SCHOOL-TO-SCHOOL INTERNATIONAL

MAKING WAVES: GENDER-INCLUSIVE RADIO-BASED EDUCATION IN DRC

EVALUATION REPORT

January 2021

CONTENTS

ACRONYMS

ALP	Accelerated learning program
DRC	Democratic Republic of Congo
EGRA	Early Grade Reading Assessment
INEE	Inter-agency Network for Education in Emergencies
IRI	Interactive radio instruction
KII	Key informant interview
MoE	Ministry of Primary, Secondary and Professional Education
MoSA	Ministry of Social Affairs
STS	School-to-School International
WCC	War Child Canada

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EXECUTIVE SUMMARY

PURPOSE OF THE EVALUATION

The evaluation measured the effectiveness of War Child Canada's (WCC) Making Waves program in the Democratic Republic of Congo (DRC) compared with traditional programs provided by Accelerated Learning Program (ALP) centers. The evaluation's concept of effectiveness focused on three areas:

(a) the ability to improve student learning outcomes;
(b) the ability to improve psychosocial attributes; and
(c) improvements in perceived community and governmental engagement.

STS estimated the difference in effect sizes in scores between students in Making Waves and those in traditional ALPs using a learning assessment and measures of psychosocial well-being. In addition, STS examined the relationship between program participation and the perceptions of how barriers in accessing education and learning have changed from the perspective of students, teachers, and caregivers.

PROGRAM BACKGROUND

Making Waves is an interactive radio instruction (IRI) program implemented by WCC that aims to reach more than 28,000 beneficiaries. The program targets out-of-school children and youth between the ages of 12 and 16 in the capital of Kinshasa and two cities in South Kivu—Bukavu, and Uvira. Making Waves has focuses explicitly on gender. It uses gender-sensitive pedagogy with the goal of reducing barriers to education and learning, especially for girls and children with disabilities.

RESEARCH QUESTIONS

STS compared the effectiveness of accelerated learning delivered through IRI in comparison with traditional ALPs. STS developed the following research questions in collaboration with WCC:

1. What are the differences in student learning outcomes between students participating in Making Waves IRI and those in traditional ALP centers?
2. Are there differences in the student learning outcomes between students who participate in Making Waves IRI in Kinshasa and the province of South Kivu?
3. What are the differences in psychosocial attributes between students participating in Making Waves IRI and those in traditional ALP centers?

4. How do participants attribute differences in learning to (a) characteristics of the Making Waves IRI learning centers; (b) program characteristics; (c) community and governmental involvement; and (d) differences in students' psychosocial attributes?
5. To what extent do the target population and relevant stakeholders (i.e., teachers) perceive the Making Waves IRI program as effective across the dimensions of (a) learning of students; b) students' psychosocial outcomes; and (c) teachers' instructional effectiveness?
6. What are the perceived indirect or unexpected outcomes, if any, reported by the IRI program communities?
7. In what ways do respondents report the IRI program has reduced barriers to access of education (both formal and non-formal) for children, including those with disabilities and, particularly, for girls?
8. In what ways do respondents report the IRI program has enhanced the opportunity to learn for children, including those with disabilities and, particularly, for girls?

METHODS

This evaluation employed mixed methods to examine the IRI-delivered Making Waves program in comparison with traditional ALPs in the DRC. Data were collected from 20 sites, including five IRI learning centers and five comparison ALPs apiece in Kinshasa and the province of South Kivu. At each site, data collectors sought to sample equal numbers of girls and boys as well as equal numbers of third- and fourth-year students. A total of 447 students completed a reading and math learning assessment, as well as a short questionnaire. Thirty teachers completed a quantitative questionnaire. In addition, eight students, eights parents, and eight teachers participated in key informant interviews. Data collection occurred from December 7 to 15, 2020.

FINDINGS AND CONCLUSIONS

Both quantitative and qualitative results are promising for the effectiveness of the IRI program. Students in the IRI program had higher mean scores on all the assessment's reading and math subtasks. In addition, the number of IRI students who failed to complete any items, indicating very low levels of learning, was low for most subtasks and lower across subtasks than students in traditional ALPs. Qualitative data supported these results by explaining how IRI reduced distractions for students and offered a complementary approach to education that combined radio lessons with teacher-facilitated instruction and group work. An analysis of factors associated with teachers presented mixed results, which may be due to the small sample size.

