



Authors: Sophie Hedges, Elizabeth Yarrow, Rosalie Lord and Catherine Burke

Coram International at Coram Children's Legal Centre (CCLC)
41 Brunswick Square
London, WC1N 1AZ
United Kingdom

Final report submitted: 12th June 2021



This report was written by Dr Sophie Hedges, Elizabeth Yarrow, Rosalie Lord, Catherine Burke and Jorun Arndt at Coram International. Coram International is part of Coram Children's Legal Centre, a UK NGO dedicated to the promotion and protection of children's rights. Further information can be found at <https://coraminternational.org/>

Acknowledgements

Coram International would like to thank David Amaya, Claude Cheta, Aamina Adham and Katherine Pizzacalla from Right to Play International for their support throughout the project. Our thanks also go to the Right to Play country teams in Tanzania; Sarah Mkumbo, Deogratias Ignas, Martin Kihumbe, Happiness Mshana, Maria Mongi, Patrick Nyeko and Lilliane Chovenye and in Burundi; Gilbert Nzosaba, Jackson Acha Atam and Thaddée Civuze for their assistance during the implementation of the study.

Many thanks to the fieldwork teams in Tanzania and Burundi who implemented the surveys and in particular to the Team Leaders Daudi Mwalilino in Tanzania and Eloi Edouard Kwizera and Sauline Niyonzima in Burundi who undertook the qualitative data collection and coordinated the data collection.

In Tanzania, thank you also to the NRC team; Ngulinzi Ntigwiyahuligwa, Japhet Damas, Valentino Sembe, Emmanuel Mpelo and Lilian Kakwesigabo, and IRC Education Officials Emmanuel Mgala and Haika Sanga. We would like to express our appreciation to the Ministry of Home Affairs, particularly the Camp Commandant, Siasa Manjenje.

In Burundi, we would like to give our thanks to the Ministry of Education, as well as the Communal Directors of Education and Administrators of Kinyinya and Gisuru. Our thanks also go to the Community of Gisuru for their participation in the survey.

Finally, we are grateful to all of the participants who set aside the time to meet with us and to answer our questions. We are grateful to the Headteachers of all of the schools we visited as part of the baseline activities, as well as to all of the students and community members who participated in this study.

Executive summary

Introduction

This report summarises findings from a baseline evaluation of the My Education, My Future (MEMF) project 2020-24. The \$6.7 million MEMF project, funded by Global Affairs Canada, is being implemented by Right to Play (RtP) and the Norwegian Refugee Council (NRC) in Burundian refugee and returnee communities in Burundi and Tanzania. The project, which targets children from grades 1-6 in Nyarugusu and Nduta camps in Tanzania and Gisuru commune, Ruyigi, Burundi, aims to improve learning outcomes for girls through 1) increasing access and 2) improving provision of protective, inclusive and gender-responsive play-based education for girls, including girls with disabilities. Overall the project aims to benefit 48,906 children (including 26,231 girls) affected by the Burundian refugee crisis, with additional indirect benefits to as many as 191,287 community members.

Purpose of the baseline

The aim of the baseline study was to provide a robust monitoring and evaluation framework with baseline values for measuring changes in key outcomes at project midline and endline, as well as to provide opportunities to improve the project and shape future work. In order to achieve this, the baseline sought to collect data to answer the following broad evaluation questions:

- What is the current status of girls' and boys', including those with disabilities, **learning outcomes** in terms of **literacy, numeracy** and **social-emotional learning**?
- To what extent do girls and boys, including those with disabilities, feel encouraged and **supported** by their families **to access education**?
- To what extent do girls and boys, including those with disabilities, feel **physically** and **emotionally safe, included, and supported** at school?
- Do girls, including those with disabilities, have the **abilities** and knowledge needed **to make decisions** about their education and life choices?
- To what extent do men and women in the community, as well as education officials, teachers and head teachers, demonstrate awareness of and **support** for **inclusive, protective, gender-responsive education** for girls and children with disabilities?
- To what extent do **schools provide** a **protective, inclusive, gender-responsive learning environment** for girls and boys, particularly those with disabilities?

Baseline design

The evaluation design is quasi-experimental in Burundi and observational in Tanzania. Data collection will be longitudinal, following the same cohort of children at baseline, midline and endline. The baseline is also mixed methods: while the focus was on collecting quantitative data to provide representative and measurable baseline values for key project indicators, some qualitative data was also collected for triangulation, illustration and contextualisation.

Methods

Quantitative data was collected through a children's survey, literacy and numeracy assessments administered in schools, and a household KAP survey administered in communities around schools.

Qualitative data was collected through: focus group discussions with adolescent girls, school management committees and parent teacher associations; participatory group activities with younger children; key informant interviews with teachers and education officials, and school and classroom observations.

Respondents for surveys were selected through a clustered probability sample method, and qualitative interviewees and participants were selected purposively. A total of 978 children and 264 community members were surveyed in Burundi, and 614 children and 266 community members in Tanzania. Qualitative data in Burundi included 15 school and classroom observations, 16 interviews, 12 FGDs and 12 participatory activities. In Tanzania 19 observations, 8 interviews, 9 FGDs and 6 group activities were carried out.

Results

Learning outcomes:

The literacy and numeracy assessments were carried out with children in grades 2, 3 and 4 using the Early Grade Reading Assessment (EGRA) and the Early Grade Mathematics Assessment (EGMA) (standardised tools which have been used to measure children's foundational reading and numeracy skills in countries all around the world).

Social and emotional learning (SEL) outcomes, or 'life skills', were measured using four modules from The International Social and Emotional Learning Assessment (ISELA), developed by Save the Children. Selected modules included self-concept, stress management, relationships skills and conflict resolution.

Children's level of literacy and numeracy at baseline was found to be low. Whilst almost all children in both countries were able to identify at least some letters, showing that by Grade 2 most children are mastering the basic building blocks of reading, only 1 in 10 children in either country were able to read proficiently (measured through their oral reading fluency) by their third year in education. Even by Grade 4, less than half (39%) of children in Burundi, and well under a third (28%) in Tanzania, were able to read fluently.

In terms of numeracy, whilst children are mastering basic skills in the early grades, findings suggest that children are struggling to develop more complex numeracy skills and a conceptual understanding of maths, especially in Burundi. By grade 2 almost all children were able to demonstrate some basic numerical abilities (including being able to recognise, name and differentiate between numbers), and by grade 3, the overwhelming majority were able to solve at least one simple maths problem. However, children scored poorly on tests measuring their abilities to recognise number patterns or to solve simple 'real word' maths problems. By Grade 4, 55.4% of children in Tanzania scored full marks on Addition Level 2, and 31.3% on Subtraction Level 2. This compares to a reduced 23.5% (Addition Level 2) and 13.2% (Subtraction Level 2) in Burundi.

Children's performance in terms of SEL was more encouraging. The majority of children in both countries said they had someone to talk to when they are sad (78.7% in Burundi, 87.5% in Tanzania); were able to ask others for help when they have a problem (78.9% in Burundi, 82.8% in Tanzania), and were able to show empathy for others in their network (85.4% in Burundi, 83.9% in Tanzania). As many as 88.6% of children in Burundi and 96.1% in Tanzania were able to identify at least one strategy that they use to cope with stress, and similar proportions (86.8% in Burundi and 94.6% in Tanzania) could identify at least one appropriate response to resolve conflict.

'Self-concept' was the final skill selected to measure children's SEL. Children were asked 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. In Burundi the average score was 3.12, with 11.1% of children scoring 0 and 10.7% scoring 8 (the maximum score). In Tanzania the average score was 3.87, with 16.8% of children scoring 0 and 23.2% scoring full marks.

A number of correlates were associated with children's learning outcomes. Although results varied depending on the specific skill being measured, some general patterns were observed. Overall, boys appeared to outperform girls on a number of literacy and numeracy measures; however, there were no general differences between boys and girls in terms of SEL/ life skills outcomes. The baseline did not identify significant differences in learning outcomes based on disability. (In Burundi there were one or two measures where children with disabilities appeared to be outperforming non-disabled children, however, these differences can be attributed to the fact that children with disabilities were more heavily concentrated in older grades). Finally, children who repeated grades often had poorer learning outcomes than those who had not repeated grades. In general, children in Tanzania appeared to outperform children in Burundi in terms of learning outcomes. In Burundi, children in comparison sites outperformed children in intervention sites across a number of measures.

Finally, there were some interesting associations observed between learning outcomes and socio-demographic factors: children who said they sometimes went to bed hungry had lower literacy and numeracy scores, than other children. However, children who said their household sometimes had to depend on neighbours or other community members for food performed significantly better. Furthermore, (in Burundi) living in a household that has a market business and living in a household where someone is a member of a savings group was associated with improved learning outcomes. This may reflect the importance of being involved in the local community and being exposed to different perspectives and experiences in developing children's life skills.

Family support for education:

The baseline measured two indicators designed to track the extent to which children are supported by their families to attend school and excel in their education. In Burundi, most children reported that their parents provided some practical support for schooling, but fewer reported that their parents provided encouragement or showed interest in their learning. This is reflected in FGDs, where girls said that buying school materials was the main way that families support children to attend school. Overall, only 2 per cent said their parents never provide the things they need for school, and 10% said their parents do not help them to get ready for school. However, 28 per cent said their parents never ask about their schoolwork, 33 per cent said their parents never encourage them to do their schoolwork, and 38 per cent said their parents never help them if they are finding their studies difficult. Just over half of children said that chores at home sometimes make them late to school or

mean that they can't complete their schoolwork; girls (56.3 per cent) were slightly more likely than boys (51.3 per cent) to say that their school work was negatively affected by the need to do chores. The overwhelming majority of children (98) said that their parents would be happy for them to continue to secondary education, with only a few children saying they thought their parents would not be supportive of this.

In Tanzania reported levels of support from parents were higher than in Burundi. Almost half of children (46 per cent) said their parents provide them with school supplies every day while 19 per cent said their parents provide these on most days. In the camps parents do not have to pay for school materials themselves as materials are provided by the IRC, so this may explain some of the difference between the two countries. Encouragement for schooling and assistance with schoolwork appears to be higher in Tanzania, with more than a third of children saying that their parents ask questions about their schoolwork every day, encourage them to do their schoolwork every day, or always help them when they face difficulties with their schoolwork.

In both countries, in the survey data, there were no differences by gender or disability in results for indicators related to parental support and encouragement in education; however, in FGDs in Tanzania, participants sometimes expressed the view that families may be less supportive of education for girls and children with disabilities. Living in a food insecure or violent household was associated with reduced family support for education; meanwhile, living in a household with a literate adult was associated with increased support for education. In Burundi, children in households with a ploughing field, reported lower levels of support for education, and were particularly more likely to say they are often required to do chores that interfere with schooling.

The results indicate that in Burundi, family support for education is significantly better at baseline in comparison sites compared to project intervention sites.

Experiences at school:

The majority of children in both countries said they feel safe on their way to school and at school, with no significant differences based on gender. However, almost 1 in 4 children in Burundi, and 1 in 7 children in Tanzania said they did not feel safe at school. In FGDs children identified unhygienic toilets, lack of drinking water, unsafe school structures including collapsing roofing, and snakes and wild animals in surrounding forest areas, as primary factors that made them feel unsafe at school.

Rates of violence at school appear to be high: 34% of children in Burundi and 24% in Tanzania said that they had witnessed an adult hitting or kicking a child in the last week; 16.3% of children in Burundi and 15% in Tanzania said that they had experienced bullying in school. Being from a poor family was the most common reason given for being bullied at school; although 'gender' was also considered a factor, with a small number of children (almost all girls) saying that they were bullied by students or teachers because of their gender.

Overall, significantly higher proportions of children in Tanzania (80.9%) compared to Burundi (50.3%) felt safe and included in school. In Burundi, children in comparison sites (58.4%) were significantly more likely to say they felt safe and included in school than children in intervention sites (45.93). Feelings of safety and inclusion increase with age in both countries, possibly as children gain in confidence and make friends at school. There is no difference between girls and boys in either country,

but in Burundi, children with disabilities (39.4%) are less likely to report feeling safe and included, than those without disabilities (55.5%). These differences were not reflected in the survey data in Tanzania, however, they were evidenced in FGDs, where many participants noted the particular challenges that children with disabilities face at school: “*some children with disabilities do not come to school because they are being bullied.*”

In focus groups, children were generally positive about their teachers and said that their teachers treat them well and encourage them to learn. Responses to questions about teacher support in the survey were more mixed, especially in Burundi. The majority of children in both countries felt that their teachers respect them ‘every’ or ‘most’ days. However, only 31% of children in Burundi and 72% in Tanzania felt their teachers respected them ‘every day’, suggesting that teachers are not always respectful of students, especially in Burundi. Children in Burundi were also less likely than in Tanzania to say they always feel confident to ask and answer questions or to ask for help. Although in qualitative interviews children emphasised that boys and girls are treated equally, in the survey less than a quarter (24%) of children in Burundi, and less than half (49%) in Tanzania said that boys and girls are always treated the same. However, there were no significant differences based on gender on children’s responses to questions about whether they felt supported and respected by their teachers.

Abilities and knowledge to make decisions about education and life choices

A number of measures were included in the survey to assess children’s abilities and knowledge to make decisions about their education and life choices. These included measures to assess their general decision making skills competency (drawing on the Texas University *Making Decisions in Everyday Life Scale* for adolescents); their education aspirations and confidence; and their knowledge and attitudes concerning: sexual and reproductive health rights (SRHR), gender equality and sexual and gender based violence (SGBV), and women and children’s rights more broadly.

Only a minority of children in both countries (11% in Burundi, and 40%) in Tanzania achieved a *Decision Making Skills Score* classified as ‘good’; children in Burundi scored significantly lower than children in Tanzania on their general decision making competency. There were no differences in the mean decision making scores for boys and girls, however, girls were significantly more likely than boys to have a *Decision Making Skills Score* classified as ‘poor’. Other demographic factors associated with significantly reduced decision making skills included having a disability, household hunger and violence at home.

Overall children in both countries were found to have strong aspirations for their education, as well as high levels of confidence that they would achieve these aspirations: 9 out of 10 children aspired to achieve at least secondary level education or higher, and almost half hoped to achieve a diploma or graduate degree. Furthermore, 93.9% young people said they “felt confident” they could achieve these goals, and 91.4% felt confident that their parents would support them to do so, with slightly higher levels of confidence expressed by children in Tanzania.

The project monitoring framework tracks the percentage of girls that feel they have the ability to make decisions regarding their education. In the analysis girls were classified as satisfying this criteria if they 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. Overall, girls in Tanzania (37.98%) scored substantially higher on these indicators than girls in Burundi (7.74%) (this difference in results

across the two countries was largely influenced by differences in the *Decision Making Skills Score*). In both countries, children with disabilities (11.11%) scored significantly lower on this indicator than non-disabled children (25.50%). Children who said they 'never go to be hungry', and older children were significantly more likely to satisfy this indicator. Meanwhile, children who came from violent households were 50% less likely to satisfy this indicator. In Burundi, children from intervention communities (9.54%) were significantly more likely to satisfy this indicator than children in comparator communities (3.7%).

Children were asked a number of questions about SRHR, including their awareness of different forms of contraception, and attitudes towards girls sexuality and menstruation. Overall, the findings indicate children have low levels of knowledge about sexual and reproductive health. More than two thirds of children agreed that "there are certain activities a girl should not do when menstruating". More than half agreed that "a young person cannot get contraception unless they are married", and about half believed it is not possible to get pregnant from having sex once. Knowledge of contraception methods was also found to be low, especially in Burundi. 63.9% of children in Burundi and 39.9% of children in Tanzania failed to identify a single form of contraception, and just 10.9% of children in Burundi and 30.2% of children in Tanzania could identify two or more types. Overall, girls from both countries (0.6% in Burundi, and 4.2% in Tanzania) scored very low on the PMF indicator seeking to track girls' abilities to make decisions concerning their SRHR. Older children and children from more educated families had higher levels of knowledge about SRHR, meanwhile children from violent households had lower scores, indicating a possible relationship between domestic violence and disempowerment concerning issues surrounding SRHR. There were no significant differences in this indicator between intervention and comparator groups in Burundi.

Findings from the baseline concerning attitudes and knowledge related to gender and violence indicate that patriarchal norms and values are prevalent in Burundian refugee and returnee communities. The majority of children felt that men should occupy positions of leadership and authority in the family, including having control over finances and spending. Nevertheless, the findings do reveal indications that attitudes may be shifting, and some more traditional ideas are being challenged. Attitudes concerning the relative importance of boys and girls education were split: with roughly equal numbers of children agreeing (43.8%) and disagreeing (44.6%) with the statement "it is more important for boys to go to school than girls". Furthermore, 68.3% of children agreed that "boys and girls should help equally with household work" and only 1 in 4 children (24.9%) agreed that in situations of household stress, boys education should be prioritised over girls.

Harmful social norms that sustain and justify forms of sexual, gender based and domestic violence against girls were also found to be prevalent. A substantial majority of children in both Burundi (78%) and Tanzania (67%) identified at least one circumstance in which they thought it was acceptable for a husband to beat his wife. 'Victim blaming' in circumstances of sexual violence was found to be even more prevalent, especially in Burundi: as few as 1 in 10 (10.9%) of children in Burundi, and only just over a quarter (26%) felt that if a girl is raped it is "never her fault in any way". The majority of children (3 out of 5 children in Burundi, and 3 out of 4 in Tanzania) had some knowledge of SGBV, and were able to identify at least one type of violence. In both countries parental literacy and older age were associated with higher levels of knowledge concerning SGBV. In Burundi boys had higher levels of knowledge concerning SGBV than girls. However, in Tanzania this trend was reversed, with girls displaying greater knowledge of different forms of SGBV than boys. Furthermore, in Tanzania there

was an association between disability and knowledge of SGBV: with children with disabilities demonstrating greater levels of awareness of different types of violence, than non-disabled children. These findings may be due to interventions by development partners in camps in Tanzania, specifically targeting girls and children with disabilities. In Burundi, knowledge of SGBV was significantly higher in comparison compared to intervention sites.

Knowledge of laws and policies concerning women and children's rights was found to be mixed. As many as 86.8% of children in Burundi, and 69% of children in Tanzania knew that parents could be fined for failing to register the birth of their child, and a similarly high proportions were aware that marriage depends on the consent of both the male (77.2%) and female (78.3%) parties. However, less than half of children correctly identified the legal age of marriage as 18 years. The overwhelming majority of children (76.9% in Burundi and 90.7% in Tanzania) agreed that it was acceptable for a parent to beat their child. Only 2.3% of children in Burundi, and 5.4% in Tanzania had heard of FGM, with just two children in Tanzania, and none in Burundi knowing it to be illegal. Overall, children in Burundi and Tanzania had similar levels of knowledge about women and children's rights. In Burundi, knowledge of women and children's rights was found to be slightly higher in comparison sites compared to intervention sites. There were no other discernible patterns in the data identifying particular demographic or situational factors to be associated with greater or lesser knowledge of women and children's rights.

Community support for inclusive, protective, gender responsive education

To assess community support for inclusive, protective and gender responsive education, a 'knowledge, attitudes and practices' (KAP) survey was distributed to men and women aged 18 years +. A subsample of these community members were from School Management Committees (SMC) and Parent Teacher Associations (PTAs). The survey asked respondents questions about perceived and actual barriers to education, including for girls and children with disabilities, and strategies to overcome these, as well as asking respondents' about their attitudes towards girls' education and education for children with disabilities

Community members were asked a range of questions in order to assess their attitudes towards girls' education, including "if a family needs help at home or is under financial stress, it is better to keep boys in school than girl" and "girls can be just as successful in school as boys". The results indicate that discriminatory attitudes that place value on boys' education above that of girls' remain prevalent within communities, especially in Tanzania.¹ Almost three quarters (74.8%) of respondents in Tanzania, and 3 out of 5 (58.3%) of respondents in Burundi gave at least one 'negative' or gender-discriminatory response to these questions. Although 92.8% of respondents in Burundi and 98.5% in Tanzania agreed that "educating girls contributes to social development", roughly 1 in 5 respondents (21.8% in Tanzania and 18.9% in Burundi) agreed that it was more important to keep boys in school than girls. Almost 1 in 4 (24%) of respondents in Tanzania, and 1 in 7 (14% in Burundi) agreed that "it is more important that girls learn to take care of a home and a family than go to school." Furthermore, 2 in 5 respondents in Tanzania and almost 1 in 4 in Burundi, agreed that "girls should be less educated than their spouse".

¹ Ttest t=2.87, p=0.00

Community attitudes towards disability and education were found to be similarly mixed. Almost all respondents agreed that schools should provide extra support to children with physical (95.8% in Burundi, 98.2% in Tanzania) and mental disabilities (98.5% in Burundi and 97.4% in Tanzania). Furthermore, the overwhelming majority (79.9% in Burundi and 91.4% in Tanzania) agreed that “it is good for schools to include children with all disabilities”. However, a sizeable minority of respondents did display some discriminatory attitudes. Almost 1 in 3 respondents in Burundi and almost 1 in 4 in Tanzania disagreed with the statement “children with physical disabilities can learn just as well as other children” and 1 in 4 respondents in Burundi and over 1 in 3 in Tanzania agreed that “education is not as important for children with a disability”. As almost half of respondents (45%) in Tanzania, and over 1 in 3 (37%) in Burundi said they would be uncomfortable about a child with a mental disability being in the same class as their child, indicating particularly high levels of prejudice against children with mental disabilities.

Older respondents, more educated respondents, men and members of PTAs/ SMCs were more likely to have egalitarian attitudes towards education for girls and children with disabilities. There were no differences between intervention and comparison sites in Burundi.

The overwhelming majority of respondents (97.7% in Burundi and 82.3% in Tanzania) were able to identify at least one barrier to education for children generally. Respondents were slightly less able to identify specific barriers faced by girls and children with disabilities, than to identify general barriers, suggesting a reduced level of knowledge of the specific challenges these groups face. Lack of documents, household hunger (and lack of food provision at school), illness, and parental neglect were commonly identified (general) barriers to education in both countries. Cost of school was found to be the most significant perceived barrier to education in Burundi (28.7% of respondents identified this as a barrier), but this was a negligible factor in Tanzania (2.7%).

The main barriers to education for girls identified by participants were: early marriage, pregnancy and teenage motherhood; household chores and a lack of value placed on girls’ education. In Tanzania, “menstruation” was also identified as a significant barrier to education, although this was not mentioned by respondents in Burundi. For children with disabilities, the most significant barriers identified included discrimination and stigma, lack of specialist equipment and assistive devices and fear of violence and bullying. In Burundi “schools do not allow children with disabilities to attend school” was also identified as a significant barrier indicating that there may be reduced provision for children with disabilities in Burundi, a finding supported by other evidence from the baseline.

Respondents in the KAP survey were asked to identify ways that access to education, particularly for girls and children with disabilities, might be improved. Almost all respondents (98.9 per cent in Burundi, and 95.1 per cent in Tanzania) were able to identify at least one strategy for improving access. The strategies suggested by respondents were largely focused on improving resources and facilities: providing school supplies, bursaries and specialist equipment being the three most commonly identified. More nuanced interventions, like actions to address violence and bullying (including forms of gender-based violence), community attitudes towards education, and teacher training on positive discipline were less commonly identified by respondents in the survey. In FGDs participants also raised the need for: continued sensitisation and awareness raising on the importance of education in communities; improved teacher training and capacity building, particularly in special needs education; and the need to establish systems and rewards for motivating students, especially those from

marginalised groups, such as girls and children with disabilities. Overall respondents in Burundi were significantly more able to identify multiple solutions for overcoming barriers to education, compared to respondents in Tanzania (even when controlling for a range of other factors including age, gender, household hunger and education). There were no other associations observed in the data, and no differences between control and intervention sites in Tanzania.

Support for inclusive, protective, gender responsive education amongst education officials and teachers

The baseline revealed widespread support amongst education officials, teachers and head teachers for inclusive, protective, gender-responsive education. Teachers were found to be aware of the concept of play-based education, including the use of drawing, singing and playing games, and were positive about these approaches, emphasising their multiple benefits (including, for improving children's concentration, confidence, retention of information and interpersonal skills). However, the findings indicate that there are considerable barriers to integrating these practices into the classroom, particular in Tanzania. Classroom observations suggest that the majority of schools visited in Tanzania did not have sufficient space, indoors or outdoors, to allow for games to be played as part of a lesson. Teachers also cited a lack of materials and equipment and training in how to use play-based methods as a key barrier to ensuring their lessons were more interactive.

Provision of protective, inclusive, gender-responsive learning environment

Overall, none of the schools observed in either country met the criteria for emotional safety and wellbeing. Only 1 out of 5 schools in Burundi had a child protection policy. In Tanzania, whilst all schools had a child protection policy, these were rarely readily displayed. The baseline revealed a widespread use of corporal punishment in schools (despite behavioural management policies explicitly prohibiting this in all but one schools in Tanzania).

In addition, classroom observations revealed deficiencies in the physical environment of schools including with regard to structural foundations, sanitary facilities and teaching and learning equipment in schools. Participants noted problems with: overcrowded classrooms; buildings made out of temporary tree structures, which were considered unsafe and inadequate to provide sufficient protection from heavy rain; flimsy or broken school fences allowing anyone to wander in and out of the school; a lack of playground space, and the presence of stones and slippery terrain. The lack of separate toilet facilities for boys and girls, failure to provide doors and locks on toilets, a general lack of cleanliness, and inadequate provision of sanitary materials, disposal systems and private washing facilities for cloth-based sanitary products were all noted as significant issues for children's safety and wellbeing, particularly for girls.

Whilst lessons in Burundi were observed to be more interactive than those in Tanzania, inclusion of children with disabilities was found to be poor: few of the lessons included children with disabilities, and where children with disabilities were present, no lesson modifications were made to ensure children's active participation. Whilst Tanzania had one school specially for children with disabilities, no similar school was identified in Burundi. In general across both countries there was a lack of adequate learning materials, specific sports tools and play facilities for children with disabilities as well as teaching facilities (particularly sign language dictionaries and braille materials for blind children). In addition there were shortages of specially trained teachers, and few schools were found to be fully

accessible. In Burundi challenges with transportation to and from school was also noted as a particular barrier to inclusive education for children with disabilities.

Table of contents

Executive summary.....	2
Table of contents.....	11
List of acronyms	16
1 Background	18
1.1 My Education, My Future project.....	18
1.1.1 Project context.....	18
1.1.2 Gender context	23
1.1.3 Disability context	24
1.1.4 Education context	24
1.1.5 Key stakeholders.....	26
1.1.6 MEMF project design	27
1.2 Purpose and objective of the baseline.....	30
2 Methodology.....	31
2.1 Research questions	31
2.2 Study design	32
2.3 Data collection, data sources, tools and target populations	32
2.3.1 Quantitative data	32
2.3.2 Qualitative data	35
2.4 Sampling techniques and sample size	37
2.4.1 Quantitative sampling.....	37
2.5 Data quality assurance	40
2.6 Data quality assurance	41
2.7 Data analysis.....	41
2.8 Limitations.....	42
3 Description of Sample	45
3.1 Children’s surveys	45
3.1.1 Demographics	45
3.1.2 Household characteristics.....	46
3.1.3 Schooling.....	47
3.2 Adults survey	48
4 Learning outcomes of boys and girls	50
4.1 Literacy.....	50

4.2	Numeracy	54
4.3	Social emotional learning	58
5	<i>Family support for education</i>	64
5.1	Reports by girls and boys.....	64
5.2	Reports by parents	70
6	<i>Experiences at school.....</i>	73
6.1	School environment	74
6.2	Violence and bullying at school.....	76
6.3	Inclusivity	76
6.4	Supportive teaching practices	77
7	<i>Abilities and knowledge to make decisions about education and life choices</i>	81
7.1	Decision-making skills and competency	81
7.2	Education goals and aspirations.....	82
7.3	Knowledge and attitudes around sexual and reproductive health, including menstruation 84	
7.4	Menstrual health.....	88
7.5	Gender and violence	89
7.5.1	Attitudes towards gender equality and violence.....	89
7.5.2	Knowledge of different forms of SGBV	91
7.6	Knowledge of women and children's rights	93
7.7	Help seeking	94
8	<i>Community support for inclusive, protective, gender-responsive education</i>	96
8.1	Barriers to education.....	96
8.2	Community attitudes around gender and girls' education	100
8.2.1	Attitudes towards gender and violence more broadly	101
8.3	Community attitudes around disability	102
8.4	Community support for education	104
9	<i>Support for education among education stakeholders.....</i>	107
10	<i>Provision of protective, inclusive, gender-responsive learning environment</i>	110
10.1	Summary of schools observed	110
10.2	Policies	111
10.3	Physical safety and inclusion.....	113
10.3.1	Physical environment	113
10.3.2	Access and support for children with disabilities	114

10.3.3	WASH and menstrual hygiene management	115
11	Conclusions and Recommendations	116
	Annexes	120

Table of Figures:

Figure 1:	Distribution of children's ages	45
Figure 2:	Responses to questions on the Washington Group Short Set on Functioning Tool	46
Figure 3:	Grade of children in school	48
Figure 4:	Results for letter identification, non-word, and oral reading sub-tasks, by country and grade	51
Figure 5:	Reading comprehension sub-task results by country	52
Figure 6:	Discrimination, missing number and word problem task results, by grade and country	55
Figure 7:	Addition and subtraction level 2 results, by grade and country	56
Figure 8:	Addition and subtraction level 1 test results, by grade and country	57
Figure 9:	Children's social network size, by country	59
Figure 10:	Some examples of drawings from the self-concept task	61
Figure 11:	Percentage of children demonstrating life skills, by grade and country	62
Figure 12:	Frequency of family support for education reported by children in Burundi	66
Figure 13:	Frequency of family support for education reported by children in Tanzania	67
Figure 14:	Values for indicators 1100.4 and 1110.4 on family support for education, by country and gender	68
Figure 15:	Support for children's education by parental education level	71
Figure 16:	Positive experiences at school in Burundi	73
Figure 17:	Positive experiences at school in Tanzania	74
Figure 18:	Map of Nuru School drawn during group activity	75
Figure 19:	Children's views of teaching practices in Burundi	78
Figure 20:	Children's views of teaching practices in Tanzania	79
Figure 21:	Children's educational aspirations by country	82
Figure 22:	Children's responses to questions about SRH in Burundi	84

Figure 23: Children's responses to questions about SRH in Tanzania	85
Figure 25: Identified sources of support for victims of violence	91
Figure 26: Sources of support for victims of violence identified in the survey	94
<i>Figure 28: Community members perceptions of barriers to education</i>	<i>96</i>
<i>Figure 29: Reported actual barriers to education by country</i>	<i>99</i>
<i>Figure 30: Strategies for improving access to education identified by respondents by country</i>	<i>104</i>
<i>Figure 31: Sex distribution and proportion of children with disabilities in schools observed (%)</i>	<i>111</i>

Table of Tables:

Table 1: Indicators related to children's home environment and education, from 2016/17 DHS study	22
Table 2: Summary of quantitative data collection sources and target population	33
Table 3: Summary of qualitative data collection sources and target population.....	35
Table 4: Final sample achieved in Burundi	39
Table 5: Final sample achieved in Tanzania	39
Table 6: Summary of oral reading task results, by grade and country	52
Table 7: Results from relationships questions, Burundi	59
Table 8: Results from relationships questions, Tanzania.....	59
Table 9: Association between learning outcomes and parental support for education	69
Table 10: Summary of Decision Making Skills Score by country.....	81
Table 11: Percentage of children with poor, average and good decision making skills by country	81
Table 12: Percentage of children with a "good" Decision Making Skills Score by gender and disability	82
Table 13: Summary of children's educational goals and confidence by country and gender	83
Table 14: Summary of SRH Score by country.....	87
Table 15: Summary of MHM Score by country	88
Table 16: Percentage of girls who feel they have the ability to make decisions regarding their SRHR	89

Table 17: Summary of Gender Norms and Violence Score by country	91
Table 18: Summary of SGBV knowledge score by country	92
Table 19: Summary of Rights Knowledge Score by country	93
Table 0.1 Internal consistency measures for EGMA assessments conducted in Burundi	120
Table 0.2 Internal consistency measures for EGMA assessments conducted in Tanzania.....	120
Table 0.3 Internal consistency measures for EGRA assessments conducted in Burundi	121
Table 0.4 Internal consistency measures for EGRA assessments conducted in Tanzania	121
Table 0.5 Inter-rater reliability assessment for EGMA assessments in Burundi.....	122
Table 0.6 Inter-rater reliability assessment for EGMA assessments in Tanzania	122
Table 0.7 Inter-rater reliability assessment for EGRA assessments in Burundi	122
Table 0.8 Inter-rater reliability assessment for EGRA assessments in Tanzania	123

List of acronyms

COVID-19	Coronavirus disease
DHS	Demographic and Health Survey
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EU	European Union
FGC	Female genital cutting
FGM	Female genital mutilation
FGD	Focus group discussion
GBV	Gender-based violence
HALDO	Holistic Assessment of Learning and Development Outcomes
IDI	In-depth interview
IDP	Internally displaced person
ISELA	International Social and Emotional Learning Assessment
KAP	Knowledge, attitudes and practices
KII	Key informant interview
M&E	Monitoring and evaluation
MEMF	My Education, My Future project
MHM	Menstrual Hygiene Management
NGO	Non-governmental organisation
NRC	Norwegian Refugee Council
ODK	Open Data Kit
OECD/DAC	Organisation for Economic Cooperation and Development's Development Assistance Committee
PMF	Performance Measurement Framework
PTA	Parent Teacher Association
RTP	Right to Play
SDG	Sustainable Development Goal

SEL	Social and emotional learning
SGBV	Sexual and gender-based violence
SIDA	Swedish International Development Cooperation Agency
SMC	School Management Committee
SRH(R)	Sexual and Reproductive Health (Rights)
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
VAC	Violence against Children
WASH	Water, sanitation and hygiene

1 Background

Coram International were commissioned by Right to Play to conduct a baseline study of the My Education, My Future (MEMF) project. The study was carried out by consultants from Coram International with data collection implemented by two teams of researchers, in Tanzania and Burundi respectively. This report summarises the findings from the baseline study in both countries and makes recommendations for the implementation of the MEMF project.

The report contains the following:

- ❖ Contextual information on the MEMF project including the Theory of Change;
- ❖ An outline of the purpose and objective of the baseline study, including the research questions to be addressed;
- ❖ The baseline methodology including the research questions, study design, data collection methods and quality assurance, sampling techniques, data analysis techniques, and limitations;
- ❖ Key research findings;
- ❖ Conclusions;
- ❖ Annexes including:
 - Data collection tools;
 - Ethics protocol;
 - Inter-rater reliability assessment for EGRA and EGMA data

1.1 The My Education, My Future project

The My Education, My Future (MEMF) project is being implemented by Right To Play (RTP) and the Norwegian Refugee Council (NRC) in communities affected by the Burundian refugee crisis in Burundi and Tanzania. The project aims to improve learning outcomes for girls in these communities, by (1) increasing access to and (2) improving the provision of protective, inclusive and gender-responsive play-based education for girls, including girls with disabilities. The \$6.7 million MEMF project runs from 2020 to 2024 and is funded by Global Affairs Canada.

The project works with children aged 6 to 17 in primary schools both in refugee camps in Tanzania and in returnee communities in Burundi. In Tanzania, the project is running in 8 primary schools in Nyarugusu camp and 3 schools in Nduta refugee camp, while in Burundi the project is running in 30 primary schools in Gisuru commune in Ruyigi province.

1.1.1 Project context

In 2015 political unrest and the associated humanitarian and security crisis forced hundreds of thousands of Burundians to seek refuge in neighbouring countries. Tanzania hosts the largest number of Burundian refugees, with an estimated 210,883 persons of concern at the end of November 2020.² The majority of these refugees live in west Tanzania in Nduta, Mtendeli and Nyarugusu camps. The situation in Burundi remains unstable, with widespread food insecurity and economic decline, and

² UNHCR, 'Tanzania Refugee Situation Statistical Report', 30 November 2020

reports of serious human rights abuses. Current policy emphasises voluntary returns, though refugees do report feeling pressure to leave Tanzania while returnees report feeling abandoned once they return to their communities in Burundi.³ Between January and November 2020, 27,483 refugees returned to Burundi, with Ruyigi, Makamba and Muyinga provinces seeing the highest number of returnees. The majority of refugees spend at least 12 months in Tanzania before repatriation.⁴

According to the Refugees Act, refugees in Tanzania are not allowed to engage in formal employment and the government restricts the movement of refugees once they are hosted in a designated area. Camp residents are therefore reliant on rations and non-food items distributed by NGOs and United Nations agencies working in the camps.⁵ Most refugees generate income by selling or bartering part of these rations. Some may engage in petty trading, buying products outside the camp and selling at higher prices inside the camp. This option is limited by refugees' poor access to capital. Those with particular skills such as tailoring, hairdressing and repairs can earn money providing these services. Others may rent a farm or provide farm labour in Tanzanian host communities, but this is risky due to the restrictions on formal employment. The most coveted jobs in the camps are with humanitarian agencies working in hospitals and schools or as zone leaders or enumerators.⁶

Children make up 55 per cent 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, and child labour.⁷

Nyarugusu camp, Kigoma, Tanzania

Although the MEMF project is targeting schools in both Nyarugusu and Nduta camps, it was decided that this baseline should focus on schools in Nyarugusu, as Nduta camp is currently going through a period of transition, due to the closure of a third camp Mtendeli and the need to relocate refugees.

Nyarugusu camp is home to 26 per cent of the Burundian refugees in Tanzania.⁸ The camp was established in 1996 to host refugees fleeing conflict in the Democratic Republic of Congo and now hosts 133,429 refugees, of whom 77,911 are Congolese and 55,372 are Burundian.⁹ The camp consists of 146 villages spread across 14 zones, divided by population origin. Zones 8 to 13 host Burundian

³ UNHCR, 'Burundi Regional Refugee Response Plan: January 2019 – December 2020', Regional Refugee Coordination Office, Nairobi, Kenya, pp.7 – 11; Human Rights Watch, '[Tanzania: Burundians pressured into leaving](#)', 12 December 2019; IWACU English News, '[Disillusionment among returnees in Gisuru commune](#)', March 2019, accessed 10 November 2020

⁴ UNHCR, 'Burundi Refugee Situation – Tanzania: Voluntary Repatriation Statistics', 30 November 2020

⁵ Devries, K. M. et al., 'Preventing violence against children in schools (PVACS): protocol for a cluster randomised controlled trial of the EmpaTeach behavioural intervention in Nyarugusu refugee camp', *BMC Public Health*, 19: 1295, <https://doi.org/10.1186/s12889-019-7627-y>

⁶ Masabo, J., Kweka, O., Boeyink, C. and Falisse, J.-B., 'Socio-economic assessment in the refugee camps and hosting districts of Kigoma region', 20 April 2018

⁷ UNHCR, 'Burundi Regional Refugee Response Plan: January 2019 – December 2020', Regional Refugee Coordination Office, Nairobi, Kenya, p.10 and p.40

⁸ UNHCR, 'Tanzania Refugee Situation Statistical Report', 30 November 2020

⁹ UNHCR, 'Tanzania Refugee Situation Statistical Report', 30 November 2020

refugees.¹⁰ According to the 2018 UNHCR camp profile, 55 per cent of camp residents are children. The most common ethnic groups are Bembe (42.8 per cent) and Hutu (42.4 per cent).¹¹

Nyarugusu camp has 8 primary schools and 2 secondary schools for the Burundian population;¹² education in the refugee camps is discussed in more detail below.

Gisuru commune, Ruyigi Province, Burundi

Gisuru commune is a very rural commune in Ruyigi province on the border with Tanzania. Ruyigi province is among the poorest provinces in Burundi and has limited resources and services.¹³ In the 2016/17 DHS survey, around two-thirds (66 per cent) of women aged 15-49 and 83 per cent of men aged 15-49 were found to be literate.¹⁴ 83 per cent of women and 56 per cent of men had no exposure to media such as radio, TV or newspapers while 98 per cent of women and 89 per cent of men had never accessed the internet.¹⁵ Employment in Ruyigi reflects that in Burundi as a whole, with most adults working in subsistence agriculture and the informal economy. The majority of adults in Ruyigi work in agriculture (88 per cent of women and 82 per cent of men) with trading being the next most common occupation (8 per cent of women and 6 per cent of men).¹⁶

Ruyigi province is the most common area of return for Burundian refugees being repatriated from Tanzania.¹⁷ Due to the already limited resources and services in Ruyigi, returnees risk being unable to access adequate shelter and food.¹⁸ Ruyigi also has high numbers of internally displaced persons (IDPs). In September 2020, there were 5,579 IDPs in Ruyigi, the majority of whom were displaced within Ruyigi province (89 per cent) with small numbers of IDPs from Kirundo and Gitega provinces.¹⁹ The majority of IDPs in Burundi (83 per cent) have been displaced by natural disasters, mainly heavy rains. School attendance is lower among children in IDP households, in part due to households being unable to afford school materials. IDP households are also affected by a lack of WASH facilities (69 per

¹⁰ Devries, K. M. et al., 'Preventing violence against children in schools (PVACS): protocol for a cluster randomised controlled trial of the EmpaTeach behavioural intervention in Nyarugusu refugee camp', *BMC Public Health*, 19: 1295, <https://doi.org/10.1186/s12889-019-7627-y>

¹¹ UNHCR, 'Nyarugusu Refugee Camp Profile', 31 July 2018

¹² UNHCR, 'Nyarugusu Refugee Camp Profile', 31 July 2018

¹³ Ministère à la Présidence chargé de la Bonne Gouvernance et du Plan [Burundi] (MPBGP), Ministère de la Santé Publique et de la Lutte contre le Sida [Burundi] (MSPLS), Institut de Statistiques et d'Études Économiques du Burundi (ISTEEBU), et ICF, 'Third Demographic and Health Survey', Bujumbura, Burundi: ISTEEBU, MSPLS, et ICF, 2017, p.22

¹⁴ Third Demographic and Health Survey, 2017, p.44

¹⁵ Third Demographic and Health Survey, 2017, pp.45 – 46

¹⁶ Third Demographic and Health Survey, 2017, pp.51 – 52

¹⁷ UNHCR, 'Burundi Refugee Situation – Tanzania: Voluntary Repatriation Statistics', 30 November 2020

¹⁸ IOM, '[Voluntary Repatriation and Reintegration of Burundian Refugees Plan 2020](#)', accessed 10 November 2020

¹⁹ IOM Displacement Tracking Matrix, '[Burundi: Internally Displaced Persons Humanitarian Needs Report](#)', September 2020

cent of IDP households in Ruyigi had no functioning latrine), poor nutrition, and poor access to health services including pharmacies and mosquito nets.²⁰

The 2016/17 DHS study included several indicators related to children's home environment and education (see [Error! Reference source not found.](#)). Nearly three-quarters of children in Ruyigi lived with both parents in the 2016/17 DHS study, while 17 per cent lived with only their mother and 3 per cent lived only with their father, with 6.5 per cent of children living with neither of their parents. Nearly one in ten children in Ruyigi had at least one parent who had died.²¹ Among children living with neither parent, the majority lived with other family members such as grandparents.

School enrolment rates are lower in Ruyigi than nationally, reflecting the lower availability of schools and the lower levels of resources to meet education costs.²² The majority of children are involved in household chores, while around a quarter had recently engaged in economic activities (including agriculture).²³ At a national level, girls are slightly more likely than boys to do household chores, while at younger ages boys are more likely to have engaged in economic activities, though this gender difference reduces for older teenagers. Children in rural areas are much more likely to be involved in economic activity than those in urban areas, reflecting the centrality of agricultural production to the Burundian economy and the important role that children's work plays in this.²⁴

Violent discipline is commonly used in Burundi, with 90 per cent of children aged 1 to 14 having experienced either psychological aggression or physical punishment during the past month. The figure was slightly lower for Ruyigi province but still includes more than three-quarters of children, indicating that violence and corporal punishment are a normal part of children's lives in this setting.²⁵

The availability of resources and support for development and learning among young children is very low. Less than 1 per cent of children had 3 or more books at home, while only around a third had 2 or more types of toys to play with.²⁶ In Ruyigi province, only about half of children had done 4 or more activities that promote and support early learning with their caregivers.²⁷ These types of activities are important because they foster cognitive development and facilitate socio-emotional development, preparing children for school. Increasing parents' engagement in play could help to improve children's learning outcomes.²⁸

²⁰ IOM Displacement Tracking Matrix, '[Burundi: Internally Displaced Persons Humanitarian Needs Report](#)', September 2020

²¹ Third Demographic and Health Survey, 2017, p.392

²² Third Demographic and Health Survey, 2017, p.28

²³ Third Demographic and Health Survey, 2017, pp.394 – 395

²⁴ Third Demographic and Health Survey, 2017, pp.394 – 395

²⁵ Third Demographic and Health Survey, 2017, p.397

²⁶ Third Demographic and Health Survey, 2017, p.401

²⁷ Learning support activities include reading, telling stories, playing, singing, counting, naming and drawing

²⁸ UNICEF, '[Home environment](#)', June 2020, accessed 19 January 2021

Table 1: Indicators related to children's home environment and education, from 2016/17 DHS study

Indicator	Ruyigi province	Burundi national average
One or two parents have died ²⁹	9.7%	9.6% ³⁰
Living with neither parent ³¹	6.5%	9.1% ³²
Primary net enrolment (girls/boys) ³³	74% / 78%	81% / 81%
Secondary net enrolment (girls/boys) ³⁴	18% / 15%	33% / 27%
Involved in child labour in week preceding survey (5 to 17 year olds) ³⁵	24%	31% ³⁶
Involved in dangerous work in week preceding survey (5 to 17 year olds) ³⁷	17%	21% ³⁸
Involved in domestic chores in week preceding survey (5 to 11 year olds) ³⁹	79%	88% ⁴⁰
Involved in domestic chores in week preceding survey (12 to 14 year olds) ⁴¹	92%	95% ⁴²
Involved in domestic chores in week preceding survey (15 to 17 year olds) ⁴³	91%	93% ⁴⁴

²⁹ Third Demographic and Health Survey, 2017, p.392

³⁰ 9.5 per cent of boys, 9.7 per cent of girls.

³¹ Third Demographic and Health Survey, 2017, p.392

³² 8.3 per cent of boys, 9.8 per cent of girls.

³³ Third Demographic and Health Survey, 2017, p.28

³⁴ Third Demographic and Health Survey, 2017, p.29

³⁵ Third Demographic and Health Survey, 2017, p.395

³⁶ 32 per cent of boys, 29.7 per cent of girls.

³⁷ Third Demographic and Health Survey, 2017, p.395

³⁸ 21.6 per cent of boys, 20.8 per cent of girls.

³⁹ Third Demographic and Health Survey, 2017, p.394

⁴⁰ 86 per cent of boys, 90.6 per cent of girls.

⁴¹ Third Demographic and Health Survey, 2017, p.394

⁴² 93.8 per cent of boys, 95.9 per cent of girls.

⁴³ Third Demographic and Health Survey, 2017, p.394

⁴⁴ 91.5 per cent of boys, 93.8 per cent of girls.

