                            | Quantitative                 |                                                                                                                                                                                               |
| Day 10 | TBC           | Travel                                                         | -                            |                                                                                                                                                                                               |
|        | 9.00 - 10.30  | Focus Group Discussion 1 with parents (group of 6 - 8 parents) | Qualitative                  | These should be parents who were reached and engaged through awareness meetings and door to door campaigns as part of the community sensitization                                             |
|        | 10.30 - 12.00 | Focus Group Discussion 2 with parents (group of 6 - 8 parents) | Qualitative                  | These should be parents who were reached and engaged through awareness meetings and door to door campaigns as part of the community sensitization                                             |
|        | 12.00 - 12.30 | Travel                                                         | -                            |                                                                                                                                                                                               |
|        | 12.30 - 14.00 | Focus Group Discussion 1 with teachers (group of 6-8 teachers) | Qualitative                  | These should be teachers from a range of schools who have participated in the program and been trained by Right to Play as part of the Gender Responsive Continuum of Teacher Training (CoTT) |

| Date   | Time          | Agenda item                                                    | Type of data being collected | Comments                                                                                                                                                                                      |
|--------|---------------|----------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | 14.00 - 16.00 | Focus Group Discussion 1 with students (group of 8 children)   | Qualitative                  | School 1 and children within the school to be randomly selected by field officers who have been part of reading clubs and girl clubs, and who's teachers have participated in the program     |
| Day 12 | 9.00 - 10.30  | Focus Group Discussion 2 with teachers (group of 6-8 teachers) | Qualitative                  | These should be teachers from a range of schools who have participated in the program and been trained by Right to Play as part of the Gender Responsive Continuum of Teacher Training (CoTT) |
|        | 10.30 - 12.30 | Focus Group Discussion 2 with students (group of 8 children)   | Qualitative                  | School 2 and children within the school to be randomly selected by field officers who have been part of reading clubs and girl clubs, and who's teachers have participated in the program     |
|        | 5 Days        | Quantitative data collection begins                            | Quantitative                 |                                                                                                                                                                                               |