Students who are part of the IRI program have higher psychosocial well-being than their traditional peers as measured by the quantitative psychosocial questionnaire. While interview respondents generally had little to say on this subject, they thought the program had improved acceptance of others**,** especially students with disabilities. Some parents also observed improved self-confidence and open-mindedness among students due to the program.

Respondents frequently acknowledged that orphans, students with disabilities, girls, students in remote areas, students who speak a minority language, and students affected by conflict faced barriers to education and that IRI reduced barriers to education by avoiding fees. Tolerance was also seen as an important success of the program. Girls tended to underperform male peers, and few respondents viewed girls as benefiting from the program in particular, likely because gender-specific components of the program had not yet been implemented at the time of the evaluation.

Overall, there is support for the IRI program across all respondents. Teachers, students, and parents all viewed the IRI program as highly effective in improving student learning outcomes. Many parents and community members overcame initial skepticism to become highly supportive of IRI. Parents were especially motivated by the program being free of cost.

INTRODUCTION

This report describes the School-to-School International (STS) evaluation of Making Waves, a gender-inclusive, radio-based education program in the Democratic Republic of Congo (DRC). This evaluation employed mixed methods to answer research questions developed in collaboration with War Child Canada (WCC). Semi-structured interviews with teachers/facilitators, students, and caregivers captured a wealth of qualitative data, including a variety of views, experiences, and perspectives. Learning assessments and surveys provided quantitative data from a sample of students.

The report first briefly describes the program being evaluated. It then explains the evaluation's methods and limitations, including research questions, sampling, tools, data collection, and analysis. The report then details the evaluation's findings by research question. Finally, the report offers conclusions based on the findings and makes recommendations for future programming and research.

PROGRAM BACKGROUND

Making Waves is an interactive radio instruction (IRI) program that aims to reach more than 28,000 beneficiaries by 2022. Implemented by WCC, the program targets out-of-school children and youth between the ages of 12 and 16 in three locations—Kinshasa, the capital of the DRC; Bukavu, the capital of the DRC province of South Kivu; and Uvira, the second-largest city in South Kivu. Making Waves has an explicit focus on gender. It plans to use gender-sensitive pedagogy to reduce barriers to education and learning, especially for girls and children with disabilities.

Making Waves builds upon WCC's 20 years of education experience in both formal and non-formal settings, as well as nearly 15 years of programming in the DRC, including a four-year pilot of IRI. WCC has worked closely with two government ministries to develop the Making Waves IRI approach—both the Ministry of Primary, Secondary and Professional Education (MoE), which is the primary ministry responsible for developing education material, and the Ministry of Social Affairs (MoSA), which is responsible for non-formal education, including ALPs such as Making Waves. Two examples of engagement with these ministries include the MoE taking responsibility for recording Making Waves' radio-based lessons using the MoE's own studio, as well as integration of the MoSA's modules on gender sensitivity.

RESEARCH METHODS AND LIMITATIONS

RESEARCH QUESTIONS

STS sought to compare the effectiveness of accelerated learning delivered through IRI in comparison with traditional ALPs by using the 10 Making Waves temporary learning centers as the treatment group and 10 traditional ALPs as the comparison group. STS sought to determine the effectiveness of Making Waves by comparing quantitative student performance data and student, caregiver, and teacher/facilitator data collected through mixed methods. STS developed the following research questions in collaboration with WCC:

1. What are the differences in student learning outcomes between students participating in Making Waves IRI and those in traditional ALP centers?
2. Are there differences in the student learning outcomes between students who participate in Making Waves IRI in Kinshasa and the province of South Kivu?
3. What are the differences in psychosocial attributes between students participating in Making Waves IRI and those in traditional ALP centers?
4. How do participants attribute differences in learning to (a) characteristics of the Making Waves IRI learning centers; (b) program characteristics; (c) community and governmental involvement; and (d) differences in students' psychosocial attributes?
5. To what extent do the target population and relevant stakeholders (i.e., teachers) perceive the Making Waves IRI program as effective across the dimensions of (a) learning of students; b) students' psychosocial outcomes; and (c) teachers' instructional effectiveness?
6. What are the perceived indirect or unexpected outcomes, if any, reported by the IRI program communities?
7. In what ways do respondents report the IRI program has reduced barriers to access of education (both formal and non-formal) for children, including those with disabilities and, particularly, for girls?
8. In what ways do respondents report the IRI program has enhanced the opportunity to learn for children, including those with disabilities and, particularly, for girls?