1.1.2 Gender context

In Burundian cultures (the dominant culture of both refugees in Tanzania, who live in camps and have had limited contact with Tanzanian culture, and returnees in Burundi) there are set sociocultural expectations of both men and women. Women are expected to be hardworking, submissive and to take responsibility for children and household duties. Men are the head of the household and are expected to provide for their families and represent them in public life. Women are generally responsible for subsistence agricultural tasks, while men are more involved in activities such as growing cash crops, and engaging in business or salaried employment. Land ownership by women is rare, limiting their control over household resources and income from their own agricultural work. Under traditional law, women are supposed to inherit a small piece of land, but increasing scarcity of land means families are reluctant to break up farms, further restricting women's access to land.⁴⁵

Both men and women are expected to marry and have children and the median age at marriage is very young. On average, women marry at age 20.3, 4 years earlier than men for whom the median age at marriage is 24.1. In Ruyigi province, age at first marriage is slightly lower, at 19.5 for women and 22.6 for men.⁴⁶ Polygamy is relatively uncommon, with 4.9 per cent of married women and 0.5 per cent of married men being in a polygamous marriage in Ruyigi province.⁴⁷ In Burundi, 29 per cent of households are female-headed.⁴⁸ This figure is much higher in the camps, with around half of households being female-headed.⁴⁹

Sociocultural norms around gender roles and responsibilities result in power dynamics between men, women, girls and boys that may condone violence against women and girls. Domestic violence is seen as a private matter that might be acceptable in circumstances where a wife is seen to need to be 'controlled' or 'disciplined'. Women are reluctant to report violence for fear of stigma and losing the financial support of their husband.⁵⁰ Gender-based violence also comprises economic violence, such as depriving women of the income they generate through working on family farms and excluding them from decision-making around household expenditure.⁵¹

Children are socialised into these gender norms which has implications for their education. Girls are expected to support their mothers with domestic chores, leaving them with less time for leisure and

⁴⁵ Basse, Y. O. & Kwizera, J., '[Norms and practices impeding gender equality in Burundian society](#)', Dakar, Senegal, July 2017; USAID, '[USAID/Burundi Gender Analysis Final Report](#)', Washington DC, USA, 2017

⁴⁶ Third Demographic and Health Survey, 2017, p.72

⁴⁷ Third Demographic and Health Survey, 2017

⁴⁸ Third Demographic and Health Survey, 2017, p.15

⁴⁹ UNHCR, 'Tanzania Refugee Situation Statistical Report', 30 November 2020

⁵⁰ Basse, Y. O. & Kwizera, J., '[Norms and practices impeding gender equality in Burundian society](#)', Dakar, Senegal, July 2017; USAID, '[USAID/Burundi Gender Analysis Final Report](#)', Washington DC, USA, 2017

⁵¹ Basse, Y. O. & Kwizera, J., '[Norms and practices impeding gender equality in Burundian society](#)', Dakar, Senegal, July 2017, p.24

play compared to male siblings. For households with limited resources, boys' education may be prioritised, with girls dropping out of school to help their mothers with domestic chores.⁵²

1.1.3 Disability context

There is limited data on the prevalence of disability in Burundi and in the refugee camps, but it is clear that people with disabilities are particularly vulnerable. In both Burundi and Tanzania, people with disabilities face challenges resulting from a lack of appropriate materials and infrastructure, and social discrimination. People living with albinism are at a particularly high risk. Their condition results in blindness and severe sun damage leading to skin cancer, and also results in stigma and in some cases violence. In Burundi, the birth of a child with albinism is often thought to be God's punishment for adultery. There are myths that albino body parts have magical powers and can be used to bring fortune and good health, which has led to cases of kidnapping, torture and murder.⁵³

A study that interviewed men, women, girls and boys with disabilities in Nyarugusu camp found that awareness of rights frameworks protecting against discrimination was very low, as was knowledge of where to seek help after experiencing discrimination or violence. Experience of discrimination and violence however was common; 59 per cent of respondents had experienced discrimination, 54 per cent had experience psychological violence and 54 percent had experienced physical violence as a result of their disability. Respondents also highlighted the challenges they face in accessing basic services, for example a lack of assistive devices such as wheelchairs, hearing aids and walking sticks. A fear of the police was linked to a reluctance to access police and legal services. Overall, 69 per cent of people with disabilities had been unable to access services such as education, healthcare and social welfare.⁵⁴

1.1.4 Education context

Education in Burundi includes 9 years of 'École Fondamentale' comprising 6 years of primary (lower) education starting at age 6 followed by 3 years of secondary (upper) education. In Grade 9, students sit exams in 6 compulsory subjects the results of which determine admission to post-basic education which can take the form of general, pedagogical or technical education.⁵⁵ Primary education is free for children for their first 6 years of schooling.⁵⁶ Kirundi is the language of instruction until Grade 5 at which point French becomes the language of instruction.⁵⁷

⁵² Basse, Y. O. & Kwizera, J., '[Norms and practices impeding gender equality in Burundian society](#)', Dakar, Senegal, July 2017

⁵³ Under the Same Sun, '[The torture of people with albinism in Burundi](#)', report submitted to the Committee Against Torture, Session 58 regarding Burundi, 4 July 2016

⁵⁴ IRC, '[These Rights are Mine: An Assessment of Disability Rights among Refugees and the Host Community in Kigoma, Tanzania](#)', February 2020

⁵⁵ World Bank, '[Burundi: Addressing the Challenges and Opportunities in Basic Education – Public Expenditure Review](#)', December 2018, p.38

⁵⁶ World Bank, '[Burundi: Addressing the Challenges and Opportunities in Basic Education – Public Expenditure Review](#)', December 2018, p.40

⁵⁷ Kiriuki, W. & Angoye, J., '[Joint Education Needs Assessment Report Tanzania: Report of an assessment of refugee education in three refugee camps in the Kigoma Region, Tanzania](#)', March 2018, p.15

The net enrolment rates⁵⁸ in Burundi in 2019 were 9.4 per cent for pre-primary age children, 91.2 per cent for primary age children and 27.5 per cent for secondary age children.⁵⁹ Burundi has similar enrolment rates to other countries in West Africa, but has higher repetition and dropout rates.⁶⁰ Schools in Burundi have poor and deteriorating infrastructure, large class sizes and many operate ‘double shift’ schooling in order to accommodate more children, reducing learning time for pupils. Household poverty remains a significant determinant of access to education, as does living in a rural area, in part due to the long distances children have to travel to attend school. This pattern is also seen at a province level, with poorer provinces such as Ruyigi having much lower enrolment rates overall (see above). For secondary age children, poor attainment, the cost of schooling and parental refusal are the main reasons for not being enrolled. Among older adolescents, girls are more likely than boys to be out of school.⁶¹

Consultations held to inform the design of the MEMF project identified a number of barriers to girls’ education in Gisuru commune, including early and forced marriage, early pregnancy, violence against girls in school, gender-based violence in the community, gender stereotypes held by students and teachers, girls’ responsibilities at home, and a lack of gender-sensitive and accessible toilets. Community stigmatisation was also found to reduce the likelihood of children with disabilities attending school.⁶² There are no dedicated education services provided for returnees in Burundi in order to facilitate their reintegration, and attendance and completion are consequently much lower for returnees.⁶³

In refugee camps, education is provided using the curriculum and language of instruction of the country of origin. However, the Burundian refugee schools have no formal links to the Burundi education authorities and receive only minimal input from the Tanzanian Ministry of Education.⁶⁴ A 2018 Joint Education Needs Assessment (JENA) found that overall, only 56 per cent of school-aged children in Tanzanian refugee camps were enrolled in school. Among the Burundian population, the net enrolment rate was 21 per cent among pre-school age children, 78 per cent among primary school age children and just 3 per cent among secondary school age children.⁶⁵ Unaccompanied children, orphans, children with disabilities and children from very poor families were the most likely to be out

⁵⁸ Net enrolment rate is the percentage of children of a particular age who are enrolled in education

⁵⁹ UNESCO, [Burundi: Education and Literacy](#), accessed 10 November 2020

⁶⁰ World Bank, [‘Burundi: Addressing the Challenges and Opportunities in Basic Education – Public Expenditure Review’](#), December 2018, p.45

⁶¹ World Bank, [‘Burundi: Addressing the Challenges and Opportunities in Basic Education – Public Expenditure Review’](#), December 2018, p.49

⁶² Right to Play International, ‘MEMF Global Project Implementation Plan: February 2020 – March 2024’, September 2020, Toronto, Canada, p.4

⁶³ Right to Play International, ‘MEMF Global Project Implementation Plan: February 2020 – March 2024’, September 2020, Toronto, Canada, p.5

⁶⁴ Kiriuki, W. & Angoye, J., [‘Joint Education Needs Assessment Report Tanzania: Report of an assessment of refugee education in three refugee camps in the Kigoma Region, Tanzania’](#), March 2018, p.15

⁶⁵ Kiriuki, W. & Angoye, J., [‘Joint Education Needs Assessment Report Tanzania: Report of an assessment of refugee education in three refugee camps in the Kigoma Region, Tanzania’](#), March 2018, p.7

of school. While girls were more likely or as likely as boys to be enrolled in primary school, this trend reverses for secondary education.⁶⁶

The refugee camps do not have enough schools to serve the school-age population resulting in long commutes to school, a high pupil-to-teacher ratio, overcrowded classrooms and a lack of learning materials; 60 per cent of children reported that they learn outside. Barriers to accessing education in the camps include children not having appropriate clothes, a lack of food, the opportunity cost of attendance in light of alternative activities such as getting food or providing childcare for younger siblings, and the low perceived value of education in the face of limited future employment prospects. In addition, children face risks when travelling to and from school and at school, including theft, sexual violence, corporal punishment, and peer-to-peer violence.⁶⁷ For girls, the risk of sexual and gender-based violence is particularly salient and their participation is also restricted by the lack of gender-sensitive toilets and menstrual hygiene supplies. The majority of teachers in primary schools in the camps are male⁶⁸, which means girls lack role models and may face sexual discrimination and harassment, for example demands for 'sex for grades'.⁶⁹

1.1.5 Key stakeholders

In both countries, key stakeholders for the baseline study were:

- Students in the schools
- Children's clubs including sports clubs
- Parent Teacher Associations (PTAs)
- Parents
- Community members
- Community and religious leaders
- Coaches (community volunteers who operate out of schools)
- Teachers
- Head teachers
- Education officials and inspectors

⁶⁶ Kiriuki, W. & Angoye, J., '[Joint Education Needs Assessment Report Tanzania: Report of an assessment of refugee education in three refugee camps in the Kigoma Region, Tanzania](#)', March 2018, pp.28 – 31

⁶⁷ Kiriuki, W. & Angoye, J., '[Joint Education Needs Assessment Report Tanzania: Report of an assessment of refugee education in three refugee camps in the Kigoma Region, Tanzania](#)', March 2018, pp.32 – 34

⁶⁸ According to data from the [Joint Education Needs Assessment Report Tanzania: Report of an assessment of refugee education in three refugee camps in the Kigoma Region, Tanzania](#) p. 38 there were 840 teachers in primary schools across the three camps of which 655 were male and 185 female, for secondary schools the total number of teachers was 89 of which 84 were male and 5 were female.

⁶⁹ Right to Play International, 'MEMF Global Project Implementation Plan: February 2020 – March 2024', September 2020, Toronto, Canada, p.4

Burundi

In Burundi, Right to Play works with the Ministry of Gender and the Ministry of Education at a national level and with various government authorities at a provincial and commune level. In Ruyigi province, key stakeholders include:

- The Socioeconomic advisor to the Governor of Ruyigi Province
- The provincial Head of Education
- The provincial Family and Community Development Centre

In Gisuru commune, key stakeholders include:

- The commune Head of Education
- The Sociocultural Adviser to the Administrator of Gisuru
- Social workers at the commune Family and Community Development Centre
- Representatives from the Forum National de Femmes in Gisuru
- Child Protection Committee representatives

Tanzania

In Tanzania, the Ministry of Home Affairs has responsibility for the refugee camps, with stakeholders at national, regional and district level as well as camp commandants in the camps. Right to Play partners with the Norwegian Refugee Council (NRC) to implement activities in the camps. The camps have an Education Working Group which coordinates education provision in the camp. The Working Group is co-chaired by UNHCR and Save the Children International and involves other NGOs and UN agencies. UNICEF provides support for the procurement and distribution of education supplies in the camps, as well as in-service training for teachers, facilitating the organisation and conduct of examinations and certification by the National Exams Council of Tanzania, and funding implementing partners to operate formal schools. In Nyarugusu and Mtendeli, the International Rescue Committee (IRC) operates the schools while in Nduta, some schools are run by IRC and others by Save the Children. Plan International, the Danish Refugee Council, and Help Age International are other international NGOs working in the camps.

1.1.6 MEMF project design

The MEMF project has been designed through a process of desk review, institutional knowledge and consultation with representatives from regional, district and camp-level government authorities, international NGOs, teachers, school inspectors, parents and community members.⁷⁰ The project aims to address some of the barriers that girls, including those with disabilities, face when accessing education. Ensuring access to quality education and improving learning outcomes has important

⁷⁰ Right to Play International, 'MEMF Global Project Implementation Plan: February 2020 – March 2024', September 2020, Toronto, Canada, p.1

social, economic and health consequences for refugee and returnee girls and supports them to shape their families and communities in a positive way.⁷¹

The project is framed by a feminist, human rights-based approach, particularly the universal human right to education, and the United Nations Convention on the Rights of the Child.⁷² Additionally, the project contributes to the fulfilment of a number of global and national policies, including the G7 Charlevoix declaration on quality education for girls, adolescent girls and women in developing countries;⁷³ Global Affairs Canada's gender equality policy;⁷⁴ Canada's Feminist International Assistance policy to support gender equality and the empowerment of women and girls;⁷⁵ Sustainable Development Goal (SDG) 3 to ensure healthy lives and promote well-being for all, at all ages, SDG 4 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, SDG 5 to achieve gender equality and empower all women and girls, and SDG 16 to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels;⁷⁶ UNHCR's Global Compact for Refugees, which includes commitments to providing education for both refugee and host communities and to empowering women and girls;⁷⁷ the International Charter for Refugees, which upholds the right to quality education to be provided at no cost; Burundi's Education Sector Plan and National Gender Policy and Action Plan; and the Burundi Regional Refugee Response Plan 2019–2020,⁷⁸ which highlights ensuring access to education and strengthening the child protection system as priority interventions.

Theory of Change

The project's vision is that all crisis-affected girls in the Nyarugusu refugee camp in Kigoma region, Tanzania, as well as returnees in the Ruyigi region of Burundi, will be supported and empowered to realise their right to education.⁷⁹ **The ultimate outcome of the project is improved learning outcomes for girls, including girls with disabilities, affected by the Burundian crisis living in refugee camps in Tanzania and repatriated communities in Burundi.** At the heart of the project is protective, inclusive, and gender-responsive play-based learning. Play-based learning “motivates and stimulates girls and boys and supports them in the development and consolidation of skills and concepts, while helping to

⁷¹ Right to Play International, ‘MEMF Global Project Implementation Plan: February 2020 – March 2024’, September 2020, Toronto, Canada, p.3

⁷² OHCHR, [Convention on the Rights of the Child](#), 2 November 1989

⁷³ G7, [‘Charlevoix declaration on quality education for girls, adolescent girls and women in developing countries’](#), 9 June 2018, Charlevoix, Canada

⁷⁴ Government of Canada, [‘Policy on Gender Equality’](#), 6 July 2017, Ottawa, Canada

⁷⁵ Government of Canada, [‘Canada’s Feminist International Assistance Policy’](#), 2017, Ottawa, Canada

⁷⁶ United Nations, [‘The 17 Goals’](#)

⁷⁷ UNHCR, [‘Report of the United Nations High Commissioner for Refugees Part II: Global Compact for Refugees’](#), 73rd session, supplement no. 12, United Nations, New York, 2018

⁷⁸ UNHCR, ‘Burundi Regional Refugee Response Plan: January 2019 – December 2020’, Regional Refugee Coordination Office, Nairobi, Kenya

⁷⁹ Right to Play International, ‘MEMF Global Project Implementation Plan: February 2020 – March 2024’, September 2020, Toronto, Canada, p.6

shape their positive attitude towards learning and life.”⁸⁰ 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.⁸¹ This is expected to empower girls and encourage them to attend school and to perform better academically. Play-based learning 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.⁸²

Recognising the need to leverage support from all education stakeholders in order to improve education quality and inclusion, the project 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 (1000) will be achieved through two intermediate outcomes, (1100) Increased access to protective, inclusive, and gender-responsive play-based education for girls, including girls with disabilities, and (1200) Improved provision of protective, inclusive and gender-responsive play-based learning for girls, including girls with disabilities.

The intermediate outcome (1100) 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 (1110) 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 (1120) focuses on improving girls’ ability to make decisions about their wellbeing and learning through establishing girls’ clubs to advocate for girls’ education and training girls in life skills, sexual and reproductive health rights (SRHR), gender-based violence (GBV) and menstrual hygiene management (MHM).

The second intermediate outcome (1200) of **improving the provision of protective, inclusive and gender-responsive play-based learning for girls, including girls with disabilities**, also involves two immediate outcomes. The first immediate outcome (1210) 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 PTAs/SMCs to produce protective, inclusive and gender-responsive school plans. The second immediate outcome (1220) focuses on improving teachers’ skills to deliver protective, inclusive and gender-responsive play-based learning. This outcome will be achieved through training of teachers, head teachers and

⁸⁰ Right to Play International, ‘MEMF Global Project Implementation Plan: February 2020 – March 2024’, September 2020, Toronto, Canada, pp.67 – 68.

⁸¹ Right to Play International, ‘MEMF Global Project Implementation Plan: February 2020 – March 2024’, September 2020, Toronto, Canada, pp.67 – 68.

⁸² Right to Play International, ‘MEMF Global Project Implementation Plan: February 2020 – March 2024’, September 2020, Toronto, Canada, pp.67 – 68.

education officials, the provision of teaching and learning materials, the establishment of teacher communities of practice, and the strengthening of teachers' life skills.

Project reach

The project will directly target 48,906 children, including 26,231 girls and will indirectly benefit 191,287 community members. In Tanzania, the project was planned to target all children aged 6 to 17 enrolled in primary schools in Nyarugusu and Mtendeli refugee camps. Due to the anticipated closure of Mtendeli camp, project activities intended for Metendeli camp have shifted to Nduta camp. Some activities already commenced in Mtendeli camp and reached more than 200 school children. In Burundi, the project will target 30 primary schools and communities, directly benefiting 13,950 girls and 10,050 boys aged 6 to 17 and indirectly benefiting a further 99,461 community members in Gisuru commune.⁸³

1.2 Purpose and objective of the baseline

The purpose of this consultancy was to develop a strong monitoring and evaluation (M&E) framework with baseline values that will form the basis for measuring change in key outcomes, attributing change to the MEMF project, and providing opportunities to improve the project and shape future work. In order to achieve this aim, the Coram team revised the evaluation framework and developed a series of research questions. A quasi-experimental baseline study of the MEMF project was designed and implemented to collect data to answer the research questions developed during the inception phase, and to provide baseline values for the Performance Measurement Framework (PMF).

⁸³ Right to Play International, 'MEMF Global Project Implementation Plan: February 2020 – March 2024', September 2020, Toronto, Canada, p.13

2 Methodology

2.1 Research questions

The baseline provides information on the context in which the project will be implemented and the starting point for project outcomes against which progress will be measured at midline and endline. The baseline captured information to answer the following research questions:

- What is the current status of the learning outcomes of girls and boys, including those with disabilities, in terms of literacy, numeracy and social-emotional learning?
 - How do learning outcomes vary by gender, age and type of disability?
 - Are there any differences in learning outcomes at baseline between intervention and comparison schools?
- To what extent do girls and boys, including those with disabilities, feel encouraged and supported by their families to access education, including physical support, emotional support and encouragement, and support to reduce household chores?
 - How do girls describe their family's role in determining and supporting their education choices?
- To what extent do girls and boys, including those with disabilities, feel physically and emotionally safe, included, and supported at school?
 - How many girls and boys, including those with disabilities, report feeling physically and emotionally safe and included at school?
 - How many girls and boys, including those with disabilities feel that teaching practices in their school are gender-responsive and supportive?
 - What feelings, positive and negative, do girls and boys, including those with disabilities, have about school?
- Do girls, including those with disabilities, have the abilities and knowledge needed to make decisions about their education and life choices?
 - What proportion of girls, including those with disabilities, feel able to make decisions about their education and their sexual and reproductive health?
 - What knowledge do girls, including those with disabilities, have around issues such as GBV, MHM, SRHR, FGC, VAC and child marriage and where they could seek help with these issues?
 - What strategies and sources of support can girls, including those with disabilities, describe to help them make good decisions and overcome barriers?
- To what extent do men and women in the community demonstrate awareness of and support for inclusive, protective, gender-responsive quality education for girls and children with disabilities?
 - How aware are men and women in the community of inclusive, gender-responsive education?
 - Can men and women in the community identify key barriers to education, including barriers specifically faced by girls and children with disabilities?
 - Can men and women in the community identify ways to support access to education, particularly for girls and children with disabilities?
 - What attitudes do men and women in the community demonstrate towards education for girls?
 - What attitudes do men and women in the community demonstrate towards education for children with disabilities?

- What attitudes do men and women in the community demonstrate towards harmful gender norms and GBV?
- What knowledge do PTA/SMC members have of protection, gender and inclusion?
- Where are the key decision-makers in PTA/SMC groups and how are decisions made regarding the development of school plans?
- What groups or structures in the community support access to education?
- To what extent do education officials, teachers and head teachers demonstrate awareness of and support for inclusive, protective, gender-responsive play-based education for girls and children with disabilities?
 - How aware are education officials and teachers of inclusive, gender-responsive play-based education?
 - To what extent do education officials and teachers perceive benefits to inclusive, gender-responsive, play-based education in their community?
 - To what extent do teachers use inclusive, gender-responsive, play-based learning methodologies?
- To what extent do schools provide a protective, inclusive, gender-responsive learning environment for girls and boys, particularly those with disabilities?
 - What proportion of schools provide an environment that is physically safe and that caters to the needs of children with disabilities and girls?
 - What proportion of schools have appropriate measures in place to protect girls and boys, particularly those with disabilities, and promote their emotional safety and wellbeing?

2.2 Study design

In Burundi, the baseline study design was quasi-experimental as data was collected in MEMF project intervention schools, as well as comparison schools not in receipt of MEMF interventions (but with similar characteristics to MEMF project schools). This approach enabled an estimation of the project's contribution to changes in outcomes by comparing intervention and comparison schools.

In Tanzania, comparison schools could not be identified during the inception phase and therefore the study design was necessarily observational. In both countries, a unique identifier was used for all children surveyed in order to establish a longitudinal cohort that can be followed up for the midterm and endline evaluations.

While the focus of the baseline study has been on quantitative data collection in order to provide comprehensive and measurable baseline values for key project indicators, some qualitative data collection was also conducted to allow for a mixed methods approach to triangulate information from the quantitative data, and to provide some more illustrative and contextual information.

2.3 Data collection, data sources, tools and target populations

2.3.1 Quantitative data

Quantitative data was collected through a children's survey, literacy and numeracy assessments administered in schools and a household KAP survey administered in communities around schools. Quantitative surveys were conducted through computer-assisted personal interviewing, using ODK and Tangerine software installed on a tablet. Computer-assisted personal interviewing has the advantages of eliminating the need for data entry and improving data quality through the use of skip logic, bounded answer ranges and mandatory

fields. Paper-based versions were also developed as a backup in the field in case of problems with the hardware, and these versions are included in Annex B.

Table 2: Summary of quantitative data collection sources and target population

Data collection tool	Target population
Children's survey (grades 1 to 3)	Children in grades 1 to 3 in baseline schools
Children's survey (grades 4 to 6)	Children in grades 4 to 6 in baseline schools
Literacy and numeracy assessment	Children in grades 2 to 4 in baseline schools
Community KAP survey	Community members aged 18 to 65 in households with resident children under 18 in communities surrounding the baseline schools
Community KAP survey (PTA/ SMC/ members)	Members of PTA/SMC in baseline schools

Children's survey

A children's survey was administered to a sample of children in grades 1 to 6. The children's survey 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 project.

The International Social and Emotional Learning Assessment (ISELA) has been developed by Save the Children to measure various aspects of children's social and emotional learning (SEL). The tool is suitable for children aged 6 to 12 and uses vignettes, performance-based measures and drawing activities to measure skills across a variety of competency areas. A subset of ISELA tasks was used in the baseline study, with agreement from Save the Children, in order to reduce the overall length of the assessment and to focus it particularly on domains relevant to the MEMF project. The ISELA sub-tasks used in the MEMF baseline are:

- ❖ **Self-concept:** A child's ability to identify and express beliefs about themselves, including their personal preferences, feelings, thoughts and abilities. In the ISELA tool, children are asked to draw something that they hope will happen in their life in the future and then asked some follow up questions about their drawing. They are scored on their ability to imagine a hopeful future and whether they can identify realistic supports and barriers to achieving this future self.
- ❖ **Stress management:** A child's ability to reduce the negative impact of stressful or adverse events and situations. In the ISELA tool children are scored on their ability to identify strategies that they use to calm down when they are angry or upset.
- ❖ **Relationship skills:** A child's ability to identify people within their social network who can provide support in different situations. The ISELA tool measures the size of children's social network and whether they access their network for help and support. The questions asked contribute to the understanding of other SEL domains by assessing the extent to which children access their social capital to manage their stress,

resolve conflict, and persevere through difficult tasks, and the extent to which they can empathise with others in their social networks.

- ❖ **Conflict resolution:** A child's ability to peacefully negotiate interpersonal disputes. The ISELA tool uses a vignette about sharing toys to assess whether children can successfully identify strategies to resolve conflict with another child.

Two versions of the children's survey were developed, one for those in grades 1 to 3 and one for grades 4 to 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 are:

- ❖ Family support for education (both)
- ❖ Gender, participation and inclusion at school (both; some questions omitted in grades 1 to 3 version)
- ❖ Gender norms (both; some questions omitted in grades 1 to 3 version)
- ❖ Knowledge of children's and women's rights (both; some questions omitted in grades 1 to 3 version)
- ❖ Education goals (grades 4 to 6 only)
- ❖ Decision-making skills (grades 4 to 6 only)
- ❖ Sexual and reproductive health rights and knowledge (grades 4 to 6 only)
- ❖ Gender-based violence (grades 4 to 6 only)

Literacy and numeracy assessment

A literacy and numeracy assessment was carried out with a sample of children in grades 2, 3 and 4 using the Early Grade Reading Assessment (EGRA) and the Early Grade Mathematics Assessment (EGMA). These tools have been developed to measure children's foundational reading and numeracy skills and have been used globally. The assessments are administered orally to one student at a time and comprise a series of sub-tasks to measure different aspects of literacy and numeracy.

Five EGRA sub-tasks were included in the baseline assessment:

- ❖ **Listening comprehension:** Measures listening comprehension, demonstrated by correct responses to questions about a text read by the assessor.
- ❖ **Letter identification:** Measures alphabet knowledge, demonstrated by correctly giving the name and/or sound of letters (timed).
- ❖ **Nonword reading:** Measures decoding ability, demonstrated by correctly reading simple nonsense words (timed).
- ❖ **Oral reading fluency:** Measures oral reading fluency and reading comprehension, demonstrated by reading a text accurately and at a sufficient rate (timed).
- ❖ **Reading comprehension:** Measures comprehension of the text read, demonstrated by responding correctly to questions about the text.

A native Kirundi speaker with experience of the Burundi education system developed the literacy stimuli, including a short story and three listening comprehension questions, a grid with common letters and diphthongs that Burundian grade 2 students are expected to know, a grid with 50 one- and two-syllable nonwords (words which follow the rules of the language but have no meaning), and a short story and five reading comprehension questions.

Six EGMA tasks were included in the baseline assessment:

- ❖ **Number identification:** Identifying numbers ranging from single-digit numbers to three-digit numbers (timed).
- ❖ **Number discrimination:** Identifying the higher number in a pair of numbers (untimed).
- ❖ **Missing number:** Correctly identifying the missing number in a sequence (untimed).
- ❖ **Addition and subtraction (level 1):** Solving simple addition and subtraction items (timed).
- ❖ **Addition and subtraction (level 2):** Solving more complex addition and subtraction items (untimed).
- ❖ **Word problems:** Solving simple ‘real-world’ mathematical problems presented orally (untimed).

Knowledge, attitudes and practices survey

A knowledge, attitudes and practices (KAP) survey was carried out with community members to collect data on the following topics, as well as on background demographic characteristics:

- ❖ Parental support for children’s education
- ❖ Challenges to education access in community
- ❖ Attitudes towards education access for girls and children with disabilities
- ❖ Gender norms
- ❖ Sexual and reproductive health rights and knowledge
- ❖ Knowledge of children’s and women’s rights
- ❖ Gender-based violence

A sub-sample of PTA and SMC members were also surveyed to ensure their views were also captured.

2.3.2 Qualitative data

A series of qualitative methods were used to collect data from various stakeholders in MEMF project schools in order to provide a broader picture of the awareness of and support for inclusive, gender-responsive, play-based learning, of children’s experiences of school, and of the learning environment. Qualitative interactions were guided by semi-structured topic guides, which researchers used to guide the interaction while also allowing flexibility to respond and draw on participant responses. The topic guides are included together with the quantitative data collection tools in Annex B.

Table 3: Summary of qualitative data collection sources and target population

Data collection tool	Target population
----------------------	-------------------

Focus group discussions (FGDs) with girls	Girls in grades 5 and 6 in MEMF schools
Participatory group activities	Girls and boys in grades 3 and 4 in MEMF schools
PTA/SMC focus group discussions	Members of PTA/SMC in MEMF schools
Key informant interviews	Teachers in MEMF schools; education officials at camp / commune level
Classroom observations	Lessons taught by teachers in MEMF schools
School observations	MEMF schools

Focus group discussions with girls

Focus group discussions were conducted with groups of 6–8 girls in grades 5 and 6 in intervention schools to learn about their experiences of school. The first section of the interview explored girls’ experiences and attitudes related to school, for example whose decision it is to attend school and how they feel about their school, including the buildings, teachers, other pupils and lessons. The second part of the discussion involved a series of vignettes presenting different situations that might be faced by girls in their community.

Participatory group activities

Participatory group activities were carried out with girls and boys in grades 3 and 4 in intervention schools, with separate groups for boys and girls. The girls / boys took part in a school mapping exercise to map out their school, places they like and do not like, places where they feel afraid or worried, and the activities that they do at school. The second part of the activity referenced the map to explore positive and negative experiences at school, and sources of support available to children.

Focus group discussions with members of PTAs/SMCs

FGDs were held with members of PTAs/SMCs in communities where the MEMF project is being implemented to further explore the attitudes to education for girls and children with disabilities and to identify existing community support for education access. The discussion included questions about participants’ attitudes to education, the barriers to education in their community, PTA/SMC organisation and structure, and questions about PTA/SMC members’ role and involvement in developing School Improvement Plans.

Key informant interviews

Key informant interviews (KIIs) were conducted with the aim of obtaining detailed and specific information from those involved in children’s education, namely teachers and education officials. Interviews explored their awareness of and support for the MEMF project as well as their views on the project’s relevance for the local context and local priorities. Interviews with teachers explored their awareness and understanding of inclusive, gender-responsive, play-based learning methodologies and their perceptions of the benefits for their students.

Classroom and school observations

Classroom observations were conducted in order to collect information on teaching methodologies used and the extent to which these are participatory, play-based, inclusive and gender-responsive. The researcher observed a lesson and recorded instances of different behaviours by the teacher such as use of encouragement, use of participatory approaches, use of play-based methods and use of an active teaching style, as well as making overall judgments such as whether girls and boys were given equal opportunity to participate and whether children with disabilities were included and supported (if relevant).

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 menstrual hygiene arrangements. Data was collected through a short interview with the headteacher and through observations carried out of school premises and facilities.

2.4 Sampling techniques and sample size

2.4.1 Quantitative sampling

Schools were selected as the primary sampling unit, with children randomly selected within schools. In Burundi, six intervention schools were randomly selected from the list of MEMF project schools based on their location and size, and to include a school with a female headteacher. These were then matched with four comparison schools in neighbouring zones. In Tanzania, six intervention schools were randomly selected from the list of MEMF project schools in Nyarugusu camp based on their location. Within schools, the school register was used as the sampling frame and was stratified by grade to ensure a representative mix of children. Children with disabilities were purposively included in the sample to boost their representation. In Tanzania, additional surveys were carried out in a school specifically for children with disabilities in order to better represent this group; however no similar school is available in Burundi.

Literacy and numeracy assessments

As the literacy and numeracy assessment aimed primarily to calculate the difference between baseline and endline literacy and numeracy, a sample size calculation for comparing paired differences was used.⁸⁴ A design effect (deff) of 2, a desired power of 80 per cent and a level of significance of 5 per cent (two-sided), and an attrition rate of 20 per cent in Burundi and 30 per cent in Tanzania was assumed. For the literacy and numeracy sample, an effect size of 0.25 was used, based on the value used in the GREAT baseline study which also assesses a Right to Play learning intervention. The total sample in Burundi was then matched with a comparator group of the same size.

⁸⁴ Dhand, N. K., & Khatkar, M. S. (2014). Statulator: An online statistical calculator. Sample Size Calculator for Comparing Two Paired Means. Accessed 4 February 2021 at <http://statulator.com/SampleSize/ss2PM.html>

*The total sample sizes for the literacy and numeracy surveys were **343** (170 boys and 173 girls) in Tanzania, and **628** (311 boys and 317 girls) in Burundi (including 317 in intervention sites and 309 in comparison sites)⁸⁵.
*Children's survey**

The child survey aimed to calculate the difference between baseline and endline measurements, whilst also aiming to provide robust estimates of population characteristics. The approach used to calculate sample size therefore accounted for the total population size⁸⁶ using the formula: $\text{sample size} = ((Z^2 * pq) / e^2) / (1 + (((Z^2 * pq) / e^2) - 1) / N)$, where $Z = 1.96$ is based on a desired confidence level of 95%, p is a conservative estimate for the standard deviation of 0.5, q is $1-p$, the margin of error of 5 per cent and N is the population size.

In Burundi, the sample size for the comparison group was calculated using the paired differences approach outlined above, assuming an effect size of 0.3. This was based on meta-analyses of social and emotional learning interventions which estimate moderate effect sizes of between 0.27 and 0.35;⁸⁷ this is a conservative estimate given that meta-analyses of play programmes indicate an effect size of 0.5 and of social skills programmes an effect size of 0.39.⁸⁸ Again using a design effect of 2, a desired power of 80 per cent and a significance level of 5 per cent (two-sided), and an attrition rate of 20 per cent, the comparator sample for Burundi was calculated at 215.

The total sample sizes for the children's survey was, therefore **535** (273 boys and 262 girls) in Tanzania, and **684** (331 boys and 353 girls) in Burundi (including 469 children in intervention sites and 215 in comparison sites).

KAP survey

Adults aged 18 to 65 in households with resident children under the age of 18 were the target population for the KAP survey. The sample size was calculated using the same formula for the children's survey and assuming a +/-7 per cent margin of error and 95 per cent confidence intervals. The sample was split equally between Tanzania and Burundi, giving a total target of 250 surveys in Tanzania and 250 surveys in Burundi. PTA/SMC members were purposively sampled in each school to be included in the sample to represent their views.

Respondents were selected through a mixed approach. The majority of households were sampled by randomly sampling children from baseline schools and then randomly selecting an adult member of their household. For households with more than one eligible adult, enumerators tossed a coin and selected either the household member whose name came first (heads) or last (tails) alphabetically. To ensure that households with out of school children were also represented, an informal sample frame was constructed by asking community leaders to list households in the community with out of school children, with at least five of these households being selected for interview. In Gisuru, enumerators visited the selected households; in Nyarugusu, selected participants were invited to a central location for interview.

A final total sample of **264** (113 male and 151 female) respondents in Burundi, and **266** (78 male and 188 female) respondents in Tanzania was obtained.

⁸⁵ 2 surveys had missing values for the variable that asked whether the site was a comparator or an intervention site.

⁸⁶ The population size for beneficiaries in Burundi is 24,000 while in Tanzania it is 24,906.

⁸⁷ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>.

⁸⁸ <https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf>

Qualitative interviews

Respondents for KIIs at the commune / camp level were purposively sampled based to their role in education provision. Qualitative data collection was carried out in all intervention baseline schools (six schools in Burundi and six schools in Tanzania). Participants were selected with the assistance of the headteacher to reflect the criteria desired; for girls' FGDs, a preference was given to older or overage girls due to the MEMF project's particular focus on these girls.

Table 4: Final sample achieved in Burundi

	Type of data collection	Intervention	Control	Total
Quantitative data	Children's survey	469	215	684
	EGRA/EGMA	317	309	628 ⁸⁹
	Total children surveyed	559	417	978
	Community KAP surveys	110	117	227
	PTA/SMC KAP surveys	19	18	37
	Total community members surveyed	129	135	264
Qualitative data	School observation	6	-	6
	Classroom observation	9	-	9
	Teacher interviews	12	-	12
	FGD (girls)	6	-	6
	Group activity (younger children)	12	-	12
	FGD (PTA/SMC)	6	-	6
	Commune / province-level interviews	4	-	4

Table 5: Final sample achieved in Tanzania

	Type of data collection	Sample size
Quantitative	Children's survey	535

⁸⁹ Two surveys had no markings stating whether they were from intervention or control sites.

	EGRA/EGMA	339
	Total children surveyed	614
	Community KAP surveys	214
	SMC/PTA KAP surveys	52
	Total community members surveyed	266
Qualitative data	School observation	7
	Classroom observation	12
	Teacher interviews	6
	FGD (girls)	6
	Group activity (younger children)	6
	FGD (PTA/SMC)	3
	Commune / province-level interviews	2

2.5 Data quality assurance

A number of processes were put in place to monitor data collection remotely and to ensure data was of high quality. Quantitative data was collected by teams of trained enumerators in each country. Enumerator training highlighted the importance of accuracy and consistency, and of using child-friendly interviewing techniques in order to ensure that children were 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. Less experienced enumerators were paired with more experienced enumerators to learn from them and to ensure the team was taking a consistent approach. Tools were piloted in order to identify any issues with translations or participants' understanding, and changes were made to the tools to address these issues. Enumerators were selected to ensure a gender balance in the data collection teams; 15 enumerators were recruited in Tanzania including 7 female and 8 male, 20 enumerators were recruited in Burundi including 11 male and 9 female.

During fieldwork, survey data were uploaded whenever possible⁹⁰ and checked by a member of the Coram team. These checks included reviewing the unique identifiers to ensure children can be matched across surveys and that there were no duplicates; checks of the literacy and numeracy data to ensure the assessments were being carried out in accordance to the standard EGRA and EGMA protocols; checking that there was no inconsistent or missing data; analysis of the EGRA and EGMA data to assess internal consistency; and analysis of the inter-rater reliability assessment data to check that enumerators were conducting the assessments in a

⁹⁰ The aim was for data to be uploaded at the end of each day, however due to limited internet connectivity especially in Gisuru this was not always possible.

similar way. Feedback was given to the team leaders in order to improve the performance of the teams, and after the first week of fieldwork very few issues were noted.

Each day, the teams carried out the first EGRA / EGMA assessment in pairs, with one enumerator observing and one enumerator carrying out the assessment, and both enumerators marking the child's answers on the tablet. This provided paired data with which to assess the inter-rater reliability. Details of the inter-rater analysis, together with an internal consistency analysis, are included in Annex A. The internal consistency of both the EGRA and EGMA assessments was found to be very good, and there was very high inter-rater agreement.

2.6 Data quality assurance

With consideration to the ongoing COVID-19 pandemic and to ensure the health and safety of all participants, a number of specific measures were implemented.

Local Covid-19 restrictions and guidelines were reviewed to ensure that these were fully understood and to consider the practical implications for the project. The Coram team was further in regular contact with Team Leaders as well as with Right to Play national teams to ensure that the local situation was monitored and that should there be any changes in circumstances, these could be responded to quickly.

The training provided for Team Leaders and disseminated to enumerators discussed maintaining health and safety in the context of COVID-19 and how to reduce transmission.

Research teams were provided with appropriate PPE including facial masks and hand sanitisers/disinfectants. Team members were instructed to wash/sanitise their hands before each interaction and to clean materials with disinfectant in between interactions.

Ensuring sufficient space to keep safe distances both during the training and research was a key consideration and for example included hiring a larger venue for the training of enumerators in Burundi to accommodate this. During the fieldwork interactions were conducted outside or in a well-ventilated room. During interviews, enumerators or researchers were instructed to keep a safe distance from participants, and during group interactions to also ensure that participants kept a safe distance from each other.

Team members were asked to be cautious of symptoms of COVID-19 and asked to immediately self-isolate should they or someone they had interacted with display symptoms that could indicate COVID-19.

2.7 Data analysis

Data from the quantitative surveys was uploaded to a central server by enumerators, this data was downloaded into Stata software and reviewed/ cleaned to ensure, as far as possible that data was valid, precise, consistent and uniform. Survey data was collated and analysed to create a basic descriptive profile of results, to compare intervention and comparison areas and to measure the indicators in the PMF (Annex D). In Burundi, statistical tests were performed to compare intervention and comparison schools to determine what differences exist at baseline. For learning outcomes, scores were calculated for each sub-task within the tools, as well as a composite score for each outcome (social-emotional learning, literacy and numeracy). For other indicators, including those collected in the community KAP survey, the relevant proportions were calculated. Data was disaggregated where relevant by grade or age, gender, disability, and socio-economic

status, and by parental status for relevant indicators, and regression analyses was performed to identify any differences in outcomes according varying across these groups.

All qualitative data was uploaded into NVivo software and coded into themes. Qualitative data with children focused on understanding their feelings about school, including positive and negative aspects, and the strategies and sources of support that children, especially girls, can use to make decisions about their lives and overcome barriers to education. Community focus group data was triangulated with information from the community KAP study to explore the level of awareness of barriers to education and support for education for girls and children with disabilities and to provide more in-depth information about barriers and strategies to reduce these barriers. For key informant interviews, the analysis focused on understanding the current level of awareness of Right to Play's work, the level of support for gender-responsive, play-based education, and participants' attitudes towards education for girls and children with disabilities.

Qualitative and quantitative data was triangulated in light of one another in order to identify any inconsistencies in information. Triangulation helped ensure the accuracy of findings, analysis and interpretation.

2.8 Limitations

The sensitive nature of the evaluation subject matter means that evidence is likely to be affected by reporting bias: both children and adults may be reluctant to share sensitive information about personal events and circumstances. Furthermore, social desirability bias may have led to under-reporting of attitudes and norms perceived to be socially undesirable. In order to mitigate these effects, data collectors took time to carefully explain the purpose of the baseline to all participants, and to emphasise that all responses were equally valued and welcomed. Furthermore, data collectors emphasised that anonymity would be protected and that no negative personal or professional consequences would result from sharing open and honest information. Questions were asked sensitively, and interactions were flexible and participatory to allow for the most authentic, spontaneous and participant-led exchange.

In some cases, questions relied on respondents' self-reports including on past experiences, which may have led to some recall bias. Respondents may have forgotten or misremembered past events and their particular ideas about when, where, how and why such events took place may have been influenced by subsequent events and experiences.

The evaluation depended on the use of different field work teams in each country, rendering it harder to make comparisons between countries, as any differences may reflect variations in methodology (e.g. the particular way that questions were asked etc.) rather than true differences in outcomes. To mitigate against this, very detailed, standardised tools and instructions were developed by the Coram team, who also implemented a joint 'training of trainers' across both countries. Throughout the analysis, Coram researchers have sought to triangulate information between different sources and across different areas to ensure that a valid picture of any differences between countries has been presented.

Due to the COVID-19 pandemic, the Coram International team were unable to travel to Burundi or Tanzania to meet with stakeholders, and to conduct in-person training or interviews. In order to mitigate against this limitation, Coram hired highly experienced Team Leaders in each country to coordinate and manage the field teams. The Coram team carried out remote training for these team leaders, covering both qualitative and quantitative data collection, to ensure a shared and detailed understanding of the purpose of the baseline,

research questions and monitoring indicators. A pilot was carried out in each country to test the tools, with time afterwards for the Coram team to review the data and make adjustments and recommendations to inform the main fieldwork phase. (In Tanzania 43 children's surveys, 57 literacy and numeracy assessments and 13 KAP surveys were piloted. In Burundi enumerators piloted 43 children's surveys, 18 literacy and numeracy assessments and 4 KAP surveys.)

Due to the scope of the project; the number of indicators requiring measurement; and the need to use standardised tools and scales (e.g. ISELA for measuring just one sub-indicator – life skills), the children's survey became quite long and cumbersome, which may have resulted in some respondent fatigue (reducing the overall quality of the data). To mitigate against this children were provided refreshments such as drinks and biscuits during surveys which helped keep their attention and engage them in the project.

On the non-word reading task in the EGRA assessment, a mistake on the tablet at the start of data collection meant that some children were not marked for the second 25 words (out of a total of 50 words). This was only an issue for 37 children who read the first 25 words and then had time remaining, meaning that their score was lower than it should have been. In order to correct this error, an analyst inferred the final score for these children by applying their reading rate (words per second) to their remaining time, and adding this score to their score for the first 25 words. As the non-words are arranged randomly, it is assumed that each child would have read at a similar rate for each part of the task. Furthermore, as the number of children involved was small, this should not have introduced any significant error to the results.

The classroom observations in Burundi were carried out just after holidays and so normal lessons were not all resumed. Due to this some of the observations were of specifically arranged lessons, meaning that teachers may have had more time to prepare or may have prepared specially for the observation. It is unlikely, however, that this will have made significant difference to the results, as teachers remained reliant on their usual teaching methods and tools, and had yet to receive any training on play-based methodologies. It will be more important at endline to ensure that classroom observations are carried out of 'typical' lessons.

Standardised values for robustly designed studies were used to estimate the selected values for design effect, standard deviation and margins of error. A sample design effect (*deff*) was included in all sample calculations involving a comparator group, to ensure that even marginal or small differences between baseline and endline changes in intervention compared to comparator groups can be picked up in the analysis in order to robustly evaluate the impact of the programme.⁹¹ No design effect was included for estimates of population level characteristics in the children's survey, despite the clustering approach. Including a design effect for these samples would have significantly increased the sample required in each country, and was considered impracticable given budget and time constraints. Further, it was considered unnecessary for two central reasons: 1) given that the underlying population is geographically contained and estimated to be highly

⁹¹ As the precise value of the design effect could not be known in advance, and was likely to vary from question to question, an estimate was provided based on industry benchmarks. For example, UNICEF's guide for designing MICS surveys⁹¹, recommends a design effect of 1.5, as a conservative estimate that can cover a range of variables. For this baseline an even higher *deff* (reflecting an even more conservative approach) was selected so as to ensure that the sample size will be comfortably big enough to measure all the different types of indicators contained in the surveys. Given the size of the clusters in each school, a design effect of 2 assumed an inter cluster correlation (ICC) of between 0.08-0.14 (depending on the survey and country).

homogenous, the effects of the school clustering is likely to be negligible (differences between individual children within each school are likely to be much greater than the differences between schools); 2) whilst a very small margin of error is required for picking up potentially small differences between intervention and comparison groups in order to robustly evaluate the programme, generating such precise estimates for the population level value of each indicator is less significant to the central purposes of the evaluation, and therefore not considered to be worth the extra time and resources that this would require, especially since it would be likely to generate marginal differences, if any, in practice.

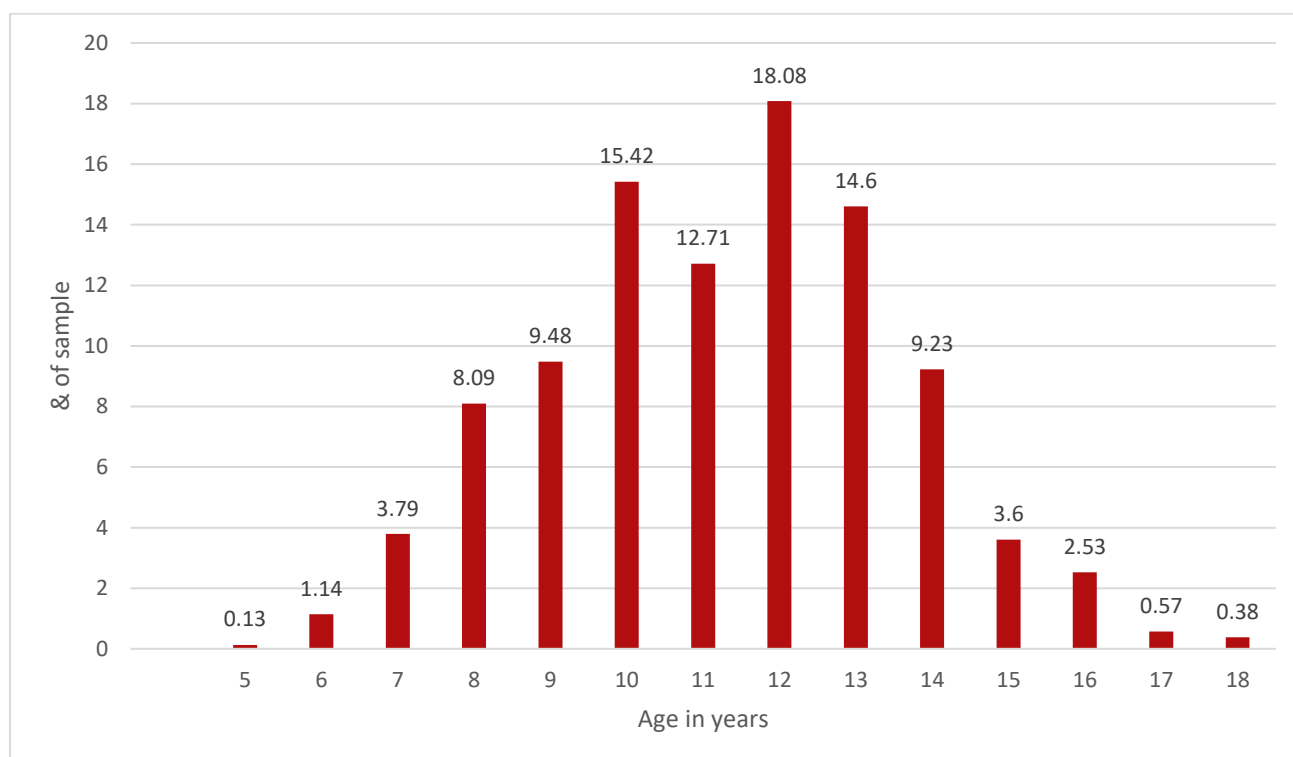
3 Description of Sample

3.1 Children's surveys

3.1.1 Demographics

Overall, 978 children in Burundi, and 613 children in Tanzania participated in the Child Survey, and or literacy and numeracy assessment. 51 per cent were girls, and 49 percent were boys. Children ranged from 5-18 years, with a mean age of 11 years.⁹²

Figure 1: Distribution of children's ages

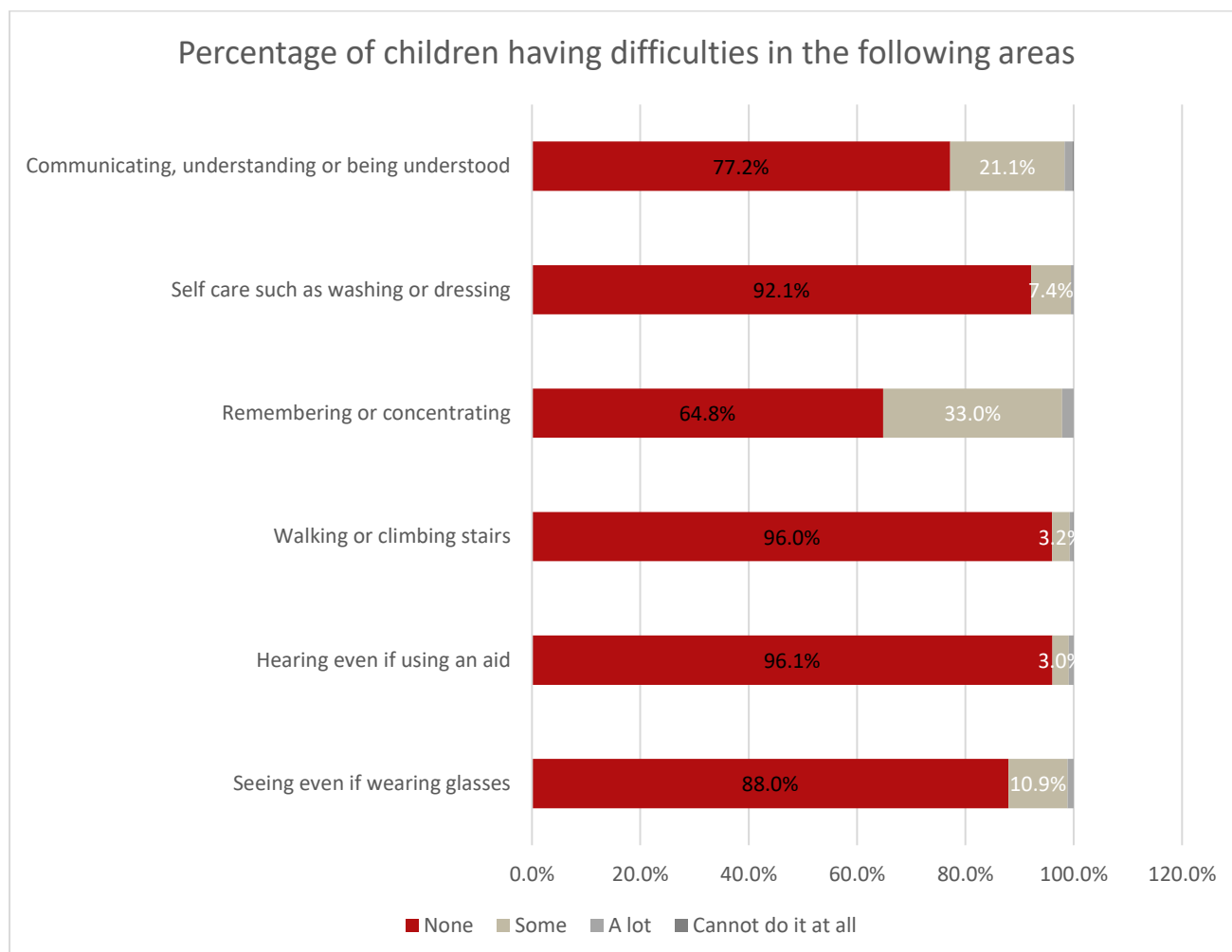


Given the projects' special focus on children with disabilities, the survey included several questions about disability, using the *Washington Group Short Set on Functioning Tool*⁹³, as well as an additional question that asked children to self-report whether or not they had a disability. More than 1 in 3 children (35.2 per cent) reported having difficulties concentrating, and over 1 in 5 (22.8 per cent) reported difficulties communicating. Impairments in other domains were found to be rare. 1 in 15 children (7 per cent) self-reported a disability. There were no significant differences in results based on gender, although girls were slightly more likely than boys to report difficulties communicating (23.1 per cent of girls, compared to 22.5 per cent of boys) and concentrating (36.9 per cent of girls reported this, compared to 33.3 per cent of boys).

⁹² Four respondents stated that their age was above 18 years (from 19-22 years). These respondents were included as they were still in the relevant grades and it was possible that they may not know their exact age.

⁹³ See <https://www.washingtongroup-disability.com/>.

Figure 2: Responses to questions on the Washington Group Short Set on Functioning Tool



Children were classified as having a disability for the purposes of indicator calculations, if they reported **either** significant disability in at least one domain on the Washington scale, **or** some difficulty in at least two areas on the Washington scale, **or** if they self-reported that they had a disability. Overall, 30.0 per cent of children in Burundi, and 24.9 per cent of children in Tanzania met this threshold and were classified as having a disability for the purposes of calculating indicator variables. Similar numbers of boys (27 per cent) and girls (29.1 per cent) were classified as having a disability (no statistical significance⁹⁴).

3.1.2 Household characteristics

Hunger was found to be a significant problem for children, especially in Tanzania. Two in five (40.2 per cent) children in Burundi, and well over half (58.2 per cent) in Tanzania said that they sometimes go to bed hungry because their household does not have enough money for food. Furthermore, 21.9 per cent of children in Burundi and 34.8 per cent in Tanzania said that their household sometimes had to depend on neighbours or other community members for food.

⁹⁴ Pearson $\chi^2=0.87$, $p=0.34$

11.0 per cent of children in Tanzania, and 16.3 per cent of children in Burundi said that there was no adult in their family who could read or write. 27.4 per cent of children in Tanzania and 40.1 per cent of children in Burundi said that “people in their households would sometimes push, slap or throw things at each other”. Girls in both countries were slightly more likely to state that they lived in households where people push, slap or throw things at each other than boys, however, these differences were not found to be statistically significant.⁹⁵ Children in Burundi were asked additional questions about the economic status of their household, including whether their household owned farming land (72.1 per cent), was a member of a savings group (30.02 per cent), or received a monthly salary (4 per cent). Children in Burundi were also asked whether they had ever had to work to support their families (60.14 per cent).

Children in comparison schools were more likely to have a household member who is a member of a saving group (36.9 per cent compared to 24.9 per cent in intervention schools),⁹⁶ who performs casual labour (52.8% compared to 45.3% in intervention schools)⁹⁷ and who has a ploughing field (76.3 per cent compared to 69.1 per cent).⁹⁸ Households were also less likely to have had to depend on others for food (14.6 per cent compared to 27.2 per cent).⁹⁹ Children were also more likely to say that they had ever had to work to support their families (69.31 per cent compared to 53.3 per cent). Otherwise, there were no significant differences in household wealth, adult literacy or incidence of violence. The survey provides some evidence, therefore, that comparison areas may therefore differ slightly from intervention areas in terms of livelihoods. This could be an area for some qualitative investigation during the endline survey, to triangulate this evidence, and/ or assess whether these differences may impact on community attitudes to education and to children’s learning outcomes.

3.1.3 Schooling

Children were accessed through seven schools in Tanzania, and 10 schools (four intervention and six comparison) in Burundi. Children were distributed across grades 1-6.

⁹⁵ Burundi: pearson $\chi^2=1.67$, $p=0.20$; Tanzania: pearson $\chi^2=0.98$, $p=0.32$

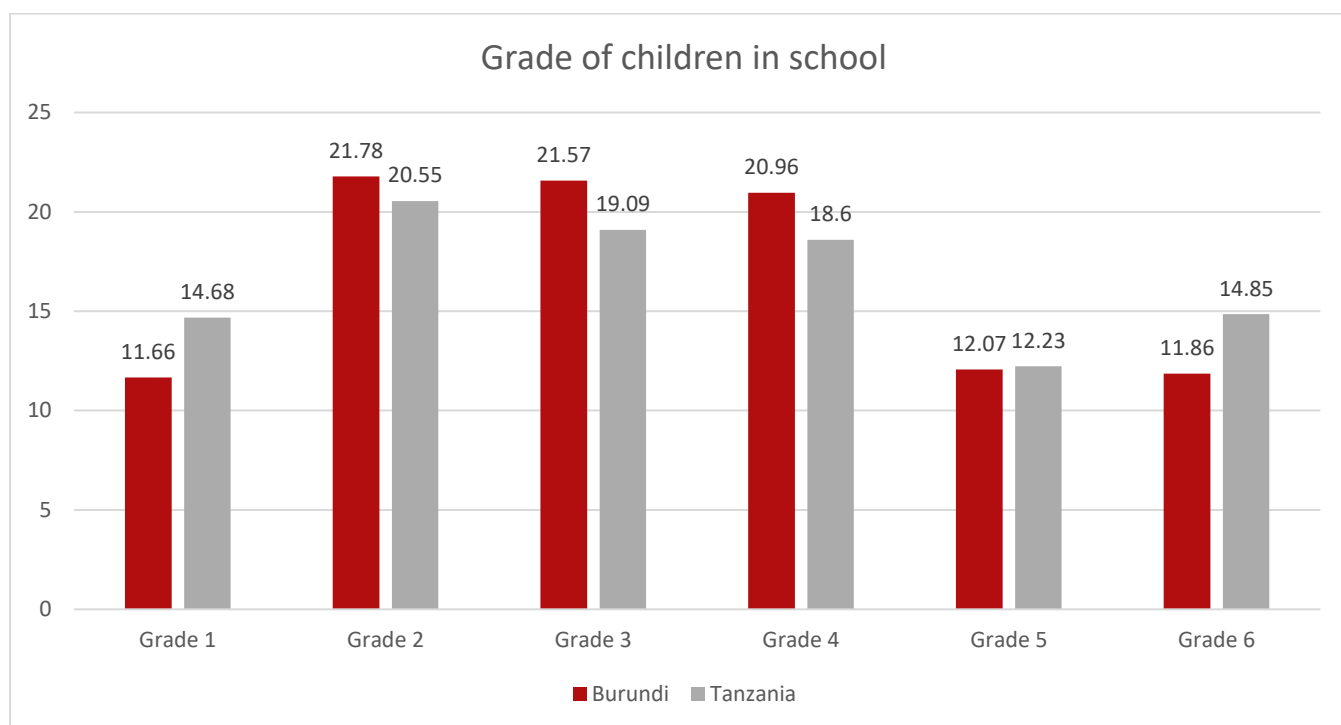
⁹⁶ Pearson $\chi^2=16.55$, $p<0.001$

⁹⁷ Pearson $\chi^2=5.38$, $p=0.02$

⁹⁸ Pearson $\chi^2=6.17$, $p=0.013$

⁹⁹ Pearson $\chi^2=22.1$, $p<0.001$

Figure 3: Grade of children in school



Repetition of grades

About 60 per cent of children in Burundi had repeated a grade at least once, with 41.7 per cent having repeated once and 18 per cent having repeated several times. Children in comparison schools were more likely to have repeated a grade than those in intervention schools.¹⁰⁰ Girls and boys were equally likely to have repeated, but children with disabilities were more likely to have repeated a grade than those not having a disability, indicating more disruption to their schooling.¹⁰¹

Nearly two-thirds of children in Tanzania had repeated a grade, 49.4 per cent having repeated once and 15.6 per cent having repeated several times. 31.1 per cent of girls had repeated compared to 39.1 per cent of boys,¹⁰² but there was no difference between children with and without disabilities. Children in households with no literate adult were more likely to have repeated a grade, possibly indicating a lower level of support for schooling in these households.¹⁰³

3.2 Adult's survey

There were 264 respondents in Burundi, and 266 in Tanzania to the KAP survey, 64.0 per cent of whom were female, and 36.0 per cent male. Respondents ages ranged from 18 to 66 years, with a mean age of 37. 1 in 4

¹⁰⁰ 25.5per cent repeated several times in comparison schools compared to 12.3per cent in intervention schools, Pearson $\chi^2=31.32$; $p<0.001$

¹⁰¹ 66.2per cent of those with some disability had repeated compared to 57.1per cent of those with no disability, Pearson $\chi^2=13.01$; $p=0.001$

¹⁰² Pearson $\chi^2=5.89$, $p=0.053$

¹⁰³ 25.8per cent had repeated several times in a household with no literate adult compared to 14.3per cent in a household with a literate adult, Pearson $\chi^2=6.06$; $p=0.048$

(25.7 per cent) of household had female 'heads' (with similar proportions across both countries). 95.5 per cent of households had children under the age of 18 years, roughly two thirds of whom (64.1 per cent) were currently attending school.

Levels of education amongst respondents were found to be low. Only 60 per cent of respondents said they were able to read and write. 1 in 3 respondents (33.6 per cent) said they had never attended school, and a further 46.4 per cent had only attended primary school. Less than 1 in 10 respondents (9.24 per cent) were educated to secondary school level or higher, and less than 1 per cent had a diploma or a degree. Respondents in Tanzania had obtained a higher level of education, on average, than those in Burundi.¹⁰⁴ In both country contexts men had significantly higher levels of education than women.¹⁰⁵

Levels of food poverty were found to be high, especially in Tanzania. 60.5 per cent of respondents in Tanzania, and 29.4 per cent of respondents in Burundi said that they had had to depend on neighbours or community members for food. Furthermore, 87.1 per cent of respondents in Burundi and 94.0 per cent of respondents in Tanzania said that their household sometimes does not have enough food for everyone. Female headed households in Burundi tended to be more hunger-poor than male headed households (both significantly more likely to respond that they did not have enough food for everyone¹⁰⁶, and more likely to respond that they had sometimes had to depend on other members of the community for food¹⁰⁷).

In Burundi, respondents in intervention sites (36.4 per cent) were significantly more likely than respondents in comparison sites (20.7 per cent) to say that they had ever had to depend on neighbours/ the community for food.¹⁰⁸ There were no other differences observed in the demographic data between the two groups.

¹⁰⁴ $\beta=0.23$, $t=2.32$, $p=0.02$

¹⁰⁵ Burundi : $\beta=-0.51$, $t=-3.62$, $p=0.00$; Tanzania : $\beta=-0.67$, $t=-4.47$, $p=0.00$

¹⁰⁶ $\beta=0.53$, $t=5.33$, $p=0.00$

¹⁰⁷ Pearson $\chi^2=4.83$, $p=0.03$

¹⁰⁸ Pearson $\chi^2=7.99$, $p=0.01$

4 Learning outcomes of boys and girls

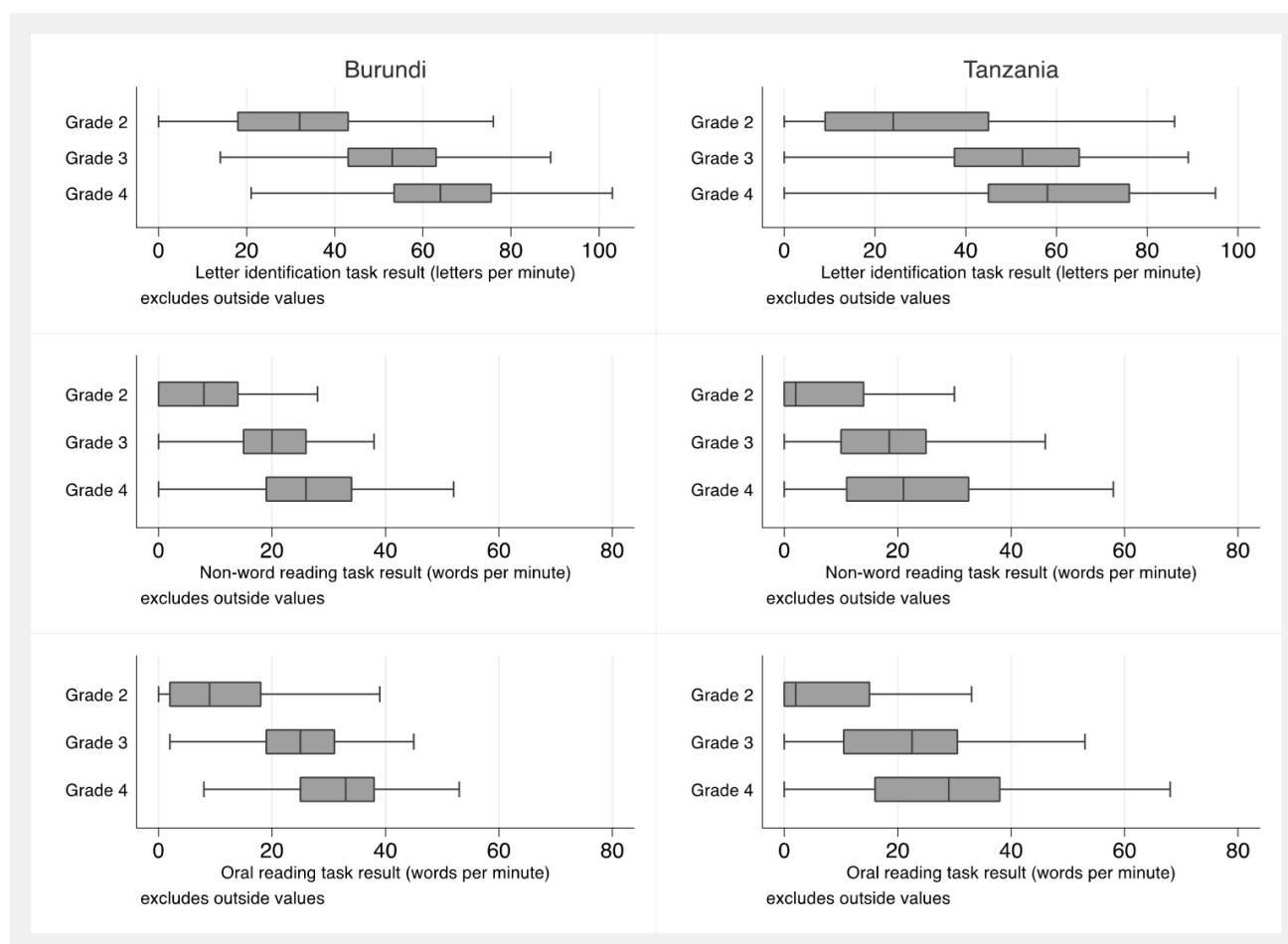
What is the current status of the learning outcomes of girls and boys, including those with disabilities, in terms of literacy, numeracy and social-emotional learning? How do learning outcomes vary by gender, age and type of disability? Are there any differences in learning outcomes at baseline between intervention and comparison schools in Burundi?

4.1 Literacy

Children completed several literacy sub-tasks aimed at measuring different reading skills, including letter identification and non-word reading. In both countries, proficiency in these tasks increases across the grades (Figure 44). Letter identification measures children's ability to recognise and name common letters and letter combinations required to read Kirundi. Almost all children in both countries 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, children gained in fluency and were able to more rapidly name letters and letter combinations. However, in Tanzania, there were still some Grade 4 students who could not identify any letters.

Non-word reading is an indicator of decoding ability, which allows children to read words they have not previously seen, a crucial skill for progressing in reading. In Burundi, 31.6 per cent of children in Grade 2 could not decode any non-words, while in Tanzania 40.3 per cent of Grade 2 children could not decode any non-words, leading to very low non-word reading scores. This skill improved over the grades, with just 1 per cent of those in Grade 4 in Burundi, and 9.8 per cent of those in Grade 4 in Tanzania being unable to decode any non-words. However, this does mean that nearly 1 in 10 children in Tanzania lack a core reading skill in Grade 4.

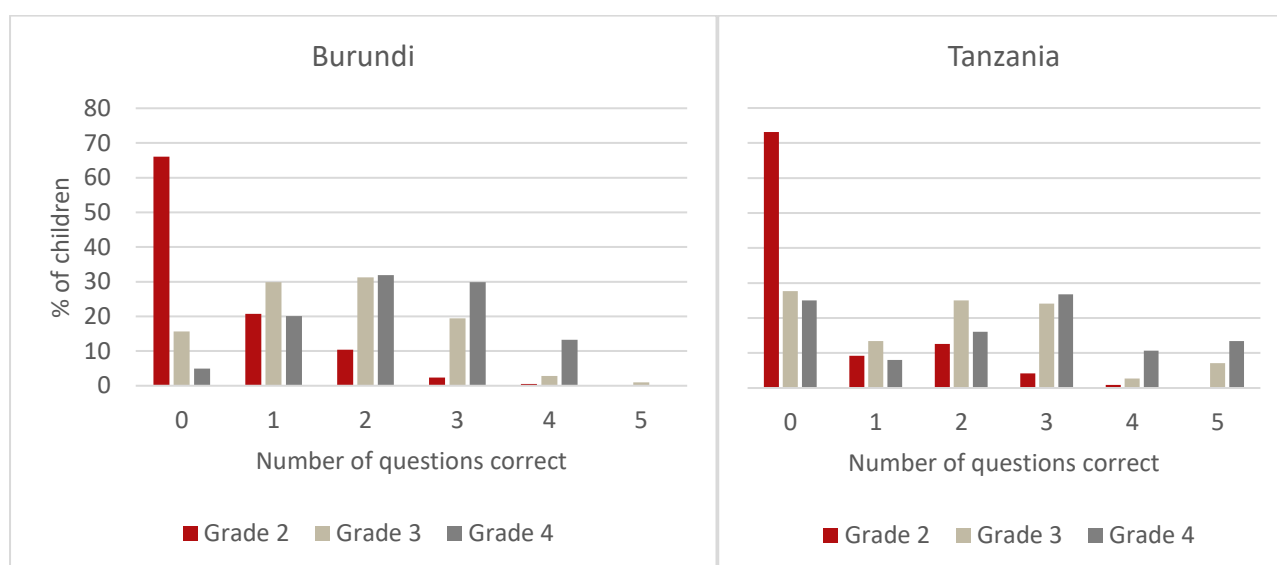
Figure 4: Results for letter identification, non-word, and oral reading sub-tasks, by country and grade



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. In Burundi, 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 proportion decreased from 20.8 per cent of those in Grade 2 to 1.5 per cent in Grade 4. In Tanzania, 23.3 per cent of children were classed as non-readers, ranging from 44.5 per cent of those in Grade 2, to 14.3 per cent of those in Grade 3, to 9.8 per cent of those in Grade 4. Even by Grade 4 therefore, nearly 1 in 10 children in Tanzania were still unable to read. In both countries, average reading fluency does not allow children to read a short passage within the timeframe.

Reading comprehension questions further assess whether the child has been able to understand the text they have just read. In Burundi, 29.1 per cent of children could not answer any of the comprehension questions correctly, while in Tanzania this figure was 42.6 per cent (Figure 55). Comprehension increased with grade, mainly due to reading ability increasing. Even by Grade 4, very few children were able to read the passage and answer 4 or 5 questions correctly. This indicates that the ability to 'read to learn' is not being sufficiently developed, which is then likely to impact on all other areas of a child's education.

Figure 5: Reading comprehension sub-task results by country



PMF indicator

1000.2 Percentage of children achieving at least a minimum proficiency in reading/literacy

The PMF indicator requires the definition of 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.¹⁰⁹ In this study, children in Burundi who achieved a score of 80 per cent had an oral reading fluency of between 36 and 60 words per minute. In Tanzania, those who achieved 80 per cent had an oral reading fluency of between 38 and 74 words per minute. Thus, in Burundi, the threshold for meeting the PMF indicator for literacy proficiency is set at 36 words per minute while in Tanzania it is set at 38 words per minute.

Table 6: Summary of oral reading task results, by grade and country

	Burundi				Tanzania			
	Grade 2	Grade 3	Grade 4	Total	Grade 2	Grade 3	Grade 4	Total
Oral reading fluency (words per minute)	10.5	24.0	32.3	22.1	7.7	20.7	26.1	18.0
Literacy status (Per cent of children):								
Non-reader	20.8	5.2	1.5	9.2	44.5	14.3	9.8	23.3
Emergent reader	77.8	84.8	59.8	74.2	54.6	75.9	62.5	64.1
Proficient reader	1.4	10.0	38.7	16.6	0.8	9.8	27.7	12.5

Using this definition, 16.6 per cent of children achieve the PMF literacy indicator in Burundi. There was no significant difference observed by gender (15.4 per cent of boys compared to 17.7 per cent of girls), or

¹⁰⁹ USAID, ‘All Children Reading - Asia (ACR-Asia) EGRA Benchmarks and Standards Research Report’, p.14

disability (16.4 per cent of non-disabled children and 17.3 per cent of children with disabilities). However, there were significant differences between intervention and comparison schools. In comparison schools, 21.4 per cent of children meet the literacy indicator compared to 12 per cent of children in intervention schools.¹¹⁰ Qualitative work at midline or endline could explore whether these differences relate to differences in teaching practices, and to consider the impact this may have on the change over time in each area. As livelihoods may differ between the two areas (see section [Error! Reference source not found.](#) above), there may also be differing opportunities for children to practice literacy skills, and this could also be explored qualitatively. In Burundi There was no significant difference observed by gender (15.4 per cent of boys compared to 17.7 per cent of girls), or disability (16.4 per cent of non-disabled children and 17.3 per cent of children with disabilities).

The proportion achieving the PMF literacy level increases significantly across grades, from just 1.4 per cent of those in Grade 2, to 10 per cent of those in Grade 3, to 38.7 per cent of those in Grade 4 ([Error! Reference source not found.](#)5). No difference in reading proficiency was observed between children who had repeated a grade and those who had not. After adjusting for gender, age and grade, there is evidence that children's home environment also affects their literacy outcomes. Living in a household which has had to depend on neighbours for food in the past is associated with lower odds of being a proficient reader, while living in a household that has access to an income through market selling is associated with higher odds of being a proficient reader.¹¹¹ Ever having to work to support one's family was also associated with twice the odds of meeting this indicator, the reasons for this are unclear, but it may be that working children are picking up key literacy skills in the context of livelihoods activities.¹¹²

In Tanzania, 12.5 per cent of children achieve a minimum proficiency in literacy. As in Burundi, proficiency increases across the grades, from 0.8 per cent of those in Grade 2, to 9.8 per cent of those in Grade 3 and 27.7 per cent of those in Grade 4 ([Error! Reference source not found.](#)5). There is some evidence that boys (15.9 per cent reaching a minimum proficiency) are more likely to meet this target than girls (9.3 per cent meeting a minimum proficiency).¹¹³ Boys in Tanzania scored more highly than girls on the letter identification,¹¹⁴ non-word reading¹¹⁵ and oral reading tasks,¹¹⁶ suggesting that their literacy skills may be more advanced. Unlike in Burundi, children who had repeated a grade were also less likely to be proficient readers than those who had not.¹¹⁷ This suggests that in Tanzania more support needs to be provided to children who have repeated grades to ensure they are making progress in their reading. Similar to Burundi, there was no evidence for any differences between children with and without disabilities. In a regression model adjusting for different background characteristics, several factors influence literacy in Tanzania. There is some evidence that girls have lower odds of being proficient readers than boys,¹¹⁸ and children who have repeated grades have much

¹¹⁰ Pearson $\chi^2=9.92$, $p=0.002$

¹¹¹ Household has been dependent on others for food: OR=0.47, $z=-2.14$, $p=0.032$; Household sells items at market: OR=1.96, $z=2.59$, $p=0.010$

¹¹² OR=2.26, $z=3.34$, $p=0.001$

¹¹³ per cent per cent Pearson $\chi^2=3.44$; $p=0.064$

¹¹⁴ 51 letters per minute for boys compared to 40 letters per minute for girls; $t=4.17$; $p<0.0001$

¹¹⁵ 17.8 words per minute for boys compared to 13.1 words per minute for girls; $t=3.46$; $p=0.001$

¹¹⁶ 20.6 words per minute for boys compared to 15.3 words per minute for girls; $t=3.22$; $p=0.001$

¹¹⁷ 21.6 per cent of those who had never repeated, 8.4 per cent of those who had repeated once and 8.1 per cent of those who had repeated several times were proficient readers, Pearson $\chi^2=11.7$; $p=0.003$

¹¹⁸ OR=0.50, $z=-1.85$, $p=0.064$

lower odds than those who have not.¹¹⁹ As in Burundi, hunger and household poverty is also an important determinant, with children who never go to bed hungry having around twice the odds of being proficient readers than those in more food insecure households.¹²⁰

4.2 Numeracy

The number identification task measures the very basic ability to recognise and name numbers, from single to triple digits. In both countries, all children were able to identify at least two numbers and the majority could identify at least ten numbers. In Burundi, the average number of numbers identified per minute was 20.7 for those in Grade 2, 29.5 for those in Grade 3 and 33.9 for those in Grade 4. In Tanzania, children in Grades 2, 3 and 4 could identify on average 21.5, 34.1 and 35.1 numbers per minute respectively. Children in comparison sites in Burundi identified more numbers per minute, on average, than children in intervention sites¹²¹, consistent with findings in relation to literacy.

Other aspects of numeracy were assessed through the discrimination task (identify the biggest number in a pair), missing number task (identify the missing number in a sequence) and the word problem task (solve simple 'real world' maths). Children scored best on the discrimination task, with 39.2 per cent getting full marks in Burundi and 56.3 per cent getting full marks in Tanzania. The average scores were 84.6 per cent in Burundi and 89.9 per cent in Tanzania. However, the missing number task was much more challenging, with an average score of 27.9 per cent in Burundi and 53.1 per cent in Tanzania. (Again, scores for this task were significantly higher in comparison compared to intervention sites).¹²² The missing number task assesses children's ability to recognise number patterns, an important skill for later mathematical competencies such as multiplication and algebraic thinking. The very low achievement in this skill suggests that children may struggle to develop more complex numeracy skills and that teaching is not sufficiently focused on developing children's number pattern recognition. The word problems task also measures more conceptual understanding, and results for this task are often low in settings where teaching relies on call-and-response methodologies. In Burundi, the average score for the word problem task was 59.8 per cent (no differences in comparison and intervention areas), while in Tanzania it was 76.3 per cent. In Burundi there was not much increase with grade level for either missing number or word problems, suggesting that these more complex numerical skills are not being developed during these early grades, whereas in Tanzania there was a clear increase from Grade 2 to Grade 4 in children's ability to identify missing numbers and solve word problems (Figure 66).

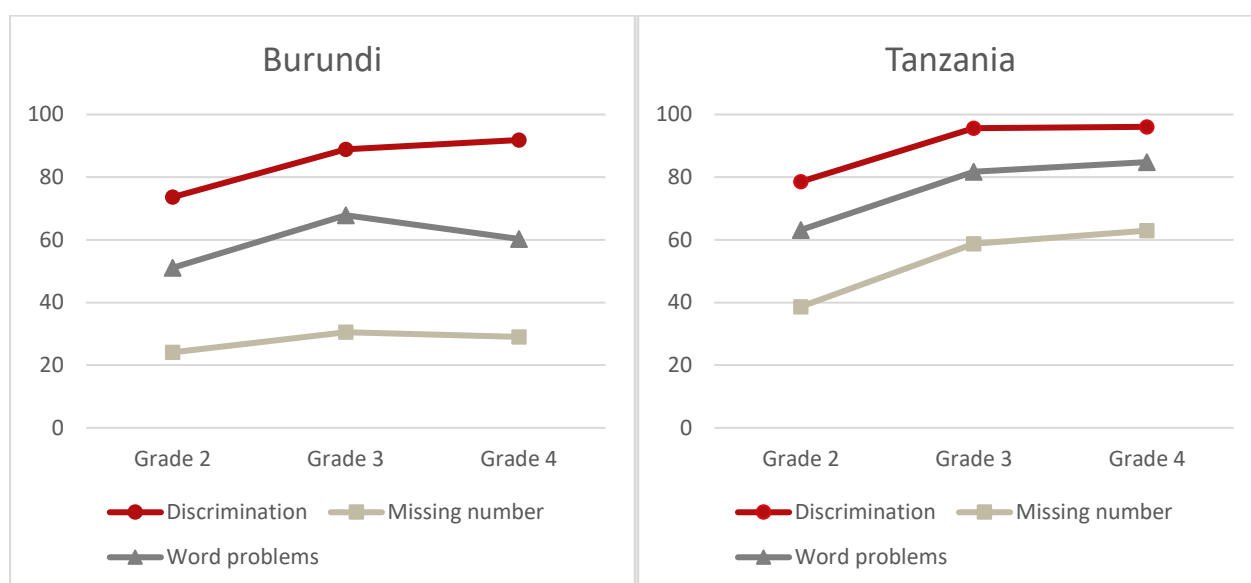
¹¹⁹ Repeated once: OR=0.47, z=-1.89, p=0.059; Repeated several times: OR=0.31, z=-2.09, p=0.037

¹²⁰ OR=2.03, z=1.82, p=0.068

¹²¹ In comparison sites, children identified an average of 28.9 numbers per minute, compared to 27.1 in intervention sites. T-test, t=-2.77, 0=0.01

¹²² 29.4 per cent in comparison sites compared to 26.5 per cent in intervention sites. T-test, t=-2.0, p=0.05

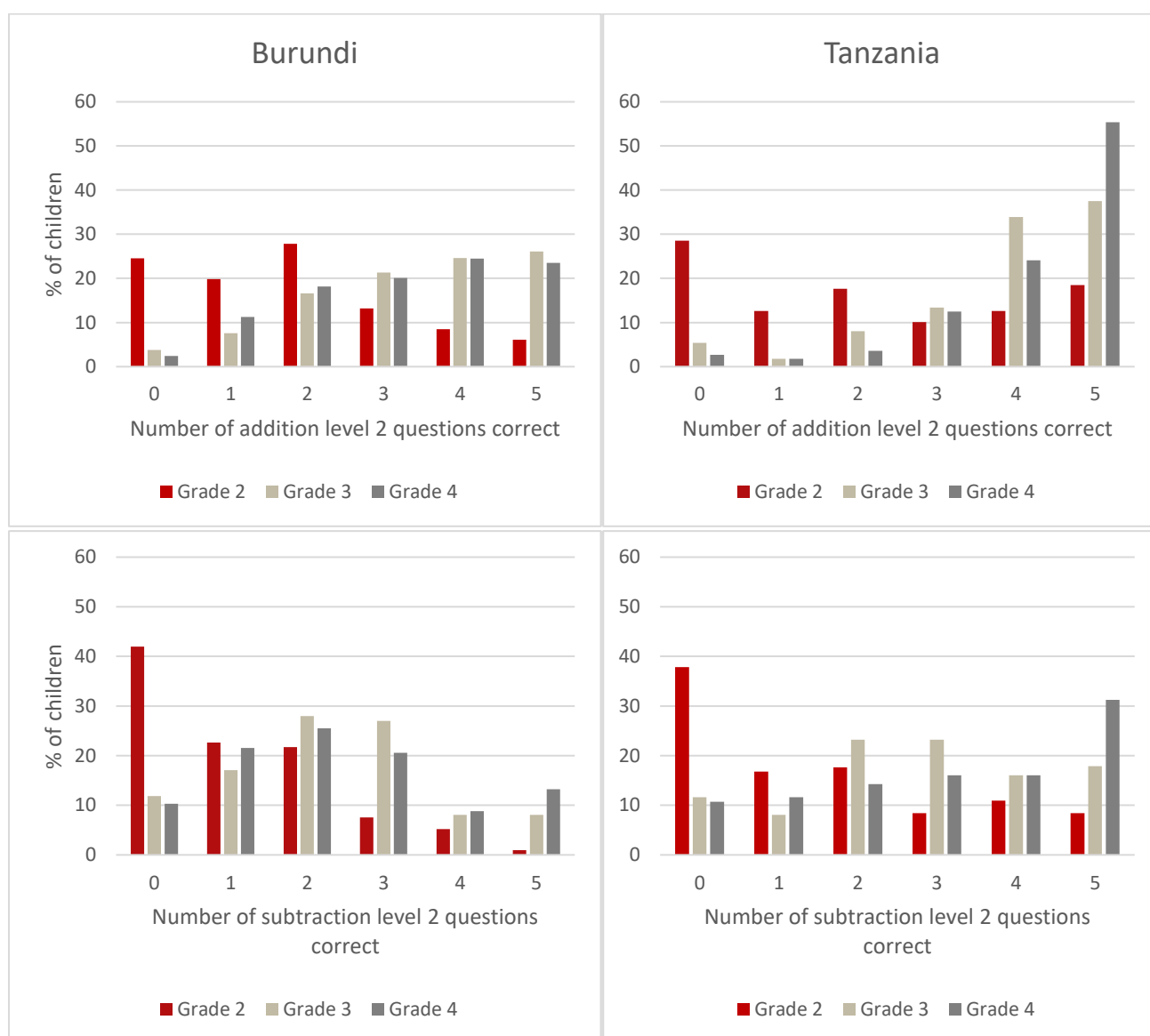
Figure 6: Discrimination, missing number and word problem task results, by grade and country



Children's basic addition and subtraction skills were measured through two timed tasks, each asking them to solve 20 simple problems within a minute. Children's abilities clearly improve over the grades in both countries and by Grade 3, almost all children are able to solve at least one simple maths problem. The results for subtraction are slightly lower than those for addition, which is a phenomenon frequently observed in EGMA assessments.¹²³ Children who did not get any correct results on the Level 1 tasks did not progress to Level 2, which involved 5 more difficult addition or subtraction questions. In Burundi, 13 children did not progress to Level 2 addition and a further 52 did not get any Level 2 questions correct. In Tanzania, 11 children did not progress and another 32 did not manage to solve any problems. For subtraction, in Burundi 29 children did not progress to Level 2 and a further 106 could not solve any Level 2 subtraction problems while in Tanzania 27 did not progress and another 43 could not answer any Level 2 problems. Numeracy skills clearly increase with grade, more noticeably so in Tanzania than in Burundi, with 55.4 per cent of Grade 4's scoring full marks on Addition Level 2 and 31.3 per cent on Subtraction Level 2, compared to 23.5 per cent and 13.2 per cent in Burundi. There is some evidence of a difference in the Level 2 subtraction results between intervention and comparison sites in Burundi, with a mean score of 42.2 per cent in comparison schools compared to 38.2% in intervention schools, though this does not reach the threshold for statistical significance.

¹²³ USAID, 'EGMA: A Conceptual Framework Based on Mathematics Skills Development in Children', p.4

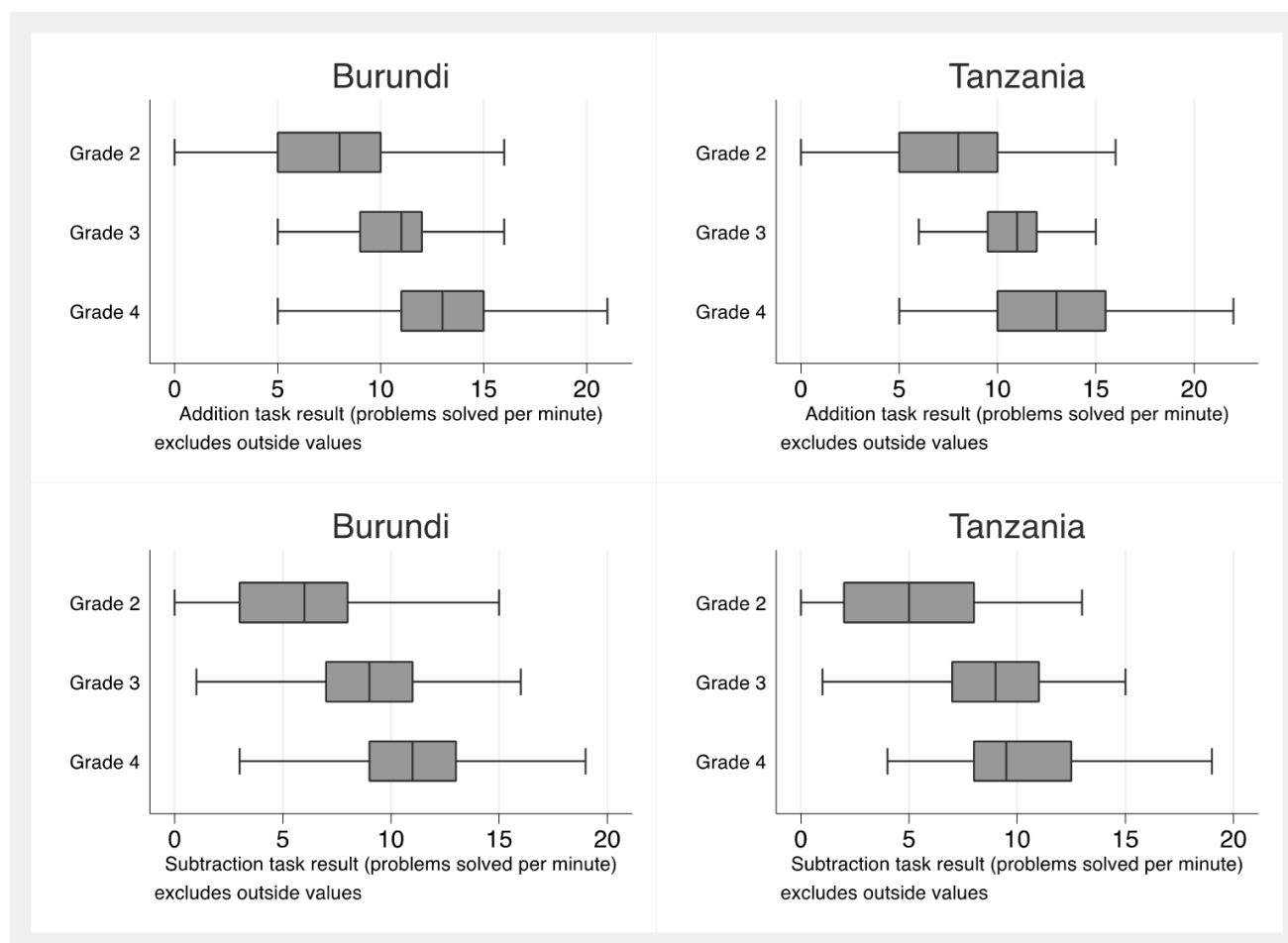
Figure 7: Addition and subtraction level 2 results, by grade and country



Enumerators recorded the method that children used to solve the level 2 problems. Enumerators also prompted the child to use a different method if they counted on their fingers or used tally marks, as these are inefficient methods. Overall, 15.6 per cent of children in Burundi and 20.2 per cent in Tanzania used an inefficient method for the addition problems, and 14.4 per cent and 14.6 per cent used an inefficient method for the subtraction problems. For both addition and subtraction problems, the most popular method in Burundi was solving problems mentally (60.2 per cent for addition and 58.3 per cent for subtraction). In Tanzania, the most popular method was using pencil and paper (64.2 per cent and 71.8 per cent). In both countries, children in Grade 4 were more likely to solve problems in their head, indicating an increase in confidence and ability with progression through school. In Tanzania, girls were more likely to use pencil and

paper,¹²⁴ and boys were more likely to solve problems in their head,¹²⁵ suggesting that boys may be more confident in their numeracy skills.

Figure 8: Addition and subtraction level 1 test results, by grade and country



In Tanzania, boys scored more highly than girls across all numeracy sub-tasks, with the exception of addition level 2 and word problems.¹²⁶ This suggests that it may not be that girls have a lower conceptual understanding of mathematics, but rather that they do not do as well as boys in a time pressured test. In Burundi, there is some evidence that boys score more highly than girls but this is not consistent across all tasks, and no difference is seen for the Level 2 addition task.

Looking at the Level 2 tasks as a measure of numeracy proficiency and adjusting for various background characteristics, in Burundi girls and boys perform equally on addition but girls perform less well on

¹²⁴ Addition: Girls 71.7per cent v boys 56.6per cent, $\chi^2=8.19$, $p=0.004$; Subtraction: girls 76.1per cent v boys 67.7per cent, $\chi^2=2.77$, $p=0.096$

¹²⁵ Addition: Boys 59.6per cent v girls 45.2per cent, $\chi^2=6.96$, $p=0.08$; Subtraction: boys 53.4per cent v girls 42.6per cent, $\chi^2=3.71$, $p=0.054$

¹²⁶ Number identification: boys 31.4 v girls 28.8, $t=2.49$, $p=0.013$; Discrimination: boys 92.3per cent v girls 87.4per cent, $t=2.82$, $p=0.005$; Missing number: boys 57.8per cent v girls 48.6per cent, $t=3.01$, $p=0.003$; Addition 1: boys 11.6 v girls 9.5, $t=4.21$, $p<0.001$; Subtraction 1: boys 8.9 v girls 6.8, $t=4.79$, $p<0.001$; Subtraction 2: boys 58.6per cent v girls 48.9per cent, $t=2.58$, $p=0.01$

subtraction.¹²⁷ Interestingly, in Burundi children with disabilities performed better than non-disabled children on addition tasks, and there were no differences in performance on subtraction tasks.¹²⁸ There is some evidence that those who have repeated grades are less proficient in numeracy.¹²⁹ Finally, household livelihood appears to be associated with numeracy, with those in households who have a ploughing field showing lower proficiency,¹³⁰ and those in households with a market income having a higher proficiency.¹³¹ This could be because children in these households have more opportunities to practise their numeracy skills if they are accustomed to handling money, or it could reflect more educational support from family members. In Tanzania, numeracy proficiency appears to be less influenced by grade repetition or household circumstances. No differences in performance on subtraction or numeracy according to disability were observed in Tanzania¹³², however, as in Burundi, girls perform less well than boys on subtraction.¹³³

4.3 Social emotional learning

Relationships

Children were asked to name who they lived with, their friends, and any adults in their community who they know. They were asked a series of questions about these social networks, including if they talk to anyone when they are sad, if they ask anyone for help with a problem, and if they can tell when people are feeling sad. These answers are summed to create an overall score (maximum 15).

In Burundi, only 3 children said they did not live with anyone; among those who did, the average number of people in their household was 7.05 (ranging from 1 to 13) (see Figure 99). The average number of friends named was 4.2 (ranging from 1 to 30), with only one child saying they did not have any friends. There were no differences between boys and girls in the average number of friends named. 38 children did not know any adults in their community, but among those who did, the average number was 3.15 (ranging from 1 to 20). Children's overall network size was on average 14.4 people, ranging from 3 to 52. There was no difference in network size by gender or disability, but the number of friends and community network members increased with grade,¹³⁴ reflecting more opportunities to meet people and perhaps greater awareness of their wider community.

In Tanzania, all children said that they lived with at least one other person, and the average number of people was 6.5 (ranging from 1 to 16). All but 4 children said they had at least one friend, with children naming on average 5 friends (range 1 to 50). In Tanzania, boys had slightly more friends (5.3), on average, than girls (4.5).¹³⁵ Almost a quarter of children could not name an adult in their community network, suggesting that children in the camp are less likely to have family members nearby or to know their neighbours. Among those

¹²⁷ Subtraction: $\beta=-8.33$, $t=-3.71$, $p<0.001$

¹²⁸ Addition: $\beta=-7.42$, $t=2.53$, $p<0.01$; subtraction: $\beta=-3.07$, $t=2.77$, $p=1.11$

¹²⁹ Addition: Repeated once: $\beta=-3.35$, $t=-1.34$, $p=0.179$; Repeated several times: $\beta=-6.71$, $t=-1.88$, $p=0.061$ Subtraction: Repeated once: $\beta=-6.11$, $t=-2.49$, $p=0.013$; Repeated several times: $\beta=0.14$, $t=0.04$, $p=0.969$

¹³⁰ Addition: $\beta=-13.31$, $t=-4.89$, $p=0.00$; Subtraction: $\beta=-4.87$, $t=-1.83$, $p=0.07$

¹³¹ Addition: $\beta=5.9$, $t=2.43$, $p=0.02$

¹³² Addition: $\beta=-4.41$, $t=-1.01$, $p=0.31$; Subtraction: $\beta=-4.92$, $t=-1.08$, $p=0.28$

¹³³ $\beta=-9.09$, $t=-2.47$, $p=0.01$

¹³⁴ Friends: Grade 1 3.5 to Grade 6 4.2, $F=3.94$, $p=0.00$; Community members: Grade 1 2.8 to Grade 6 3.5, $F=8.8$, $p=0.00$

¹³⁵ Ttest, $t=1.92$, $p=0.05$

who could name an adult in their community network, the average number of adults named was 3.7 (ranging from 1 to 12). Children's overall network size was on average 14.3 people, ranging from 4 to 68.

Figure 9: Children's social network size, by country

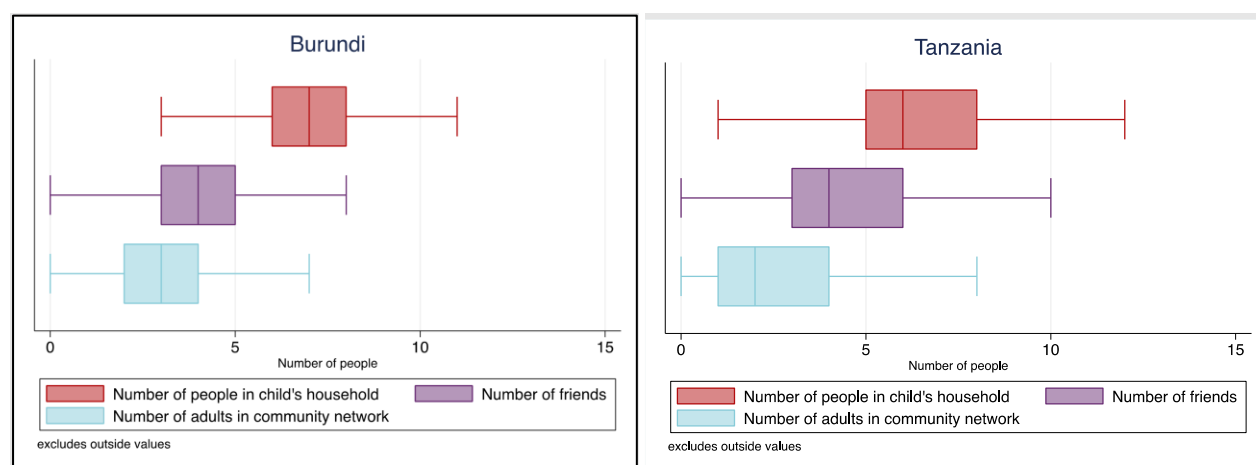


Table 7: Results from relationships questions, Burundi

	Burundi			
	At home	Friend	Another adult	Anyone
Talk to someone when feeling sad	52.3%	67.3%	43.6%	78.7%
Ask someone for help with a problem with a friend	53.0%	66.7%	54.8%	78.9%
Ask someone for help when working on something difficult	75.0%	81.0%	62.5%	89.2%
Know when someone is feeling sad	72.0%	72.8%	58.9%	85.4%

Table 8: Results from relationships questions, Tanzania

	Tanzania			
	At home	Friend	Another adult	Anyone
Talk to someone when feeling sad	62.7%	78.4%	60.0%	87.5%
Ask someone for help with a problem with a friend	56.3%	71.8%	62.0%	82.8%
Ask someone for help when working on something difficult	81.5%	81.8%	72.3%	91.6%
Know when someone is feeling sad	68.9%	75.3%	64.7%	83.9%

The majority of children responded that they are able to talk to someone when they feel sad, ask for help with problems, and empathise with those in their social networks. Children in both countries were more likely to ask their friends for help than someone at home or another adult in their community. The mean relationship score in Burundi was 8.64 (8.64 for boys, and 8.65 for girls) and in Tanzania was 9.24 (9.27 for boys and 9.20 for girls). Very few children scored 0 on this task, while 9.7 per cent scored full marks in Burundi and 13.6 per

cent scored full marks in Tanzania. Looking at the association with background characteristics using a regression model, in Burundi there were no differences between boys and girls or between children with and without disabilities. Scores did increase between grades. There is evidence that children's home environment impacts their relationships score. Children in households which have had to depend on neighbours for food, households which perform casual labour, households with a literate adult and households that are a member of a community savings group all had higher scores.¹³⁶ While some of these factors might be expected to increase vulnerability, they may also expand children's social networks, giving them more opportunities to meet members of their community and form relationships. In Tanzania, regression models showed no association with gender or disability, but an increase in score with grade. Children in households with a literate adult also had higher relationship scores.¹³⁷

Stress management

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 average score in Burundi was 3.2 (out of a maximum of 7), with 11.4 per cent scoring 0 and 7.5 per cent scoring the maximum. In Tanzania, the average score was 4.3, with only 3.9 per cent scoring 0 and 18.3 per cent scoring the maximum. In Burundi, there was no association between gender or disability and stress management, but stress management did improve across the grades. There was not much evidence for an association between household characteristics and stress management, though again being a member of a savings group was associated with a higher score.¹³⁸ In Tanzania these findings were similar, with no associated with child or household characteristics beside grade.

Conflict resolution

The conflict resolution 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 average score in Burundi was 3.2 (out of a maximum of 8), with 13.2 per cent scoring 0 and 4.2 per cent scoring full marks. In Tanzania, the average score was 4.1, with 5.4 per cent scoring 0 and 12.7 per cent scoring full marks. There was no association with gender or disability in either country. In Burundi, children in households with a literate adult or a member of a community savings group had a higher conflict resolution score after adjusting for other child characteristics.¹³⁹ In Tanzania, never going to bed hungry was associated with better conflict resolution skills, perhaps because living in a less stressful environment better enables children to develop these skills.¹⁴⁰ Less expected is that having depended on others for food in the past is also associated with conflict resolution;¹⁴¹ this may be because these children have had experience of asking others for help and so are more likely to do this themselves.