METHODS OVERVIEW

This evaluation employed mixed methods to examine the IRI-delivered Making Waves program in comparison with traditional ALPs in the DRC. This approach enabled STS to examine outcomes with enough power through quantitative analyses and provide critical nuance to the findings from qualitative data. The evaluation followed best practices with respect to gender sensitivity as well as the principle of "do no harm."

SAMPLING, DATA SOURCES, AND COLLECTION METHODS

In the table below, STS details the distribution of treatment Making Waves temporary learning centers and comparison ALPs sampled for the evaluation. By including five centers in Kinshasa in western DRC and five in the cities of Uvira and Bukavu in the province South Kivu in eastern DRC, the design enabled comparisons across types of program (IRI or traditional) and region.

Table 1. Distribution of Treatment and Comparison Groups

Location	Temporary Learning Centers (treatment)	Traditional Accelerated Learning Centers (comparison)
Kinshasa	5	5
Uvira	3	0
Bukavu	2	5
Total	10	10

Students were sampled to take the assessment and participate in the surveys at each of the 20 sites. Students were stratified by gender and ALP grade level (levels three and four). At each learning center, data collectors aimed to sample six girls and six boys as well as equal numbers of third- and fourth-year students. The two tables below outline the intended sample by location for quantitative and qualitative data collection, respectively.[1]

[1] With respect to research questions 1 and 2, the quantitative analysis design of sampling 10 centers per program type and 26 students at each of the 20 sites would have enabled a comparison of program effectiveness. Assuming an intra-cluster correlation of 10 percent, an effect size of 0.3, and a confidence level of 95 percent, the sample size enabled a comparison of program outcomes with 82 percent power.

Table 2. Quantitative Sample by Location

Location	Number of respondents by location	
	Students (learning assessment & survey)	Teachers/Facilitators (surveys)
Kinshasa	227	15
South Kivu	220	15
Total	**447**	**30**

Table 3. Qualitative Sample by Location

Location	Number of respondents by location – Key Informant Interviews		
	Students	Teachers/Facilitators	Caregivers
Kinshasa	4	4	4
South Kivu	4	4	4
Total	**8**	**8**	**8**

STS used the following tools during data collection:

Student learning assessment: STS collected quantitative data by conducting a student learning assessment with 12- to 16-year-olds targeted by Making Waves and those enrolled in traditional ALPs not targeted by the program. For cost- and time-effectiveness, the student learning assessment selected three subtasks from an Early Grade Reading Assessment (EGRA) in French. This assessment was developed and used in large-scale Grade 5 assessments in Francophone African countries in 2020. Experts had previously reviewed EGRA items and administration protocols according to the *Early Grade Reading Assessment Toolkit: Second Edition*.[2] STS selected the most age-appropriate subtasks, which were nonword reading, oral reading fluency (ORF), and reading comprehension. To expand subject coverage as appropriate for the IRI content and target age group. STS also used custom items from an Early Grade Math Assessment, including a Missing Number subtask and an Arithmetic subtask.

Quantitative surveys: STS developed a survey for students as well as one for teachers/facilitators. These two surveys collected contextual data needed to understand the differences in effectiveness observed between Making Waves and traditional ALPs.

Qualitative key informant interviews: STS developed qualitative key informant interview (KII) protocols for three groups of respondents—teachers/facilitators, students, and caregivers. KIIs examined stakeholders' perspectives on Making Waves and its impact. By means of KIIs, STS generated more in-depth, nuanced data than those

[2] USAID. March 2016. Prepared by Research Triangle International, Inc.

collected by the two quantitative surveys. STS developed protocols to ensure questions were asked clearly to provide robust data for the field research questions related to implementation and outcomes.

Table 4. Research Question – Tool Crosswalk

RQ	Research Question	Tool
1	What are the differences in learning between students participating in IRI and those in traditional ALP centers?	Learning assessment
2	Are there differences in the effectiveness of Making Waves IRI implementation between students in Kinshasa and the province of South Kivu?	Learning assessment
3	What are the differences in psychosocial attributes between students participating in Making Waves IRI and those in traditional ALP centers?	Psychosocial tool
4	How do participants attribute differences in learning to (a) characteristics of the Making Waves IRI learning centers; (b) program characteristics; (c) community and governmental involvement; and (d) differences in students' psychosocial attributes?	Extant data; KIIs
5	To what extent do the target population and relevant stakeholders (i.e., teachers) perceive the Making Waves IRI program as effective across the dimensions of (a) learning of students; b) students' psychosocial outcomes; and (c) teachers' instructional effectiveness?	Student survey; KIIs
6	What are the perceived indirect or unexpected outcomes, if any, reported by the IRI program communities?	KIIs
7	In what ways do respondents report the IRI program has reduced barriers to access of education (both formal and non-formal) for children, including those with disabilities and, particularly, for girls?	KIIs
8	In what ways do respondents report the IRI program has enhanced the opportunity to learn for children, including those with disabilities and, particularly, for girls?	KIIs

The quantitative surveys and KII protocols tools made use of previously developed tools as much as possible. Specifically, the surveys and KII protocols utilized some items previously used tools with target groups particularly relevant to conflict and post-conflict contexts. STS mapped each item from each tool onto relevant research questions to ensure that enough information would be gathered from all appropriate respondents to answer the research questions. The surveys drew from the Social Cohesion Assessment Framework's Education Domain (Pham and Vinck 2017), which covers issues of access, participation, perception,

violence and discrimination, and parenting style. In addition, the development of these tools drew on the International Social and Emotional Learning Assessment, which covers issues of academic readiness and psychosocial well-being, as well as the Making Waves 2019 Baseline Knowledge, Attitudes, and Practices Survey. All data collection tools were written in French.

Initial tools were piloted with a nonrepresentative, convenience sample of students, teachers, and caregivers similar to those included in the evaluation. Piloting took place on November 20, 2020, following the provincial supervisor training. STS revised the tools in response to data collector feedback and pilot data by December 1 and shared the updates with data collectors.

DATA COLLECTION AND ANALYSIS

Innovative Hub for Research in Africa (IHfRA) supported data collection training and collected all qualitative and quantitative data. IHfRA recruited and hired 19 data collectors, including 10 in South Kivu and nine in Kinshasa.

The data collector training followed a cascade approach. First, an STS specialist led a two-day remote training of provincial supervisors on November 19 and 23. Provincial supervisors then led in-person data collector training at two locations in Kinshasa and South Kivu simultaneously from November 27 to 29. Data collectors completed a short assessment on the first and second days of training to assess their understanding of and adherence to quantitative and qualitative data collection procedures.

Data collection took seven days while school was in session, from December 7 to 15, 2020. STS remotely supervised data collection through daily data monitoring, quality assurance checks, and debriefings with IHfRA field staff. Due to the pandemic, IHfRA worked with Making Waves temporary learning centers and ALPs to obtain caregiver telephone information and conduct caregiver KIIs over the phone. Data collectors abided by COVID-19 precautions and rules in the areas where they worked. All data collectors in the field had sufficient personal protective equipment at all times.

Data were collected with Android applications installed on tablets and uploaded daily. Data capture and monitoring procedures ensured that data were securely collected and tracked throughout data collection. The daily data tracking tool automatically updated with counts of the records downloaded from the digital data platform. These totals were cross-checked by individuals in the field responsible for data monitoring. Any issues or discrepancies were resolved with the data collection teams and then documented for data cleaning in Stata.

To capture qualitative data, a facilitator conducted each KII, while dedicated notetaker recorded all answers. Finalized field notes are imported into NVivo 12, a data analysis software package, in order to systematically code and analyze the data. STS cleaned and analyzed qualitative and quantitative data using NVivo 12 and Stata, respectively.

LIMITATIONS

Limits to causality: The quantitative analyses in this report are comparisons of results between Making Waves and traditional ALPs. However, since these treatment and control populations were not randomly assigned the quasi-experimental nature of the design prevents the evaluation from strictly attributing differences in learning outcomes to Making Waves. In addition, the non-random selection of schools prevents the study from generalizing to the general population. While qualitative data do not directly provide evidence of causality, they suggest causal patterns and identify successes, challenges, and lessons learned from the respondents' perspectives.