¹³⁶ Model adjusting *a priori* for gender, grade and age; Depended on neighbours for food: $\beta=0.83$, $t=2.55$, $p=0.011$; Perform casual labour: $\beta=0.80$, $t=2.8$, $p=0.005$; Literate adult: $\beta=1.13$, $t=3.02$, $p=0.003$; Member of savings group: $\beta=1.02$, $t=.09$, $p=0.002$

¹³⁷ Model adjusting *a priori* for gender, grade and age; Literate adult: $\beta=1.76$, $t=3.34$, $p=0.001$

¹³⁸ Model adjusting *a priori* for gender, grade and age; Member of a savings group: $\beta=0.61$, $t=3.46$, $p=0.001$

¹³⁹ Model adjusting *a priori* for gender, grade and age; Member of a savings group: $\beta=0.52$, $t=2.94$, $p=0.003$; Literate adult: $\beta=0.37$, $t=1.85$, $p=0.064$

¹⁴⁰ Model adjusting *a priori* for gender, grade and age; Never going to bed hungry: $\beta=0.53$, $t=2.46$, $p=0.014$

¹⁴¹ Depended on neighbours for food: $\beta=0.54$, $t=2.38$, $p=0.018$

Self-concept

The self-concept task required children 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 (see Figure 10 for some examples of the pictures drawn). In Burundi the average score was 3.12, with 11.1 per cent of children scoring 0 and 10.7 per cent scoring 8 (the maximum score). In Tanzania the average score was 3.87, with 16.8 per cent of children scoring 0 and 23.2 per cent scoring 8. There were no differences by gender or disability in either country. In Burundi, children from households engaged in casual labour scored lower on this task than other children.¹⁴² In Tanzania, a similar pattern was seen as for conflict resolution, with children who never go hungry having a higher self-concept score, and children whose households have depended on others for food also having a higher self-concept.¹⁴³ Again, this might be capturing an effect of being able to successfully identify sources of support to help to solve problems.

Figure 10: Some examples of drawings from the self-concept task



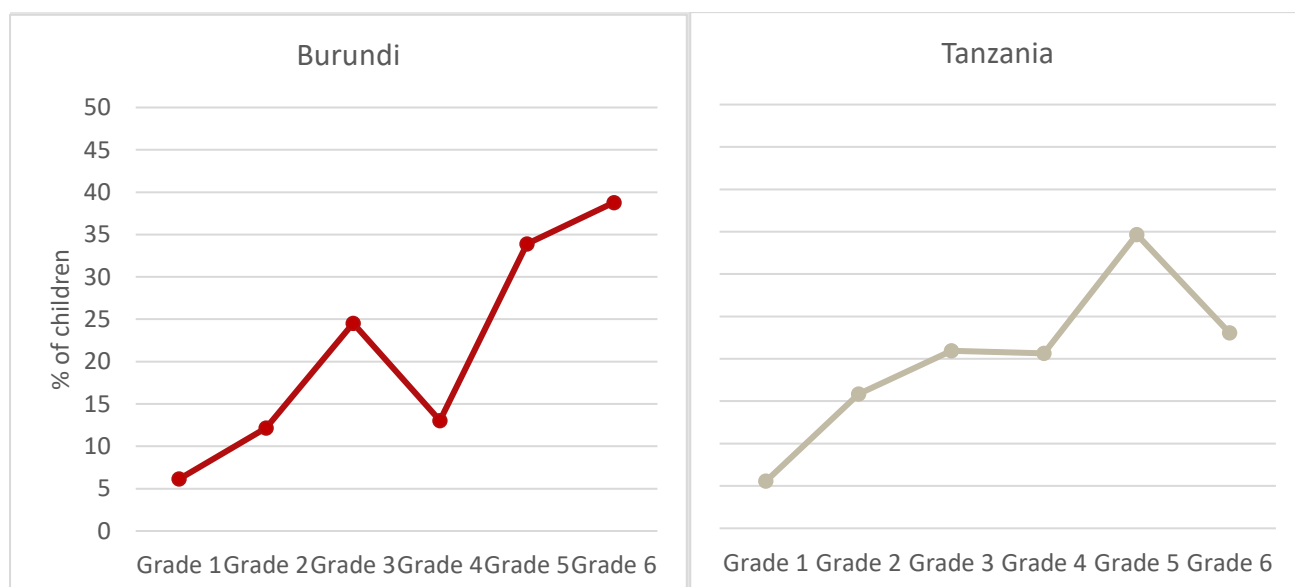
¹⁴² Model adjusting *a priori* for gender, grade and age; Engaged in casual labour: $\beta=-0.53$, $t=-3.28$, $p=0.001$

¹⁴³ Model adjusting *a priori* for gender, grade and age; Never going to bed hungry: $\beta=0.57$, $t=2.14$, $p=0.033$; Depended on neighbours for food: $\beta=0.62$, $t=2.22$, $p=0.027$

1000.5 Percentage of children that demonstrate life skills

The PMF indicator requires a definition of ‘demonstrating life skills’. We also recommend presenting the mean scores for each life skill separately, so that changes in specific skills can be observed over the course of the programme. For the indicator, we have defined ‘demonstrating life skills’ as demonstrating some skill on each element of the ISELA assessment. 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. At baseline, 21.5 per cent of children in Burundi¹⁴⁴ and 19.6 per cent of children in Tanzania¹⁴⁵ meet this criteria, and the proportion meeting the indicator increases with grade (Figure 1111). In Burundi, there were no significant differences in life skills between comparison (22.7 per cent) and intervention (20.9 per cent) groups.

Figure 11: Percentage of children demonstrating life skills, by grade and country



Gender and disability were not associated with demonstrating life skills. In Burundi, factors that are associated with demonstrating life skills include living in a household with a literate adult, living in a household that has a market business, and living in a household where someone is a member of a savings group.¹⁴⁶ This may reflect the importance of being involved in the local community and being exposed to different perspectives and experiences in developing children’s life skills. In Tanzania, results echo those for the conflict resolution and self-concept skills; children in households which have had to depend on neighbours for food actually have two times the odds of demonstrating life skills.¹⁴⁷ This suggests that children are able to demonstrate resilience

¹⁴⁴ Boys=22.05per cent; girls=20.96per cent; no disability=18.08per cent; disability=28.44per cent

¹⁴⁵ Boys=22.34per cent; girls=16.79per cent; no disability= 19.60per cent; disability=19.70per cent

¹⁴⁶ Model adjusting *a priori* for gender, grade and age; Literate adult: OR=1.79, z=1.82, p=0.068; Market business: OR=1.61, z=2.2, p=0.028; Member of a savings group: OR=1.70, z=2.29, p=0.022

¹⁴⁷ Model adjusting *a priori* for gender, grade and age; Depended on others for food: OR=2.09, z=3.19, p=0.001

in the face of adverse circumstances. It will be important for the MEMF project to recognise this resilience and avoid framing children simply as 'victims', instead drawing on their experiences to help to scaffold the development of life skills.

5 Family support for education

To what extent do girls and boys, including those with disabilities, feel encouraged and supported by their families to access education, including physical support, emotional support and encouragement, and support to reduce household chores? How do girls describe their family's role in determining and supporting their education choices?

5.1 Reports by girls and boys

In focus groups in both countries, girls said that parents (and sometimes other family members) decide that they should go to school. Factors that were identified as influencing parents decisions included the personal value that parents placed on education; the condition of family members in terms of overall health and access to resources and the need (or not) for children to stay home to support with important tasks like household chores, caring for younger siblings, and supporting with farming and other income generating activities. When asked why parents want their children to go to school, girls in Burundi emphasised the importance to parents of learning to read and write, and also that education 'prepares children to become leaders'. In two groups girls said that parents want them to get an education so that they can get jobs. Similar reasons were cited by girls in Tanzania, with many quoting the view that 'education is the key to life' and to securing a good job. A few girls noted that parents who have attended school themselves also want their children to go to school.

In the 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. In qualitative interviews, children discussed the ways in which families may support or hinder their children's education.

Identified ways that families support children's education

Helping with home work

Providing books and materials

Encouraging them

Preparing food for them when they return home from school

Identified ways that families hinder children's education

Alcoholism

Pressure to get married

No money to support with school materials and clothes

Taking children to farms to work instead of sending them to school

Asking children to stay home to take care of their siblings

Not paying school fees or providing school supplies

In Burundi, most children reported that their parents provided some practical support for schooling, but fewer reported that their parents provided encouragement or showed interest in their learning (Figure 1212). This is reflected in the results from focus groups with girls, in which buying school materials was said to be the main way that families support children to attend school. Overall, only 2 per cent said their parents never provide the things they need for school, and 10% said their parents do not help them to get ready for school. However, 28 per cent said their parents never ask about their schoolwork, 33 per cent said their parents never encourage them to do their schoolwork, and 38 per cent said their parents never help them if they are finding their studies difficult. Just over half of children said that chores at home sometimes make them late to school or mean that they can't complete their schoolwork; girls (56.3 per cent) were slightly more likely than boys (51.3 per cent) to say that their school work was negatively affected by the need to do chores.¹⁴⁸ In focus groups, girls mentioned that siblings sometimes help with schoolwork:

*"My brothers and sisters help me sometimes to do homework at home."*¹⁴⁹

However, none said that their parents or caregivers help them, and several said that parents in their community do not understand the importance of studying but instead want their children to do farm work and chores at home:

*"All students do not always come to school because some of them are forced by their parents to be absent from school in order to do housework."*¹⁵⁰

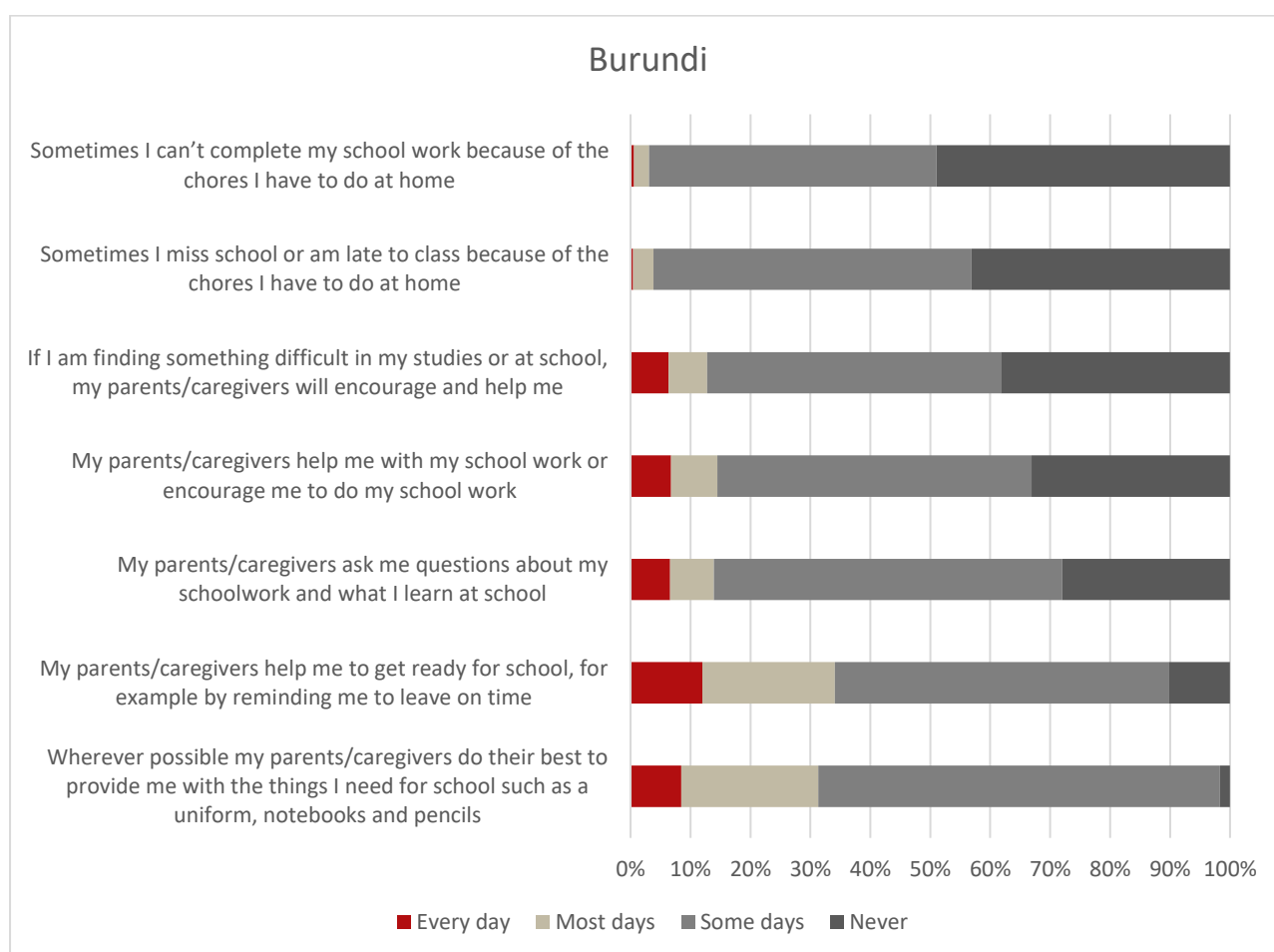
The majority of children emphasised that parents will encourage their boys and girls to attend school equally; with some even suggesting that girls are given extra support for their education due to their perceived vulnerability. Other children noted, that whilst girls are more likely to be kept at home to help with household chores, boys are asked to stay home for farming and income generation.

¹⁴⁸ Pearson $\chi^2=3.06$, $p=0.08$

¹⁴⁹ Focus group with girls in Grades 5 and 6 at Ecofo Nyabitaka II, 26 March 2021

¹⁵⁰ Focus group with boys in Grades 3 and 4 at Ecofo Gikarama, 22 March 2021

Figure 12: Frequency of family support for education reported by children in Burundi



Children in grades 4, 5 and 6 were asked how their parents would feel if they continued on to secondary education. The majority of children said that their parents would be very happy (66 per cent) or happy (32 per cent), with only a few children saying they thought their parents would not be supportive of this.

In Tanzania, reported levels of support from parents were higher than in Burundi (Figure 133). Almost half of children (46 per cent) said their parents provide them with school supplies every day while 19 per cent said their parents provide these on most days. In the camps parents do not have to pay for school materials themselves as materials are provided by the IRC, so this may explain some of the difference between the two countries. In focus groups, children noted that families do not have to pay for school supplies, but that some children are not listed for support and therefore do not have school supplies. Encouragement for schooling and assistance with schoolwork also appears to be higher in Tanzania, with more than a third of children saying that their parents ask questions about their schoolwork every day, encourage them to do their schoolwork every day, or always help them when they face difficulties with their schoolwork. Children in focus groups described how parents help their children to do well in school:

“They encourage children to go to school, they help their children to do homework. Some parents buy more materials for school when their children run short of them and [they have] not yet [been] provided.”¹⁵¹

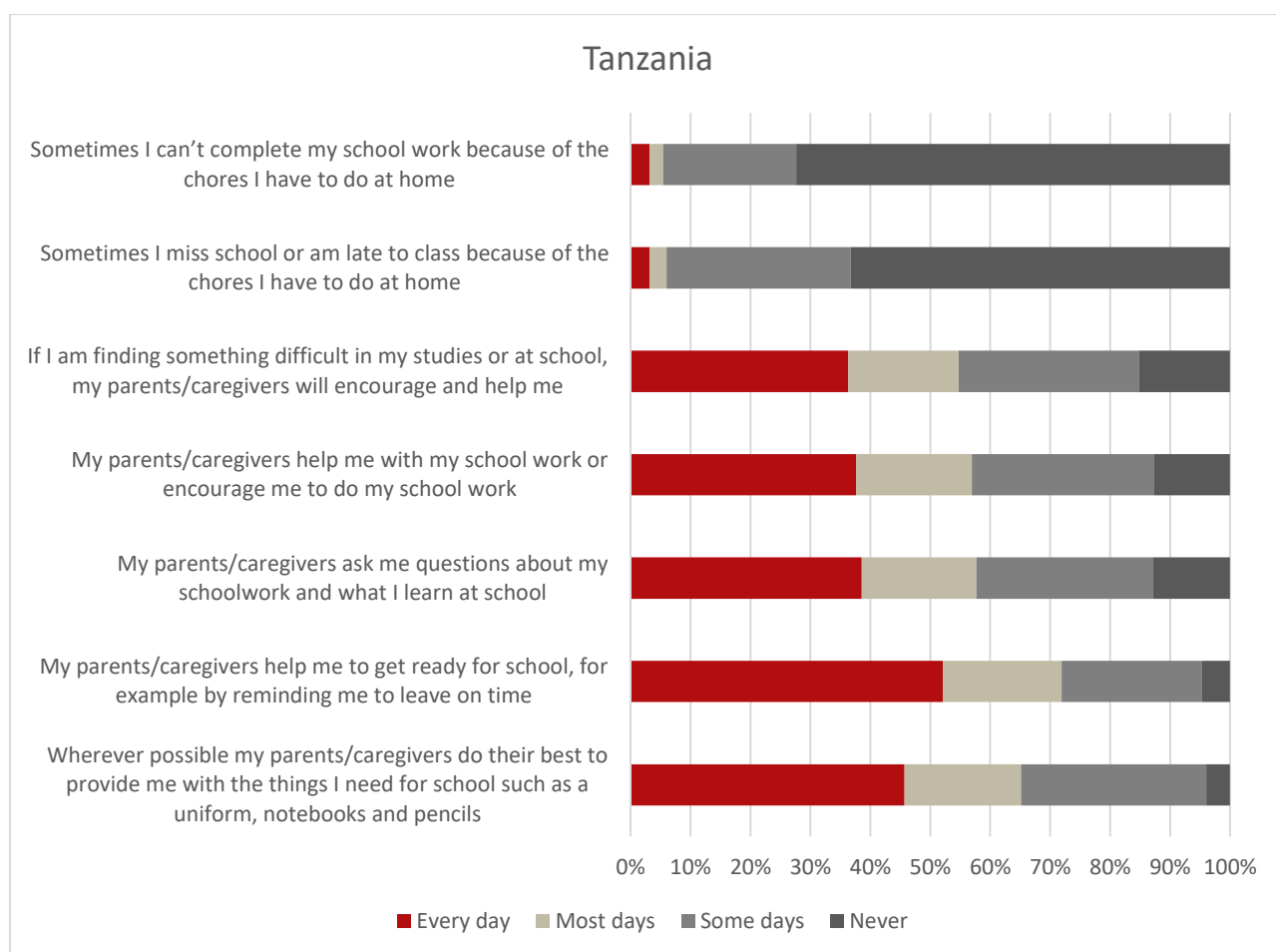
¹⁵¹ Focus group with girls in Grades 5 and 6, Juhudi School, 23 March 2021

One girl noted: “Some parents inspect the books every day to know what they studied.”¹⁵²

As in Burundi, almost all children thought their parents would be very happy (90 per cent) or happy (10 per cent) if they continued on to secondary education, with only one child saying their parents would not support this.

When asked why parents may not support education, many children highlighted that parents may want their children to do chores or farm work instead and that this may prevent them attending school. In the survey, nearly two thirds said they never miss school due to chores, while around a third said that this happens on at least some days.

Figure 13: Frequency of family support for education reported by children in Tanzania



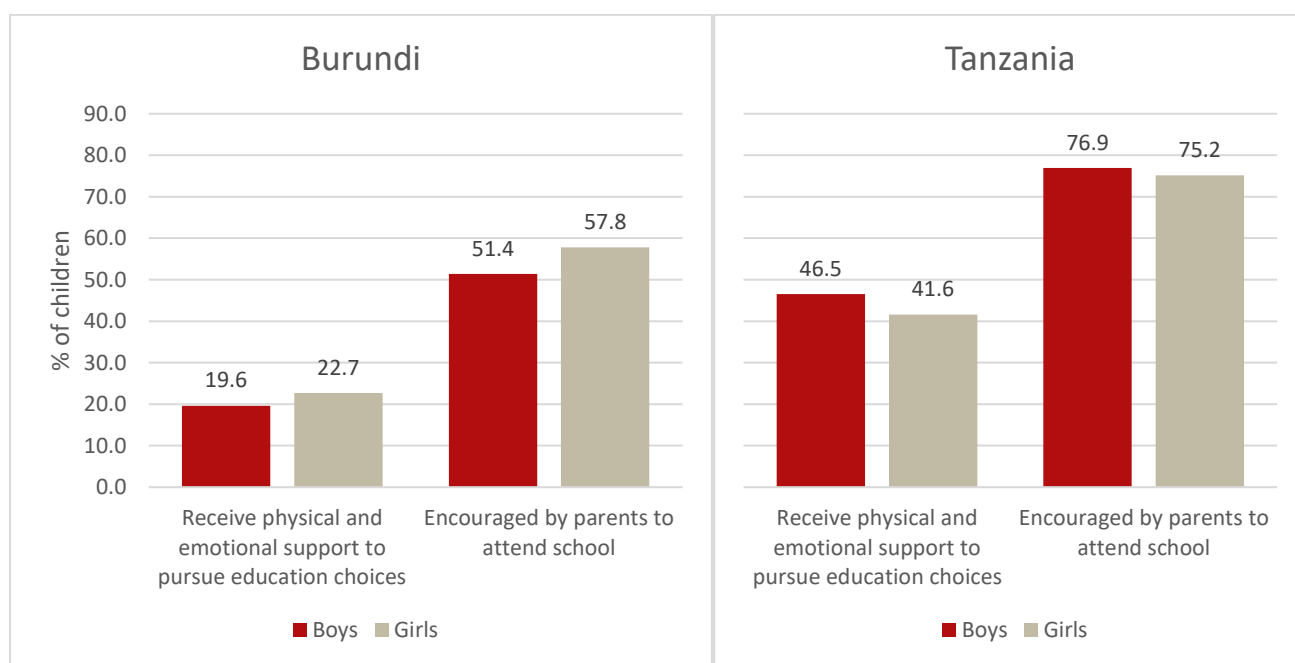
PMF indicators

- 1100.4 Percentage of girls who report receiving emotional and physical support from their caregivers and family to pursue education choices
- 1110.4 Percentage of boys and girls who report being encouraged by their parents to attend school

¹⁵² Focus group with girls in Grades 5 and 6, Urafiki School, 31 March 2021

Indicator 1110.4 was 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. This definition aims to reflect children who are receiving at least some regular interest and encouragement from their parents with regards to their studies. Indicator 1100.4 uses the criteria for indicator 1110.4 and adds two additional criteria, firstly children who report that their parents regularly do their best to provide school supplies, and secondly children whose chores never interfere with their school attendance or schoolwork. This definition aims to capture both emotional support in the form of encouragement, material support in the form of school supplies, and protecting children's time by not assigning them too many chores.

Figure 14: Values for indicators 1100.4 and 1110.4 on family support for education, by country and gender



Around half of the children in Burundi and three-quarters of the children in Tanzania report being regularly encouraged by their parents to attend school, while around a fifth of children in Burundi and 44.1 per cent of children in Tanzania report receiving physical and emotional support (Figure 144). While comparisons between the two countries should be made cautiously, it does appear that education may be more valued in Tanzania. It may also be that parents in Tanzania have more time and opportunity to show an interest in children's education due to the lack of opportunities for work for refugees in the camp; this could also explain why more children in Tanzania say that chores never interfere with their schoolwork or attendance.

In Burundi, there were no significant differences between intervention and comparison sites in terms of encouragement to attend school, however, children in comparison sites (26.1%) were significantly more likely than children in intervention sites (19.0%) to say that they received physical and emotional support to pursue their education choices.¹⁵³

¹⁵³ Pearson $\chi^2=4.41$, $p=0.036$

Family support for education is linked to children's learning outcomes ([Error! Reference source not found.7](#)). In both countries, children who receive emotional and physical support for education from their parents have higher ISELA scores and higher oral reading fluency. This relationship holds even after controlling for gender, age, disability and household socioeconomic factors, suggesting that family support for education is an important factor in improving children's learning outcomes, independently of household resources.¹⁵⁴

Table 9: Association between learning outcomes and parental support for education

		Mean	Lower CI	Upper CI
Burundi	Oral reading fluency			
	Parental support - no	20.9	19.5	22.2
	Parental support - yes	25.2	21.9	28.5
	ISELA score			
	Parental support - no	13.7	13.2	14.1
	Parental support - yes	16.0	15.1	17.0
Tanzania	Oral reading fluency			
	Parental support - no	16.5	14.1	18.8
	Parental support - yes	20.2	17.3	23.1
	ISELA score			
	Parental support - no	15.6	14.8	16.3
	Parental support - yes	19.0	18.1	19.8

Determinants of family support for education

In both countries, there were no differences by gender or disability in indicators of parental support and encouragement for education. However, there were some differences between Burundi and Tanzania in what children reported in focus groups. In Burundi, children stated that families treat boys and girls the same, in line with the survey results. None of the children knew any children with disabilities so they did not comment on whether they receive equal support. The Burundian children all highlighted the difficulties faced by families living in poverty:

“All the pupils do not always come to school because of family poverty, a lack of school materials, diseases, because they are not serious and do not value the education... in some cases, their parents may appoint them to other jobs.”¹⁵⁵

Regression models were used to explore the influence of some of these factors in the survey data. Living in a food secure household, in a household which is a member of a community savings group, and having a literate adult in the household were all associated with greater odds of family support and encouragement, whereas

¹⁵⁴ Models adjusting for gender, disability, age, household food insecurity and literate adult; Burundi oral reading fluency: $\beta=4.30$, $t=2.36$, $p=0.019$; Burundi ISELA score: $\beta=2.38$, $t=4.42$, $p<0.001$; Tanzania oral reading fluency: $\beta=3.76$, $t=1.96$, $p=0.051$; Tanzania ISELA score: $\beta=3.40$, $t=5.72$, $p<0.001$

¹⁵⁵ Group activity with boys in Grades 3 and 4, Ecofo Butarangira, 24 March 2021

living in a household where people are violent was associated with lower odds.¹⁵⁶ Children in households with a ploughing field also reported lower levels of support, being particularly more likely to say they have to do chores that interfere with schooling.

In Tanzania there were more mixed opinions about the support provided to girls and children with disabilities. Some children said that *“Generally families treat boys as superior to girls”*¹⁵⁷ and that some families want their girls to do household chores or to get married. Others felt that families treated girls and boys equally, but that the type of work required was different, with girls doing chores at home and boys doing farm work. In one group, girls felt that parents actually valued girls more than boys, because girls help more at home.¹⁵⁸ With regards to children with disabilities, there was much greater awareness of the challenges they face than in Burundi. Many children commented that children with disabilities are *“treated as less important”*¹⁵⁹ in the community. One girl specified that parents think that children with disabilities *“should not bother going to school because they will not get employment due to their disabilities”*¹⁶⁰, while in another group the children said that families feel that nothing can be done to help children with mental disabilities.¹⁶¹ Looking at the effects of household characteristics on indicators of parental support for education, children who never go to bed hungry were also more likely to receive support for education. There is also some evidence that household violence is associated with lower support for education.¹⁶²

5.2 Reports by parents

Parents in the KAP survey were asked similar questions about the support they give to their children (parents were asked separately about girls and boys in their care). Their reports reflect those given by children, and similarly there were no differences in the support parents say is given to boys compared to girls. In both countries, the majority of parents said that it is important to them that their children leave on time for school. Parents also report that chores rarely interfere with their children’s school attendance or schoolwork. Encouragement for and interest in children’s education does appear to differ between the two countries however. In Burundi, most parents said they rarely or never have time to help children with their schoolwork and very few parents said they regularly encourage their children if they are finding their studies difficult,¹⁶³ whereas in Tanzania, over a third of parents said they have time most days or every day to help with schoolwork and around a third said they provide encouragement every day. In both countries, parents do not seem to be very aware of the things their children learn in school (Never aware: Burundi – 64 per cent for girls and 50.6 per cent for boys; Tanzania – 42.1 per cent for girls and 40.3 per cent for boys).

¹⁵⁶ Model adjusting *a priori* for gender, age and disability; Never go to bed hungry: OR=1.55, z=2.13, p=0.034; Literate adult: OR=3.50, z=3.22, p=0.001; Member of a savings group: OR=2.80, z=4.08, p<0.001; Household violence: OR=0.45, z=-3.57, p<0.001; Ploughing field: OR=0.41, z=-3.23, p=0.001

¹⁵⁷ Focus group with girls in Grades 5 and 6, Maendeleo School, 18 March 2021

¹⁵⁸ Focus group with girls in Grades 5 and 6, Juhudi School, 23 March 2021

¹⁵⁹ Focus group with girls in Grades 5 and 6, Safari School, 25 March 2021

¹⁶⁰ Focus group with girls in Grades 5 and 6, Urafiki School, 31 March 2021

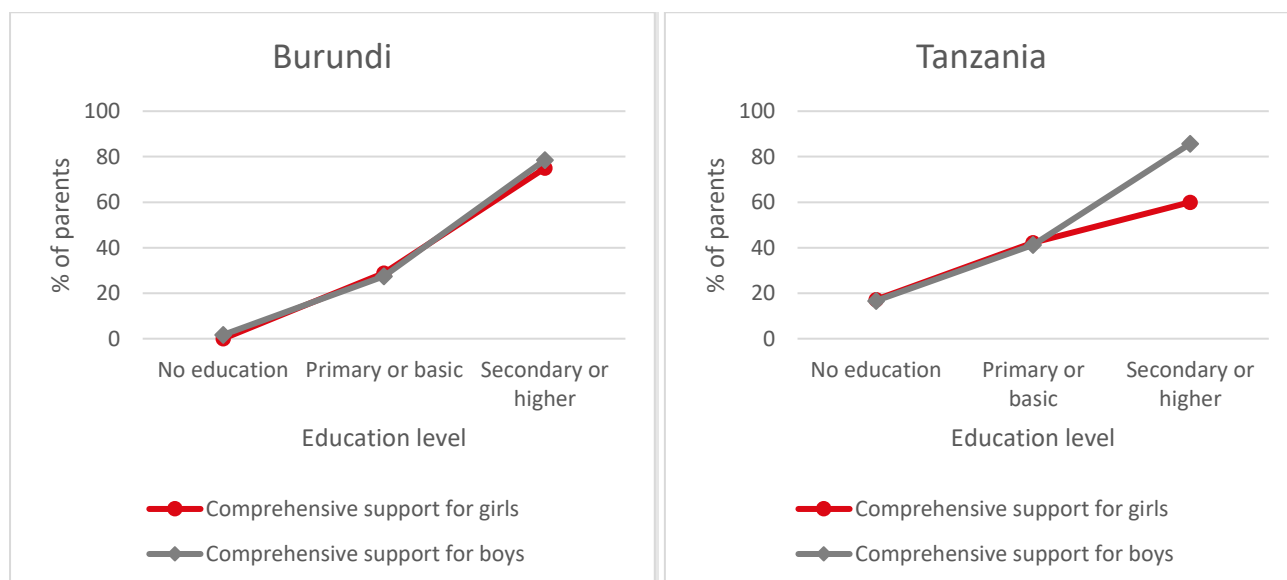
¹⁶¹ Group activity with girls in Grades 3 and 4, Maendeleo School, 18 March 2021

¹⁶² Model adjusting *a priori* for gender, age and disability; Never go to bed hungry: OR=1.75, z=3.00, p=0.003; Household violence: OR=0.71, z=-1.69, p=0.09

¹⁶³ I have time to help them with their school work when they ask - girls: 7.3per cent every day, 5.5per cent most days, 28.1per cent some days, 58.5per cent never; I have time to help them with their school work when they ask - boys: 10.7per cent every day, 6.6per cent most days, 26.79per cent some days, 54.2per cent never

As an indicator of general parental support for education, a binary variable was generated that indicated whether parents provide encouragement and help on at least some days, and never let chores interfere with children's schoolwork or attendance. In Burundi, 21.3 per cent of parents provide comprehensive support for girls' education and 22.6 per cent provide comprehensive support for boys' education. In Tanzania, 34.4 per cent and 36.4 per cent provide comprehensive support for girls and boys respectively. In both countries, men were more likely to say that they provide comprehensive parental support for both boys' and girls' education.¹⁶⁴ This may reflect that parents with a higher education level are more likely to provide support, and men are more educated on average than women. There is a very clear trend in both countries that parental education is associated with greater support for education (Figure 155). This may reflect greater ability to help children with schoolwork and greater importance placed on education. It may also reflect differences in livelihood; in Burundi, receiving a monthly salary is strongly associated with both parental education and with support for education, while owning a ploughing field and engaging in casual labour are both associated with lower odds of support and with lower education levels.¹⁶⁵ Many respondents in qualitative interviews commented that farming households are more likely to need their children to work and that this may interfere with their schooling.

In Tanzania, although comprehensive support for both boys' and girls' education increases with parental education, support for boys' education increases more rapidly than support for girls' education. (This difference is not observed in Burundi). These findings are supported by evidence from the KAP survey, detailed in Section 7 of this report, that indicate that communities in Burundi may have more egalitarian attitudes towards gender and education than respondents in Tanzania. Figure 15: Support for children's education by parental education level



¹⁶⁴ Burundi: Girls' education: Pearson $\chi^2=8.35$, $p=0.004$, Boys' education: Pearson $\chi^2=11.84$, $p=0.001$; Tanzania: Girls' education: Pearson $\chi^2=11.67$, $p=0.001$, Boys' education: Pearson $\chi^2=4.72$, $p=0.03$

¹⁶⁵ Support for girls: Controlling for gender and household livelihood, having a ploughing field: OR=0.35, $z=-2.03$, $p=0.042$, performing casual labour: OR=0.36, $z=-2.30$, $p=0.021$, receiving a monthly salary: OR=6.23, $z=1.96$, $p=0.05$; Support for boys: Controlling for gender and household livelihood, having a ploughing field: OR=0.28, $z=-2.42$, $p=0.016$, receiving a monthly salary: OR=25.23, $z=2.86$, $p=0.004$

6 Experiences at school

To what extent do girls and boys, including those with disabilities, feel physically and emotionally safe, included, and supported at school? How many girls and boys, including those with disabilities, report feeling physically and emotionally safe and included at school? How many girls and boys, including those with disabilities feel that teaching practices in their school are gender-responsive and supportive? What feelings, positive and negative, do girls and boys, including those with disabilities, have about school?

Children were asked how they feel at school, including whether they ever feel afraid. Most children felt safe on their way to school (85 per cent in Burundi and 88 per cent in Tanzania) as well as at school (77 per cent in Burundi and 84 per cent in Tanzania), there were no significant differences based on gender, with very similar proportions of boys and girls saying they felt safe at school and on their way to school. This is reflected in the qualitative findings as well, with most groups saying that they feel safe and secure at school, and that both teachers and classmates help them to feel safe. The majority of children in the survey said they like being at school and that they have friends at school, though around a quarter of children in Burundi said they only sometimes feel that they have friends at school (Figure 166). Respect between peers was also generally good, with 57 per cent of children in Burundi and 72 per cent of children in Tanzania reporting that they feel that other students respect them on most days (Figure 177). While most children in Tanzania felt that they are generally doing well at school, children in Burundi seem less confident, with around half (49.7 per cent) responding that they are only doing well on some days. In both countries, children were more ambivalent about the fun activities they do at school, with 59 per cent of children in Burundi saying they only do fun activities on some days, and 15 per cent of children in Tanzania saying they never do any fun activities.

Figure 16: Positive experiences at school in Burundi

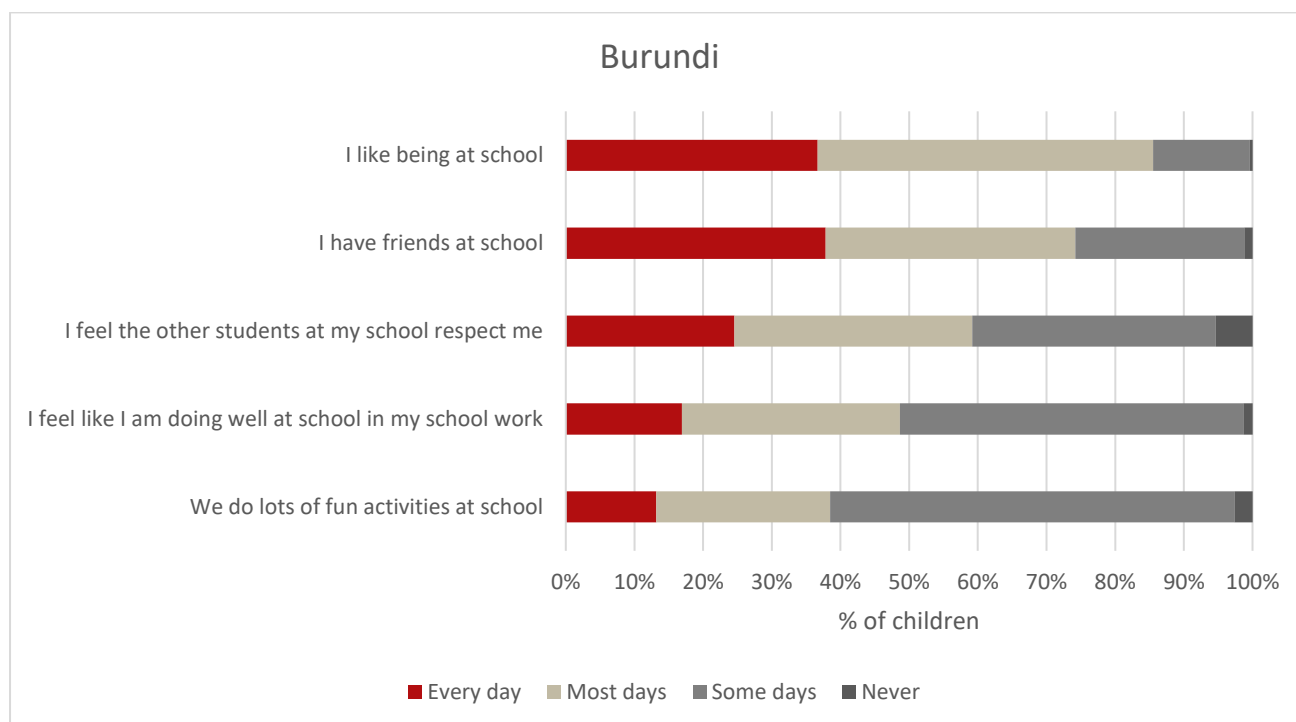
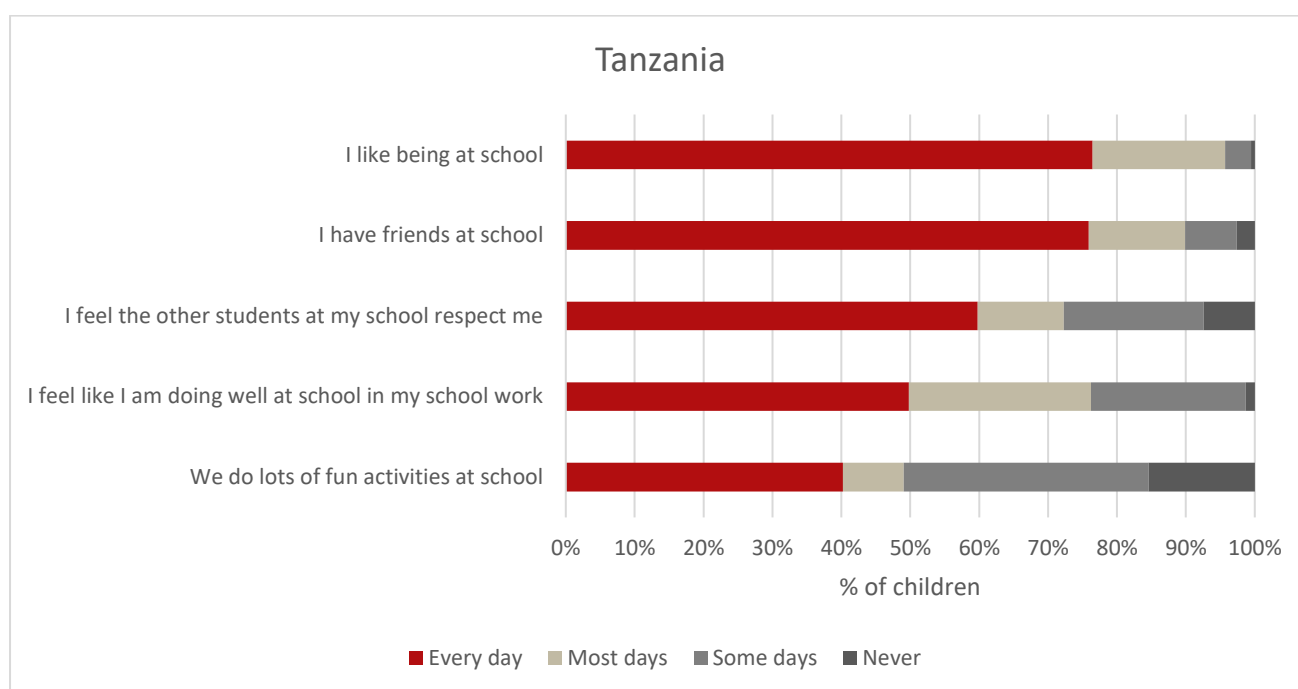


Figure 17: Positive experiences at school in Tanzania



Children discussed the activities they like and dislike during qualitative interviews. In both countries, studying and playing with their friends were frequently mentioned:

“We like drawing, we like playing football, we like to write on the blackboard”¹⁶⁶

Perhaps surprisingly, children in both countries described cleaning and sweeping as among their favourite activities; it appears that children take great pride in their school environment and enjoy keeping it clean and tidy. As many children said they do these activities with friends, it may be that they also provide opportunities for playing together and having fun. In Burundi, children generally said they enjoy doing agricultural work, for example *“We like to cultivate in the school’s agricultural fields with our classmates”*.¹⁶⁷ However, boys at Nyabitaka II said *“we dislike cultivating in agricultural fields because it is hard and we get tired”*.¹⁶⁸

6.1 School environment

In qualitative interviews, children in both countries said that they like their playgrounds because they enjoy playing games with their friends, and that they like their classrooms because that is where they learn. In Tanzania, several children commented that they like the flowers, trees and banana plants that grow around their school, demonstrating that children appreciate having a pleasant outdoor space.

In both countries children were unanimous in their dislike of the toilets, which were said to be unclean and unhygienic; children reported that they are worried about getting sick. In Burundi, children were also worried

¹⁶⁶ Group activity with boys in Grades 3 and 4, Ecofo Nyarumanga, 23 March 2021

¹⁶⁷ Group activity with girls in Grades 3 and 4, Ecofo Butarangira, 24 March 2021

¹⁶⁸ Group activity with boys in Grades 3 and 4, Ecofo Nyabitaka II, 26 March 2021

about the lack of clean drinking water. In Tanzania, the biggest problem highlighted by children was the lack of permanent classrooms and teaching equipment:

“Some of the classes are built of trees without blocks which are not safe for children.”¹⁶⁹

A few schools had specific areas or issues which worried children. In Burundi, some of the schools are surrounded by forests and bushes, and children reported being afraid of the wild animals and snakes that live there:

“The paths to the school are surrounded by forests and we are afraid of wild animals from the forest.”¹⁷⁰

At Furaha School in Tanzania, children said they get worried when it rains because the classroom roofs leak and then they all get wet and have to go home,¹⁷¹ while at Urafiki the girls reported that they do not feel safe because *“the fence is broken [so] anyone enters in”*.¹⁷²

Figure 18: Map of Nuru School drawn during group activity¹⁷³



¹⁶⁹ Focus group with girls in Grades 5 and 6, Nuru School, 16 March 2021

¹⁷⁰ Group activity with girls in Grades 3 and 4, Ecofo Kabuyenge I, 25 March 2021

¹⁷¹ Group activity with girls in Grades 3 and 4, Furaha School, 25 March 2021

¹⁷² Group activity with girls in Grades 3 and 4, Urafiki School, 31 March 2021

¹⁷³ Group activity with boys in Grades 3 and 4, Nuru School, 16 March 2021

6.2 Violence and bullying at school

"We hate when pupils are fighting and throwing stones."¹⁷⁴

Children were asked about incidents of violence they had witnessed in the last week. In Burundi, 29 per cent (29.6 per cent of boys and 28.3 per cent of girls) said an adult had screamed or yelled at a child, 34 per cent (34.1 per cent of boys and 32.9 per cent of girls) said an adult had hit or kicked a child, and 48 per cent (48.6 per cent of boys and 48.2 per cent of girls) said there had been a fight between children. These figures were slightly lower in Tanzania, though nearly a quarter of children had witnessed violence against a child perpetrated by an adult (23 per cent screaming or yelling - 23.1 per cent of boys and 23.6 per cent of girls; 24 per cent - 23.8 per cent of boys, and 23.3 per cent of girls - hitting or kicking) and 38 per cent (39.3 per cent boys and 37.4 per cent of girls) reported a fight between children. Violence was the most common thing that children disliked at school in both Burundi and Tanzania, with many children saying that they do not like it when pupils steal from one another or insult and fight one another.

Children in grades 4, 5 and 6 were asked about their experiences of bullying at school. The reported incidence of bullying was quite low, with 16.3 per cent having been bullied by other students in Burundi and 14.7 per cent having been bullied in Tanzania. In Burundi, the most common reason for being bullied by students was being from a poor family (38.6 per cent of those who had been bullied), followed by gender (19.3 per cent). In Tanzania, the most common reason was also being from a poor family (36.8 per cent of those who had been bullied), followed by 'other' (18.4 per cent). Other reasons given included 'for doing wrong', 'because others hate me', because of their appearance, and 'being accused of dating a boy'.

6.3 Inclusivity

The findings on inclusivity differ somewhat between the survey and the qualitative interviews. In qualitative interviews in Burundi, children said they were not aware of any children with disabilities so did not know if they faced particular challenges. However, the survey data demonstrates that there are children who experience difficulties in some domains, and that these children are both less likely to feel safe at school¹⁷⁵ and less likely to report positive experiences, including feeling respected by other students,¹⁷⁶ feeling like they are doing well at school,¹⁷⁷ and having friends at school.¹⁷⁸ In Tanzania, the opposite pattern is observed in that the survey data do not show evidence of any differences between children with and without disabilities in their experiences at school. However, in qualitative interviews, several children emphasised the challenges faced by children with disabilities in attending school, for example *"they cannot take themselves to the toilets, they must be escorted and helped"*¹⁷⁹ and *"some children with disabilities have no bicycles to come to school"*.¹⁸⁰ In one of the boys' discussions, the children said that *"Some children with disabilities do not come*

¹⁷⁴ Group activity with boys in Grades 3 and 4, Ecofo Nyabitaka II, 26 March 2021

¹⁷⁵ Did not feel afraid or witness violence: 27.6 per cent compared to 36.4 per cent of those without disabilities, Pearson $\chi^2=5.28$; $p=0.022$

¹⁷⁶ Pearson $\chi^2=10.69$; $p=0.03$

¹⁷⁷ Pearson $\chi^2=17.56$; $p=0.002$

¹⁷⁸ Pearson $\chi^2=26.48$; $p<0.001$

¹⁷⁹ Focus group with girls in Grades 5 and 6, Juhudi School, 23 March 2021

¹⁸⁰ Focus group with girls in Grades 5 and 6, Urafiki School, 31 March 2021

to school because they are being bullied”,¹⁸¹ indicating an awareness of the stigma faced by children with disabilities. Thirteen children said they had been bullied because of their disability (six by teachers and seven by other students).

In qualitative interviews in Burundi, children said that boys and girls are treated the same by teachers and that they face similar challenges. In Tanzania, children felt that boys and girls are treated the same, but highlighted that girls face additional challenges due to a lack of sanitary materials and separate toilet facilities, meaning that many stay at home when they are menstruating. Despite children saying that girls and boys are treated equally in the qualitative discussions, in the survey 17 per cent of children in Burundi and 19 per cent of children in Tanzania said that boys and girls are never treated equally (with no difference between boys and girls). In addition, a small number of children (almost all girls) reported that they had been bullied because of their gender (14 by other students and nine by teachers). This suggests that there are children who experience or witness gender discrimination, but may not feel comfortable discussing it in front of others.

PMF indicator

1200.2 Percentage of children that report feeling safe and included in learning environment

This indicator captures children’s feelings of safety and inclusion at school and is defined as children who report that they did not experience or witness violence at school, were not afraid at school during the past week, and who report that they like being at school and have friends at school. In Burundi, 50.3 per cent of children feel safe and included, while in Tanzania, 80.9 per cent feel safe and included. Feelings of safety and inclusion increase with age in both countries, possibly as children gain in confidence and make friends at school. There is no difference between girls and boys in either country, but in Burundi, children with disabilities are less likely to report feeling safe and included; 39.4 per cent of those with disabilities reported this compared to 55.5 per cent of those without a disability.¹⁸²

In Burundi, children in comparison sites (58.4%) were significantly more likely to say they felt safe and included in school than children in intervention sites (45.93%).¹⁸³

6.4 Supportive teaching practices

Children in grades 4, 5 and 6 were asked about teaching practices in their school, and all children were asked if they felt that teachers respect them. Around two-thirds of children in Burundi felt that teachers respect them every day (31 per cent) or most days (32.9 per cent), suggesting that teachers are not always respectful of students (Figure 199). In Tanzania however, 72.3 per cent of children felt that teachers respect them every day, suggesting a much greater degree of respect from teachers to students (Figure 2020). Teaching practices in Burundi also appear to be less supportive. Most children in Burundi did not always feel confident to ask and answer questions or to ask for help, and most did not feel that their teachers are always supportive or empathic. In Tanzania, teaching practices appear to be more supportive, and children report feeling confident to ask and answer questions and to ask for help more often. However, 28.7 per cent say that their teachers

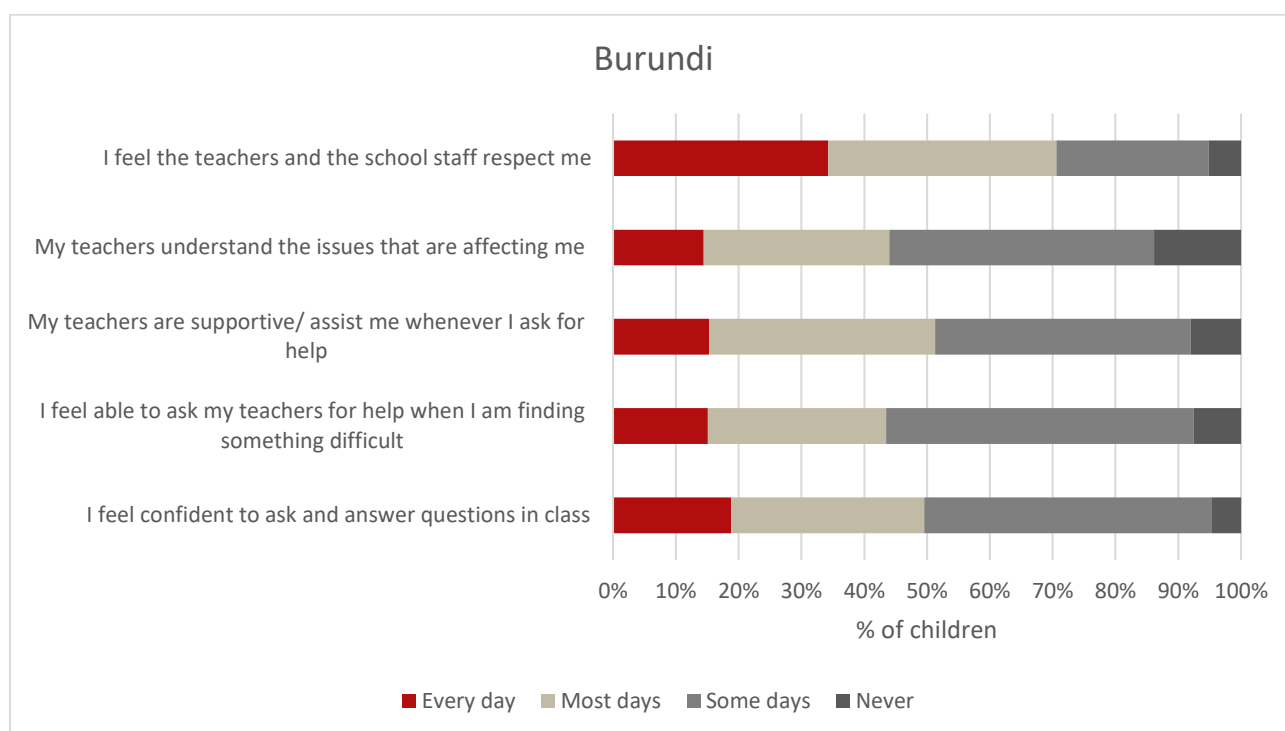
¹⁸¹ Group activity with boys in Grades 3 and 4, Juhudi School, 23 March 2021

¹⁸² Pearson $\chi^2=7.28$; $p=0.007$

¹⁸³ Pearson $\chi^2=4.57$; $p=0.03$

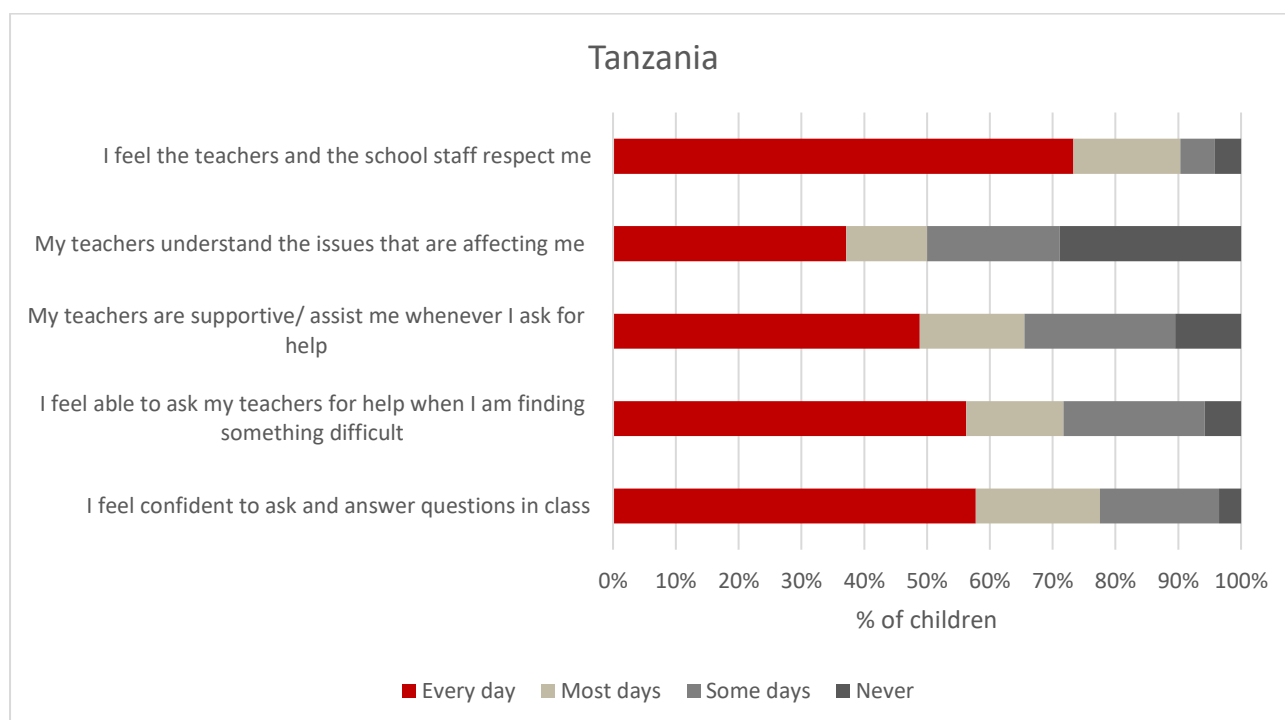
never understand the issues that affect them, suggesting that there is a perceived lack of understanding or empathy among teachers.

Figure 19: Children's views of teaching practices in Burundi



In Burundi, 13.5 per cent of children said they had been bullied by a teacher, primarily because they are from a poor family (19.2 per cent of those who had been bullied). In Tanzania, 16.3 per cent said they had been bullied by a teacher, mainly for other reasons (31 per cent of those who had been bullied) including being late, being tired, and making mistakes or failing tests.

Figure 20: Children's views of teaching practices in Tanzania



In focus groups, children were generally positive about their teachers and said that their teachers treat them well and encourage them to learn:

*"We feel good because our teachers love us and teach us well."*¹⁸⁴

However, in both countries children reported that they dislike teachers who beat or bully children. The use of violent or humiliating discipline appears to be very common, particularly in Burundi, where all children reported that children who break the rules are beaten. In some schools in Tanzania children said that misbehaviour is punished by being beaten, but generally the use of corporal punishment appeared to be used only by a few teachers:

*"[We] love all the teachers, except one grade 4 teacher who beats children and most of the time is absent from school."*¹⁸⁵

In both countries children said that they were also punished by having to do humiliating tasks such as cleaning the toilets. In Burundi, children also reported that teachers exploit them by using them to do chores or farm work:

*"Usually they don't behave very well, they force us to work for money and they take all this money... We work for them, look for firewood for them, they beat us, they exploit us."*¹⁸⁶

¹⁸⁴ Focus group with girls in Grades 5 and 6, Ecofo Nyarumanga, 23 March 2021

¹⁸⁵ Focus group with girls in Grades 5 and 6, Safari School, 25 March 2021

¹⁸⁶ Focus group with girls in Grades 5 and 6, Ecofo Nyabitaka II, 25 March 2021

This practice is obviously unacceptable and may also undermine efforts to promote the value of education within the community, as parents may feel that their children are better off helping them at home rather than working for teachers at school.

When asked about teaching practices during lessons, children in both countries reported that they do not often study in groups or play games, but mostly copy notes and answer questions set by the teacher. However, in both countries children said that they enjoyed singing, dancing and playing games. In Burundi, maths and French were widely said to be their favourite lessons, which may be linked to the use of songs to learn vocabulary in French and the use of games to do maths exercises. Using more play-based approaches and providing more opportunities to work with their peers would therefore likely be welcomed by children.

PMF indicator

1220.1 Percentage of children who feel that teaching practices are gender responsive and supportive

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. In Burundi, around a quarter of children felt that teaching practices are gender responsive and supportive, while in Tanzania just under half (49.1%) felt this. 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. In Burundi, around a quarter of children agree with this, while in Tanzania 36.4 per cent of children agree with this. There were no differences by gender or disability with the exception of children in grades 4, 5 and 6 in Burundi, where girls were more likely than boys to feel that teaching practices are gender responsive and supportive.¹⁸⁷

In Burundi, there were no differences in performance on this indicator between intervention and comparison sites for grades 4-6. However for grades 1-3, children in comparison sites (31.8%) were more likely to say they felt that teaching practices are gender responsive and supportive, than children in intervention sites (22.4%). (Result just outside the 95% significance threshold).¹⁸⁸

¹⁸⁷ 29.7per cent of girls compared to 19.2per cent of boys, Pearson $\chi^2=5.18$; $p=0.023$

¹⁸⁸ Pearson $\chi^2=3.40$; $p=0.065$

7 Abilities and knowledge to make decisions about education and life choices

7.1 Decision-making skills and competency

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 12-18.¹⁸⁹ 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). As can be observed from the table, children in Tanzania scored lower on average on their decision making competencies than children in Burundi.¹⁹¹

Table 10: Summary of Decision making skills score by country

Country	Mean	Min	Max
Burundi	17.9 (17.6 for girls; 18.2 for boys)	8	31
Tanzania	22.0 (22.2 for girls; 21.8 for boys)	6	33

Table 11: Percentage of children with poor, average and good decision making skills by country

Country	Poor	Average	Good
Burundi	15.0 %	73.8 %	11.3 %
Tanzania	8.7 %	51.4 %	39.9 %

Inferential analysis was carried out to identify additional factors associated with decision making competency, and a number of associations were observed. There were no significant differences in the mean *Decisions Making Skills Score* for girls and boys. However, girls (15.1 per cent) were found to be significantly more likely than boys (9.1 per cent) to have a *Decision Making Skills Score* classified as ‘poor’.¹⁹² Regression analysis¹⁹³

¹⁸⁹ Youth Life Skills Evaluation Project at Penn State. Instrument also cited by the CYFAR Life Skills Project at Texas A&M University. Developers: C. C. Mincemoyer and D. F. Perkins. Year: 2001. Target Audience(s): Youth aged 12 to 18. The scale was slightly simplified and adapted to enable use by younger children, and those with special needs or low levels of education.

¹⁹⁰ A full list of questions is included at Annex B.

¹⁹¹ Ttest, p=0.00

¹⁹² Ttest, p=0.03

¹⁹³ The regression model included the *Decision Making Skills Score* as the depending variable, and measures for country location, gender, disability, age, household hunger, domestic violence and parental literacy as independent variables; t=2.0, p=0.05.

identified a number of other demographic factors associated with significantly reduced decision making skills, including: having a disability¹⁹⁴, household hunger¹⁹⁵ and violence at home¹⁹⁶.

Table 12: Percentage of children with a “good” Decision making skills score by gender and disability

Country	Percentage of children achieving a “Good” score			
	Gender		Disability	
	Male	Female	No disability	Has disability
Burundi	12.1 %	10.6 %	13.3 %	8.8 %
Tanzania	36.6 %	43.7 %	43.9 %	26.3 %

7.2 Education goals and aspirations

Children were asked a series of questions to measure their goals and aspirations concerning education, including the level of education they would like to achieve, and their level of confidence that they would be able to achieve this goal, as well as be supported in this endeavour by their parents. Overall, children were found to have strong aspirations for their education, as well as high levels of confidence that they would be able to achieve these aspirations.

Nine out of 10 children (89.2 per cent) aspired to achieve at least secondary level education or higher, and almost half the sample (47.2 per cent) hoped to achieve a diploma or graduate degree. Furthermore, as many as 93.9 per cent of young people said they “felt confident” they could achieve these goals, and 91.4 per cent felt confident that their parents would support them to do so. There were no differences observed between girls and boys.

Figure 21: Children’s educational aspirations by country

¹⁹⁴ $t = -2.83$, $p = 0.01$

¹⁹⁵ Children who said that they “never” went to bed hungry had significantly higher decision making skills, than children who said they sometimes went hungry.

¹⁹⁶ This was measured by asking children “do people in your family/ household push, slap or throw things at each other”. $t = -1.9$, $p = 0.06$.

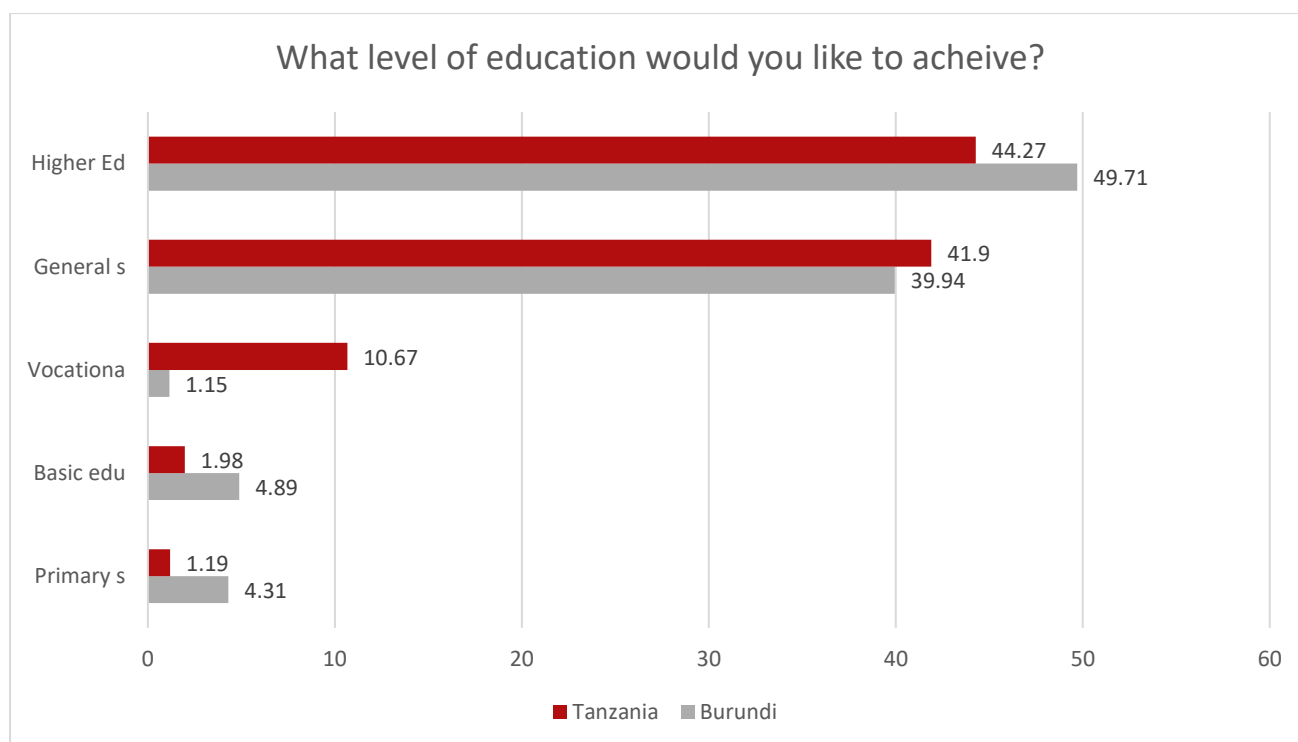


Table 13: Summary of children's educational goals and confidence by country and gender

Percentage of children who....	Burundi		Tanzania	
	Male	Female	Male	Female
Would like to achieve secondary education or higher	89.8 %	89.5 %	86.8 %	85.5 %
Feel confident that they can achieve these goals	91.6 %	91.8 %	97.8 %	95.8 %
Feel confident that their parents will support them	86.8 %	87.3 %	97.8 %	96.7 %

PMF indicator

11002.2 Percentage of girls that feel they have the ability to make decisions regarding their education (m/f/disability/Grade)

The project monitoring framework tracks the percentage of girls that feel they have the ability to make decisions regarding their education. In the analysis girls were classified as satisfying this criteria if they 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. Overall, girls in Tanzania (37.98 per cent) scored substantially higher on these indicators than girls in Burundi (7.74 per cent): this result was largely influenced by the differences in the *Decision Making Skills Score* across the two countries. In both countries, children with disabilities (11.11 per cent) scored significantly lower on this indicator than non-disabled children (25.50 per

cent).¹⁹⁷ Children who said they ‘never go to bed hungry’¹⁹⁸, and older children¹⁹⁹ were more likely to satisfy this indicator. Meanwhile, children who came from violent households were 50 per cent less likely to satisfy this indicator.²⁰⁰ In Burundi, children from intervention communities (9.54 per cent) were significantly more likely to satisfy this indicator than children in comparator communities (3.7 per cent).²⁰¹

7.3 Knowledge and attitudes around sexual and reproductive health, including menstruation

Children were asked a number of questions to assess their knowledge and attitudes about SRH, including their awareness of different forms of contraception, and attitudes towards girls’ sexuality and menstruation.²⁰² Overall the results indicate low levels of knowledge about SRH, high levels of stigma and discomfort associated with discussing such issues, and prevalent discriminatory attitudes towards female sexuality.

For example, of the children who felt comfortable to answer the question, more than two thirds agreed that “there are certain activities a girl should not do when menstruating”. More than half (55.8 per cent) agreed that “a young person cannot get contraception unless they are married”, and about half believed it is not possible to get pregnant from having sex once. In addition, almost half (48.1 per cent) placed the sole responsibility for avoiding pregnancy on girls, and 58.1 per cent agreed that it was more important for girls to be virgins when married than boys, highlighting a gendered double standard in the ways that children reason about boys’ and girls’ sexual behaviour.

Figure 22: Children’s responses to questions about SRH in Burundi

¹⁹⁷ Pearson $\chi^2=17.27$, $p=0.00$

¹⁹⁸ OR=1.15, $t=-3.79$, $p=0.00$.

¹⁹⁹ OR=1.20, $t=2.78$, $p=0.01$

²⁰⁰ OR=0.46, $t=-2.86$, $p=0.00$

²⁰¹ Pearson $\chi^2=3.56$, $p=0.06$

²⁰² The full list of questions is available at Annex B.

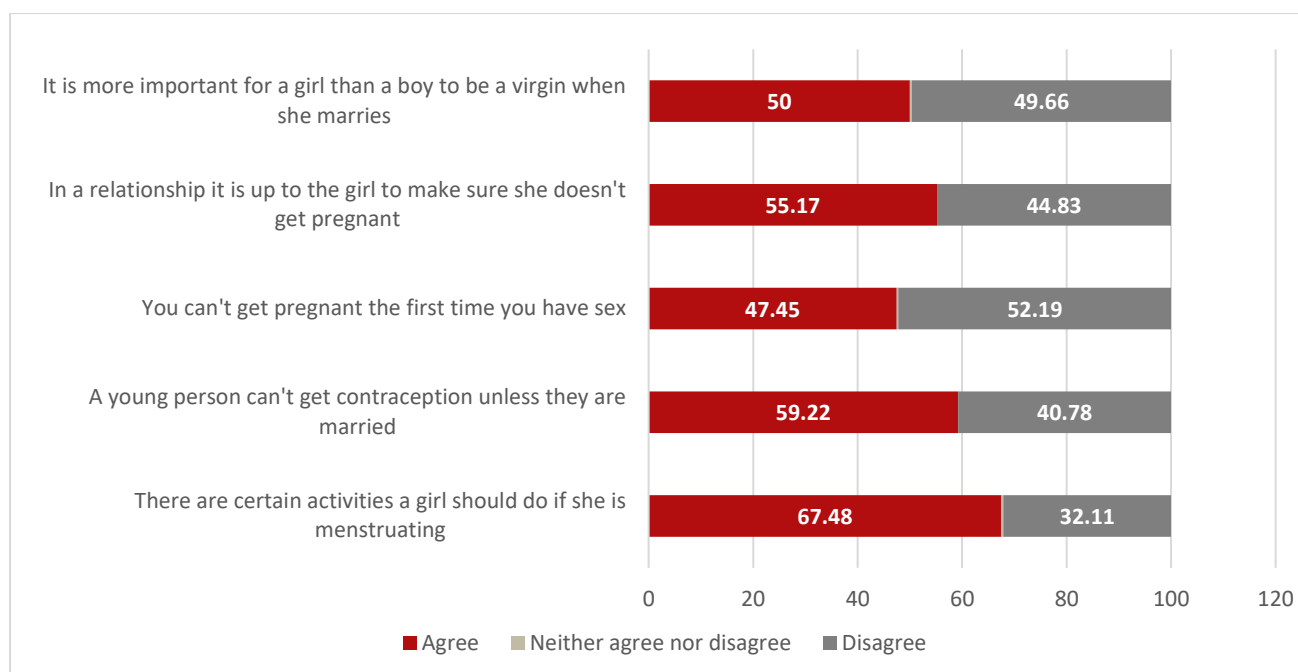
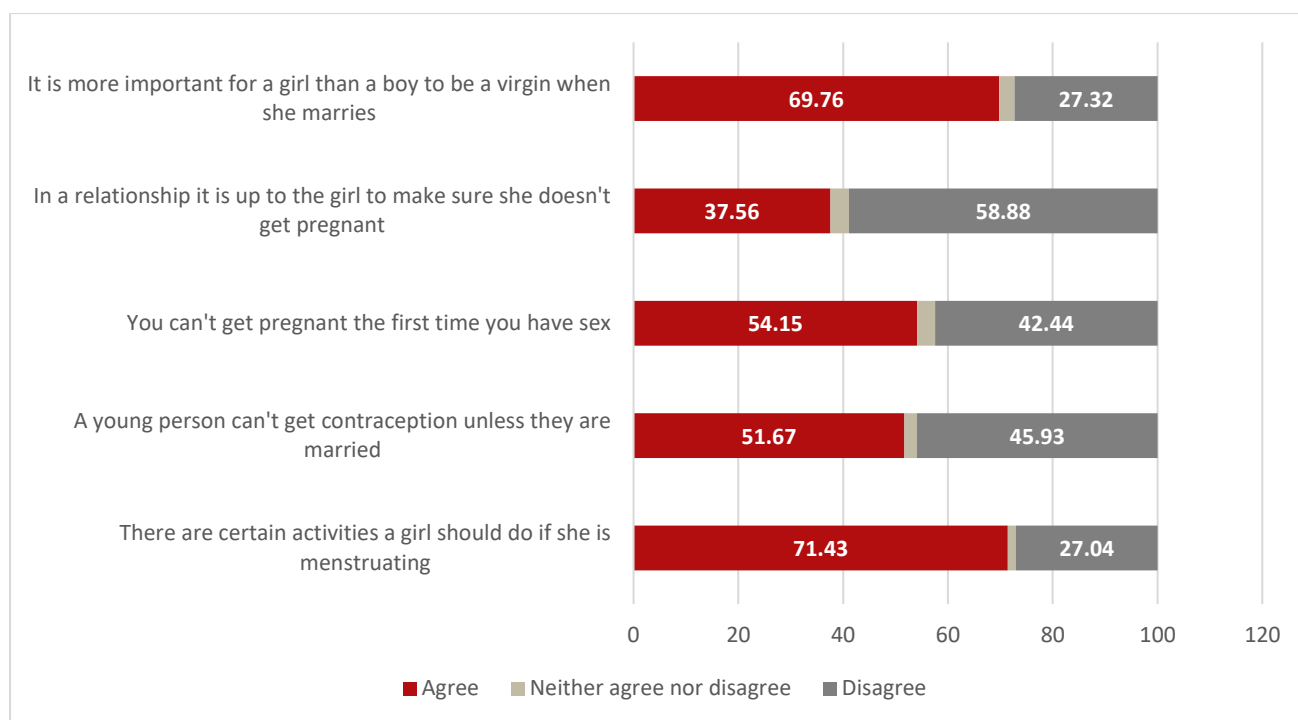
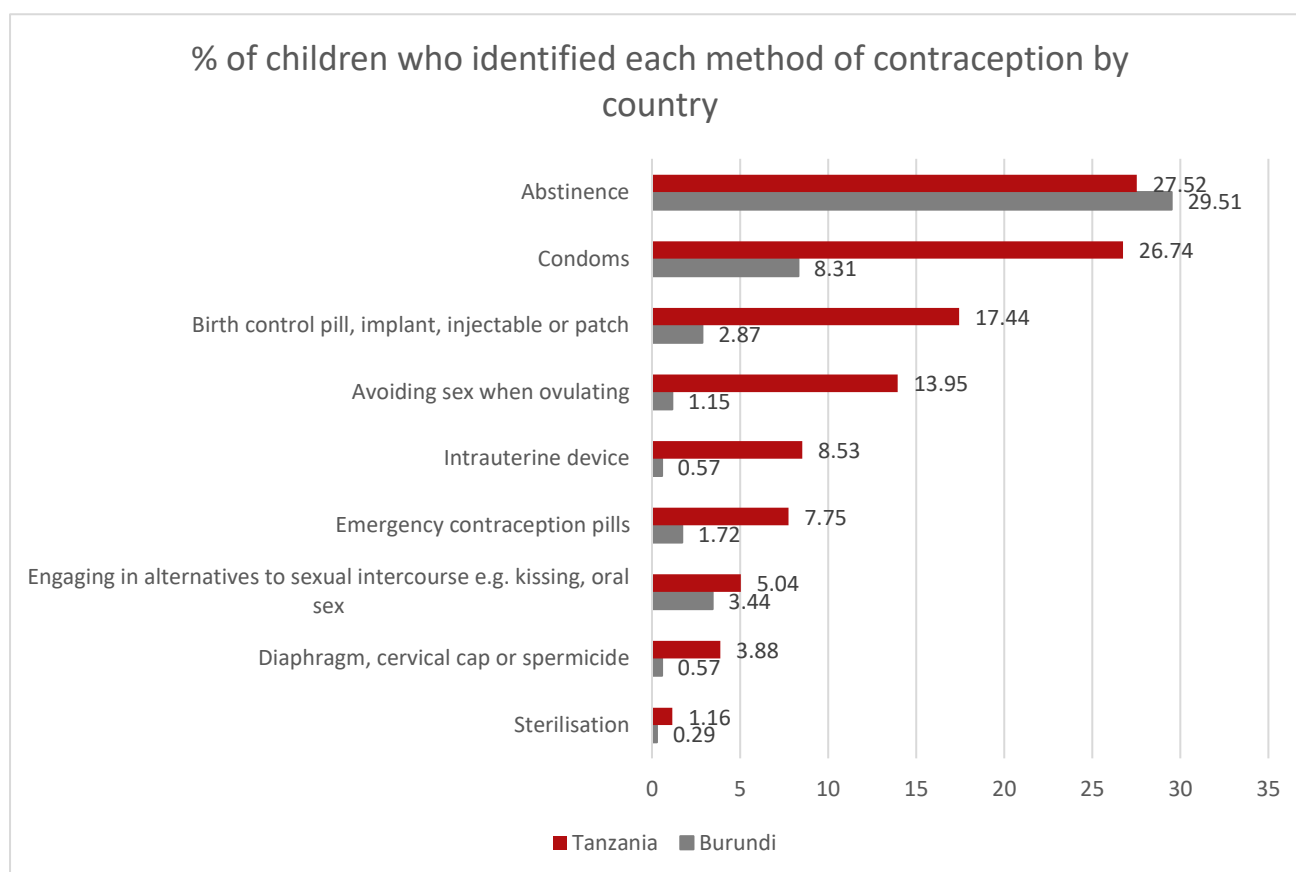


Figure 23: Children's responses to questions about SRH in Tanzania



Knowledge of contraception methods was also found to be low, especially in Burundi. 63.9 per cent of children in Burundi and 39.9 per cent of children in Tanzania failed to identify a single form of contraception, and just 10.9 per cent of children in Burundi and 30.2 per cent of children in Tanzania could identify two or more types.

Figure 24: Children's knowledge of different methods of contraception



Children's responses to these questions were aggregated to obtain an overall score to assess their level of knowledge and attitudes towards SRH ('*SRH score*') ranging from 0-6, with higher scores indicating higher levels of knowledge, and more progressive attitudes towards sexual and reproductive rights. Overall, children's *SRH scores* were found to be low, with a mean score of 1.8 in Burundi and 1.9 in Tanzania. There were no significant differences in the mean *SRH score* between countries.

Regression analysis was performed to identify factors associated with children's *SRH score*.²⁰³ There were no significant differences observed in *SRH score* based on gender or disability. Older age²⁰⁴ and parental literacy²⁰⁵ were significantly associated with having a higher *SRH score*. Meanwhile, there was a weak relationship observed between children who reported experiences violence at home and lower *SRH scores*,²⁰⁶ even when controlling for other factors, indicating a relationship between domestic violence and disempowerment concerning issues surrounding SRH.²⁰⁷

Table 14: Summary of *SRH Score* by country

Country	mean	min	Max
---------	------	-----	-----

²⁰³ Regression analysis included the *SRH Score* as the dependent variable, and measures of gender, disability, age, household hunger, domestic violence and parental literacy as independent variables.

²⁰⁴ $t=2.4$, $p=0.02$

²⁰⁵ $t=2.2$, $p=0.03$

²⁰⁶ $t=-1.7$, $p=0.09$.

²⁰⁷ Regression analysis included the *SRH Score* as the dependent variable, and measures of country, gender, disability, age, household hunger, domestic violence and parental literacy as independent variables.

Burundi	1.8	0	6
Tanzania	1.9	0	5

7.4 Menstrual health

Girls were asked an additional two questions concerning their menstrual health “I feel comfortable talking to my peers about menstruation” (fewer than half, 41.2 per cent percent, agreed with this statement in Burundi, and only just over half 53.3 per cent in Tanzania), and “I know where to find information about menstruation and sanitary products” (44 per cent agreed in Burundi and 63.3 per cent in Tanzania). These statements were combined with the question “there are certain activities a girl shouldn’t do when she is menstruating” (answered by both girls and boys) to create an overall ‘Menstrual Hygiene Management Score’ (*MHM score*) for girls only: ranging from 0 (no positive responses to MHM questions) to 3 (positive responses to all 3 MHM questions).

Girls in Tanzania had significantly higher *MHM scores* than girls in Burundi.²⁰⁸ There were also associations with age²⁰⁹ (older girls had higher *MHM scores*), and hunger.²¹⁰ Children who said they never go to bed hungry had significantly higher *MHM scores* than others, suggesting a link between deprivation and poorer menstrual hygiene management. No differences were observed in girls *MHM score* based on disability.

In FGDs girls were asked to discuss where girls learn about MHM. Mothers and older sisters were the most commonly identified sources of information and support: “[a girl] should ask the older sisters or mother about menstruation and get prepared... They can teach her how to use pads, and provide”.²¹¹

Table 15: Summary of MHM Score by country

Country	Mean	Min	Max
Burundi	1.1	0	3
Tanzania	1.4	0	3

11002.2 Percentage of girls that feel they have the ability to make decisions regarding their sexual and reproductive health and rights (disability/Grade)

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.

Overall, girls from both countries (0.6 per cent in Burundi, and 4.2 per cent in Tanzania²¹²) scored very low on this indicator, highlighting the urgent need for education programmes which can empower girls in relation to

²⁰⁸ $t=2.2$, $p=0.03$

²⁰⁹ $t=3.4$, $p=0.00$

²¹⁰ $t=2.0$, $p=0.05$

²¹¹ Focus group discussion with girls.

²¹² Indicator score in Tanzania is significantly higher, Pearson $\chi^2=4.86$, $p=0.02$.

sexual and reproductive health issues. There were no significant differences in this indicator between intervention and comparator groups in Burundi.

Table 16: Percentage of girls who feel they have the ability to make decisions regarding their SRHR

		Country	
		Burundi	Tanzania
Total girls		0.6 % (1)	4.2 % (5)
By disability	No disability	1.0 % (1)	4.1 % (4)
	Has disability	0 % (0)	4.4 % (1)
By grade	Grade 4	0 % (0)	2.4 % (1)
	Grade 5	1.5 % (1)	11.8 % (4)
	Grade 6	0 % (0)	0 % (0)

7.5 Gender and violence

7.5.1 Attitudes towards gender equality and violence

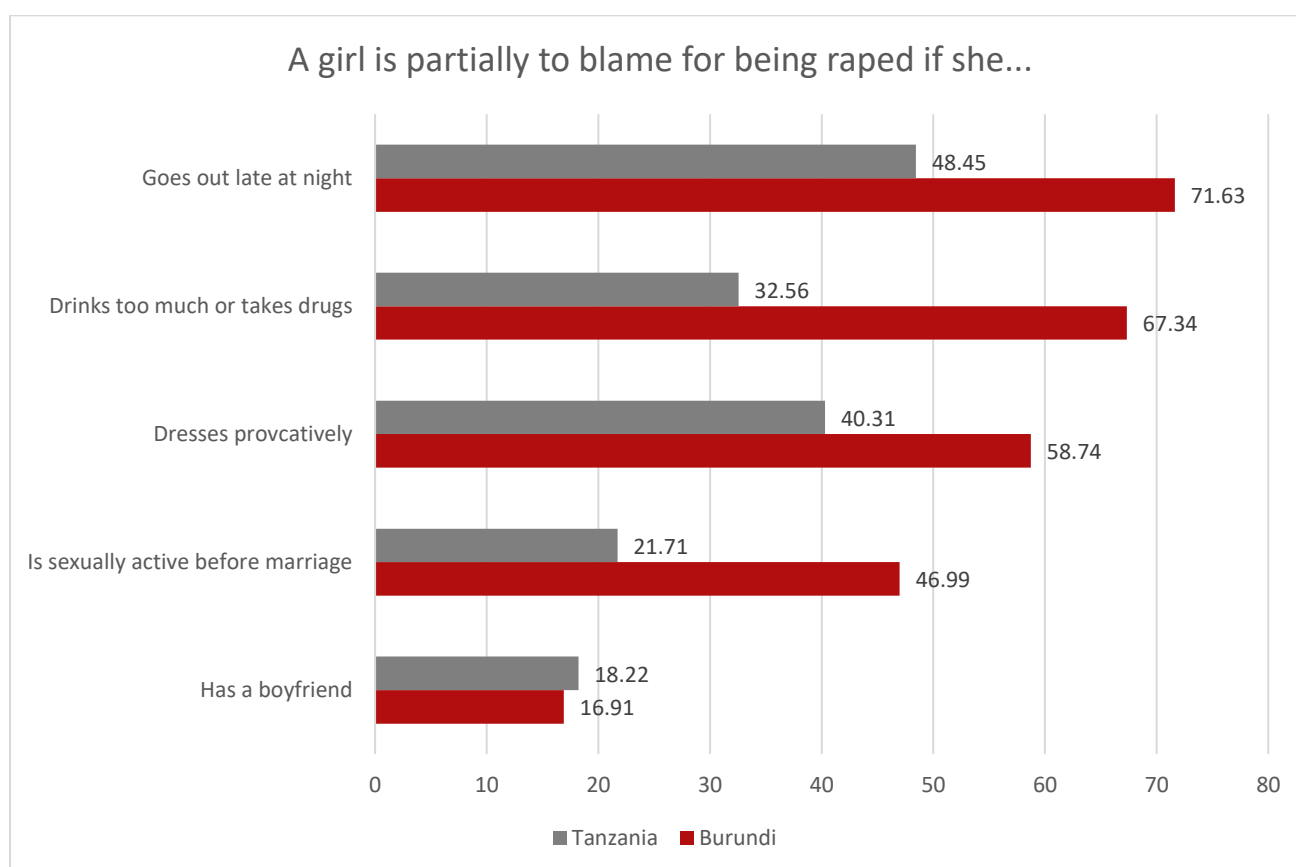
Findings from the survey indicate that patriarchal norms and values are prevalent in Burundian refugee and returnee communities. The majority of children felt that men should occupy positions of leadership and authority in the family, including having control over finances and spending. For example, the overwhelming majority of children (87.6 per cent in Burundi and 85.6 per cent in Tanzania) agreed that a “man is the head of the household”; three quarters (73.6 per cent in Burundi and 75.6% in Tanzania) felt that “in a married couple the husband should make all the decisions about spending” and 81.0 per cent of children in Tanzania and 45.9 per cent in Burundi felt that there should be different occupations reserved for men and women. Nevertheless, the findings do reveal indications that attitudes may be shifting, and some more traditional ideas are being challenged. Attitudes concerning the relative importance of boys’ and girls’ education were split: with roughly equal numbers of children agreeing (43.8 per cent) and disagreeing (44.6 per cent) with the statement “it is more important for boys to go to school than girls”. A slightly higher proportion of children agreed with this statement in Burundi (50.0 per cent) compared to Tanzania, 46.4 per cent, but these differences were not found to be significant. Furthermore, 69.9 per cent of children in Burundi, and 68.5 per cent in Tanzania agreed that “boys and girls should help equally with household work” and only 1 in 4 children (24.9 per cent) agreed that in situations of household stress, boy’s education should be prioritised over that of girls’. Children in Tanzania (34 per cent) were significantly more likely to agree with this statement than children in Burundi, 18.3 per cent).²¹³

Harmful social norms that sustain and justify forms of sexual, gender based and domestic violence girls were also found to be prevalent. Over 1 and 3 children agreed that “domestic violence is a private matter and nobody else’s business” (40% in Tanzania, and 31% in Burundi), with a further 10.4 per cent abstaining from answering, or neither “agreeing nor disagreeing” with this statement. Furthermore, a substantial majority of children in both Burundi (78 per cent) and Tanzania (67 per cent) identified at least one circumstance in which they thought it was acceptable for a husband to beat his wife, including if she had an affair (51.2 per cent), neglects the children (33.8 per cent), refuses sex (33.0 per cent), goes out without telling him (29.8 per cent), argues with him (23.9 per cent) or does not cook properly (19.0 per cent). ‘Victim blaming’ in circumstances of sexual violence was found to be even more prevalent, especially in Burundi: as few as 1 in 10 (10.9 per cent)

²¹³ Pearson chi²=21.3, p=0.00.

of children in Burundi, and only just over a quarter (26 per cent) felt that if a girl is raped it is “never her fault in any way”. The most common reasons for thinking a girl is to blame for being raped included if she “goes out late at night”, “drinks too much or takes drugs” and dresses provocatively. Furthermore, a substantial proportion of children in both countries felt that a girl is to blame if sexually active, or if she has a boyfriend. These attitudes were found to be particularly prevalent in Burundi.

Figure 25: Attitudes to sexual violence



Responses to questions about gender and violence were aggregated to create two separate scores: the first measures attitudes towards gender equality (*Gender equality score*), and the second measures attitudes towards violence (*SGBV acceptability score*): higher scores represent more egalitarian attitudes concerning

gender and lower levels of SGBV acceptability. Respondents in Burundi obtained significantly higher *Gender equality scores*, on average, than respondents in Tanzania, however, they had lower *Violence acceptability scores*, suggesting a mixed picture.

There were no other associations between demographic factors and attitudes towards gender equality. The only variable associated with attitudes towards SGBV acceptability was the measure of domestic violence; respondents who answered ‘yes’ to the question “do people in your household ever push, slap or throw things at each other” had significantly higher levels of SGBV acceptability, compared to children who said this never happens in their household.²¹⁴

Table 17: Summary of Gender Norms and Violence Score by country

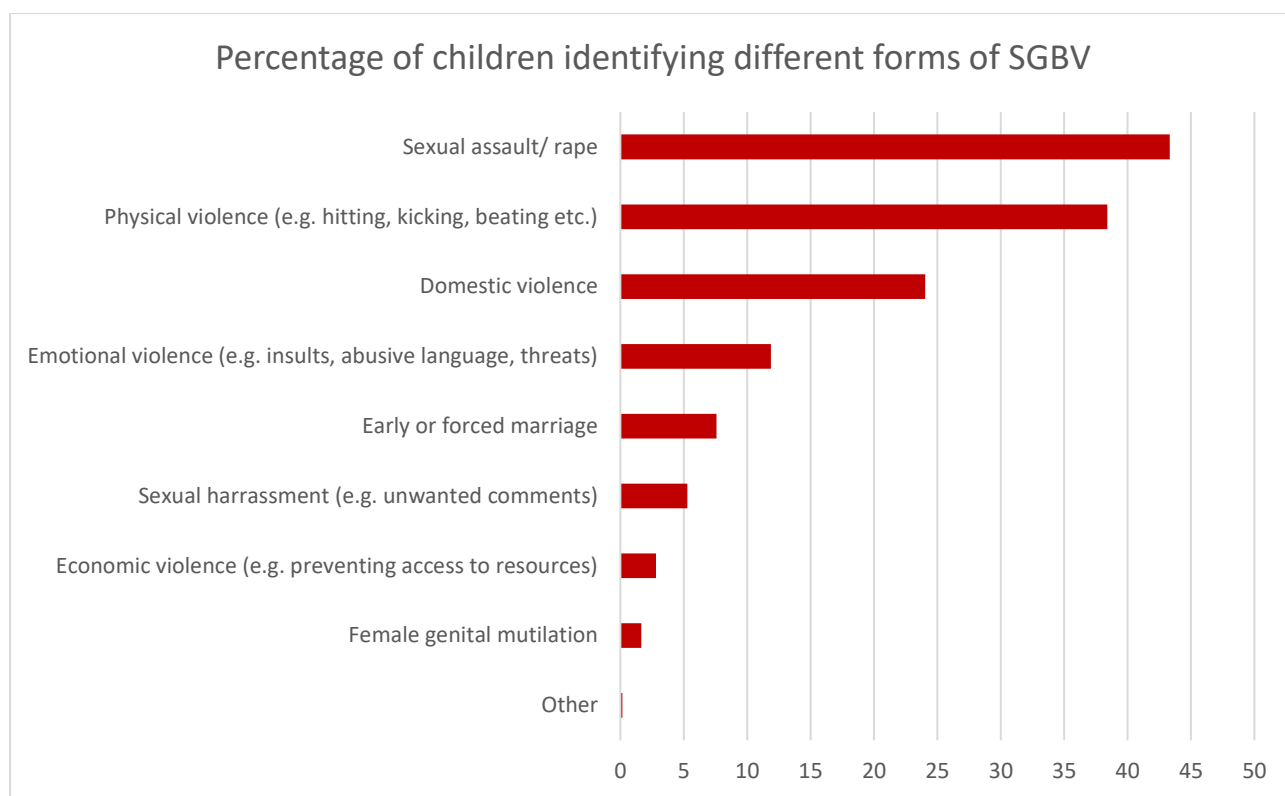
Country	Mean	Min	Max
<i>Gender equality attitudes score</i>			
Burundi	3.5	0	7
Tanzania	2.6	0	5
<i>Violence acceptability score</i>			
Burundi	0.74	0	3
Tanzania	0.84	0	3

7.5.2 Knowledge of different forms of SGBV

The final question of this section of the survey asked children to identify different forms of SGBV to assess their level of knowledge and awareness concerning different forms of violence. Overall, sexual assault was the most commonly identified form of violence (with 43.3 per cent of children identifying this as a form of violence), followed by physical violence (38.4 per cent), and then domestic violence (24.1 per cent). Knowledge of other forms of violence was found to be low. Only about 1 in 9 (11.9 per cent) children identified verbal insults, abusive language or threats as a form of violence; about 1 in 13 (7.6 per cent) mentioned forced/ early marriage. Just 5.3 per cent of children recognised sexual harassment/ intimidation as a form of violence, 2.8 per cent were aware of forms of economic violence and control, and only 1.7 per cent had heard of female genital mutilation. Over 2 out of 5 children in Burundi (43.25) and 1 in 4 (24.5%) of children in Tanzania were unable to identify a single type of SGBV.

Figure 25: Identified sources of support for victims of violence

²¹⁴ $t=-3.0$, $p=0.003$



Respondents were given a point for each type of SGBV correctly identified. Points were aggregated to create an overall *SGBV knowledge score*. Overall, knowledge of different forms of SGBV was found to be significantly greater amongst respondents in the camps in Tanzania compared to in Burundi. In both countries parental literacy and older age were associated with higher levels of knowledge concerning SGBV. In Burundi, boys had higher levels of knowledge concerning SGBV than girls. However, in Tanzania this trend was reversed, with girls displaying greater knowledge of different forms of SGBV than boys. Furthermore, in Tanzania there was an association between disability and knowledge of SGBV, with children with disabilities demonstrating greater levels of awareness of different types of violence, than non-disabled children. These findings may be due to interventions by development partners in camps in Tanzania, specifically targeting girls and children with disabilities.

Table 18: Summary of SGBV knowledge score by country

Country	Mean	Min	Max
Burundi	1.1	0	4
Tanzania	1.7	0	7

1120.2 Percentage of girls who are able to identify forms of gender-based violence

The PMF tracks the percentage of girls who are able to identify forms of GBV. In the analysis, girls were classified as satisfying this criteria if they were able to identify at least 3 different forms of SGBV (an SGBV knowledge score of 3 or above). Girls in Tanzania (27.9 per cent) were significantly more likely to satisfy this

indicator than girls in Burundi (14.3 per cent).²¹⁵ In Burundi, scores were significantly higher in comparison (23.15 per cent), than intervention (10.37 per cent) sites.²¹⁶

7.6 Knowledge of women and children's rights

The 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. The data revealed a mixed picture, as many as 86.8 per cent of children in Burundi, and 69 per cent of children in Tanzania knew that parents could be fined for failing to register the birth of their child, and a similarly high proportion of children in both countries identified that marriage depends on the consent of both the male (77.2 per cent) and female (78.3 per cent) parties. These findings were also supported by evidence from the qualitative research; children in focus group discussions were asked to discuss a scenario where a girl 'Fatima' was being forced into marriage by her parents against her will. Participants agreed that the action of Fatima's parents were wrong, they insisted that it was Fatima's right to refuse the marriage, and suggested that she could ask relatives, the school, or locally based rights organisations for help and support in preventing the marriage: *"Fatima is too young to get married. She can refuse to get married. She can go to a human rights and protection organisation for assistance"*.²¹⁷

However, less than half the sample (41.8 per cent in Burundi and 41.9 per cent in Tanzania) correctly identified the legal age of marriage as 18 years. The overwhelming majority of children (76.9 per cent and 90.7 per cent in Tanzania %) agreed that it was acceptable for a parent to beat their child²¹⁸, and only 2.3 per cent of children in Burundi, and 5.4 per cent in Tanzania had heard of FGM, with just two children in Tanzania, and none in Burundi knowing it to be illegal.

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. Overall, children in Burundi had slightly higher *Rights knowledge scores* than children in Tanzania. There were no other discernible patterns in the data identifying particular factors to be associated with knowledge of women and children's rights.

Table 19: Summary of Rights Knowledge Score by country

Country	mean	Min	max
Burundi	2.6	0	6
Tanzania	2.3	0	6

1120.3 Percentage of children who have knowledge of laws and policies on rights of children and women (FGM, child marriage, violence, birth and marriage registration).

The project monitoring framework seeks to track the percentage of children who have knowledge of laws and policies on the rights of children and women. In the analysis, children were classified as satisfying this criteria

²¹⁵ Pearson $\chi^2=17.04$, $p=0.00$.

²¹⁶ Pearson $\chi^2=9.92$, $p=0.00$.

²¹⁷ Focus group discussion with girls.

²¹⁸ A significantly higher proportion of children 'agreed' in Tanzania: pearson $\chi^2=44.64$, $p=0.00$.

if they provided positive or correct answers to at least four (out of seven) of the rights-based questions (*Rights knowledge score* of at least four). There were no significant differences in scores on this indicator between children in Burundi (45.27 per cent) and Tanzania (41.47 per cent). In Burundi, scores were slightly higher in comparison sites (52.78 per cent) compared to intervention sites (41.91 per cent).²¹⁹

7.7 Help seeking

Less than half of children (39.2%) in Tanzania, and just over half in Burundi (51.3%) said that they would feel confident seeking support if they were a victim of violence, and less than a third in both countries (33.0% in Burundi and 27.1% in Tanzania) said that they would feel “very confident” (with the remainder of those expressing confidence, saying they only felt “somewhat” confident). Children in Burundi expressed more confidence seeking support in circumstances of violence than children in Tanzania.²²⁰ Furthermore, older children felt more confident seeking support than younger children.²²¹ Interestingly, children with experiences of violence at home expressed more confidence seeking support, than others; this may be due to prior contact with support services, and/ or familiarity with seeking support in cases of violence.²²²

The most commonly identified sources of support were parents/ family members (49.3 per cent of children identified these as a source of support), followed by friends (28 per cent) and police (24.9 per cent). Roughly 1 in 9 children (11.4 per cent) were unable to identify any sources of support.

In focus group discussions, children were asked to discuss where children might seek help for different problems that they might be facing. Unlike in the survey, school teachers and PTAs were commonly discussed sources of support, as well as locally based human rights organisations and (I)NGOs: *“she should go to the school. The Head Teacher, the PTA can help advise her. She can go to a child rights and protection organisation for assistance, like IRC, Plan International, WLC Endsoon.”*²²³ Neighbours and other relatives were also commonly mentioned as sources of support in cases of family-based violence.

Figure 26: Sources of support for victims of violence identified in the survey

²¹⁹ Pearson chi2=3.56, p=0.06.

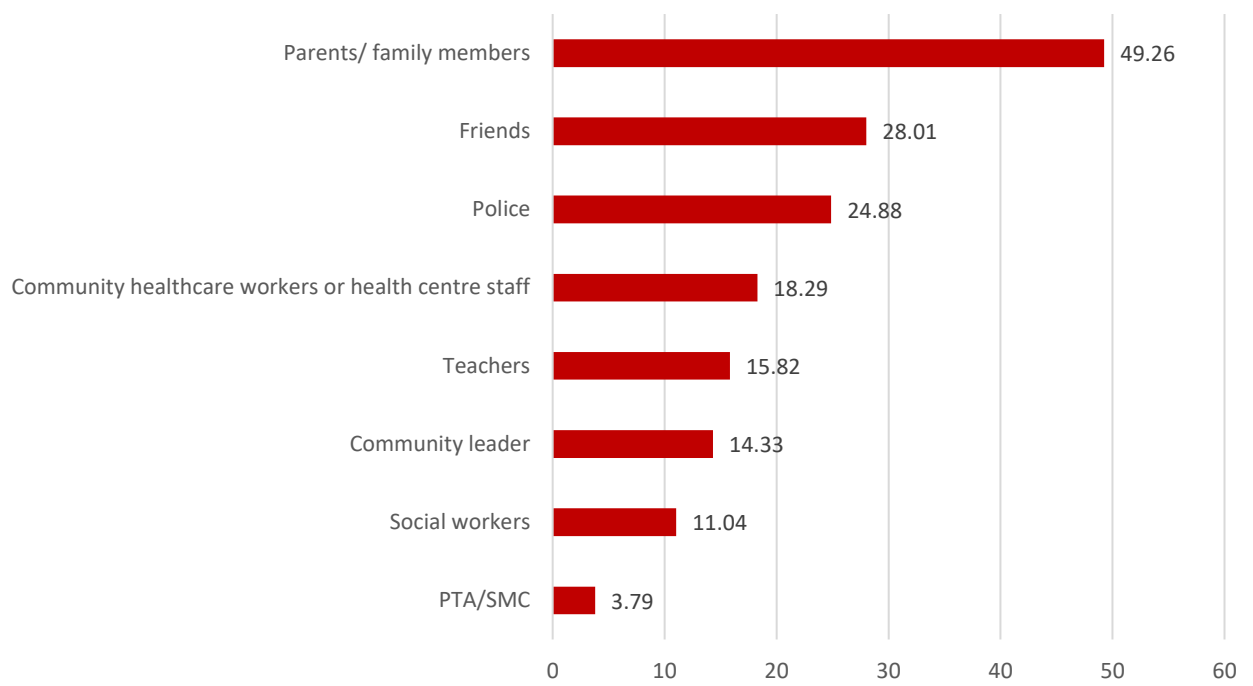
²²⁰ t=3.6, p=0.00

²²¹ t=-1.9, p=0.06

²²² t=-2.1, p=0.03

²²³ Focus group discussion with girls.