Alignment of learning outcome measurements to program: The learning assessment focuses on students' reading and math outcomes as a proxy for learning outcomes more generally. The Making Waves curriculum is much broader in scope and covers other subjects as well, which this study does not examine.

Availability of respondents: This study achieved an acceptable response rate. Fewer students were enrolled at many learning centers than expected, but the number of respondents remained high enough to allow for the planned quantitative analyses.

FINDINGS

1. WHAT ARE THE DIFFERENCES IN STUDENT LEARNING OUTCOMES BETWEEN STUDENTS PARTICIPATING IN MAKING WAVES IRI AND THOSE IN TRADITIONAL ALP CENTERS?

Students performed three reading tasks and two math tasks on the learning assessment—a nonword reading task of 50 nonwords; an ORF task featuring a short reading passage; a reading comprehension task with questions related to the short reading passage; a missing number task; and an arithmetic task. Based on students' scores on these tasks, STS computed a "total score" for the assessment. Figure 1 displays the mean fluency scores for the nonword reading and ORF tasks, and Figure 2 displays the mean scores (percentage correct) for each of the five tasks. In Figure 1 and Figure 2, red represents students who are part of the IRI Program, while blue signifies those who are not.

Students in both traditional ALP and IRI programs showed fairly low learning outcomes in comparison to the established benchmark**.** In DRC, the benchmark in French oral reading fluency in grade 4 is 45 correct words per minute (CWPM) on the oral reading fluency task. Students in both populations, on average, performed well below the benchmark. There is no benchmark for nonword reading.

Figure 1. Means (Fluency Scores) on Nonword and Oral Reading Tasks, by Program

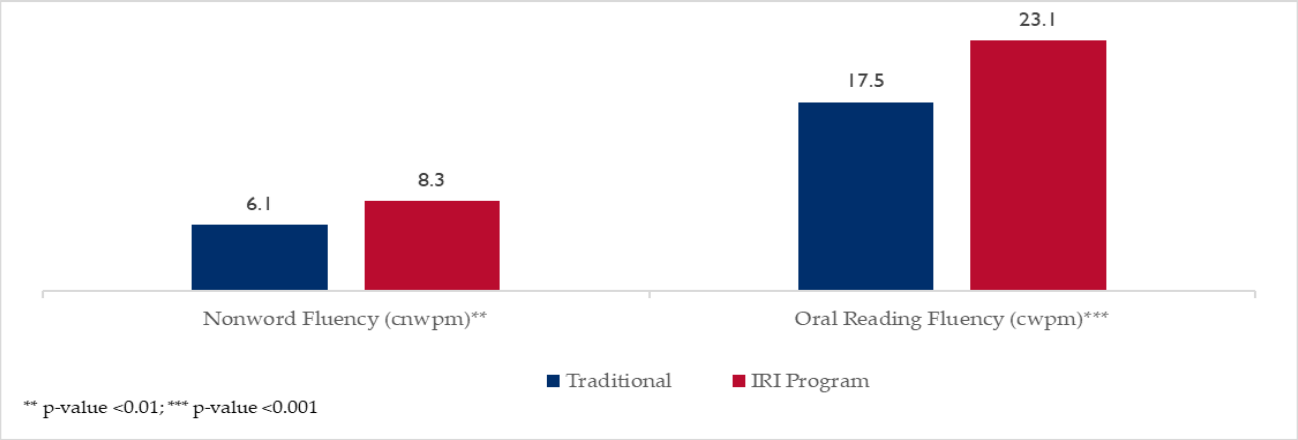


Figure 2. Means (Percent Correct) on EGRA and EGMA Tasks, by Program[3]