Percentage of children who identified different sources of support



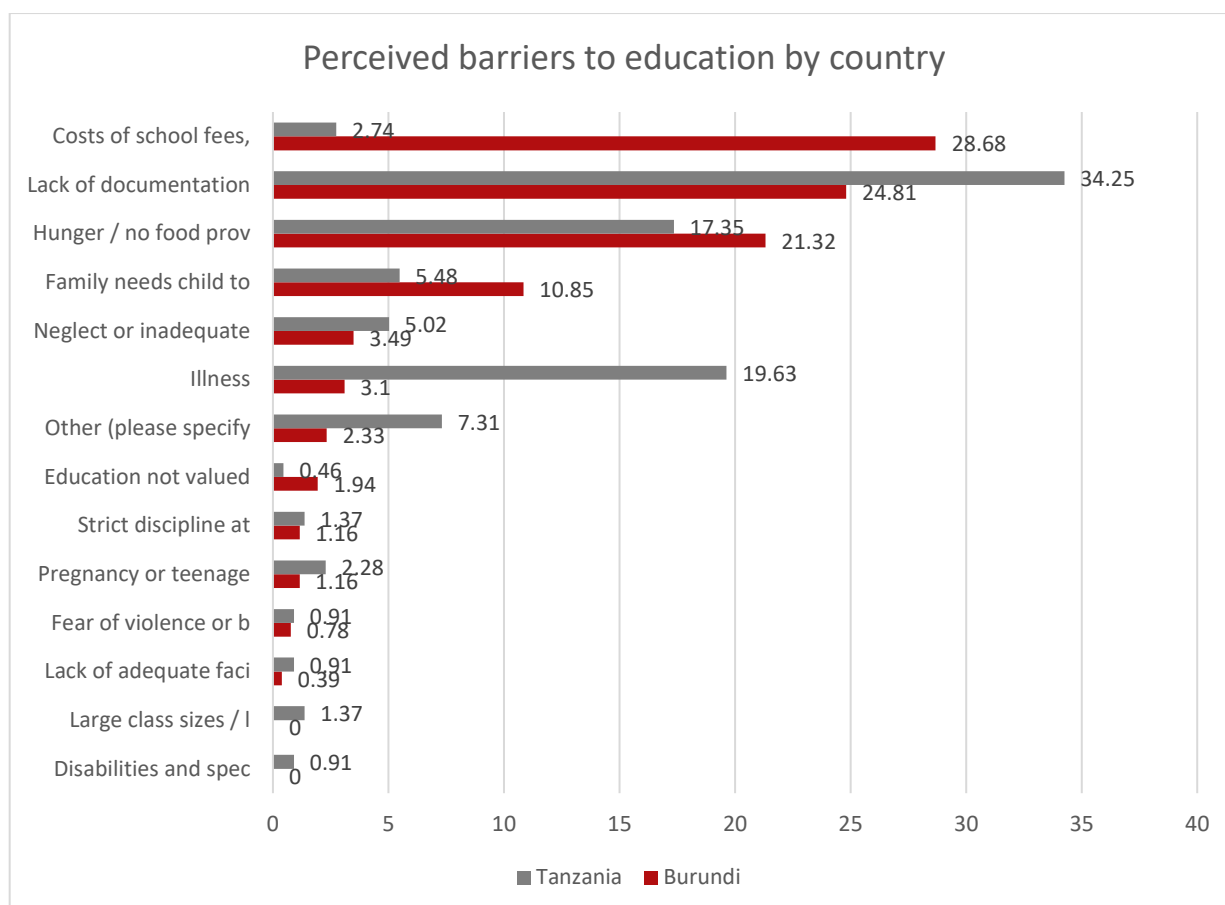
8 Community support for inclusive, protective, gender-responsive education

To what extent do men and women in the community demonstrate awareness of and support for inclusive, protective, gender-responsive quality education for girls and children with disabilities? How aware are men and women in the community of inclusive, gender-responsive education? Can men and women in the community identify key barriers to education, including barriers specifically faced by girls and children with disabilities? What attitudes do men and women in the community demonstrate towards education for girls? What attitudes do men and women in the community demonstrate towards harmful gender norms and SGBV? Can men and women in the community identify ways to support access to education, particularly for girls and children with disabilities? What groups or structures in the community support access to education? What knowledge do PTA/ SMC members have of protection, gender and inclusion?

8.1 Barriers to education

Community members in the KAP survey were asked about their perceptions of the key social, cultural, economic and other barriers to education in their communities. The overwhelming majority of respondents (97.7 per cent in Burundi and 82.3 per cent in Tanzania) were able to identify at least one barrier to education for children. Commonly identified barriers included lack of documents, hunger (/ no food provided at school), child illness and parental neglect across both country contexts. Cost of school fees was found to be the most significant barrier to education in Burundi, but this was a negligible factor in Tanzania, given that the schools in camps are free. Very few respondents considered a lack of value placed in education, fear of violence, pregnancy or teenage motherhood to be significant barriers to education.

Figure 278: Community members perceptions of barriers to education



In focus group discussions, community members agreed that there are groups of children and adolescents who are not attending school for a range of reasons:

“Families are in abject poverty to the point of failing to buy children clothes”.²²⁴

“It is because of: family poverty, lack of awareness on the importance of children’s education, lack of motivation for parents to send their children to school, some cultures issues related to the neglecting girls’ schooling; labour migration to Tanzania, lack of school materials and capacity of provision of these school material to children, especially specific material for children with disabilities”.²²⁵

There were a couple of issues that were raised frequently in focus group discussions, that were not captured in the survey. Firstly, respondents discussed the lack of motivation by children themselves to attend education, due to the general lack in (perceived) opportunities for educated children after leaving school:

“There is a lack of motivation of children due to the fact that even those who are graduated are not employed and are suffering as much as those who have not been to school.”²²⁶

²²⁴ Focus group discussion with PTA/ SMC members, Tanzania, 25th March 2021.

²²⁵ Focus group discussion with PTA/ SMC members, Burundi, 25th March 2021.

²²⁶ Focus group discussion with PTA/ SMC members, Burundi, 27th March 2021.

“There is a lack of motivation for education due to high rate of unemployment of freshly graduated, even those who have been to school do not have better living condition.”²²⁷

Due to these factors, participants explained that whilst boys were often more interested in migrating for work, for “rapid money earning”, girls often viewed early marriage to be “*a form of self-funding*”²²⁸, and “*the final solution to any life challenge*”.²²⁹

Furthermore, in Burundi coming from a polygamous family was frequently identified as a key barrier to education, however, the reasons for this were not expanded on further.

It is interesting to compare community perceptions of barriers to education, with actual explanations provided by parents of out of school children as to why their children were not currently attending school. Overall, the data indicates that perceptions of why children are not in school, align well with actual (reported) barriers. The top barriers (both actual and perceived) appear to be: school fees (Burundi only), lack of documentation, hunger, family need for the child to work, and illness.

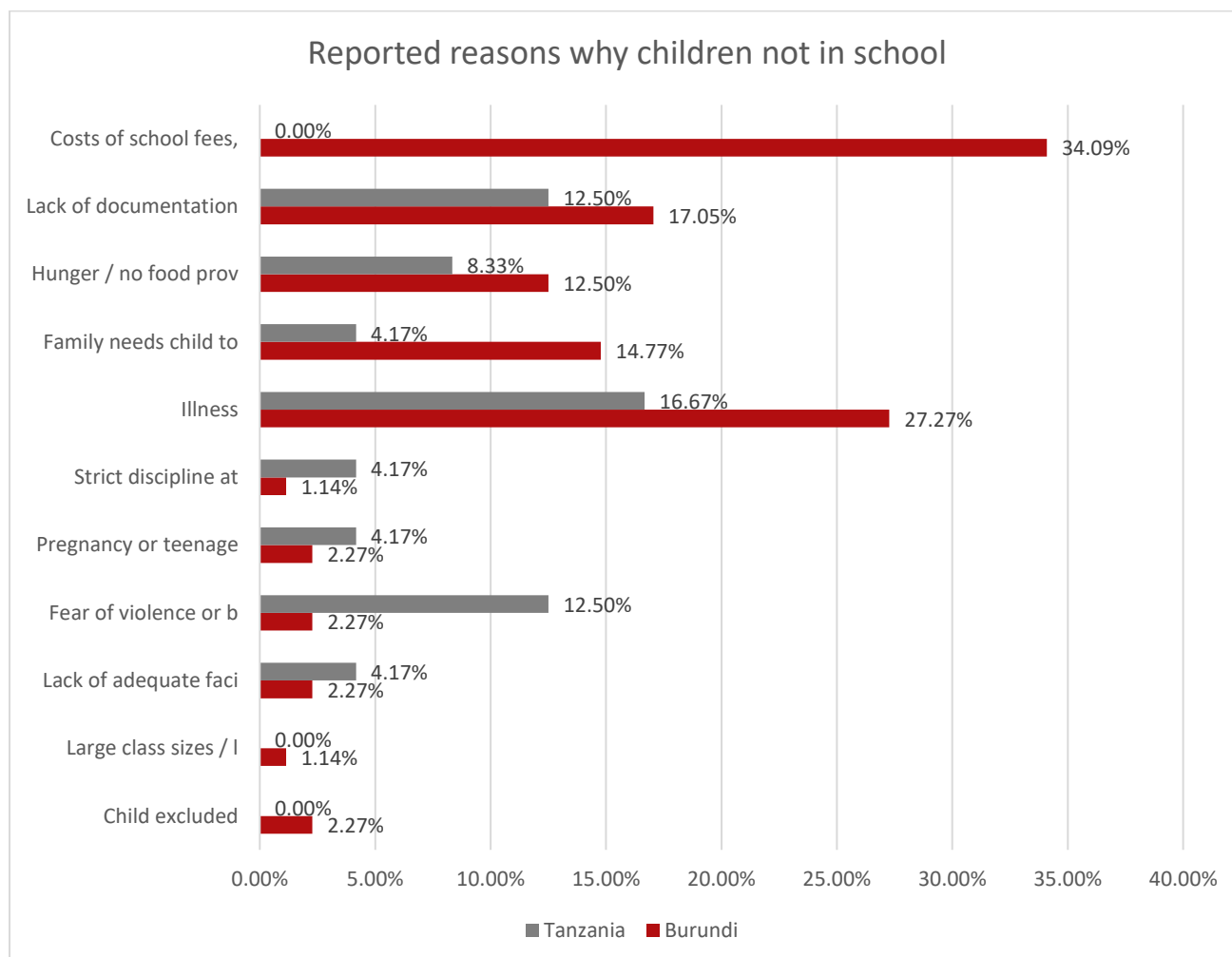
While “fear of violence” was not perceived to be a significant barrier to education by community members, however, as many as 1 in 8 parents of out of school children in Tanzania (12.5 per cent), identified violence as a reason why their child was not attending school. This suggests that there may be a lack of awareness amongst the community that school-based-violence is a significant issue and barrier to education for some children in camps in Tanzania.

²²⁷ Focus group discussion with PTA/ SMC members, location redacted, Burundi, 27th March 2021.

²²⁸ Focus group discussion with PTA/ SMC members, location redacted, Burundi, 24th March 2021.

²²⁹ Focus group discussion with PTA/ SMC members, location redacted, Burundi, 25th March 2021.

Figure 289: Reported actual barriers to education by country



Specific barriers to education faced by girls and children with disabilities

In addition to asking about barriers to education for children in general, community members were asked about their perceptions/ knowledge of specific barriers faced by girls and children with disabilities. In general, community members were less able to identify specific barriers to education for these groups (than to identify general barriers for children more broadly²³⁰) indicating a reduced level of knowledge of the specific barriers that girls and children with disabilities may face.

The main barriers to education for girls identified by participants were: early marriage/ pregnancy and teenage motherhood (58.8 per cent of community members in Burundi and 53.4 per cent of community members in Tanzania identified this as the most significant problem for girls' education); chores (20.6 per cent of respondents in Burundi and 9.1 per cent in Tanzania identified this as the most important barrier) and a lack of value placed on girls' education (16.3 per cent of respondents in Burundi, and 5.7 per cent of respondents in Tanzania identified this as most important). In Tanzania, "menstruation" was also identified as a significant

²³⁰ ttest, p=0.00.

barrier to education, although this was not mentioned by respondents in Burundi. Interestingly, whilst more respondents in Burundi and Tanzania identified “lack of value placed in girls education” as a significant barrier to girls’ education, this does not fit with findings presented in section 8.2 which indicate that discrimination towards girls education may be higher in Tanzania than Burundi. This may suggest that in Tanzania there is a lack of awareness concerning gender discriminatory attitudes towards girls’ education, and the ways that this may impact on girls ability to attend school and excel in education.

For children with disabilities, the most significant barriers identified included discrimination and stigma (27.4 per cent of respondents in Burundi and 55.0% of respondents in Tanzania), lack of specialist equipment and assistive devices (38.4 per cent of respondents in Burundi and 19.5 per cent of respondents in Tanzania) and fear of violence and bullying (8.2 per cent of respondents in Burundi and 18.2 per cent of respondents in Tanzania). In Burundi “schools do not allow children with disabilities to attend school” was also identified as a significant barrier (10.5 per cent identified this as the most important barrier) indicating that there may be reduced provision for children with disabilities in Burundi (a finding that is supported by other evidence from the baseline, see section 10 of this report in particular).

These findings were supported by evidence from qualitative interactions, where: early marriage; a lack of value placed on girls’ education (“[there is] *some culture belief that there is no importance of girls’ education*”)²³¹, and a lack of specialist teachers and equipment were frequently identified as barriers to education for girls and children with disabilities: “[there is a] *lack of school material and capacity to provide these school material to children, especially specific material for children with disabilities*”;²³² “*the deaf do not study because they don’t have learning tools in all schools in the camp*”.²³³

8.2 Community attitudes around gender and girls’ education

Community members were asked a range of questions in order to assess their attitudes towards girls’ education, including “if a family needs help at home or is under financial stress, it is better to keep boys in school than girl” and “girls can be just as successful in school as boys”.²³⁴ The results indicate that discriminatory attitudes that place value on boys’ education above that of girls’ remain prevalent within communities, especially in Tanzania.²³⁵ Almost three quarters (74.8 per cent) of respondents in Tanzania, and 3 out of 5 (58.3 per cent) of respondents in Burundi gave at least one ‘negative’ or gender-discriminatory response to these questions. Although 92.8 per cent of respondents in Burundi and 98.5 per cent in Tanzania agreed that “educating girls contributes to social development”, roughly 1 in 5 (21.8 per cent in Tanzania and 18.9 per cent in Burundi) respondents agreed that it was more important to keep boys in school than girls. Almost 1 in 4 (24 per cent) of respondents in Tanzania, and 1 in 7 (14 per cent in Burundi) agreed that “it is more important that girls learn to take care of a home and a family than go to school”). Furthermore, 2 in 5 respondents in Tanzania and almost 1 in 4 in Burundi, agreed that “girls should be less educated than their spouse”.

²³¹ Focus group discussion with PTA/ SMC members, location redacted, Burundi, 25th March 2021.

²³² Focus group discussion with PTA/ SMC members, location redacted, Burundi, 23th March 2021.

²³³ Focus group discussion with PTA/ SMC members, location redacted, Tanzania, 25th March 2021.

²³⁴ A full list of questions is included at Annex B.

²³⁵ Ttest t=2.87, p=0.00

Regression analysis²³⁶ was performed to identify the factors associated with more egalitarian attitudes towards gender and education. Older respondents²³⁷, and more educated respondents²³⁸ were more likely to have positive attitudes towards girls' education.

Members of Parent Teacher Associations were significantly more likely to have positive attitudes towards girls' education than other respondents.²³⁹ This finding was supported by evidence from focus group discussion, during which PTA members from both countries overwhelmingly expressed the view that girls' education is equally as important as boys: *"girls like boys have the right to get an education. Girls are human like other human beings;"*²⁴⁰ *"once a girl has been educated, she gets skills and capacity to cope with the daily life challenges; she can manage to earn income and sustain his family, and be more independent"*.²⁴¹ Furthermore, PTA members did not see any upper limits to girls' education, with most asserting that girls should remain in education for as long as suited their personal abilities and goals, even achieving masters or PhD level education.

PMF indicator

1110.2 Percentage of community members who demonstrate positive attitudes towards girls' access to education

This indicator captures community members attitudes towards girls' access to education. It was captured by measuring the number of respondents' who gave 'positive'/ non-discriminatory answers to all six questions about gender and education. Overall, this was achieved by 41.7 per cent of respondents in Burundi and 25.2 per cent of respondents in Tanzania. Male (39.8 per cent) respondents were significantly more likely than female respondents (29.8 per cent) to satisfy this indicator.²⁴² There were no significant differences observed in the scores for this indicator obtained in intervention and comparison sites in Burundi. More than half (55.1 per cent) of PTA respondents satisfied this indicator, compared to less than a third (29.0 per cent) of non-PTA members.

8.2.1 Attitudes towards gender and violence more broadly

As well as evaluating community attitudes towards girls' education, the KAP survey sought to capture community members' attitudes toward gender equality and violence more broadly. As with responses in the children's survey, the KAP results indicate strong and persistent patriarchal norms and values, which place men in an asymmetric position, of hierarchy and authority in relation to women. The overwhelming majority (94.7 per cent) of respondents agreed that "a man is the head of his household"; almost two thirds agreed that "it is more important for men to find work outside the home than women" (64.9 per cent), and that "there should be occupations reserved for men and for women" (63.4 per cent), and roughly half the sample (48.7

²³⁶ A Girls' Education Attitude Score was compiled by aggregating positive responses to each question for every respondent. This score was included in the model as the dependent variable; country, gender, age, education, and household hunger were included as independent variables.

²³⁷ $t=2.42$, $p=0.01$

²³⁸ $t=2.70$, $p=0.01$

²³⁹ Ttest, $p=0.00$

²⁴⁰ Focus group discussion with PTA/ SMC members, location redacted, Tanzania, 16th March 2021.

²⁴¹ Focus group discussion with PTA/ SMC members, location redacted, Burundi, 24th March 2021.

²⁴² Pearson $\chi^2=5.49$, $p=0.0$

per cent) agreed that “in a married couple, the husband should make all decision about spending” (a further 3.6 per cent neither agreed nor disagreed with this statement). When it comes to children, however, attitudes may be more egalitarian with just over **two thirds** of respondents agreeing that “boys and girls should help equally with household chores”. Attitudes concerning gender were found to be significantly more egalitarian in Tanzania compared to Burundi²⁴³, and higher levels of education were also found to be significantly correlated with more gender-equal attitudes.²⁴⁴

Harmful social norms that sustain and justify forms of sexual, gender based and domestic violence against girls were also found to be prevalent. Roughly 1 in 4 (25.7 per cent) respondents agreed that “domestic violence is a private matter and nobody else’s business”. Less than a third (31.5 per cent) of respondents agreed that it was never acceptable for a man to beat his wife: more than half (57 per cent) of respondents said that beating was justified if the wife had an affair, over a third (37.4 per cent) if she refuses sex, and more than a quarter if she neglects the children (29.3 per cent) or goes out without telling her husband. Over 1 in 4 respondents (27.2 per cent) agreed that “if a girl is raped, it is best for her to get married to avoid shame”, and almost three quarters identified reasons why a girl is to blame for being raped: including if she goes out late at night (62.8 per cent), drinks too much or takes drugs (55.8 per cent), dresses provocatively (53.2 per cent), or is sexually active before marriage (43.9 per cent).

Several correlates of attitudes towards SGBV were identified. Respondents in Tanzania were significantly less accepting of forms of violence against women and girls, than those in Burundi.²⁴⁵ Meanwhile, lower levels of education²⁴⁶, female gender²⁴⁷ and household hunger²⁴⁸ were all associated with higher levels of SGBV acceptability.

8.3 Community attitudes around disability

Community attitudes towards disability and education were found to be mixed. Almost all respondents agreed that schools should provide extra support to children with physical (95.8 per cent in Burundi, 98.2 per cent in Tanzania) and mental (98.5 per cent in Burundi and 97.4 per cent in Tanzania) disabilities. Furthermore, the overwhelming majority (79.9 per cent in Burundi and 91.4 per cent in Tanzania) agreed that “it is good for schools to include children with all disabilities”. However, a sizeable minority of respondents did display some discriminatory attitudes. Almost 1 in 3 respondents in Burundi and almost 1 in 4 in Tanzania disagreed with the statement “children with physical disabilities can learn just as well as other children” and 1 in 4 respondents in Burundi and over 1 in 3 in Tanzania agreed that “education is not as important for children with a disability”. As almost half of respondents (45 per cent) in Tanzania, and over 1 in 3 (37 per cent) in Burundi said they would be uncomfortable about a child with a mental disability being in the same class as their child, indicating particularly high levels of prejudice against children with mental disabilities.

Respondents were assigned a score for their attitudes towards disability based on the number of ‘positive’/ non-discriminatory responses that they gave to each of these questions, with higher scores indicating greater

²⁴³ $\beta=0.17$, $t=2.57$, $p=0.01$

²⁴⁴ $\beta=0.67$, $t=2.33$, $p=0.02$

²⁴⁵ $\beta=0.67$, $t=2.33$, $p=0.02$

²⁴⁶ $\beta=0.12$, $t=2.89$, $p=0.00$

²⁴⁷ $\beta=-0.25$, $t=-2.66$, $p=0.01$

²⁴⁸ $\beta=-0.28$, $t=4.85$, $p=0.00$

levels of discrimination towards children with disabilities. Regression analysis was performed to identify the factors associated with more positive attitudes towards disability and education. Adjusting for a range of demographic factors, respondents in Tanzania demonstrated more discriminatory attitudes than respondents in Burundi,²⁴⁹ meanwhile higher levels of education²⁵⁰ and older age²⁵¹ were significantly associated with more egalitarian attitudes towards disability.

As with attitudes towards girls' education, PTA members were found to have significantly more positive attitudes towards disability and education, than the community at large even when adjusting for other factors, including education and age.²⁵² These findings were also reflected in qualitative transcripts where PTA members expressed highly positive attitudes towards education for children with disabilities, based on principles of human rights and equality:

"They have the right to education. They are human like other human beings. They should study up to university".²⁵³

"Of course, once educated they can fairly contribute in community and family development. Their role in country development is needed and important as any citizen."²⁵⁴

They also acknowledged, however, that these views weren't always shared by other members of the community: *"some children with disabilities are bullied by their families, believing that they cannot study and amount to anything in life".²⁵⁵*

In focus groups, participants noted that barriers to school attendance for children with disabilities speak to deeper structural inequalities and discrimination which prevent these groups of children from accessing education. Many cited problems with physical access barriers such as insufficient facilities (particularly in Tanzania), whilst others noted that disabled children often face discrimination in the community, which cements the widespread belief that educating disabled children is a poor use of limited resources. Furthermore, data also suggests that poverty often forces low-income families to make the decision to have their child to engage in labour rather than continue schooling.

PMF indicator

1110.3 Percentage of community members who demonstrate positive attitudes towards access to education for children with disabilities

This indicator captures community members' attitudes towards access to education for children with disabilities. It was captured by measuring the number of respondents' who gave 'positive'/ non-discriminatory answers to all seven questions about disability and education. Overall, this was achieved by 14.0 per cent of respondents in Burundi and 15.8per cent of respondents in Tanzania (no significant differences were observed

²⁴⁹ $\beta=0.20$, $t=1.85$, $p=0.06$

²⁵⁰ $\beta=-0.15$, $t=-3.17$, $p<0.00$

²⁵¹ $\beta=-0.01$, $t=-1.66$, $p=0.09$

²⁵² $\beta=-0.50$, $t=-3.56$, $p=0.00$

²⁵³ Focus group discussion with PTA/ SMC members, location redacted, Tanzania, 25th March 2021.

²⁵⁴ Focus group discussion with PTA/ SMC members, location redacted, Burundi, 25th March 2021.

²⁵⁵ Focus group discussion with PTA/ SMC members, location redacted, Burundi, 25th March 2021.

between countries). As with attitudes towards gender and education, male (19.9 per cent) respondents were significantly more likely than female respondents (12.09 per cent) to meet the criteria for this indicator.²⁵⁶

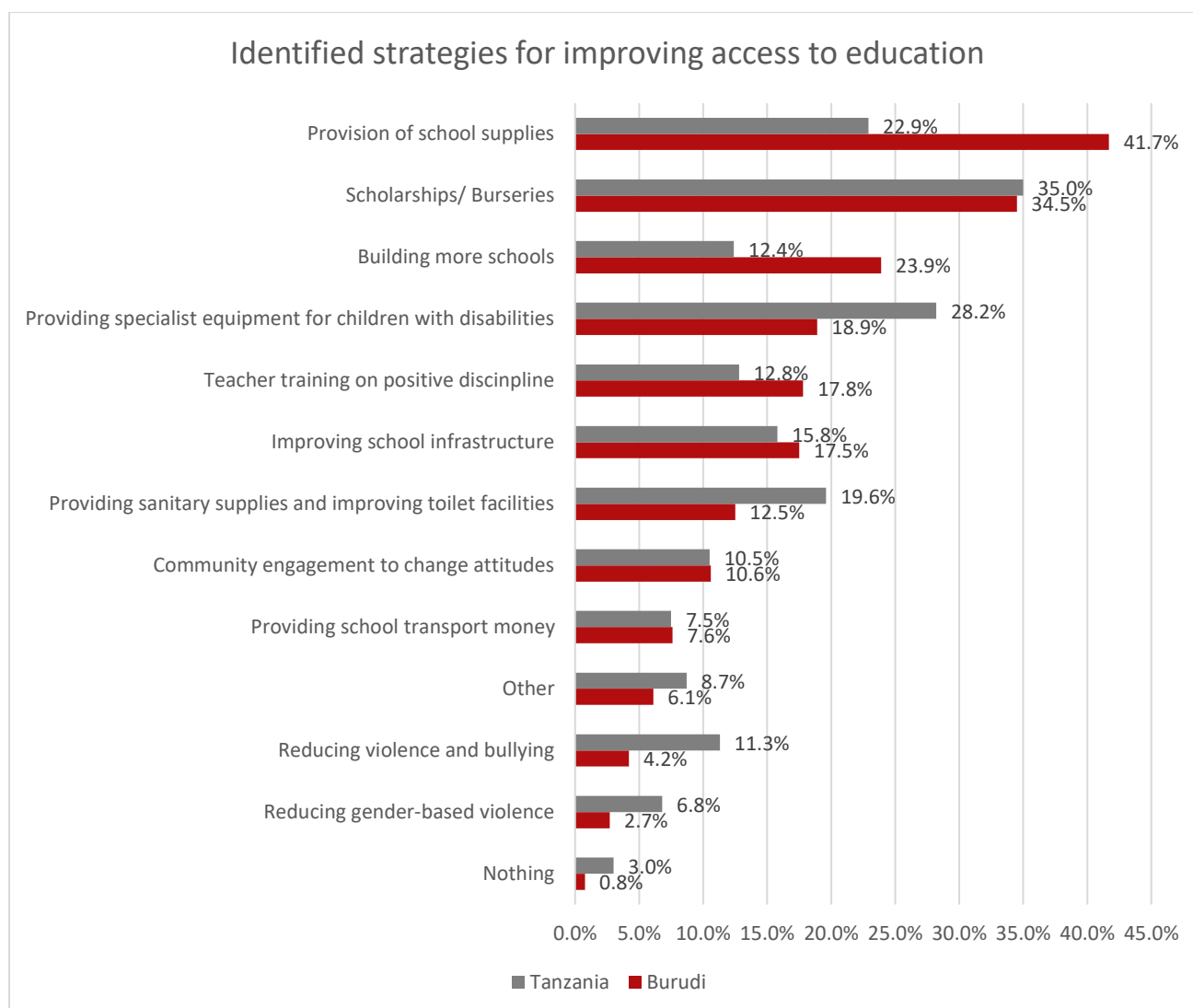
There were no significant differences observed in the scores for this indicator obtained in intervention and comparison sites in Burundi.

8.4 Community support for education

Respondents in the KAP survey were asked to identify ways that access to education, particularly for girls and children with disabilities, might be improved. Almost all respondents (98.9 per cent in Burundi, and 95.1 per cent in Tanzania) were able to identify at least one strategy for improving access. The strategies suggested by respondents were general and largely focused on resources and facilities: providing school supplies, bursaries and specialist equipment being the three most commonly identified. More nuanced interventions, like actions to address: violence and bullying, including forms of gender-based violence; community attitudes towards education; and teacher training on positive discipline were less commonly identified by respondents in the survey.

Figure 29: Strategies for improving access to education identified by respondents by country

²⁵⁶ Pearson $\chi^2=5.86$, $p=0.02$



Respondents were given a score for each strategy identified, and these composite scores were used for inferential analysis exploring the demographic factors associated with the ability to identify ways to support access to education for vulnerable groups. Overall respondents in Burundi were significantly more able to identify multiple solutions for support, compared to respondents in Tanzania (even when controlling for a range of other factors including age, gender, household hunger and education).²⁵⁷ There were no other associations observed in the data.

Participants in interviews and focus groups identified a range of actions that would support access to education. Consistent with evidence from the survey data, the need to improve school infrastructure and facilities was a primary concern of participants. Nonetheless, participants also raised the need for: continued sensitisation and awareness raising on the importance of education in communities; improved teacher training and capacity building, particularly in special needs education; and the need to establish systems and rewards for motivating students, especially those from marginalised groups, such as girls and children with disabilities:

²⁵⁷ OR=0.63, t=-2.40, p=0.02

*"It is needed - a lot of sensitization of disabled children, and their parents, and the community. These disabled children who perform very well should be awarded."*²⁵⁸

*"Parents and children [need] sensitization on the importance of education. [There is need to] develop girls motivation aspect for education and award these girls who are high performing... and girls clubs creation."*²⁵⁹

Respondents were able to identify a number of local organisations, bodies, groups and structures working to improve access to education for children in their communities, including community child protection committees, local government services for victims of gender-based violence, the International Rescue Committee (IRC), Right to Play, Plan International, HelpAge International, and Save the Children;

"IRC make follow up on the children who have stopped going to school using school mentors who counsel children".²⁶⁰

"HelpAge International focus on children with disabilities by supporting them with the learning aides and other support related to their needs".²⁶¹

Parent and Teachers Associations were also identified as a key resource for improving access to education: through fundraising for facilities, infrastructure and development; discussing and solving problems; designing school development projects; sensitising communities and promoting education and school attendance; and monitoring and following up on cases where children drop out of school and supporting them to regain access.

PMF indicator

1110.1 Percentage of parents who understand the key social, cultural, economic, gender-based barriers to education and are able to describe at least three ways to respond to these barriers

This indicator aims to measure the proportion of parents who understand the key barriers to education, including specific barriers faced by girls and children with disabilities, and are able to identify strategies for overcoming this barrier. Participants were counted as satisfying this criteria if they could identify: 1) at least one barrier faced by children in accessing education; 2) at least one barrier faced specifically by girls; 3) at least one barrier faced specifically by children with disabilities; and 4) could identify at least 3 strategies to support children's education. Overall, 42.40 per cent of parents in Burundi and 30.80 per cent in Tanzania met this criteria.²⁶² There were no significant differences between intervention and comparison communities in Burundi.

²⁵⁸ Focus group discussion with PTA/ SMC members, location redacted, Burundi, 25th March 2021.

²⁵⁹ Focus group discussion with PTA/ SMC members, location redacted, Burundi, 24th March 2021.

²⁶⁰ Focus group discussion with PTA/ SMC members, location redacted, Tanzania, 25th March 2021.

²⁶¹ Focus group discussion with PTA/ SMC members, location redacted, Tanzania, 25th March 2021.

²⁶² Pearson $\chi^2=7.04$, $p=0.01$.

9 Support for education among education stakeholders

To what extent do education officials, teachers and head teachers demonstrate awareness of and support for inclusive, protective, gender-responsive play-based education for girls and children with disabilities? How aware are education officials and teachers of inclusive, gender-responsive play-based education? To what extent do education officials and teachers perceive benefits to inclusive, gender-responsive, play-based education in their community? To what extent do teachers use inclusive, gender-responsive, play-based learning methodologies?

In Tanzania and Burundi there was widespread support amongst education officials, teachers and head teachers for inclusive, protective, gender-responsive education. Many community members saw education for all as a gateway to employment and broader opportunities that allowed children to escape the cyclical nature of poverty in their communities. Focus group discussions with members of Parent Teacher Associations (PTAs) in both countries also speak to strong support for inclusive education for all children, regardless of gender or ability. Several parents expressed strong support for educational equity, stating that children with disabilities should be encouraged to pursue education for as long as they are able.²⁶³

Teachers and parents were broadly aware of the concept of play-based education. Teachers who participated in key informant interviews were largely keen to implement play-based methods in their classrooms as they believed it promoted and facilitated children's learning. Many parents shared examples of play-based learning methodologies used in their children's classes such as drawing, singing and playing games. Additionally, in all schools teachers were aware of play-based learning. Many teachers discussed the link between incorporating play into classroom activities and increased concentration, better educational outcomes and improved mental health for children. One teacher highlighted the benefits of play-based education in her classroom, saying:

“Interviewer: What teaching methods do you consider to be the best?”

RP: Use of games, songs and pictures.

Interviewer: Why?

RP: The children are interested and are very happy; they do not doze off in class; they quickly retain lessons learned by singing or playing.”²⁶⁴

Some teachers also mentioned the positive benefits of using play-based learning to increase children's confidence, retention of information, attention span and interpersonal skills. Teachers also shared that play based learning was particularly helpful for refugee children as it allows them to “stop thinking about evil” and “refreshes their minds, especially for children who have gone through refugee difficulties, witnessing live killings, wars, hunger and tragic deaths.”²⁶⁵ However, as Section 10 illustrates, this support for play-based education did not always translate into increased delivery of play-based education.

²⁶³ Focus Group Discussion, Tanzania, Juhudi Fundamental, 23 March 2021.

²⁶⁴ Key Informant Interview, Burundi, Teacher No 11, 22 March 2021.

²⁶⁵ Key Informant Interview, Tanzania, Safari Fundamental, 25 March 2021.

In focus groups in both countries qualitative data suggests that there exist several key barriers to integrating play-based learning into the classroom. Classroom observations suggest that the majority of schools visited in Tanzania did not have sufficient space, indoors or outdoors, to allow for games to be played as part of a lesson. Teachers also cited a lack of equipment and training in how to use play-based methods as a key barrier to ensuring their lessons were more interactive. In Burundi, unlike Tanzania, physical access barriers served as a barrier for children accessing school facilities. Several teachers also expressed concern that should a child injure themselves during activities a lack of first aid kits in the school would pose a risk to their pupils, and saw that as a key barrier to undertaking play-based learning. Finally, adapting play-based learning to the needs of students with disabilities was a key concern for some teachers who explained “the child cannot make movement like the others” and that as a result using play-based methods may be challenging.²⁶⁶

Tanzania

In Tanzania, data from the classroom observations conducted in twelve classes suggests that there was little use of gender-responsive play-based learning methodologies. There was only one recorded use of games within a lesson in Nuru Fundamental school in Zone 9.²⁶⁷ The use of songs, art or drama within the classroom was also limited, with only one lesson in Urafiki Fundamental school in Zone 11 singing during the classroom observations. More broadly, data suggests that interaction between pupils and their teachers was low across all lessons, with only two observations of pupils asking questions of their teachers and minimal use of open questions (0.16 times on average across all 12 schools) to encourage discussion within the classroom.²⁶⁸

In the two classes observed which both had a boy with disabilities in the classroom, both teachers were observed to have modified their lessons to actively include those children with disabilities.²⁶⁹ Yet, only one of the two classes which were observed to have modified their lessons made active use of a lesson plan.

However, lessons overall were not well adapted to be gender-responsive, with only 16.7 per cent of the teachers whose classrooms were observed using gender-responsive materials or adapted pre-existing materials to be gender-responsive for some of the lesson.²⁷⁰ Despite the minimal use of materials, overall it was observed that lessons themselves were overwhelmingly gender-inclusive in their approach. Additionally, there were no examples of gender stereotypes or gendered language being used throughout the observed lessons.

Burundi

Meanwhile, in Burundi, classroom observations conducted in nine classes suggests that in the majority of classes observed some form of play-based learning was being used by teachers, in contrast to the observations in Tanzania. On average a teacher used games linked to the lesson being taught 2.3 times during the course of each class and used songs, art or drama an average of 1.5 times in the same lessons.²⁷¹ The only school to not use either games or songs, art or drama was Ecofo Nyabitaka II School in Nyabitare zone. All other schools

²⁶⁶ Key Informant Interview, Burundi, Teacher No 10, 27 March 2021.

²⁶⁷ Classroom Observations, Tanzania. March 2021.

²⁶⁸ Classroom Observations, Tanzania. March 2021.

²⁶⁹ Classroom Observations, Tanzania. March 2021.

²⁷⁰ Classroom Observations, Tanzania. March 2021.

²⁷¹ Classroom Observations, Burundi, March 2021.

made at least one attempt to use play-based methodologies in their lessons.²⁷² One female teacher in Burundi summarised the benefits of play-based teaching methods in her experience: *“when the children are out for recreation, they sing the same song while playing, even at home the children sing the lessons learned in class.”*²⁷³

Interaction between children and their teachers was high in Burundi, with pupils frequently engaging in lessons. On average pupils were asked closed questions 8.2 times per lesson and invited to share responses to open questions 6.2 times per lesson.²⁷⁴ This is considerably higher than the interaction recorded between teachers and pupils in Tanzania, which may suggest a more interactive teaching style where children are encouraged to participate to a greater extent, although the small sample size should be considered when drawing conclusions.

There were three children with disabilities across the sample of schools selected for classroom observations, two schools each had one girl child with disabilities and one school had one boy child with disabilities.²⁷⁵ Notably, whilst the class in which the male disabled pupil was being taught in modified its activities to actively include the disabled pupil, the two classes which each had a female pupil with disabilities did not modify their lessons.²⁷⁶

Nearly all lessons observed in Burundi had been adapted ‘for the whole lesson’ to use a gender-inclusive approach. Two thirds of the classes observed had used gender-responsive materials or adapted pre-existing materials to be gender-responsive for the whole lesson.²⁷⁷ For example, in one lesson in Burundi, researchers recorded a lesson which sought to highlight gendered power dynamics in interpersonal relationships through the use of an interactive game involving animal examples. Qualitative data also suggests that the teachers in all but one of the classrooms facilitated equal opportunities for girls and boys to ask and answer questions, and were ‘supportive, respectful and caring’ towards boys and girls equally.

²⁷² Classroom Observations, Burundi, March 2021.

²⁷³ Key Informant Interview, Burundi, Teacher No 11, 22 March 2021.

²⁷⁴ Classroom Observations, Burundi, March 2021.

²⁷⁵ Classroom Observations, Burundi, March 2021.

²⁷⁶ Classroom Observations, Burundi, March 2021.

²⁷⁷ Classroom Observations, Burundi, March 2021.

10 Provision of protective, inclusive, gender-responsive learning environment

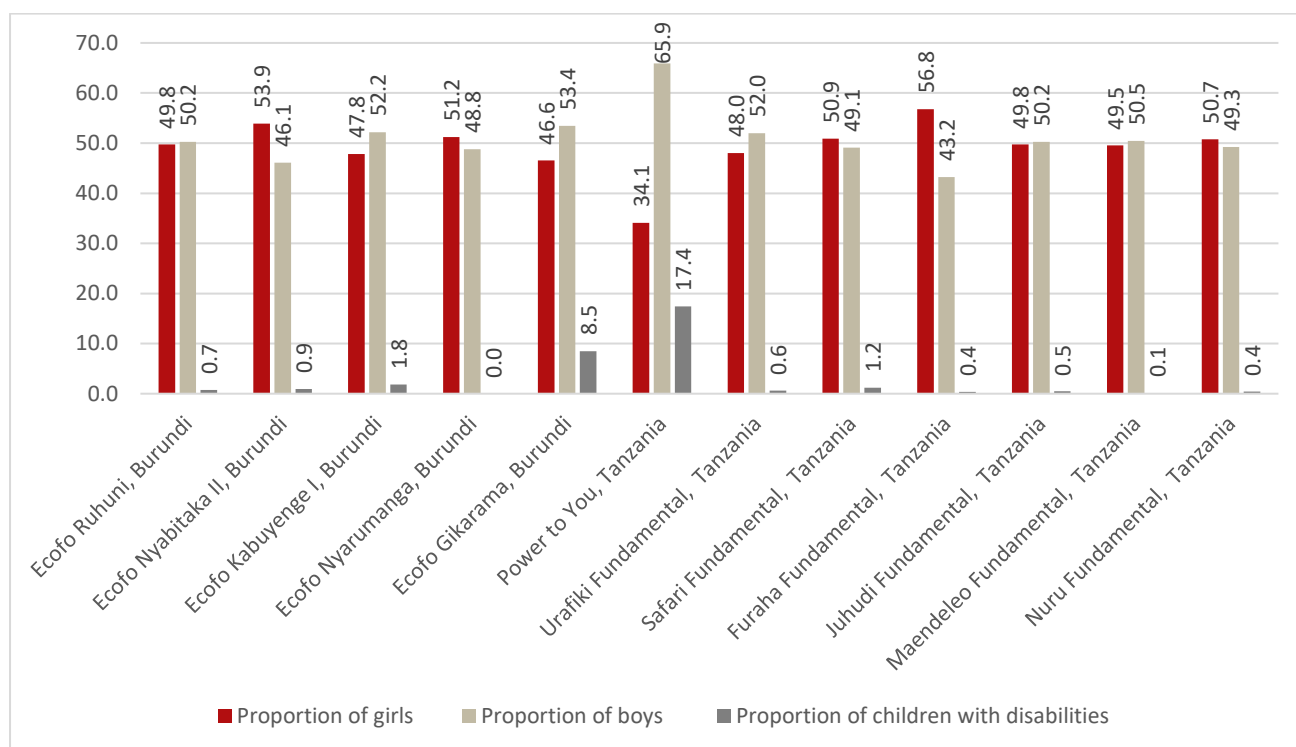
To what extent do schools provide a protective, inclusive, gender-responsive learning environment for girls and boys, particularly those with disabilities? What proportion of schools provide an environment that is physically safe and that caters to the needs of children with disabilities and girls? What proportion of schools have appropriate measures in place to protect girls and boys, particularly those with disabilities, and promote their emotional safety and wellbeing?

10.1 Summary of schools observed

School observations were carried out in six schools in Burundi and seven schools in Tanzania, however, owing to a technical issue it was not possible to access the observation data for one of the schools in Burundi.²⁷⁸ The pupil population size of schools in Burundi ranged from 412 pupils at Ecofo Ruhuni to 1150 pupils at Ecofo Kabuyenge I, averaging at 604 pupils per school. The Tanzanian schools had a comparatively greater number of pupils (averaging 1601 pupils), though Power to You School, with only 264 pupils, had the smallest pupil population out of all of the schools observed, bringing this average down considerably. Power to You also had the most unequal sex distribution of pupils, with girls making up only 34 per cent of the pupil population. The other anomaly in terms of sex distribution was Furaha Fundamental, of which 57 per cent of the pupil population were girls. In the remaining Tanzanian schools in refugee camps, the proportion of female pupils ranged from 48 per cent (Urafiki Fundamental) to 51 per cent (Safari Fundamental). In Burundi, the schools with the greatest gender disparity levels were Ecofo Nyabitaka II (46 per cent boys and 54 per cent girls) and Ecofo Gikarama (53 per cent boys and 47 per cent girls), with the remaining schools exhibiting less significant gender disparities. All but one of the schools (Ecofo Nyarumanga, Burundi) had pupils with disabilities enrolled and, in the majority of schools, disabled children made up under 2 per cent of the total pupil population. The two anomalies were Ecofo Gikarama in Burundi and Power to You in Tanzania, both of which had significantly greater proportion of pupils with disabilities (9 per cent and 17 per cent of the total pupil population, respectively). Headteacher ages ranged from 32 to 52 years old, though Burundi schools had younger headteachers on average (35 years old), than those observed in Tanzania (46 years old on average). The majority of the headteachers at the schools observed were male (4/5 schools in Burundi and 5/7 schools in Tanzania).

²⁷⁸ Unfortunately for this school due to a researcher error, the ODK tablet was wiped before the data was uploaded to the server.

Figure 30: Sex distribution and proportion of children with disabilities in schools observed (%)



10.2 Policies

PMF indicators

1200.4 Percentage of schools that meet criteria for emotional safety/emotional well-being

Overall, none of the schools observed in either country met the criteria for emotional safety / emotional wellbeing (1200.4). Only one of the five schools in Burundi had a child protection policy and / or referral pathway in place and two had a designated child protection focal point person. The schools that did have these child protection mechanisms in place did not display the information in the school, considerably decreasing their usefulness. In Tanzania, although all schools had a child protection policy and referral pathway, and all but one of the schools had a focal point, very few schools displayed information for either mechanism and only one school (Nuru Fundamental) displayed information about both.

Six out of the seven schools in Tanzania and two out of five Burundian schools were observed to have a code of conduct or list of rules for children, though only one school (Safari Fundamental, Tanzania) displayed these rules in the school so children could see them. In focus group discussions, the majority of children were able to recount the rules they are obliged to adhere to at school. In schools in Burundi, children tended to focus on four main rules: to arrive at school on time, not to be absent without a valid reason, to be silent in class, to arrive at school with clean clothes and hair and to respect the teachers and each other. In focus groups in Tanzania, all participants recounted the same school rules: that children must come early to school, that violence, fighting and stealing are forbidden and that children are not permitted to make noise, eat in class, or plait their hair.

Concerningly, when children were asked about the repercussions for children who violate the school rules or otherwise misbehave, some children, most of whom were enrolled in Burundian schools, responded that the child would be 'beaten'²⁷⁹ as a punishment. Other common forms of punishment recounted by children in focus groups in Burundi included being dismissed from school, being made to clean the toilets or classrooms or being asked to bring their parent into school, presumably so that the child's behaviour could be discussed. Girls from Nyabitaka II cited '*bringing manure or wood to cook food for the benefit of teachers*'²⁸⁰ as a punishment imposed for rule breaking, and, in response to separate question, the same group recounted concerning instances of abuse and poor treatment by teachers:

*Usually they don't behave very well, they force us to work for money and they take all this money, we work for them, look for firewood for them, they beat us, they exploit us and prevent us from forming sibling relationships with other children - they treat all genders the same.*²⁸¹

Contrary to the children's responses, none of the teachers in schools in Burundi reported use of corporal punishment, with one teacher describing such punishment as '*strictly forbidden*.'²⁸² Instead, teachers reported disciplining children by forcing them to kneel or lap the class for the duration of the lesson, ordering them to run around the school, or calling them out in front of their peers. Three of the five schools observed in Burundi had a behaviour management policy, though none of the policies were out on display and none prohibited the use of physical punishment.

Conversely, in Tanzania, all but one of the schools (Juhudi Fundamental) were observed to have behavioural policies prohibiting the use of physical punishment, though none of these were plainly displayed. In some schools, policies were written down but not displayed (owing, in one case, to a lack of permanent structure in which the policy could physically be displayed), in other schools, policies were '*verbally known*' but not written down. In focus group discussions, children provided a range of responses regarding the form of punishment imposed by teachers, with one group of girls stating misbehaving children are '*beaten with sticks*'²⁸³, another stating children are '*chased out of the school*'²⁸⁴, and others citing more positive forms of punishment, such as counselling of the child by the teacher, warning the child against repeating the behaviour and / or calling the child's parent's to discuss the child's poor conduct.²⁸⁵ One group of girls reported children who break the rules are '*punished positively by working on the school farm/garden (farming, weeding, and digging)*'.²⁸⁶

²⁷⁹ Focus Group Discussion with girls at Furaha; Focus Group Discussion with girls at Gikarama; Focus Group Discussion with girls at Nyarumanga; Focus Group Discussion with girls at Butarangira;

²⁸⁰ Focus Group Discussion with girls at Nyabitaka II.

²⁸¹ Focus Group Discussion with girls at Nyabitaka II.

²⁸² Interview with teacher no 10, Eco fo Ruhuni.

²⁸³ Focus Group Discussion with girls in Furaha.

²⁸⁴ Focus Group Discussion with girls in Maendeleo.

²⁸⁵ Focus Group Discussion with girls in Urafiki.

²⁸⁶ Focus Group Discussion with girls in Nuru.

10.3 Physical safety and inclusion

PMF indicators

1200.3 Percentage of schools that meet criteria for physical safety and inclusion

Overall, none of the observed schools met the criteria for physical safety and inclusion (1200.3). Serious deficiencies in the physical environment of schools identified by the observation exercise were echoed in qualitative interviews with children and education stakeholders, who highlighted a desperate need to improve the structural foundations, sanitary facilities and teaching and learning equipment in schools.

10.3.1 Physical environment

With the exception of one school in Burundi that had a first aid kit on the school premises, none of the schools observed in either country fully complied with any of the criteria relating to the physical environment of schools. In Burundi, the results were particularly poor. None of the schools were observed to have clean and well-maintained buildings, well-lit learning spaces, safe playgrounds or play spaces, visible school rules on the premises, or a boundary or fence surrounding the school. In Tanzania, although all of the schools ‘partially’ met the criteria for cleanliness and maintenance, only two had learning spaces that were (partially) well-lit, bright and cheerful. Four out of seven partially met the criteria for safe play spaces and another four schools partially met the criteria for having a fence or boundary around the school.

Of particular concern amongst children in Tanzanian schools was the insufficient number of classrooms to accommodate all of the pupils, even with a shift system employed, as well as the fact that many of the classrooms are temporary structures, made out of ‘trees’ rather than ‘blocks’, which children considered to be unsafe and undesirable²⁸⁷ (though some noted the benefits of good ventilation).²⁸⁸ Temporary classrooms were reported (by adults and children alike) to offer insufficient protection from heavy rain, leading to children being sent home from school during the rainy season.

What places are you afraid of and what places worry you? In class rooms when it rains all water get inside the class, we get wet²⁸⁹

*When it rains the classrooms fall down flat and water enters in the room and children have to go home.*²⁹⁰

Other commonly noted concerns with the physical environment offered by children in Tanzania were the flimsy or broken school fences,²⁹¹ enabling ‘anyone’ to enter the school premises,²⁹² as well as the lack of playground space and the presence of stones that children can trip on.²⁹³ Nearly every group of children highlighted the need for more teaching and learning equipment in their school, particularly desks, but also

²⁸⁷ Focus Group Discussion with girls in Nuru; Group activity in Furaha; Group activity in Jududi;

²⁸⁸ Focus Group Discussion with girls in Maendeleo.