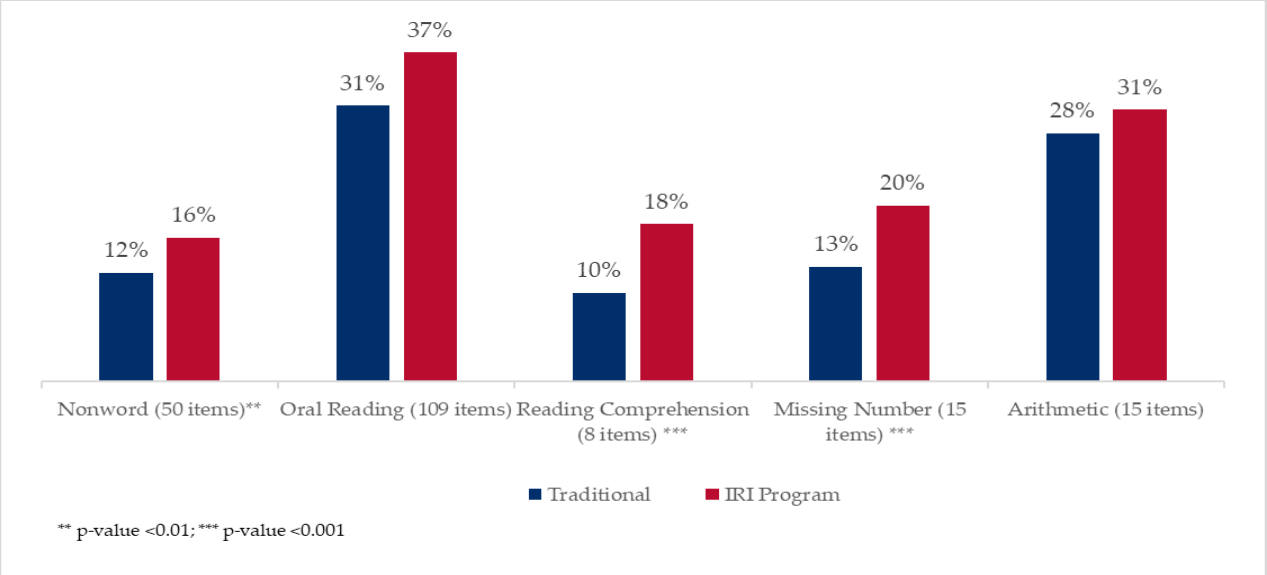


Figure 1 and Figure 2 show a clear trend: **students in the IRI program had higher mean scores on every task than students in traditional ALPs.** However, the difference was statistically significant for nonword fluency (effect size = 0.2), oral reading fluency (effect size = 0.3), reading comprehension (effect size = 0.3) and missing number (effect size = 0.5).[4] In other words, while there was a promising trend favoring students in the IRI program, the differences were not statistically meaningful for every task.

Figure 3 below shows the percentages of IRI students who did not respond to any item on a given task, known as a zero score. In turn, Figure 4 shows the difference in proportions of zero scores between students in the IRI program and those in traditional ALP programs; in this graph, a positive number indicates that more IRI students received zero scores on a given task. Two main ideas emerge from Figure 3 and Figure 4. First, **zero scores of IRI students were relatively low for most tasks**, except for the reading comprehension task, in which 58.7% students did not answer any item correctly. Second, **the percentages of zero scores indicate fewer rates of poor performance among IRI students than traditional students**. The only statistically significant difference in terms of zero scores between IRI and traditional students was observed for the missing number task; among traditional students, there were 11.7 percent more students unable to respond to any item correctly.

[3] Total scores – not fluency scores
[4] The most common effect size to evaluate differences in means is Cohen's d, which can be interpreted as small [0.2 to 0.5], medium [0.5 to 0.8], and large [0.8,1]. Values larger than 1 indicate very large effects.