²⁸⁹ Group activity in Furaha.

²⁹⁰ Focus Group Discussion with the PTA in Juhudi.

²⁹¹ Focus Group Discussion with girls in Maendeleo; Focus Group Discussion with girls in Juhudi.

²⁹² Group activity in Urafiki.

²⁹³ Group activity in Nuru.

sports equipment, and provision of books, pens, pencils for the children who don't own these items.²⁹⁴ Responses from teachers and other education stakeholders largely echoed the children's concerns, though they also tended to highlight concerns relating to the sloping ground on school premises, which becomes slippery and hazardous for children during the rainy season.²⁹⁵ When asked about their favourite parts of their school, children emphasised how much they like the beautiful flowers in their school, as well as the classrooms, playgrounds and water taps.²⁹⁶

Interview respondents in Burundi provided less detail related to these types of challenges, though when asked for suggestions of what NGOs could do to improve schools, children tended to make recommendations relating to the physical environment, including constructing modern / 'good quality' classrooms and replacing broken windows and doors.²⁹⁷ When asked whether they feel well equipped to deliver high quality education, in terms of training and teaching materials, all teachers in Burundi responded 'not at all', noting that they have 'almost nothing' in terms of teaching materials, and that their schools have no playgrounds, toilets or books.²⁹⁸

10.3.2 Access and support for children with disabilities

The observation exercise revealed highly unsatisfactory facilities and equipment for children with disabilities in all schools, in both countries. None of the schools provided learning aids or additional support for children with disabilities, nor did any have fully accessible buildings for children with disabilities (though 1/5 schools in Burundi and 6/7 schools in Tanzania were considered to partially fulfil this criteria). Notably, the one school in Tanzania that was considered to be entirely inaccessible to children with disabilities was Power to You²⁹⁹, the school specially designated for disabled children. During the observation exercise at Power to You, the headteacher highlighted the pressing need for books, learning materials, specific sports tools and play facilities for children with disabilities as well as teaching facilities (particularly sign language dictionaries) and classrooms and desks that are adjusted to meet the needs of the pupils. Qualitative interview respondents similarly noted the shortage of trained teachers and learning facilities at Power to You, in addition to the complete absence of facilities for blind children.³⁰⁰ It was reported that many children with disabilities who were previously enrolled in Power to You had dropped out as a result of the shortage of learning aids.³⁰¹ Interview respondents from other schools similarly considered their schools failed to cater to the needs of children with disabilities and this, compounded in Burundi by challenges with transportation to and from school, lead to children with disabilities remaining at home.

²⁹⁴ Group activity in Furaha.

²⁹⁵ Focus Group Discussion with PTA in Furaha; Key informant interview with Teacher in Furaha; Focus Group Discussion with PTA in Juhudi.

²⁹⁶ Focus Group Discussion with girls in Furaha; Group activity in Juhudi; Focus Group Discussion with girls in Maendeleo;

²⁹⁷ Focus Group Discussions in Burundi – all.

²⁹⁸ Key Informant Interviews with Teachers in Burundi – all.

²⁹⁹ Power to You is a special school for children with disabilities run by the International Rescue Committee (IRC). It covers grades 1-4 and there are 48 children in the school. Most of the children are non-verbal, hearing impaired or have other developmental or learning disabilities. The school cannot cater for children who are blind as it cannot provide the teaching materials required for this group.

³⁰⁰ Focus Group Discussion with IRC.

³⁰¹ School Observation, Power to You school, further comments.

10.3.3 WASH and menstrual hygiene management

None of the schools in Burundi or Tanzania had toilet facilities that were deemed to be completely safe, functioning and clean and less than half of the schools had completely separate toilet facilities for boys and girls (2/5 schools in Burundi and 3/7 schools in Tanzania) or for staff and students (1/5 schools in Burundi and 3/7 schools in Tanzania). None of the schools in Burundi had toilets that could be locked from the inside and, in Tanzania, only three schools ‘partially’ met this criterion, with the remainder failing to at all. Three of the Tanzanian schools observed had toilets without doors.³⁰² Children were particularly vocal about their dislike for the school toilets during the focus group discussions, citing the bad smell,³⁰³ lack of cleanliness,³⁰⁴ and lack of soap / hand-washing facilities³⁰⁵ in particular. Teachers in Burundi reported during key informant interviews that their schools had no toilet facilities at all.³⁰⁶

Schools in Tanzania were considerably more likely to have freely available safe, clean drinking water (five schools were observed to ‘completely’ meet this indicator and the remaining two schools ‘partially’ did so) than schools in Burundi (where only one school ‘completely’ met the indicator, another school ‘partially’ did so and the remaining three did not at all). All of the schools in Tanzania either ‘completely’ (1/7) or ‘partially’ (6/7) met the indicator “Hand washing points with soap are available and functioning” whereas in Burundi, only one school (Ecofo Nyarumanga) was observed to ‘completely’ fulfil this criteria, and the remaining four schools did not fulfil it at all.

Concerningly, none of the schools in Burundi met any of the observation criteria related to menstrual hygiene management (private disposal system for sanitary materials; availability of sanitary protection materials at school; private washing facilities for cloth sanitation materials). Tanzanian schools fared slightly better in this regard; with the exception of Juhudi Fundamental, which lacked any menstrual hygiene and sanitation facilities whatsoever, the remaining schools partially met either two or three of the menstrual hygiene criteria. Nearly every group of children in Tanzania highlighted the need for schools to better cater for girls during menstruation, particularly by providing disposable sanitary pads in sufficient quantity and private washing facilities for girls.

³⁰² School Observation, further comments.

³⁰³ Focus Group Discussion with girls in Burundi, all.

³⁰⁴ Focus Group Discussion with girls at Safari, Focus Group Discussion with girls at Furaha;

³⁰⁵ Focus Group Discussion with girls at Furaha;

³⁰⁶ Key informant interviews with Teachers in Burundi, all:

11 Conclusions and Recommendations

This report has detailed the findings from the My Education, My Future (MEMF) Project baseline. These results will be used for tracking and measuring changes over time across key outcomes in project sites, to enable robust evaluation of the extent to which the MEMF project has achieved its goals and targets by the project endline (2024). The baseline also provides an opportunity to reflect on the project design and interventions, and strengthen future activities, including with regard to monitoring and evaluation.

The report presents findings across seven dimensions/ outcomes of interest: these are 1) children's learning outcomes (literacy, numeracy and social and emotional learning/ life skills; 2) family support for education; 3) children's experiences at school; 4) children's ability to make decisions about their education and life choices (including in relation to SRHR); 5) community support for gender responsive and inclusive education; 6) teachers' and education officials' awareness and support for inclusive, gender-responsive and play based education, and 7) the learning environment in schools. Whilst the report is detailed, and the results across indicators are varied and complex, a number of key patterns of interest can be observed, which have implications for the future project activities. These are summarised below, with key recommendations relating to each.

Baseline values were considerably higher across some indicators than others. For example, at baseline, family support for education was found to be generally high, especially in Tanzania. The majority of children in Burundi (55%) and over three quarters (76%) in Tanzania reported being encouraged by their parents to attend school (indicator 1110.4). Furthermore, children in both countries were found to have strong aspirations for their education, as well as high levels of confidence that they would achieve these aspirations.

Nevertheless, a significantly reduced number of children satisfied the threshold for indicator 1100.4, "percentage of children who report receiving emotional and physical support from their caregivers and family to pursue education choices", or indicator 1100.2, "percentage of girls that feel they have the ability to make decisions regarding their education". **These findings suggest that whilst education is valued and desired by children and their communities, children and families may still lack the skills and resources required to enable their children to achieve their education goals.**

Support for education was found to be higher in Tanzania than Burundi, perhaps because families do not have to pay for school materials which are provided by IRC, and because parents in Tanzania are unable to work and have more time to focus on their children's schooling. Coming from a food insecure and violent household was associated with reduced family support for education, whereas coming from a family with a literate adult was associated with improved support for education.

Key recommendation:

- **Combine initiatives aimed at educating and sensitising communities on the importance of education, with social welfare and livelihoods interventions, aimed at addressing some of the structural/ material/ financial barriers to education;**

Across other indicators baseline values were found to be exceptionally low. This was most notably the case for indicators related to SRHR, gender norms and violence, and attitudes towards children with disabilities. For example, just 0.6% of girls in Burundi and 4.2% in Tanzania met the threshold for indicator 1100.3 (percentage of girls that feel they have the ability to make decisions regarding their sexual and reproductive health and rights). In general the findings revealed that children have poor decision making competencies and

low levels of knowledge about SRHR and SGBV; a strong patriarchal culture prevails in communities in both countries, with high levels of stigma and shame associated with female sexuality, as well as high levels of acceptability and tolerance of forms of SGBV and violence against children.

Discrimination against children with disabilities also appears to be prevalent, with just 14% of respondents in Burundi and 15.8% in Tanzania meeting the threshold for indicator 1110.3: percentage of community members who demonstrate positive attitudes towards children with disabilities' access to education.

Key recommendation:

- **Focus on programmes that seek to transform social norms and attitudes concerning gender, sexuality, violence and disability.** These programmes should not just seek to improve “knowledge” of SRHR and SGBV (e.g. learning about methods of contraception) but to transform the harmful patriarchal values that underlie stigma and shame concerning female sexuality and justify forms of VAWG; as well as challenge some of the key misperceptions of children with disabilities, especially children with intellectual and learning disabilities, or disabilities associated with mental health conditions. **Programming could consider more “bottom-up” social norm change initiatives that focus on identifying “early adopters”** (existing people in the community who have already adopted and are modelling positive norms), **building support groups around these “early adopters”, and opening space for meaningful community-led dialogue and public debate.**
- **Develop programmes that help with children’s general problem solving and decision making skills, especially girls and children with disabilities** (which were found to be low in the baseline). For example, reviewing the pros and cons of a decision before taking action; considering risks; identifying resources, information and support; resisting external pressure etc.

The baseline identified a number of correlates that were consistently associated with variations in outcomes across a range of indicators. In particular, children who said that they sometimes went to bed hungry had poorer outcomes across all indicators. Children who said they lived in households where people sometimes “push, slap or throw things at each other” also had consistently poorer outcomes compared to children who said this doesn’t happen in their household. Finally, children living in a household with a literate adult, had consistently improved outcomes across the majority of measures. In terms of learning outcomes, children who had ever repeated grades, and girls were found to be consistently disadvantaged, and children with disabilities were found to be particularly disadvantaged on measures related to safety and inclusion in school, decision making and SRHR.

There were some interesting results with regard to correlates of life skills indicators, including measures related to relationships, conflict resolution, stress management and self-concept. Children in households which have had to depend on neighbours for food, households which perform casual labour (Burundi only), and households that are a member of a community savings group (Burundi only) all had higher scores. In Tanzania, children in households which have had to depend on neighbours for food actually have two times the odds of demonstrating life skills. While some of these factors might be expected to increase vulnerability, they may also expand children’s social networks, giving them more opportunities to meet members of their community and form relationships, enabling them to more successfully identify sources of support and help for a range of problems. This may reflect the importance of being involved in the local community and being exposed to different perspectives and experiences in developing children’s life skills. In Tanzania, children in households which have had to depend on neighbours for food actually have two times the odds of

demonstrating life skills. This suggests that children are able to demonstrate resilience in the face of adverse circumstances.

- **Invest in identifying and tracking especially vulnerable families, for provision of more intensive support.** This is particularly important in Tanzania, where the baseline children's survey and literacy and numeracy assessments included fewer socio-demographic measures, due to resistance from government and other stakeholders to the inclusion of sociodemographic measures related to livelihoods and wealth. **Consider further sensitisation with partners on the importance of identifying especially vulnerable families through data gathering, and the purposes for which this data is used.**
- **Consider targeting and provided extra support to especially vulnerable families including: more food insecure households, female headed households (Burundi), families where there have been incidents of domestic violence, and families with less educated/ illiterate parents.**
- The MEMF project should **recognise children's resilience and avoid framing children simply as 'victims', instead drawing on their experiences to help to scaffold the development of life skills**, recognising that adverse circumstances can sometimes improve children's resilience and result in improved outcomes in some areas.

In general baseline values were found to be significantly higher in Tanzania than in Burundi. Comparisons between the two countries should be treated with caution. As different teams of researchers were used in each country, some differences may reflect differences in approach and methodology, despite the use of standardised tools and materials. Nevertheless, there may be additional factors that have contributed to the consistent pattern of improved performance in Tanzania. These include the fact that communities in Tanzania are receiving consistent, concentrated and intensive support from development partners operating in the camps and that schools are being funded and run by international organisations, such that schooling is more accessible and less costly to families.

Key recommendation:

- **If resources and allow, consider using the same team leaders in each country at midline and endline to further standardise the evaluation methodology and approach used across contexts.**
- **Scale up support in Burundi in areas where differences in outcomes were most notable.** Differences in outcomes between Burundi and Tanzania were particularly marked in relation to family support for education, and provision for children with disabilities. Baseline findings also indicate that children's literacy and numeracy skills are not consistently developing with increasing grade in Burundi.

In Burundi:

- **Consider initiatives focused on provision of school supplies and materials and support with transport to and from school, especially for vulnerable families;**
- **Scale up the provision of specialist materials, equipment and teacher training to improve inclusion of children with disabilities;**
- **Invest in teacher training and capacity building to improve teaching on literacy and numeracy skills.**

Baseline values were found to be significantly higher in comparison sites compared to intervention sites in Burundi across a range of indicators. These differences appear to reflect economic and livelihoods differences

between the two areas, differences that were observed in both the children and KAP surveys. In both surveys respondents from intervention sites were more likely to say that their household had ever had to depend on neighbours or other members of the community for food; suggesting that intervention sites may be significantly poorer than comparison sites. Furthermore, a number of livelihoods differences were noted in the children's survey: children in comparison schools were more likely to have a household member who is a member of a saving group, who performs casual labour, and who has a ploughing field. Children in comparison communities were also more likely to say that they worked to support their families. In general it appears that there may be more opportunities for income generating activities, and increased levels of wealth and food security in comparison, compared to intervention sites. **This indicates that RtP is targeting the MEMF project well to support the most vulnerable communities;** however, these results do have implications for the comparability of comparison and intervention sites which need to be considered in future evaluation.

Key recommendation:

- **Consider further qualitative investigation at midline to investigate livelihoods differences between the two areas, and strengthen measures in the surveys to capture levels of poverty/ wealth;**
- **Consider using “difference in difference” analysis at endline to compare the average change over time in outcomes in intervention and comparison sites, to mitigate the effects of extraneous factors that may be influencing differences in outcomes across the two areas.**

Finally, given **the overall complexity in the results, and variability observed in outcomes depending on the particular indicator and sub-indicator being measured**, the following considerations are recommended for strengthening monitoring and evaluation at midline and endline:

- **Review the children's survey to prioritise measures to be included at endline and midline.** This may enable the inclusion of some extra socio-demographic variables, whilst enabling the survey to remain manageable for respondents;
- **Consider a review of the PMF indicators (and the means through which they are calculated), to make them more responsive to data collected at baseline, midline and endline.** Some of the indicators are framed in ways that require complex composite measures of different variables, which may render it harder to identify meaningful changes at midline and baseline, than if they were broken down into simpler components.
- **Ensure close follow up of the cohort of children who participated at baseline, to reduce the attrition rate, and ensure a robust sample is achieved at endline.**

Annexes

Annex A: Reliability assessment for EGRA / EGMA

Internal consistency

Reliability is a measure of a test's consistency. A child's response is affected by factors other than the 'true' value of the underlying concept being measured (in this case, their numeracy or literacy skill). This error is an unavoidable aspect of measuring the underlying concept. Cronbach's alpha provides a method to summarise this error to assess whether it is within an acceptable range. As a rule of thumb, a Cronbach's alpha of between 0.6 and 0.7 is taken to indicate an acceptable level of reliability, between 0.71 and 0.8 to indicate a good level, and 0.81 or greater to indicate a very good level of reliability. Item-rest correlation is also used to evaluate internal consistency, representing the correlation of the item with the rest of the total score. A correlation of more than 0.2 is judged to be acceptable and a correlation of more than 0.4 is judged to be good.³⁰⁷

EGMA

In Burundi, the Cronbach's alpha for the overall EGMA assessment is estimated as 0.73 while in Tanzania it is estimated as 0.77, both well above the acceptable level. For individual sub-tests internal consistency was also very good; the only sub-test falling below the 'acceptable' level is word problems in Burundi. However, it should be noted that Cronbach's alpha tends to be lower for scales with fewer items. Average item-rest correlations for the sub-tests are also very good. Overall, the internal consistency of the EGMA assessment is judged to be high.

Table 0.1 Internal consistency measures for EGMA assessments conducted in Burundi

Task	Number of items	Average item-rest correlation	Cronbach's alpha
Number identification	25	0.50	0.78
Discrimination	10	0.49	0.80
Missing	10	0.37	0.81
Addition level 1	20	0.60	0.82
Addition level 2	5	0.62	0.66
Subtraction level 1	20	0.68	0.87
Subtraction level 2	5	0.62	0.68
Word problems	6	0.53	0.46
Overall EGMA assessment			0.73

Table 0.2 Internal consistency measures for EGMA assessments conducted in Tanzania

Task	Number of items	Average item-rest correlation	Cronbach's alpha
Number identification	25	0.59	0.90
Discrimination	10	0.59	0.82
Missing	10	0.53	0.83
Addition level 1	20	0.66	0.81

³⁰⁷ UNICEF, Data and Analytics Section, Division of Data, Research and Policy, 'Validity and reliability of the MICS Foundational Learning Modules', MICS Methodological Papers, Paper No. 9, May 2019

Addition level 2	5	0.63	0.73
Subtraction level 1	20	0.68	0.85
Subtraction level 2	5	0.58	0.73
Word problems	6	0.63	0.65
Overall EGMA assessment			0.77

EGRA

In Burundi, Cronbach's alpha for the overall assessment is estimated at 0.76, while in Tanzania it is 0.79, indicating good internal consistency. In both countries, Cronbach's alpha is low for listening comprehension, which is likely due to the small number of items. The lower values for both listening and reading comprehension compared to other tasks may also reflect that the questions include both factual and inferential questions, and so may be capturing two slightly different components of a child's comprehension, whereas the other tasks all measure a single underlying concept.

Table 0.3 Internal consistency measures for EGRA assessments conducted in Burundi

Task	Number of items	Average item-rest correlation	Cronbach's alpha
Listening comprehension	3	0.27	0.34
Letter identification	100	0.70	0.87
Non-word reading	50	0.76	0.59
Oral reading	57	0.78	0.89
Reading comprehension	5	0.69	0.60
Overall EGRA assessment			0.76

Table 0.4 Internal consistency measures for EGRA assessments conducted in Tanzania

Task	Number of items	Average item-rest correlation	Cronbach's alpha
Listening comprehension	3	0.27	0.35
Letter identification	100	0.70	0.94
Non-word reading	50	0.76	0.68
Oral reading	57	0.78	0.94
Reading comprehension	5	0.69	0.77
Overall EGRA assessment			0.79

11.1.1 Inter-rater reliability assessment

Enumerators (raters) can also be sources of measurement error. Inter-rater reliability indicates the level of agreement between two raters rating the performance of the same child. During fieldwork, enumerators conducted one or two paired interviews at each school, one acting as the assessor and one as the observer. The assessor conducted the assessment as usual, reading the script to the child and recording their answers. The observer watched the assessment and recorded their answers without consulting with the assessor. This allows us to measure the extent to which enumerators were taking a consistent approach to the assessments.

Cohen's kappa provides a measure of inter-rater reliability for these paired assessments. Values of between 0.40 and 0.59 are regarded as weak agreement, between 0.60 and 0.79 as moderate agreement, 0.80 and 0.90 as strong agreement, and above 0.90 as almost perfect agreement.

EGMA

The results of the inter-reliability assessment indicate excellent agreement between enumerators, with the Cohen's kappa statistic indicating moderate to strong agreement across all sub-tasks in Tanzania and almost all sub-tasks in Burundi. The exception is for number identification in Burundi, which came in just below the moderate agreement range.

Table 0.5 Inter-rater reliability assessment for EGMA assessments in Burundi

Task	Percent agreement	Cohen's kappa
Number identification	0.61	0.59
Discrimination	0.90	0.87
Missing	0.97	0.97
Addition level 1	0.90	0.89
Addition level 2	0.92	0.91
Subtraction level 1	0.86	0.85
Subtraction level 2	0.95	0.93
Word problems	0.93	0.92

Table 0.6 Inter-rater reliability assessment for EGMA assessments in Tanzania

Task	Percent agreement	Cohen's kappa
Number identification	0.71	0.70
Discrimination	0.95	0.92
Missing	0.86	0.84
Addition level 1	0.90	0.90
Addition level 2	0.90	0.87
Subtraction level 1	0.76	0.74
Subtraction level 2	0.89	0.87
Word problems	0.81	0.75

EGRA

Inter-rater agreement was very high in both countries for the literacy assessments, with all tasks in Burundi and almost all tasks in Tanzania demonstrating strong agreement between enumerators.

Table 0.7 Inter-rater reliability assessment for EGRA assessments in Burundi

Task	Percent agreement	Cohen's kappa
Listening comprehension	0.96	0.94
Letter identification	0.90	0.90
Non-word reading	0.88	0.88
Oral reading	0.90	0.89
Reading comprehension	0.93	0.90

Table 0.8 Inter-rater reliability assessment for EGRA assessments in Tanzania

Task	Percent agreement	Cohen's kappa
Listening comprehension	0.90	0.78
Letter identification	0.86	0.86
Non-word reading	0.86	0.85
Oral reading	0.90	0.90
Reading comprehension	0.94	0.93

Annex B: Data collection tools

Quantitative data collection tools

Note: The surveys are not formatted for completion as paper forms because they will be programmed in ODK software. The tables below are to illustrate the questions, answer options and skip logic.

Children's survey (grades 4 to 6)

Variable name	Question	Skip logic
Admin	Administrative information and child consent	
Noteadmin	<i>Fill out this information before meeting with the child.</i>	
a0	Country	
1	Burundi	
2	Tanzania	
a1	Today's date <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	
Noteconsent	<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> Hello, my name is \${a2a}. I work with Right to Play and we are trying to learn more about you and your life. We are also trying to understand how children learn to read and do maths. 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. 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. 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?	
a7	Will you help us?	
0	No	Go to a7b
1	Yes	Go to a7a
a7a	<i>Do not read this statement to the child. Sign your name.</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.	if a7==1

a7b	Thank you for your time. You may go back to your classroom now. if a7==0 <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>
Admin	

Background	Background information
	I will now ask you a few questions about yourself and about your house.
b1	What is your gender? 0 Male 1 Female 2 Other
b2	What is your grade? 1 Grade 1 2 Grade 2 3 Grade 3 4 Grade 4 5 Grade 5 6 Grade 6 98 Other
b3	Have you ever repeated a grade at school? 0 No never 1 One time 2 Several times
b4	How old are you (in years)? <i>Enter age between 5 and 17.</i> <i>If child does not know their age, enter 99</i>
b5	What is your date of birth? <i>If child does not know their date of birth, enter today's date</i>
b6a	Do you have difficulty seeing, even if wearing glasses? <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	Do you have difficulty hearing, even if using a hearing aid? <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	Do you have difficulty walking or climbing stairs? <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	Do you have difficulty remembering or concentrating? <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	Do you have difficulty with self-care such as washing all over or getting dressed? <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	Using your usual language, do you have difficulty communicating, for example understanding or being understood by others? <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	Do you consider yourself to have a disability? <i>Tick all that apply</i> 1 Physical disability 2 Non-physical disability (mental/ intellectual) 3 Other disability 4 No disability
b8	What language(s) do you speak at home? <i>Select all that apply</i> 1 Kirundi 2 Kiswahili 3 French 96 Other
b8a	What other language do you speak at home? Go to b8a if b8==96

b9a	How often do you go to bed hungry because your household doesn't have enough food?	
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
b9b	How often do you have everything you need for school (e.g. books/ pens/ uniform)?	
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
b9c	How often does your household have enough money for health supplies/ medication? <i>Participants in Burundi only</i>	if a0==1
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
b9d	How often does your household have enough money for clothes? <i>Participants in Burundi only</i>	if a0==1
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
b9e	How often does your household have enough money for gifts, entertainment or trips? <i>Participants in Burundi only</i>	if a0==1
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
b10	Have you ever had to work to earn money to support your family? <i>Participants in Burundi only</i>	if a0==1
0	No	
1	Yes	
999	Don't know / no response	
b11	Have you ever had to miss school for longer than one month?	
0	No	
1	Yes	
999	Don't know / no response	

b12a	Have you ever had to leave your home because it was not safe, whether because of a natural disaster or because of conflict? <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	How old were you when you came to live in this camp? <i>Participants in Tanzania only</i> <i>If child doesn't know, enter 999</i>	if a0==2
b13a	<i>Participants in Burundi only:</i> Do you or anyone in your family?: <i>Select all that apply</i>	if a0==1
1	Have a ploughing field	
2	Sell vegetables or other items in the market or kiosk	
3	Perform casual labour (e.g. farming for others)	
4	Member of a saving group in the community	
5	Receive a monthly salary	
999	Don't know / no response	
b14	Have you or your family/ household ever had to depend on neighbours or community members for food?	
0	No	
1	Yes	
999	Don't know / no response	
b15	Do people in your family/ household push, slap or throw things at each other?	
0	No	
1	Yes	
999	Don't know / no response	
b16	Is there an adult in your household who can read and write?	
0	No	
1	Yes	
999	Don't know / no response	
Background		

Isela	ISELA questions	
Relationships	Relationships sub-task I am going to ask you a few questions about the people you live with.	
c1	Who do you live with? <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	Do you talk to anyone at home when you are sad?	if c1>=1 (i.e. child mentions that they live with someone)

	0 No 1 Yes 999 Don't know / no response	go to c4
c3	Do you talk to anyone else at home when you are sad? 0 No 1 Yes 999 Don't know / no response	if c1>=1 and c2==1
c4	Do you ask anyone at home for help when you have a problem with a friend? 0 No 1 Yes 999 Don't know / no response	if c1>=1 go to c6
c5	Do you ask anyone else at home for help when you have a problem with a friend? 0 No 1 Yes 999 Don't know / no response	if c1>=1 and c4==1
c6	If you are working on something difficult, do you ask anyone at home for help? 0 No 1 Yes 999 Don't know / no response	if c1>=1 go to c8
c7	If you are working on something difficult do you ask anyone else at home for help? 0 No 1 Yes 999 Don't know / no response	if c1>=1 and c6==1
c8	Do you know when someone in your home is feeling sad? 0 No 1 Yes 999 Don't know / no response	if c1>=1
c9	Can you tell me the names of your good friends? <i>Enter the number of friends the child mentions. Enter '999' if the child does not know or cannot respond. If 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	Do you talk to any of your friends when you are sad? 0 No 1 Yes 999 Don't know / no response	if c9>=1
c11	When you have a problem with a child, do you go to any of your friends for help? 0 No 1 Yes 999 Don't know / no response	if c9>=1

c12	If you are working on something difficult, do you ask any of your friends for help?	if c9>=1
0	No	
1	Yes	
999	Don't know / no response	
c13	Do you know when your best friend is feeling sad?	if c9>=1
0	No	
1	Yes	
999	Don't know / no response	
c14	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? <i>Enter the number of adults the child mentions. Enter '999' if the child does not know or cannot respond. If 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	Do you talk to any adults outside your home when you are sad?	if c14>=1
0	No	
1	Yes	
999	Don't know / no response	
c16	Do you ask any adults outside your home for help when you have a problem with a friend?	if c14>=1
0	No	
1	Yes	
999	Don't know / no response	
c17	If you are working on something difficult, do you ask an adult outside your home for help?	if c14>=1
0	No	
1	Yes	
999	Don't know / no response	
c18	Do you know when an adult in your school or community is feeling sad?	if c14>=1
0	No	
1	Yes	
999	Don't know / no response	
Relationships		

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

d2	Can you tell me about one other thing that you do to help yourself calm down when you are angry or upset? <i>If 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	Is there anything else that you do to help yourself calm down when you are angry or upset? <i>If 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	Conflict resolution sub-task	
Noteconflict	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	What would you do in this situation? <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	Is there anything else you would do? <i>If 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	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.	
g3	What would you do in this situation? <i>If 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	Is there anything else you would do? <i>If child gives an appropriate response, select 'correct'.</i>	if e3==1
1	Correct	
0	Incorrect / Don't know	
999	No response / refusal	
Conflict		

Memf	MEMF module
educationsupport	Family support for education
Noteeducationsupport	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.
f1	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
	1 Always
	2 Sometimes
	3 Rarely
	4 Never
999	Don't know / no response / no money for these items
f2	My parents/caregivers help me to get ready for school, for example by reminding me to leave on time
	1 Always
	2 Sometimes
	3 Rarely
	4 Never
999	Don't know / no response
f3	My parents/caregivers ask me questions about my schoolwork and what I learn at school
	1 Always
	2 Sometimes
	3 Rarely
	4 Never
999	Don't know / no response
f4	My parents/caregivers help me with my school work or encourage me to do my school work
	1 Always
	2 Sometimes
	3 Rarely
	4 Never
999	Don't know / no response / never have homework
f5	If I am finding something difficult in my studies or at school, my parents/caregivers will encourage and help me
	1 Always
	2 Sometimes
	3 Rarely
	4 Never
999	Don't know / no response
f6	Sometimes I miss school or am late to class because of the chores I have to do at home
	1 Always
	2 Sometimes
	3 Rarely

	4	Never
	999	Don't know/ no response
f7		Sometimes I can't complete my school work because of the chores I have to do at home
	1	Always
	2	Most of the time
	3	Some of the time
	4	Rarely or never
	5	Don't know/ no response
f8		In your view, how would your parents feel if you continued on to secondary education?
	1	Very happy
	2	Happy
	3	Neutral
	4	Unhappy
	5	Very unhappy
	999	Don't know / no response
educationsupport		

note Gender, participation and inclusion at school		
notele arning		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		In the last week, did you feel afraid in your school?
0		No
1		Yes
999		Don't know / no response
e2		In the last week, did you feel afraid on your way to your school?
0		No
1		Yes
999		Don't know / no response
e3		In the last week, did children in your school get into a fight where someone was hit?
0		No
1		Yes
999		Don't know / no response
e4		In the last week, did an adult in your school scream or yell at a child?
0		No
1		Yes
999		Don't know / no response
e5		In the last week, did an adult in your school hit or kick a child?
0		No
1		Yes
999		Don't know / no response
e6		In the last week, did an adult in your school threaten to hurt a child?
0		No

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

	4 Never 999 Don't know / no response
e14	I feel like I am doing well at school in my school work 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know / no response
e15	I like being at school 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know / no response
e16	We do lots of fun activities at school 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know / no response
e17	I have friends at school 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know / no response
e18	Have you ever felt bullied by teachers at school for any of the following reasons? <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	Have you ever felt bullied by other students at school for any of the following reasons? <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 e19a
e19a	Specify other reason
learningenvironment	

Goals	Education goals
Notedlevel	Now I am going to ask some questions about your education goals.
h1	What level of education would you like to achieve? 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	How confident do you feel that you will achieve this? 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	How confident do you feel that your parents will listen to your preferences and support your decisions about your education? 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
Noteddecision	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.
i1	I think carefully before I take action 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know/ no response
i2	I look for information to help me make my decision 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know/ no response
i3	I ask others to help me when I need to make a difficult decision 1 Always 2 Sometimes

	3 Rarely 4 Never 999 Don't know/ no response
i4	I make decisions based on what my parents/ caregivers tell me 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know/ no response
i5	I discuss my decisions with my friends 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know/ no response
i6	I make decisions based on what my friends say 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know/ no response
i7	I discuss my decisions with my parents/ caregivers 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know/ no response
i8	I think about the risks before making a decision 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know/ no response
i9	If something bad happens I make a different decision next time 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know/ no response
i10	I feel like I can stand up for what is right even if my friends disagree 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know/ no response
i11	When I see something is wrong I try to change it

	1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know/ no response
i12	Decision making is easy for me 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know/ no response
Decisions	

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

	2 Neither agree nor disagree
	3 Disagree
999	Don't know / no response
k7	There should be occupations reserved for men and occupations reserved for women
1	Agree
2	Neither agree nor disagree
3	Disagree
999	Don't know / no response

srh	<i>Sexual and reproductive health rights and knowledge</i>	if grade=4, 5 or 6
notesrh	I am going to read some statements to you. Please answer whether you agree, disagree, or neither agree nor disagree.	
l1	There are certain activities that a girl shouldn't do when she is menstruating	
1	Agree	
2	Neither agree nor disagree	
3	Disagree	
999	Don't know / no response	
l2	I feel comfortable talking to my peers about menstruation <i>Only for respondents identifying as female</i>	if b1==1
1	Agree	
2	Neither agree nor disagree	
3	Disagree	
999	Don't know / no response	
l3	I know where to find information about menstruation and sanitary products <i>Only for respondents identifying as female</i>	if b1==1
1	Agree	
2	Neither agree nor disagree	
3	Disagree	
999	Don't know / no response	
l4	A young person can't get contraception unless they are married	
1	Agree	
2	Neither agree nor disagree	
3	Disagree	
999	Don't know / no response	
l5	You can't get pregnant the first time you have sex	
1	Agree	
2	Neither agree nor disagree	
3	Disagree	
999	Don't know / no response	
l6	In a relationship, it is up to the girl/ woman to make sure that she does not get pregnant	
1	Agree	
2	Neither agree nor disagree	
3	Disagree	

999	Don't know / no response
17	It is more important for a girl to be a virgin when she marries, than for a boy to be a virgin
1	Agree
2	Neither agree nor disagree
3	Disagree
999	Don't know / no response
18	What methods do you know for protecting against pregnancy and STIs? <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	Knowledge of children's and women's rights	if grade=4, 5 or 6
m1	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?	
0	No	go to m2
1	Yes	
999	Don't know / no response	go to m2
m1a	Is this practice allowed in \${a0}?	if m1==1
0	No	
1	Yes	
999	Don't know / no response	
m2	At what age can a person legally get married (minimum legal age)? <i>If child does not know, enter 999</i>	
noteknowledge	I am going to read some statements to you. Please answer whether you agree, disagree, or feel neutral about the statement.	
m3	Parents have the right to decide who their child marries	
1	Agree	
2	Neither agree nor disagree	
3	Disagree	
999	Don't know / no response	
m4	A boy has the right to refuse to get married if he doesn't want to	
1	Agree	
2	Neither agree nor disagree	

	3 Disagree
	999 Don't know / no response
m5	A girl has the right to refuse to get married if she doesn't want to
	1 Agree
	2 Neither agree nor disagree
	3 Disagree
	999 Don't know / no response
m6	Parents can be fined if they do not register the birth of their child
	1 Agree
	2 Neither agree nor disagree
	3 Disagree
	999 Don't know / no response
m7	It is acceptable for parents to beat their children when they are naughty
	1 Agree
	2 Neither agree nor disagree
	3 Disagree
	999 Don't know / no response

Gender-based violence	
n1	Domestic violence is a private matter and nobody else's business
	1 Agree
	2 Neither agree nor disagree
	3 Disagree
	999 Don't know / no response
n2	A husband is justified in hitting his wife if she... <i>(tick all that apply)</i>
	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	If a girl is raped, it is her own fault if she does the following <i>(tick all that apply)</i>
	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	Can you give some examples of the types of violence that women or girls might experience? <i>Don't read out options but mark all those mentioned by participant. Probe: 'Any other types?' If 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 n4a 999 Refusal / no response n4a Specify other examples given if n4==96
n5	If somebody was violent towards you, how confident would you feel about getting help? 1 Very confident 2 Somewhat confident 3 Neutral 4 Not very confident 5 Not at all confident 999 Don't know / no response
n6	What sources of support are there in your community for a young person who experiences violence? <i>Don't read out options but mark all those mentioned by participant. Probe: 'Any other sources?' If 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	

Selfconcept	Self-concept sub-task	
noteselfconcept	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. <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> <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> <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>	
noteselfconcept2	Please start your drawing. <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> <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>	
j1	Child attempted drawing <i>If child refused to draw and instead used his/her imagination please mark 'Incorrect'</i> <i>If child refused to do drawing or imagine themselves in the future, mark 'No response'</i> 1 Correct 0 Incorrect / Don't know 999 No response / refusal	go to end
j2	Child includes self in drawing <i>If unclear, ask: 'Did you include yourself in the drawing?'</i> 1 Correct 0 Incorrect / Don't know 999 No response / refusal	if j1==1 go to end
j3	Can you tell me one thing that you would like to be doing in the future? <i>If answer is unclear, ask: 'Can you describe <insert activity> to me in more detail?'</i> 1 Correct 0 Incorrect / Don't know 999 No response / refusal	if j2==1 or j2==0 go to end go to end

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

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

Children's survey (grades 1 to 3)

Variable name	Question	Skip logic
Admin	Administrative information and child consent	
Noteadmin	<i>Fill out this information before meeting with the child.</i>	
a0	Country 1 Burundi 2 Tanzania	
a1	Today's date <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	
Noteconsent	<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> Hello, my name is \${a2a}. I work with Right to Play and we are trying to learn more about you and your life. We are also trying to understand how children learn to read and do maths. 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. 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. 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?	
a7	Will you help us? 0 No 1 Yes	Go to a7b Go to a7a
a7a	<i>Do not read this statement to the child. Sign your name.</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.	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	What is your gender? 0 Male 1 Female 2 Other
b2	What is your grade? 1 Grade 1 2 Grade 2 3 Grade 3 4 Grade 4 5 Grade 5 6 Grade 6 98 Other
b3	Have you ever repeated a grade at school? 0 No never 1 One time 2 Several times
b4	How old are you (in years)? <i>Enter age between 5 and 17.</i> <i>If child does not know their age, enter 99</i>
b5	What is your date of birth? <i>If child does not know their date of birth, enter today's date</i>
b6a	Do you have difficulty seeing, even if wearing glasses? <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	Do you have difficulty hearing, even if using a hearing aid? <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	Do you have difficulty walking or climbing stairs? <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		Do you have difficulty remembering or concentrating? <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		Do you have difficulty with self-care such as washing all over or getting dressed? <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		Using your usual language, do you have difficulty communicating, for example understanding or being understood by others? <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		Do you consider yourself to have a disability? <i>Tick all that apply</i> 1 Physical disability 2 Non-physical disability (mental/ intellectual) 3 Other disability 4 No disability	
b8		What language(s) do you speak at home? <i>Select all that apply</i> 1 Kirundi 2 Kiswahili 3 French 96 Other	Go to b8a
b8a		What other language do you speak at home?	if b8==96
b9a		How often do you go to bed hungry because your household doesn't have enough food? 1 Always 2 Sometimes 3 Rarely 4 Never 999 Don't know / no response	

b9b	How often do you have everything you need for school (e.g. books/ pens/ uniform)?	
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
b9c	How often does your household have enough money for health supplies/ medication? <i>Participants in Burundi only</i>	if a0==1
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
b9d	How often does your household have enough money for clothes? <i>Participants in Burundi only</i>	if a0==1
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
b9e	How often does your household have enough money for gifts, entertainment or trips? <i>Participants in Burundi only</i>	if a0==1
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
b10	Have you ever had to work to earn money to support your family? <i>Participants in Burundi only</i>	if a0==1
0	No	
1	Yes	
999	Don't know / no response	
b11	Have you ever had to miss school for longer than one month?	
0	No	
1	Yes	
999	Don't know / no response	
b12a	Have you ever had to leave your home because it was not safe, whether because of a natural disaster or because of conflict? <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	How old were you when you came to live in this camp? <i>Participants in Tanzania only</i> <i>If child doesn't know, enter 999</i>	if a0==2
b13a	Do you or anyone in your family?: <i>Select all that apply</i> 1 Have a ploughing field 2 Sell vegetables or other items in the market or kiosk 3 Perform casual labour (e.g. farming for others) 4 Member of a saving group in the community 5 Receive a monthly salary 999 Don't know / no response	if a0==1
b14	Have you or your family/ household ever had to depend on neighbours or community members for food? 0 No 1 Yes 999 Don't know / no response	
b15	Do people in your family/ household push, slap or throw things at each other? 0 No 1 Yes 999 Don't know / no response	
b16	Is there an adult in your household who can read and write? 0 No 1 Yes 999 Don't know / no response	
Background		

Isela	ISELA questions	
Relationships	Relationships sub-task I am going to ask you a few questions about the people you live with.	
c1	Who do you live with? <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	Do you talk to anyone at home when you are sad? 0 No 1 Yes 999 Don't know / no response	if c1>=1 (i.e. child mentions that they live with someone) go to c4
c3	Do you talk to anyone else at home when you are sad? 0 No 1 Yes 999 Don't know / no response	if c1>=1 and c2==1
c4	Do you ask anyone at home for help when you have a problem with a friend? 0 No	if c1>=1 go to c6

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

c14	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? Enter the number of adults the child mentions. Enter '999' if the child does not know or cannot respond. If child does not mention any adults or does not answer, go to d1 (start of next section).	if 0 or 999, go to d1
c15	Do you talk to any adults outside your home when you are sad? 0 No 1 Yes 999 Don't know / no response	if c14>=1
c16	Do you ask any adults outside your home for help when you have a problem with a friend? 0 No 1 Yes 999 Don't know / no response	if c14>=1
c17	If you are working on something difficult, do you ask an adult outside your home for help? 0 No 1 Yes 999 Don't know / no response	if c14>=1
c18	Do you know when an adult in your school or community is feeling sad? 0 No 1 Yes 999 Don't know / no response	if c14>=1
Relationships		

Stress	Stress management sub-task Now I want to ask you some questions about what you do when you get angry or upset.	
d1	Can you tell me about one thing that you do to help yourself calm down when you are angry or upset? <i>If answer is unclear, ask: 'How/why does this help you calm down?'</i> 1 Correct 0 Incorrect / Don't know 999 No response / refusal	go to g1
d2	Can you tell me about one other thing that you do to help yourself calm down when you are angry or upset? <i>If answer is unclear, ask: 'How/why does this help you calm down?'</i> 1 Correct 0 Incorrect / Don't know 999 No response / refusal	if d1==1 go to g1
d3	Is there anything else that you do to help yourself calm down when you are angry or upset? <i>If 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	Conflict resolution sub-task	
Noteconflict	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	What would you do in this situation? <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	Is there anything else you would do? <i>If 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	What would you do in this situation? <i>If 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	Is there anything else you would do? <i>If child gives an appropriate response, select 'correct'.</i>	if g3==1
1	Correct	
0	Incorrect / Don't know	
999	No response / refusal	
Conflict		

Memf	MEMF module	
educationsupport	Family support for education	
Noteeducationsupport	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.	
f1	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	
1	Always	

	2 Sometimes 3 Rarely / never 999 Don't know / no response / no money for these items
f2	My parents/caregivers help me to get ready for school, for example by reminding me to leave on time 1 Always 2 Sometimes 3 Rarely / never 999 Don't know / no response
f3	My parents/caregivers ask me questions about my schoolwork and what I learn at school 1 Always 2 Sometimes 3 Rarely / never 999 Don't know / no response
f4	My parents/caregivers help me with my school work or encourage me to do my school work 1 Always 2 Sometimes 3 Rarely / never 999 Don't know / no response / never have homework
f5	If I am finding something difficult in my studies or at school, my parents/caregivers will encourage and help me 1 Always 2 Sometimes 3 Rarely / never 999 Don't know / no response
f6	Sometimes I miss school or am late to class because of the chores I have to do at home 1 Always 2 Sometimes 3 Rarely / never 999 Don't know/ no response
f7	Sometimes I can't complete my school work because of the chores I have to do at home 1 Always 2 Sometimes 3 Rarely / never 999 Don't know/ no response
educationsupport	

notele arning	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 0 1 999	In the last week, did you feel afraid in your school? No Yes Don't know / no response
e2 0 1 999	In the last week, did you feel afraid on your way to your school? No Yes Don't know / no response
e3 0 1 999	In the last week, did children in your school get into a fight where someone was hit? No Yes Don't know / no response
e4 0 1 999	In the last week, did an adult in your school scream or yell at a child? No Yes Don't know / no response
e5 0 1 999	In the last week, did an adult in your school hit or kick a child? No Yes Don't know / no response
e6 0 1 999	In the last week, did an adult in your school threaten to hurt a child? No Yes Don't know / no response
notele arning 1	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.
e7 1 2 3 999	At my school, girls and boys are treated the same. Always Sometimes Rarely / never Don't know / no response
e12 1 2 3 999	I feel the teachers and the school staff respect me Always Sometimes Rarely / never Don't know / no response
e14 1 2 3 999	I feel like I am doing well at school in my school work Always Sometimes Rarely / never Don't know / no response

e15	I like being at school
1	Always
2	Sometimes
3	Rarely / never
999	Don't know / no response
e16	We do lots of fun activities at school
1	Always
2	Sometimes
3	Rarely / never
999	Don't know / no response
e17	I have friends at school
1	Always
2	Sometimes
3	Rarely / never
999	Don't know / no response
learningenvironment	

Gender norms	
note	I am going to read some statements to you. Please answer whether you agree, disagree, or neither agree nor disagree.
k8	It is more important for boys to go to school than girls
1	Agree
2	Neither agree or disagree
3	Disagree
999	Don't know / no response
k3	Boys and girls should help equally with household chores
1	Agree
2	Neither agree nor disagree
3	Disagree
999	Don't know / no response
k5	A man is the head of his household.
1	Agree
2	Neither agree nor disagree
3	Disagree
999	Don't know / no response

Knowledge	Knowledge of children's and women's rights
noteknowledge	I am going to read some statements to you. Please answer whether you agree, disagree, or feel neutral about the statement.
m3	Parents have the right to decide who their child marries
1	Agree
2	Neither agree nor disagree
3	Disagree

999	Don't know / no response
m7	It is acceptable for parents to beat their children when they are naughty
1	Agree
2	Neither agree nor disagree
3	Disagree
999	Don't know / no response

Selfconcept	Self-concept sub-task	
noteselfconcept	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. <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> <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> <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>	
noteselfconcept2	Please start your drawing. <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> <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>	
j1	Child attempted drawing <i>If child refused to draw and instead used his/her imagination please mark 'Incorrect'</i> <i>If child refused to do drawing or imagine themselves in the future, mark 'No response'</i> 1 Correct 0 Incorrect / Don't know 999 No response / refusal	go to end
j2	Child includes self in drawing <i>If unclear, ask: 'Did you include yourself in the drawing?'</i> 1 Correct 0 Incorrect / Don't know 999 No response / refusal	if j1==1 go to end

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

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

KAP survey

Variable name	Question	Skip logic
Admin	Administrative information and child consent	
Noteadmin	<i>Fill out this information before beginning the interview.</i>	
a0	Country 1 Burundi 2 Tanzania	
a1	Today's <i>Enter today's date in format DD/MM/YY</i>	date
a2	Enumerator ID	
a2a	Enumerator name	
a8	Community name 1 [List of community names TBC]	
a9	Is this an intervention or a comparison community? 1 Intervention (MEMF project is taking place here) 2 Comparison (MEMF project is not taking place here)	
Noteconsent	<i>Read this passage to the adult. If the adult asks any questions, answer them to the best of your knowledge or consult with your team leader. 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. It is your decision whether you would like to take part in the study 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. 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. 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 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. Do you have any questions?</i>	
a7	Are you happy to be part of this study? 0 No 1 Yes	go to a7b go to a7a
a7a	<i>Do not read this statement to the adult. Sign your name. 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>	if a7==1
a7b	<i>If the adult does not consent, thank them and leave. Do not try to re-administer the survey to another member of the household. Thank you for your time.</i>	if a7==0

background	Background information	
nd	I will now ask you a few questions about yourself and about your house.	
b1	What is your gender?	
0	Male	
1	Female	
2	Other	
b4	How old are you (in years)? <i>Enter age between 18 and 65. If participant does not know their age, enter 999</i>	
b17	How many people live in this household?	
b18	Who is the head of the household?	
0	Respondent is household head	
1	Male household head	
2	Female household head	
b19	Do you have any children? <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	Are any of these children under 18 years old?	if b19==1
0	No	
1	Yes	
999	Don't know / no response	
b19b	Are all of these children attending school?	if b19a==1
0	No	
1	Yes	
999	Don't know / no response	
b19c	Why are they not attending school? (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 b19c==96
b8	What language(s) do you speak at home?	
1	Kirundi	
2	Kiswahili	
3	French	
96	Other	go to b8a
b8a	What other language do you speak at home?	if b8==96
b20	What is your highest level of education?	
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	Can you read and write? <i>For participants with no or primary education</i>	if b20==0 or 1
0	No	
1	Yes	
999	Don't know / no response	
b9a	How often does your household have enough food for everyone?	
1	Always	
2	Most of the time	
3	Some of the time	
4	Rarely or never	
999	Don't know / no response	
b9b	How often does your household have enough money for school supplies?	
1	Always	
2	Most of the time	
3	Some of the time	
4	Rarely or never	
999	Don't know / no response	
b9c	How often does your household have enough money for medication?	
1	Always	
2	Most of the time	
3	Some of the time	
4	Rarely or never	
999	Don't know / no response	
b9d	How often does your household have enough money for clothes?	
1	Always	
2	Most of the time	

	3 Some of the time 4 Rarely or never 999 Don't know / no response	
b9e	How often does your household have enough money for gifts, entertainment or trips? 1 Always 2 Most of the time 3 Some of the time 4 Rarely or never 999 Don't know / no response	
b13a	Do you or anyone in your family?: <i>Participants in Burundi</i> Select all that apply 1 Have a ploughing field 2 Sell vegetables or other items in the market or kiosk 3 Perform casual labour (e.g. farming for others) 4 Member of a saving group in the community 5 Receive a monthly salary 999 Don't know / no response	if a0==1
b13b	Do you or anyone in your family?: <i>Participants in Tanzania</i> Select all that apply 1 Have a kitchen garden 2 Sell vegetables or other items in the market or kiosk 3 Perform casual labour (e.g. farming for others) 4 Receive an incentive for an agency 999 Don't know / no response	if a0==2
b14	Have you or your family/ household ever had to depend on neighbours or community members for food? 0 No 1 Yes 999 Don't know / no response	
b12a	Have you ever had to leave your home because it was not safe, whether because of a natural disaster or because of conflict? <i>Participants in Burundi</i> 0 No 1 Yes – moved elsewhere in Burundi 2 Yes – sought refuge in Tanzania 96 Yes – other 999 Don't know / no response	if a0==1
b12c	When did you come to live in this camp? <i>Participants in Tanzania</i> Enter month and year; if participant does not remember month, use July	if a0==2
b21	Are you a member of an SMC or PTA? 0 No 1 Yes 999 Don't know / no response	

b22	Are you aware of a project aiming to improve education for girls in this community?	
0	No	
1	Yes	
999	Don't know / no response	
b23	Are you aware of a project aiming to improve education for children with disabilities in this community?	
0	No	
1	Yes	
999	Don't know / no response	
b24	What is the name of the project or organisation?	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	Parental support for education for girls and boys	if b4a==1
o1	How many of your children are currently attending school?	if 0 go to
o1a	How many of these are girls?	if o1>0
o1b	How many of these are boys?	if o1>0
Notegirls	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.	if o1a>0
o2a	I am aware of the things they are learning in school	if o1a>0
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
o2b	It is important to me to make sure that they leave on time for school	if o1a>0
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
o2c	I have time to help them with their school work when they ask	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	If they are finding something difficult in their studies or at school, I encourage them and help them	if o1a>0
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
o2e	Sometimes they have to miss school or be late for class because of the chores they have to do	if o1a>0
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
o2f	Sometimes they can't complete their school work because of the chores they have to do at home	if o1a>0
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
notegirls	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.	if o1b>0
o3a	I am aware of the things they are learning in school	if o1b>0
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
o3b	It is important to me to make sure that they leave on time for school	if o1b>0
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
999	Don't know / no response	
o3c	I have time to help them with their school work when they ask	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	If they are finding something difficult in my studies or at school, I encourage them and help them	if o1b>0
1	Always	

	2 Sometimes	
	3 Rarely	
	4 Never	
	999 Don't know / no response	
o3e	Sometimes they have to miss school or be late for class because of the chores they have to do	if o1b>0
	1 Always	
	2 Sometimes	
	3 Rarely	
	4 Never	
	999 Don't know / no response	
o3f	Sometimes they can't complete their school work because of the chores they have to do at home	if o1b>0
	1 Always	
	2 Sometimes	
	3 Rarely	
	4 Never	
	999 Don't know / no response	
Parents		

Challenges	Challenges to education access	
p1	What challenges do children face when accessing education in your community? <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 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	go to p2
p1a	Specify other challenge	if p1==96

p1b	What do you think is the most important challenge that children face when accessing education in your community? <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	What challenges do girls in particular face when accessing education in your community? <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) 999 Don't know / no response	go to p2a
p2a	Specify other challenge	if p2==96
p2b	What do you think is the most important challenge for girls accessing education in your community? <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	

p2c	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 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.
p3a	p3 What challenges do children with disabilities face when accessing education in your community? <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 Specify other challenge if p3==96
p3c	p3b What do you think is the most important challenge for children with disabilities when accessing education in your community? <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 Specify other challenge if p3b==96
p4	What could be done to support children to attend school in this community? <i>Don't list options but mark those mentioned by participant. Probe: 'Anything else?' 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	Attitudes towards education access for girls and children with disabilities	
note	I am going to read some statements. Please indicate the extent to which you agree or disagree with each statement.	
q1	If a family needs help at home or is under financial stress, it is better to keep boys in school than girls	
	1 Strongly agree	
	2 Agree	
	3 Neither agree nor disagree	
	4 Disagree	
	5 Strongly disagree	
	999 Don't know / no response	
q2	Girls can be just as successful as boys at school	
	1 Strongly agree	
	2 Agree	
	3 Neither agree nor disagree	
	4 Disagree	
	5 Strongly disagree	
	999 Don't know / no response	
q3	It is more important that girls learn to take care of a home and a family than go to secondary school	
	1 Strongly agree	
	2 Agree	
	3 Neither agree nor disagree	
	4 Disagree	
	5 Strongly disagree	
	999 Don't know / no response	
q4	Educating girls contributes to social development	

	1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
q5	Girls should be less educated than their spouse 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
q6	Boys' secondary education is more important than girls' secondary education 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
q7	Education is not as important for children with a disability 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
q8	Children with a physical disability can learn just as well as other children 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
q9	Children with a mental disability can learn just as well as other children 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
q10	I would be uncomfortable for a student with a mental disability to be in the same class as my child 1 Strongly agree 2 Agree 3 Neither agree nor disagree

	4 Disagree 5 Strongly disagree 999 Don't know / no response
q11	Schools should provide extra support for children with physical disabilities, for example spectacles, hearing aids, or wheelchairs 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
q12	Schools should provide extra support for children with mental disabilities, for example special support teachers or special resources 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
q13	It is good for schools to include children of all abilities 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>
noteattitudes	I am going to read some statements. Please indicate the extent to which you agree or disagree with each statement.
k8	It is more important for men than for women to find work outside of the home 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
k7	There should be occupations reserved for men and occupations reserved for women 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response

k3	Boys and girls should help equally with household chores
1	Strongly agree
2	Agree
3	Neither agree nor disagree
4	Disagree
5	Strongly disagree
999	Don't know / no response
k4	It is not normal for men and boys to help care for young children
1	Strongly agree
2	Agree
3	Neither agree nor disagree
4	Disagree
5	Strongly disagree
999	Don't know / no response
k6	In a married couple, the husband should make all decisions about spending household income
1	Strongly agree
2	Agree
3	Neither agree nor disagree
4	Disagree
5	Strongly disagree
999	Don't know / no response
k5	A man is the head of his household.
1	Strongly agree
2	Agree
3	Neither agree nor disagree
4	Disagree
5	Strongly disagree
999	Don't know / no response

srh	Sexual and reproductive health rights and knowledge	if grade=4, 5 or 6
notesrh	I am going to read some statements to you. Please answer whether you agree, disagree, or neither agree nor disagree.	
l1	There are certain activities that a girl shouldn't do when she is menstruating	
1	Strongly agree	
2	Agree	
3	Neither agree nor disagree	
4	Disagree	
5	Strongly disagree	
999	Don't know / no response	
l4	A young person can't get contraception unless they are married	
1	Strongly agree	
2	Agree	
3	Neither agree nor disagree	

	4 Disagree
	5 Strongly disagree
	999 Don't know / no response
l6	In a relationship, it is up to the girl/ woman to make sure that she does not get pregnant
	1 Strongly agree
	2 Agree
	3 Neither agree nor disagree
	4 Disagree
	5 Strongly disagree
	999 Don't know / no response
l7	It is more important for a girl to be a virgin when she marries, than for a boy to be a virgin
	1 Strongly agree
	2 Agree
	3 Neither agree nor disagree
	4 Disagree
	5 Strongly disagree
	999 Don't know / no response
srh	

Knowledge	Knowledge of children's and women's rights	
m1	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?	
	0 No	go to m2
	1 Yes	
	999 Don't know / no response	go to m2
m1a	Is this practice allowed in {a0}?	if m1==1
	0 No	
	1 Yes	
	999 Don't know / no response	
m2	At what age can a person legally get married (minimum legal age)? <i>If child does not know, enter 999</i>	
noteknowledge	I am going to read some statements to you. Please answer whether you agree, disagree, or feel neutral about the statement.	
m3	Parents have the right to decide who their child marries	
	1 Strongly agree	
	2 Agree	
	3 Neither agree nor disagree	
	4 Disagree	
	5 Strongly disagree	
	999 Don't know / no response	
m4	A boy has the right to refuse to get married if he doesn't want to	
	1 Strongly agree	
	2 Agree	

	3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
m5	A girl has the right to refuse to get married if she doesn't want to 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
m6	Parents can be fined if they do not register the birth of their child 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
m7	It is acceptable for parents to beat their children when they are naughty 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response

Gender-based violence	
n1	Domestic violence is a private matter and nobody else's business 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
n2	A husband is justified in hitting his wife if she... 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	If a girl is raped, it is her own fault if she does the following: <i>Select all that apply</i> 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	If a girl is raped, it is best for her to get married to avoid shame 1 Strongly agree 2 Agree 3 Neither agree nor disagree 4 Disagree 5 Strongly disagree 999 Don't know / no response
n4	Can you give some examples of the types of violence that women or girls might experience? <i>Don't read out options but mark all those mentioned by participant. Probe: 'Any other types?' If 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	<i>Closing statements</i>
Final	In your opinion, what is the single most important thing that would improve life for children in this community?
Noteend	Thank you for your time today. Do you have any questions or comments about the study?

Qualitative data collection tools

Focus group discussion topic guide (girls)

Country: ☐ Tanzania ☐ Burundi	Researcher name:	
Date (DD/MM/YY):	Team Leader name:	
Location (camp, community or school name):		
Number of participants:		Age range of group:

Before the interview

- Focus groups should involve 6 to 8 girls in grades 5 and/or 6, with priority given to older girls where possible
- The discussion should last about an hour, and no longer than an hour and a half.
- Set up the space so that girls are sitting in a circle and so that you are all at the same level.
- Start by introducing yourself and getting the girls to introduce themselves, you could also ask them to say something about themselves such as their favourite food, what they like to do in their spare time, or their favourite game or sport.
- Notes in *italics* are hints or instructions for the facilitator.

Introduction

I am a researcher with the NGO Right to Play. Right to Play aims to improve learning and education for children in this community. Today we want to learn about education and children's lives in this community so that we can help children in the future.

It is your decision whether you would like to take part in the study and you do not have to take part. If you decide not to take part, you can just leave and go back to your classroom. If you do decide to take part, you will be asked some questions about school and about children's lives. You don't have to answer all my questions and you can stop at any time.

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.

The answers you give will stay between the group 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 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.

Do you have any questions?

Answer any questions that arise and check that the participants understand the information.

Are you happy to be part of this study?

Activity 1: Questions about school and education

I'm going to ask some questions about school and education in your community.

School environment

- Can you describe your school to me? What are the main areas? Which places do you like? Are there places you prefer to avoid? Why?
 - *[Probe: classrooms; schoolyard; bathrooms / latrines; sports field]*
- What do you do during a typical school day?
 - What lessons do you have? What do you do during lessons? *[Probe: what activities do they do; do they work in groups or alone; do they play any games]*
 - Do you have a break? What do you do during the break? What games do you play?
 - What time do you go home? Are there activities after school? *[Probe: Do you participate in clubs?]*
 - How is your journey to and from school? Are there places or ways that you avoid? Why?
- How do you feel about your teachers? Are there teachers you like more? Why? Are there teachers you don't like so much? Why?
 - How do teachers behave towards children? How do they treat boys? How do they treat girls? Is there a difference?
- What are the main rules at school? What happens if a child breaks one of these rules or misbehaves?
- What are your favourite things about school? And what are your least favourite things?
- What challenges or problems are there at school? Do girls and boys have different challenges or the same challenges? What challenges do children with disabilities face?
- Who can help you at school if you have a problem? *[Probe: do friends help? Do teachers help? Anyone else you can go to?]*
- Is school important to you? Why or why not?

Family support for education

- Who decides that children should go to school? *[Probe: Parents? The child? Other family members? Anyone else?]*
 - What are the reasons why some parents want their children to go to school?
 - What are the reasons why some parents might not want their children to go to school?
- How do families help children to do well in school?
 - *[Probe: Do they provide school fees or school supplies? Do they encourage children? Do they read to children or help with homework? Which family members help children the most?]*
 - Are there any differences in how families help boys compared to girls?
- What are the ways that families might prevent children getting an education in this community?
 - *[Probe: Are children needed to help at home? Can all families afford school supplies? Do all families encourage their children to attend school?]*
 - Are there any differences in how families might treat girls compared to boys?
 - Are there any differences in how children with disabilities are treated?

- What happens if a child stops going to school? *[Probe: Do parents make them attend? If not, does anyone else? Does the school follow up? Does anyone in the community?]*

Activity 2: Scenarios

[You don't need to use all the scenarios depending on how long the discussion has been. Try to use scenarios which cover topics that haven't yet come up in the discussion.]

I am going to tell you about some children who are in a difficult situation. I want you to imagine that you are their friend or perhaps their sister or cousin. Think about how you would feel in that child's situation and what advice you could give them to improve their situation.

Scenario 1: Difficulties at school

Isaac is a boy in Grade 6. He is finding school quite difficult at the moment. Sometimes he struggles to understand in lessons and the teacher shouts at him. Some of the boys in his class make fun of him and call him stupid. Quite often he makes excuses to stay at home instead of going to school.

- How do you think Isaac feels?
- What advice would you give to Isaac? What are his options? What action could he take? How would he decide what to do?
- Could he ask someone for help? Who? What action would they take?
- Do you know any boys or girls who have these challenges?

Scenario 2: Early marriage

Fatima is 15 and she doesn't go to school at the moment. Her parents want her to get married to an older man in the village who they think will provide a good home for her. Fatima feels too young to get married and she doesn't love the man she is to marry, but she also wants to make her parents happy.

- How do you think Fatima feels?
- What advice would you give to Fatima? What are her options? What action could she take? How would she decide what to do?
- Is there someone she could ask for help? Who? What action would they take?
- Are there any girls like Fatima in your community?

Scenario 3: Starting menstruation

Justina is 13. She doesn't know much about menstruation, just that it means her older sister has to miss school each month and that it involves a lot of blood. She is very worried about starting her periods as she doesn't know what she should do and she doesn't want to have to miss school.

- How do you think Justina feels?
- What advice would you give to Justina? What are her options? What action could she take? How would she decide what to do?
- Is there someone she could ask for help? Who? What action would they take?
- How could the school help Justina?
- Do you know any girls who have these challenges?

Scenario 4: Late for school

Louis lives with his mother and his younger brother and sister. Each morning Louis has to go and collect firewood and water for his mother and sweep the yard. Then he has a long walk to school. By the time he gets there he is late and then the teacher beats him or makes him stand outside. Louis is starting to think there is not much point coming to school as he never gets to learn anything.

- How do you think Louis feels?
- What advice would you give to Louis? What are his options? What action could he take? How would he decide what to do?
- Is there someone he could ask for help? Who? What action would they take?
- Do you know boys or girls who have these challenges?

Scenario 5: Transitioning to secondary school

Lydia is 13 and she is in Grade 6. She likes school and would like to get a good education, but she worries that the work in secondary school will be very difficult for her. She knows that her parents don't have much money to spare and that her mother relies on her to help with chores at home. She wonders if it would be better to leave school after she finishes Grade 6.

- How do you think Lydia feels?
- What advice would you give to Lydia? What are her options? What action could she take? How would she decide what to do?
- Is there someone that Lydia could talk to? What might they say? How might they help?
- Do you know boys or girls who have these challenges?

Conclusion

Do you have any recommendations for how NGOs can support children in this community to attend school or how they can make school better?

Thank you for your time today. Do you have any questions or comments about the study?

Participatory group activity guide (younger children)

Country: ☐ Tanzania ☐ Burundi	Researcher name:	
Date (DD/MM/YY):	Team Leader name:	
Location (camp, community or school name):		
Number of participants:	Gender of participants:	Age range of group:

Before the interview

- Group activities should involve 6 to 8 boys or girls of a similar age (e.g. 8 to 9 or 10 to 11).
- The activity should take no longer than an hour.
- Set up the space so that the children are sitting in a circle and so that you are all at the same level.
- You will need a large sheet of paper and pens for the children to draw with.
- Start by introducing yourself and getting the children to introduce themselves, you could also play a short game or sing a song to help children feel comfortable and get them ready to join in the activity.
- Notes in *italics* are hints or instructions for the facilitator.

Introduction

I am a researcher with the NGO Right to Play. Right to Play aims to improve learning and education for children in this community. Today we want to learn about education and children's lives in this community so that we can help children in the future. We are going to do an activity about school. You don't have to take part if you don't want to. You don't have to answer all the questions and you can stop at any time if you get tired.

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.

Do you have any questions?

Answer any questions that arise and check that the participants understand the information.

Are you happy to do this activity?

School mapping

Drawing the map

Explain to the children that you are going to draw a map of their school together showing the different places in and around the school.

Ask the children to think about and discuss the different areas of their school:

- What is the name of your school?

- Is it a big school or a small school?
- What are the main areas in the school? [*Probe: classrooms; schoolyard; playing field or sports field; toilets / bathrooms; water tap*]

Draw a rough box in the centre of the paper and explain that this is the school buildings.

Ask children to add on the areas that they've been discussing. They can write on the name or they can draw a small picture if they prefer e.g. books or pencils in the classroom, a football on the playing field. It doesn't matter if things go in the right place or not!

Encourage individual children to add to the map. Where do children get drinking water? Where do they go to the toilet? Do girls and boys have the same toilets or different ones? What is the area around the school like? Are there trees or fields? Is there a river or pond? Are there houses or shops? What paths or roads do children use to get to school?

After several images have been drawn (try to limit drawing to 10 minutes), begin the discussion, encouraging children to continue drawing while they discuss.

Discussing the environment

Ask each child in turn:

- What do you like about your school?
- What don't you like?
 - *You could ask them to mark these places on the map, for example adding a smiley face / tick / green mark or an unhappy face / cross / red mark*

As a group, discuss:

- What places are you afraid of and what places worry you?
 - *What is it about these places that worries you / makes you scared?*
- Where do you find help when you are afraid or worried?
- Where do you feel safe at school? Who helps you to feel safe?

Describing activities at school

Ask one of the children to describe a typical day at school, using the map to show where different activities take place. Prompt: travelling to and from school, lessons, break time, lunch time, sports.

Ask each child in turn:

- What activities do you like to do at school? Why? Who do you do this with?
- What do you not like doing at school? Why? Can you choose not to do this?

As a group, discuss:

- Do all children come to school? If not, what are some of the reasons that some children come to school and others don't? [*Probe: boys versus girls; children with disabilities; children from poor households*]
- Do you think it is important to come to school? Why / why not?

Conclusion

Is there anything you think would make your school a better place for children?

Thank you for your time today. Do you have any questions or comments about the study?

Keep the map and take a picture of it.

Focus group discussion (PTA/SMC members)

Country: ☐ Tanzania ☐ Burundi	Researcher name:	
Date (DD/MM/YY):	Team Leader name:	
Location (camp, community or school name):		
Number of participants:		Age range of group:
Gender of participants: ☐ Male ☐ Female		PTA / SMC members included: ☐ Yes ☐ No

Before the interview

- Focus groups should involve 5 to 7 participants of the same gender
- The discussion should last about an hour, and no longer than an hour and a half.
- Set up the space so that participants are sitting in a circle and so that you are all at the same level.
- Start by introducing yourself and getting the participants to introduce themselves
- Notes in *italics* are hints or instructions for the facilitator.

Introduction

- Can you tell me a bit about yourselves?
 - How long have you lived in this community?
 - Do you have a specific role on the PTA/SMC?
 - Do you have children under the age of 18?

Attitudes towards education

- Do you think that it is important that children and young people in your community go to school?
 - Why/ why not?
- Are there some children and young people for whom education is more important?
 - If so, who/what groups?
 - Why?
- Are there some children and young people for whom education is not so important?
 - If so, who/what groups?
 - Why?

- *[If not already covered]* Do you think it is important for girls to go to school?
 - Why/why not?
 - Up to what grade/how long should they stay in school?
- *[If not already covered]* Do you think it important for children with disabilities to go to school?
 - Why/why not?
 - Up to what grade/how long should they stay in school??

Challenges in accessing education

- Are there some children or young people in your community that do not go to school?
 - Who/what groups?
 - *Prompt for girls and children with disabilities, if not mentioned.*
- What are the reasons that they are not going to school?
 - Any reasons to do with the family/family situation?
 - Any reasons to do with attitudes in the community?
 - Any reasons to do with the school environment?
 - *Prompt both for the physical environment (structure, toilet facilities etc?) and the learning environment (too crowded classrooms, issues with quality of education etc.)*
 - *Prompt: if not mentioned, what about specific reasons for girls and children with disabilities?*
- Are there some groups of children or young people who are more likely to drop out of school?
 - Who/what groups?
 - *Prompt for girls and children with disabilities, if not mentioned.*
 - Why do they drop out of school?
 - Any reasons to do with the individual child?
 - Any reasons to do with the family/family situation?
 - Any reasons to do with attitudes in the community?
 - Any reasons to do with the school environment?
 - *Prompt both for the physical environment (structure, toilet facilities etc?) and the learning environment (too crowded classrooms, issues with quality of education etc.)*

Groups and structures in the community supporting access to education

- Are you aware of any groups, structures or organisations in your community that work to ensure that children go to school?
 - Who are they and what do they do?
 - *Prompt: Specifically ask about community-led initiatives if they are not mentioned.*
- Are there any groups or structures that focus specifically on girls and making sure that they can attend school?
 - Who are they and what do they do?
- Are there any groups or structures that focus specifically on children with disabilities and making sure that they can attend school?
 - Who are they and what do they do?
- Have you heard about Right to Play?
 - If, so what have you heard, what do they do?
 - *[If aware of RtP]* What do you think about their work?

- What do you think could be done in your community to ensure that more children go to school and don't drop out?
- Is there anything specific that could be done to ensure that girls can go to school and don't drop out?
- Is there anything specific that could be done to ensure that children with disabilities can go to school and don't drop out?

Questions for PTA / SMC members

- Can you describe what your role on the PTA / SMC involves?
 - What responsibilities do you have?
 - How often do you meet?
 - What are the activities that you carry out?
- Have you been involved in developing a School Development Plan?
 - If yes:
 - What does the plan aim to achieve?
 - What are the actions and/or resources that are required to implement the plan?
 - What barriers might prevent the plan being implemented?
- Do you think it is important that the PTA / SMC works to address the specific learning needs of girls?
 - Why / Why not?
 - If yes, what do you think this would involve?
- Do you think it is important that the PTA / SMC works to address the specific learning needs of children with disabilities?
 - Why / Why not?
 - If yes, what do you think this would involve?

Scenarios

Depending on time, select a couple of scenarios from those below.

I am going to read out some made-up scenarios about children and young people. I'd like to know your views about these scenarios; are these things that happen in your community, should anything be done in these cases, and if so, by whom?

Eric

Eric is 7 years old. Eric was born with club foot which means he has trouble walking. Eric's parents have decided that Eric should not go to school. They think there is no need for him to study as they don't think he will be able to get a job due to his condition. They are also worried about him being bullied in school. Eric spends his days at home with his mother, he rarely interacts with other children.

- What do you think about Eric's situation?
- Are there children like Eric in your community?
- What do you think about the decision not to send Eric to school?
- Do you think someone should help Eric?
 - If yes, who could help Eric and his family? What action could they take?

Ester

Ester is 12 years old. She is the oldest of four siblings. Ester's mother and father often struggle financially. Ester helps out a lot at home, cooking, cleaning, washing and looking after her siblings. At times she has so much work that she is not able to go to school. Ester's parents have decided that after primary school Ester will not continue going to school. They think that for a girl it is most important to learn how to take care of the home and a family.

- What do you think about Ester's situation?
- Are there children like Ester in your community?
- What do you think about the decision that Ester will stop going to school?
- Do you think someone should help Ester?
 - If yes, who could help Ester and her family? What action could they take?

Isaac

Isaac is a boy in an Accelerated Learning Centre. He finds learning quite difficult at the moment. Sometimes he struggles to understand in lessons and the teacher shouts at him. Some of the boys in his class are much younger than him; they make fun of him and call him stupid. Quite often he makes excuses to stay at home instead of going to school.

- What do you think about Isaac's situation?
- Are there children like Isaac in your community?
- What advice would you give to Isaac?
- Should he ask someone for help? Who? What action would they take?

Jocelyn

Jocelyn is 16 years old. When she became pregnant Jocelyn dropped out of school. She now lives with her parents and while looking after her baby daughter helps out in the house and by tending to her younger siblings. Jocelyn would really like to go back to school. She has asked her parents but they say that she needs to focus on taking care of her daughter and finding a job to provide for herself. They also say that the school doesn't allow girls with babies to come back.

- What do you think about Jocelyn's situation?
- Are there children like Jocelyn in your community?
- Do you think Jocelyn's parents are right?
- Is there anything Jocelyn can do? Is there someone who could help Jocelyn? Who? What action would they take?

Conclusion

- Is there anything else you would like to add?
- Do you have any questions?
- Thank you for your time and contributions!

Key informant interview guide for teachers and education officials

Introduce the study and before commencing ensure that informed consent has been obtained, using the specific form.

Country: ☐ Tanzania ☐ Burundi	Researcher name:
Date (DD/MM/YY):	Team Leader name:
Location (camp, community or school name):	
Participant gender:	Participant age:

Introduction

- Can you tell me a bit about yourself?
 - *Education officials:* What is your role and what responsibilities do you have with regards to education? How long have you been in this role?
 - *Teachers:* What grades/ages and subjects do you teach? How long have you been a teacher? How long have you worked in this school?

Understanding of and attitudes towards play-based and inclusive learning

- In your view, how do children and young people learn best?
 - What teaching methods do you consider to be the best?
 - Why?
- *Teachers only:* Can you give me examples of the teaching methods you use?
- *Teachers only:* Are these teaching methods suitable for all children and young people?
 - Why/why not?
 - If yes, how do you adapt these methods to individual needs and abilities?
 - If not, who/what group may they be less suitable for? Why?
 - *Prompt: What about for girls? What about for children with disabilities?*
- Have you heard about 'inclusive education'?
 - What do you understand this to mean?
- Have you heard about 'play-based learning'?
 - What do you understand this to mean?
- *Teachers only:* Have you ever used play, games or other interactive methods when teaching?
 - If yes:
 - What methods? Can you give any examples?
 - How do you think these methods worked? Why?
 - If not:
 - Do you think that play, games or other interactive methods could be used to teach children in school?
 - If yes:

- What could be the benefits?
 - What might be the challenges in using these methods?
- If not:
 - Why not?
 - Why do you think this would not work well?
- *Education officials only:* Do you think that play, games or other interactive methods could be used to teach children in schools in this area?
 - If yes:
 - What could be the benefits?
 - What might be the challenges in using these methods?
 - If not:
 - Why not?
 - Why do you think this would not work well?
- Do you think that all girls and boys in your school/schools in your community learn equally well? What are the challenges to them performing well in school?
 - Why/why not?
 - What about girls vs. boys?
 - What about children with disabilities? Children with learning difficulties?
- Are there children who need special support in order to be able to participate in education and to learn well?
 - Who/what groups?
 - What support is needed?
 - *Prompt: What about girls? What about children with disabilities?*
 - *Are there any barriers for them coming to school?*
 - *Are there any barriers to them actively participating in learning?*
 - Does your school/schools in your community offer any specific support for these children?
 - If so, what kind of support?
 - Has anything been done to make sure these children can come to school?
 - Has anything been done anything to ensure that they can actively participate in learning?
- *Teachers only:* Do you feel well-equipped to deliver high-quality education, both in terms of your training and in terms of the materials you have available?
- *Teachers only:* Do you communicate with parents about their children's learning and progress?
 - If yes:
 - Why do you think this is important?
 - How do you communicate with parents? Is this effective?
 - If no:
 - Why not?
 - Do you think it is important to communicate with parents?
- Have you heard about Right to Play?
 - If so, what have you heard? What do they do?
 - *[If aware of RtP]* What do you think about their work?

Attitudes to education

- Are there some children and young people for whom education is more important?

- If so, who/what groups?
- Why?
- Are there some children and young people for whom education is not so important?
 - If so, who/what groups?
 - Why?
- [If not already covered] Do you think it important for girls to go to school?
 - Why/why not?
 - Is it important for girls to stay in school? How long / up to what grade should they stay in school?
- [If not already covered] Do you think it important for children with disabilities to go to school?
 - Why/why not?
 - Up to what grade/how long should they stay in school?
- How much do you think parents of children at this school / members of this community value education?
 - Are there some people who value education more? Why?
 - Are there some people who value education less? Why?
 - *Prompt: What about education for girls? What about education for children with disabilities?*

Conclusion

- Is there anything else you would like to add?
- Do you have any questions?
- Thank you for your time and the contributions you have made.

Classroom observation guide

Country: ☐ Tanzania ☐ Burundi		Researcher name:				
Date (DD/MM/YY):		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	N/A	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 games 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 game 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

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

Country: ☐ Tanzania ☐ Burundi	Researcher name:
Date (DD/MM/YY):	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:	Number of boys with disabilities:

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.

	Mark an X in the column that corresponds to the correct answer (1 = Yes and displayed; 2 = Yes but not on display; 3 = No; N/A = Not applicable)					
#	Indicator	1	2	3	N/A	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					
A6a	Behaviour management policy that prohibits the use of physical punishment					
A7	Provision of learning aids or additional support for children with disabilities					
A8	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	N/A	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	N/A	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	Toilet facilities are accessible for children with disabilities					
B6	Toilets lock from the inside					
B7	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	Notes or comments:					

Further notes or comments:

Annex C: Ethical protocol

The ethical protocol has been developed in accordance with Coram International's ethical guidelines and with Right to Play's child protection, child safeguarding, gender equality, beneficiary and workplace harassment policies. All fieldwork team members recruited will be required to sign Right to Play's international Code of Conduct and workplace harassment policy to demonstrate that they understand that discrimination and harassment of any form are strictly prohibited and will lead to termination of their contract, and to demonstrate that they commit to reporting any instances of discrimination or harassment that they encounter. Data collection teams will be given copies of the Child Protection and SGBV referral pathways for each country and will follow a clear protocol (outlined below) should any safeguarding issues be identified.

Guiding principles

Coram International has a set of guiding principles for research which are in alignment with Right to Play's child protection, child safeguarding, gender equality, beneficiary and workplace harassment policies. These policies state Right to Play's commitment to the welfare of children, to providing equal rights and opportunities to all children, and to opposing all forms of discrimination, exploitation, manipulation, violence and abuse.³⁰⁸ The principles that guide Coram's research are:

- ❖ **Do no harm and act in the best interests of the child:** The wellbeing, rights, interests and privacy of research participants is of paramount importance. If a researcher identifies that they are causing harm to a participant (whether child or adult) they should stop the research and inform their Team Leader. Researchers should ensure that interviews are conducted in a sensitive and child-friendly manner, avoiding language that victimises, judges or blames the participant. Any child protection or other safeguarding concerns will be identified and dealt with appropriately in line with the procedure outlined below.
- ❖ **Inclusion and non-discrimination:** All eligible children and adults will have an equal right to participate in the research without discrimination or bias. Methods that are not targeted at specific individuals will aim to include a sample that is reflective of the diversity (in terms of age, gender, disability and ethnicity) of the population as a whole.
- ❖ **Data collection must be necessary:** All data collected will be clearly linked to the research questions to avoid unnecessary intrusion into the lives of participants.
- ❖ **Researchers must not raise participants' expectations:** Researchers will carefully explain the purpose of the baseline study to participants and their role in the study. Participants will be informed that the researcher cannot offer direct assistance.
- ❖ **Ensuring cultural appropriateness:** The methodology and data collection tools will be reviewed by the Right to Play country offices to ensure that they are culturally appropriate to the specific contexts of the refugee camps and Gisuru commune in Burundi. Piloting the tools will further ensure that they are appropriate and acceptable to research participants.
- ❖ **Voluntary participation:** Researchers must ensure that participation is on a voluntary basis and that participants understand that they are not required to take part or answer particular questions and that refusal to participate will not result in any negative consequences. Further information is given in the 'Informed consent process' section below.

³⁰⁸ Right to Play, 'International Code of Conduct', March 2010

- ❖ **Informed consent:** Researchers must ensure that all participants give consent to their involvement in the study. Further information is given in the 'Informed consent process' section below.
- ❖ **Anonymity and confidentiality:** The identity of all research participants will be kept confidential throughout the data collection process as well as in analysis and communication of study findings. Interviews will take place in a private setting where the participant's answers cannot be overheard. Further information is given in the 'Anonymity, confidentiality and data protection' section below.
- ❖ **Addressing safeguarding and child protection concerns:** Participants (both children and adults) may disclose information during interviews that raises safeguarding or child protection concerns. These concerns must be addressed and recorded in line with the protocol set out in the 'safeguarding process' section below.
- ❖ **Ensuring the safety and wellbeing of participants and researchers:** Steps must be taken to ensure that data collection takes place in a safe environment. Measures related to COVID-19 are outlined above in the 'COVID-19 situation' section. Where possible, interviews will take place in the presence of at least one other person besides the participant and the interviewer or in an open setting, while still ensuring the participant's answers cannot be overheard. Researchers themselves will have the opportunity to debrief with their Team Leader, who will be able to debrief with Coram International staff.

Selecting researchers

Steps will be taken to ensure that all external researchers have the required experience and skills to carry out data collection and will keep records including a copy of their ID documents. We will also aim to achieve gender balance in our research teams. All fieldwork team members will be required to abide by and sign Coram International's code of conduct and ethical guidelines as well as by any policies required by Right to Play. As well as covering the rationale and aims of the study and the contents of the data collection tools, the training given to external researchers will cover good practice guidance on research methods, including the ethical protocol and informed consent process, reporting safeguarding and child protection concerns, and the importance of a neutral, non-judgmental, sensitive and child-friendly approach to data collection.

Informed consent process

At the start of any interview, whether quantitative or qualitative and whether with a child or an adult, researchers will follow this process to ensure that participation is voluntary, that the participant gives informed consent, and that the participant understands that the researcher will have an obligation to report cases of harm. Introduction statements will be given in clear, age-appropriate language and will cover 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;
- 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.

Special care must be taken to ensure that especially vulnerable children give informed consent or that it is sought. In this context, vulnerable children may include children with disabilities and unaccompanied children. Informed consent could be obtained through the use of alternative, tailored communication tools and / or with the help of adults that work with the participants.

After introducing the study, the researcher will ask participant(s) to relay key information back to them to ensure that they have understood and will then request that participant(s) give verbal consent, which will be recorded. In this context verbal consent is considered to be more appropriate than written consent. Younger children may not be able to provide written consent while older children may find written consent intimidating. Literacy levels may be low among community members and so verbal consent is also recommended for these interviews. For teachers and education officials, we will take advice from Right to Play country offices on whether written or verbal consent would be more appropriate.

In line with advice from the Right to Play country teams, we propose that in both countries the headteacher of each baseline school will sign a form to indicate their consent for children to participate in the study. In Burundi, we additionally suggest that schools inform parents of the study via their usual communication channels, and advise them to contact the school for more information or to withdraw their child from the study.

Participants may receive refreshments or a small token such as a pen for taking part in the study. Care will be taken to ensure that this does not unduly influence or coerce individuals, particularly children, to participate. Children will not be informed about the snack or token in advance of the study and researchers will not use it to persuade or bribe children to cooperate or continue with the interview if they do not wish to.

Anonymity, confidentiality and data protection

The following measures will be used to ensure anonymity:

- Interviews will take place in a secure, private location (such as a separate room or corner or outside space) which ensures that the participant's answers are not overheard;
- Qualitative researchers will not record the name of participants and will ensure that names are not recorded on transcripts of interviews and focus group discussions;
- For the purposes of tracking children surveyed and re-interviewing them at the midline and endline, they will be assigned a unique ID number. Their name and date of birth will be recorded and linked with their ID number in order to facilitate matching. This information will be deleted from the main dataset and stored separately on a secure, locked server in a password-protected file for use only by project staff and evaluators involved in midline and endline studies;
- All data will be stored on a secure, locked server which will not be accessible to anyone not involved in the study; and
- Research findings will be presented in such a way so as to ensure that individuals are not able to be identified.

All participants will be informed of their rights to anonymity and confidentiality throughout the research process. Participants should be informed where it is possible that their confidentiality will be compromised. For example, while education and other government officials will be referred to by their position rather than their name, if they are the only person with that role in a particular setting, they may still be identifiable.

Addressing safeguarding and child protection concerns

In line with both Right to Play's safeguarding policy and Coram International's ethical guidelines, all fieldwork team members will have a duty to report any concerns, suspicion, allegation or disclosure they have for the safety and wellbeing of a participant, whether a child or an adult. Before the data collection, a referral pathway will be agreed between Coram International and Right to Play and appropriate local child protection and safeguarding focal points will be identified using the mapping of child protection services. All fieldwork team members will receive 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 is suspected, witnessed or reported, the researcher must first ensure the safety of the participant. They should listen to the participant calmly, take him/her seriously, and reassure the participant that he/she is not to blame. They should tell the participant that they believe him/her and that they are glad that he/she has reported their experience. The researcher should not promise confidentiality but should explain that they may have to share the information with someone who will be able to help the participant. The researcher will inform the participant of the steps they will take.

The researcher will make a report when the following three conditions are met:

- a) The issue concerns a new case, i.e., a case or participant not already known to a child protection agency;
- b) The case involves significant harm i.e., the participant has 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 behavioural development;
- c) The abuse or neglect is ongoing or highly likely to occur, such that the participant is suffering or is likely to suffer significant harm

The researcher will exercise judgment when determining whether a case involves significant harm based on the context and individual circumstances of the participant. Where the researcher is unsure, he/she should discuss the incident with their Team Leader at the earliest opportunity. The matter can be escalated to the Right to Play country office or to the Coram International team if further advice is required.

If it is judged that the case should be reported, an incident report form (see Annexes) will be completed and given to the Team Leader. The Team Leader will report the case to the Coram International team and to the relevant Right to Play country office. Both organisations will follow their own procedures for internal reporting and will liaise to determine whether a case should be referred to a local child protection focal point (e.g., social welfare officer)

Annex D: Evaluation Matrix

The evaluation sets out the research questions for the baseline study together with the measures and indicators that will be used to answer the main questions. The framework presents the data collection method, data source and data analysis technique that will be used to collect and analyse data for each indicator, together with the number of the indicator from the PMF where relevant.

Research question and measures	Specific indicator	Data collection method	Data source	Disaggregated by	Data analysis technique	PMF indicator
What is the current status of children's learning outcomes?						
Literacy	% of children achieving minimum proficiency in reading	Children's survey (EGRA)	Boys and girls in grades 2, 3 and 4	Country, MEMF project, grade, age, sex, impairment	Descriptive analysis of outcomes in Stata (frequencies; means)	1000.2
Numeracy	Average numeracy score	Children's survey (EGMA)	Boys and girls in grades 2, 3 and 4	Country, MEMF project, grade, age, sex, impairment	Cross-tabulations and t-tests Comparative analysis of outcomes in intervention schools compared to comparison schools (regression)	N/A
Life skills	Average composite score for each life skills sub-task (self-concept, stress management, conflict resolution, relationships, decision-making)	Children's survey (ISELA sub-tasks)	Boys and girls in grades 1 to 6	Country, MEMF project, grade, age, sex, impairment		1000.4
To what extent are children, particularly girls and children with disabilities, encouraged and supported by their families to access education?						
Encouragement and emotional and physical support from family to	% of boys and girls whose parents/caregivers provide physical support for education	Children's survey (MEMF module)	Boys and girls in grades 1 to 6	Country, MEMF project, grade, age, sex, impairment	Descriptive analysis of variables in Stata	1110.4

attend school and pursue education choices	% of boys and girls whose parents/caregivers do not assign them chores or work that conflicts with school attendance/achievement	Children's survey (MEMF module)	Boys and girls in grades 1 to 6	Country, MEMF project, grade, age, sex, impairment	(frequencies) Cross-tabulations Comparative analysis of outcomes in intervention schools	1110.4
	% of students who report being encouraged by their parents to attend school	Children's survey (MEMF module)	Boys and girls in grades 1 to 6	Country, MEMF project, grade, age, sex, impairment	compared to comparison schools (regression)	1110.4
	% of boys and girls who report receiving emotional and physical support from their caregivers and family to pursue education choices	Children's survey (MEMF module)	Boys and girls in grades 1 to 6	Country, MEMF project, grade, age, sex, impairment		1100.4
Influence of family on achieving education aspirations	Ways in which families might prevent girls from attending school or progressing in education	Focus groups	Girls in grades 5 and 6		Thematic analysis in NVivo (content analysis, thematic coding)	N/A
	Ways in which families enable girls to attend school or pursue education				Triangulation with results from parents’ KAP data	
To what extent do children, particularly girls and children with disabilities, feel safe, included, and supported at school?						
Students' experiences in and feelings about their learning environment	% of boys and girls who do not report fear or violence at school in the past week	Children's survey	Boys and girls in grades 1 to 6	Country, MEMF project, grade, age, sex, impairment	Descriptive analysis of variables in Stata (frequencies)	1200.2
	% of boys and girls who report feeling respected and included at school	Children's survey	Boys and girls in grades 1 to 6	Country, MEMF project, grade, age, sex, impairment	Cross-tabulations Comparative analysis of outcomes in intervention schools	1200.2
	% of boys and girls who report positive experiences at school	Children's survey	Boys and girls in grades 1 to 6	Country, MEMF project, grade, age, sex, impairment		1200.2

	% of boys and girls who report feeling safe and included in learning environment	Children's survey	Boys and girls in grades 1 to 6	Country, MEMF project, grade, age, sex, impairment	compared to comparison schools (regression)	1200.2
	% of boys and girls who feel that teaching practices are gender responsive and supportive	Children's survey	Boys and girls in grades 1 to 6	Country, MEMF project, grade, age, sex, impairment		1220.1
Nature of children's feelings about school	Positive feelings boys and girls express about school including their motivation to attend and learn and their feelings of belonging and support					
	Negative feelings boys and girls express about school including things that cause fear or discomfort and challenges they encounter	Focus groups Participatory group activity	Girls in grades 5 and 6 Boys and girls in grades 3 and 4		Thematic analysis in NVivo (content analysis, thematic coding)	N/A
	Reasons given for these feelings and any differences between boys and girls					
Do girls have the abilities and knowledge needed to make decisions about their education and life choices?						
Girls' education aspirations	% of girls who have aspirations for post-primary education	Children's survey (MEMF module)	Girls in grades 4 to 6	Country, MEMF project, grade, age, impairment	Descriptive analysis in Stata (frequencies) Cross-tabulations	N/A
Girls' decision-making abilities	% of girls who feel confident that they will achieve their education goal	Children's survey (MEMF module)	Girls in grades 4 to 6	Country, MEMF project, grade, age, impairment	Descriptive analysis in Stata (frequencies)	N/A
	% of girls who feel confident that their parents will support their decisions about education	Children's survey (MEMF module)	Girls in grades 4 to 6	Country, MEMF project, grade, age, impairment	Cross-tabulations	
	% of girls who have the ability to make decisions regarding their education	Children's survey (MEMF module)	Girls in grades 4 to 6	Country, MEMF project, grade, age, impairment	Comparative analysis between intervention and comparison	1100.2

Knowledge of protection issues and how to address them	% of girls who have the ability to make decisions regarding their sexual and reproductive health and rights	Children's survey (MEMF module)	Girls in grades 4 to 6	Country, MEMF project, grade, age, impairment	schools (regression)	1100.3
	Strategies described by girls to resist peer pressure and advice given to help girls make the right decisions about attending school and having safe, healthy relationships	Focus groups	Girls in grades 4 to 6		Thematic analysis in NVivo (content analysis, thematic coding)	N/A
	Average SRHR score	Children's survey (MEMF module)	Girls in grades 4 to 6	Country, MEMF project, grade, age, impairment		1120.1
	Average GBV attitudes score					1120.1
	% of girls with knowledge on MHM				Descriptive analysis in Stata (frequencies)	1120.1
	% of girls with a minimum level of knowledge of their sexual and reproductive rights, GBV, and MHM				Cross-tabulations	1120.1
	% of boys and girls who are able to identify forms of gender-based violence	Children's survey (MEMF module)	Girls in grades 4 to 6	Country, MEMF project, grade, age, impairment	Comparative analysis between intervention and comparison schools	1120.2
	Average gender norms score	Children's survey (MEMF module)	Girls in grades 4 to 6	Country, MEMF project, grade, age, impairment	(regression)	1120.3
	% of boys and girls with knowledge on FGM	Children's survey (MEMF module)	Boys and girls in grades 4 to 6	Country, MEMF project, grade, age, sex, impairment		1120.3

	% of boys and girls with knowledge of legal age of marriage	Children's survey (MEMF module)	Girls in grades 4 to 6	Country, MEMF project, grade, age, impairment	1120.3
	Average rights score	Children's survey (MEMF module)	Girls in grades 4 to 6	Country, MEMF project, grade, age, impairment	1120.3
	% of boys and girls who could seek help if they experience violence	Children's survey (MEMF module)	Girls in grades 4 to 6	Country, MEMF project, grade, age, impairment	1120.3
	% of boys and girls who have knowledge of laws and policies on rights of children and women (FGM, child marriage, violence, birth and marriage registration)	Children's survey (MEMF module)	Girls in grades 4 to 6	Country, MEMF project, grade, age, impairment	1120.3
	% of junior leaders with increased knowledge of gender equality and child protection	Pre/post questionnaires	Junior Leaders	Country, MEMF project, age, gender, impairment	1210.1
Girls' ability to pursue their life choices	Sources of support and opportunities identified by girls in achieving their goals and aspirations Barriers or challenges anticipated by girls in achieving their goals and aspirations	Focus groups	Girls in grades 5 and 6	Thematic analysis in NVivo (content analysis, thematic coding)	N/A

To what extent do community members demonstrate awareness of and support for inclusive, protective, gender-responsive quality education for girls and children with disabilities?

Awareness of MEMF project and Right to Play	% of community members who are aware of Right to Play and the MEMF project	KAP survey	Men and women in the community	Country, sex, parental status	Descriptive analysis in Stata (frequencies) Cross-tabulations	N/A
Barriers to education access in community	% of parents/caregivers with children facing barriers to access to education	KAP survey	Men and women in the community	Country, sex	Descriptive analysis in Stata (frequencies) Cross-tabulations	N/A
	Type of barriers to education faced by children of parents/caregivers	KAP survey	Men and women in the community	Country, sex		N/A
Awareness of barriers to education access	% of community members who can identify key barriers to education in their community for children in general	KAP survey	Men and women in the community	Country, sex, parental status		1110.1
	% of community members who can identify key barriers to education in their community for girls specifically	KAP survey	Men and women in the community	Country, sex, parental status	Descriptive analysis in Stata (frequencies) Cross-tabulations	1110.1
	% of community members who can identify key barriers to education in their community for children with disabilities specifically	KAP survey	Men and women in the community	Country, sex, parental status	Comparative analysis between intervention and comparison communities (regression)	1110.1
	% parents who understand the key social, cultural, economic, gender-based barriers to education and are able to describe at least three ways to respond to these barriers	KAP survey	Men and women in the community	Country, sex, parental status		1110.1
	Barriers to education access identified by SMC/PTA members both generally and specifically for girls and children with disabilities	Focus group discussion	SMC/PTA members		Thematic analysis in NVivo (content analysis, thematic coding)	N/A

Knowledge of ways to support access to education	% of parents/caregivers who are supportive of their daughter's education	KAP survey	Men and women in the community	Country, sex, parental status, PTA/SMC membership	Descriptive analysis in Stata (frequencies)	N/A
	% of parents/caregivers who are supportive of their son's education	KAP survey	Men and women in the community	Country, sex, parental status, PTA/SMC membership	Cross-tabulations	N/A
	% of community members who can describe at least 3 ways to respond to key barriers	KAP survey	Men and women in the community	Country, sex, parental status, PTA/SMC membership	Comparative analysis between intervention and comparison communities (regression)	1110.1
Support for gender-responsive, inclusive education	% community members who demonstrate positive attitudes towards girls' access to education	KAP survey	Men and women in the community	Country, sex, parental status, PTA/SMC membership	Descriptive analysis in Stata (frequencies; means)	1110.2
	% community members who demonstrate positive attitudes towards access to education for children with disabilities	KAP survey	Men and women in the community	Country, sex, parental status, PTA/SMC membership	Cross-tabulations and t-tests Comparative analysis between intervention and comparison communities (regression)	1110.3
Knowledge and support for gender-responsive, inclusive education among PTA/SMC members	% of PTA/SMC members that actively participate in carrying out school plans that support the specific learning needs of boys and girls	Pre/post questionnaires	SMC/PTA members	Country, sex	Descriptive analysis in Stata (frequencies; means)	1100.1
	% SMC/PTA members with increased knowledge of protection, gender and inclusion in school management and school plan development	Pre/post questionnaires	SMC/PTA members	Country, sex	Cross-tabulations and t-tests	1210.2

Groups and structures in the community that support access to education, particularly for girls and children with disabilities

Focus group discussion

SMC/PTA members

Thematic analysis in NVivo (content analysis, thematic coding)

N/A

Interventions that would be beneficial in the community to support access to education

Focus group discussion

SMC/PTA members

To what extent do education officials, teachers and head teachers demonstrate awareness of and support for inclusive, protective, gender-responsive play-based education for girls and children with disabilities?

Awareness of inclusive, gender-responsive play-based learning methodologies

Descriptions of a gender-responsive, play-based learning methodology

Key informant interviews

Teachers
Education officials
Head teachers

Thematic analysis in NVivo (content analysis, thematic coding)

N/A

Support for inclusive, gender-responsive play-based learning methodologies

Perceptions of the benefits (or otherwise) of inclusive, gender-responsive, play-based learning methodologies and how they can be implemented in schools
Attitudes towards education for girls and children with disabilities

Key informant interviews

Teachers
Education officials
Head teachers

Thematic analysis in NVivo (content analysis, thematic coding)

N/A

Use of inclusive, gender-responsive, play-based learning methodologies

% of teachers demonstrating positive communication

Direct observation

Teachers

Country, teacher gender

1200.1

% of teachers demonstrating play-based learning methodology

Direct observation

Teachers

Country, teacher gender

Descriptive analysis (frequencies)

1200.1

% of teachers demonstrating positive behaviour management

Direct observation

Teachers

Country, teacher gender

1200.1

% of teachers demonstrating gender inclusion and equality

Direct observation

Teachers

Country, teacher gender

1200.1

	% of teachers rated well on overall gender-responsive, play-based learning methodology	Direct observation	Teachers	Country, teacher gender		1200.1
	% of teachers demonstrating gender-responsive play-based learning methodologies	Direct observation	Teachers	Country, teacher gender		1200.1
	% of teachers that have knowledge of gender-responsive, play-based learning techniques	Pre/post questionnaires	Teachers	Country, teacher gender		1220.2
	% of teachers who demonstrate knowledge of child safeguarding protocols and referral mechanisms	Pre/post questionnaires	Teachers	Country, teacher gender		1220.3
To what extent do schools provide a protective, inclusive, gender-responsive learning environment for children?						
	% of schools that meet criteria for a positive physical environment	Direct observation	Schools	Country		1200.3
Provision of an inclusive, protective, physically and emotionally safe learning environment	% of schools that meet criteria for inclusion of children with disabilities	Direct observation	Schools	Country		1200.3
	% of schools that meet criteria for inclusive WASH facilities	Direct observation	Schools	Country		1200.4
	% of schools that meet criteria for physical safety and inclusion	Direct observation	Schools	Country	Descriptive analysis (frequencies)	1200.3
	% of schools that meet criteria for emotional safety/emotional well-being	Direct observation	Schools	Country		1200.3
	# of schools that have a gender-responsive and inclusive school development plan implemented	Direct observation	Schools	Country		1210.3