Figure 3. Zero Scores on EGRA and EGMA Tasks, for IRI Students

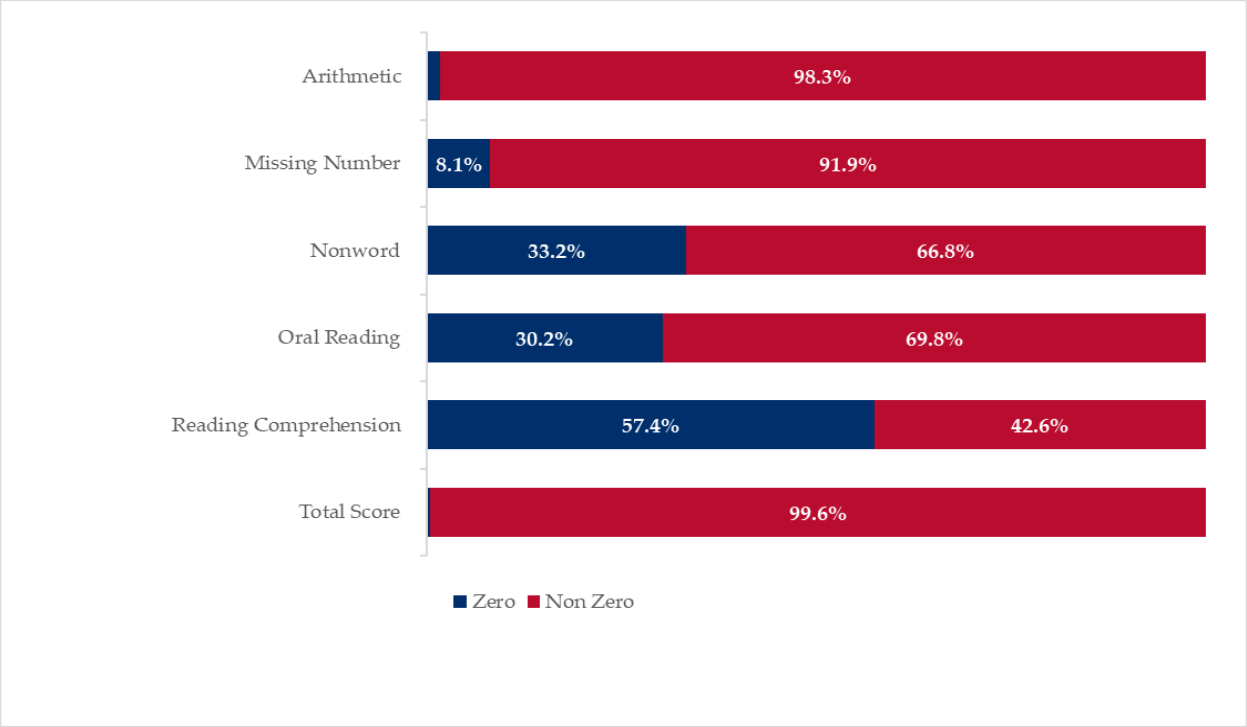
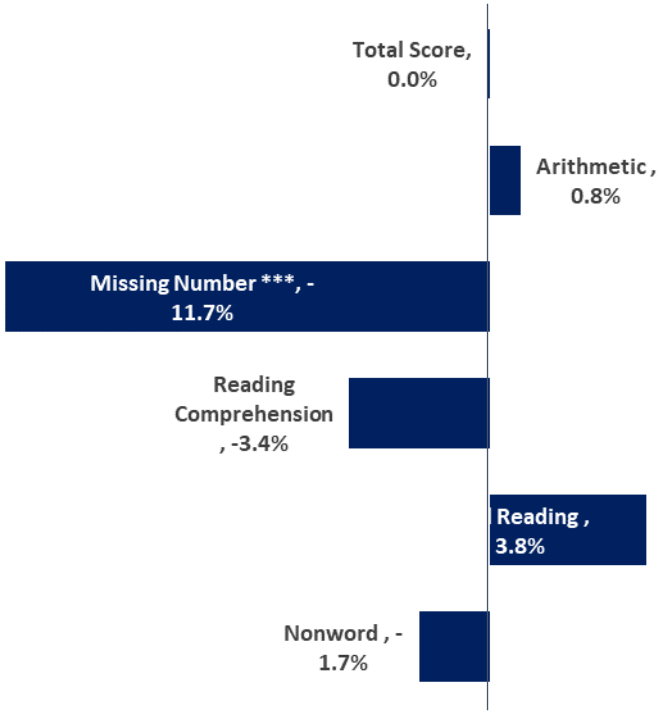


Figure 4. Differences in Zero Scores between IRI and Traditional Students



*** p-value < 0.001

2. ARE THERE DIFFERENCES IN STUDENT LEARNING OUTCOMES BETWEEN STUDENTS WHO PARTICIPATE IN MAKING WAVES IRI IN KINSHASA AND THE PROVINCE OF SOUTH KIVU?

The Making Waves IRI program operates in three different locations—Kinshasa, Uvira and Bukavu. The latter two cities are located in the province of South Kivu. Figure 5 shows the mean fluency scores on the nonword reading and ORF tasks. Figure 6 displays the mean scores (percent correct) of IRI students on every task and on the entire assessment. In both figures, students in Kinshasa are represented in red, while those in South Kivu are represented in blue.

Figure 5. Means (Fluency Scores) on Nonword Reading and ORF Tasks for Making Waves Students, by Region

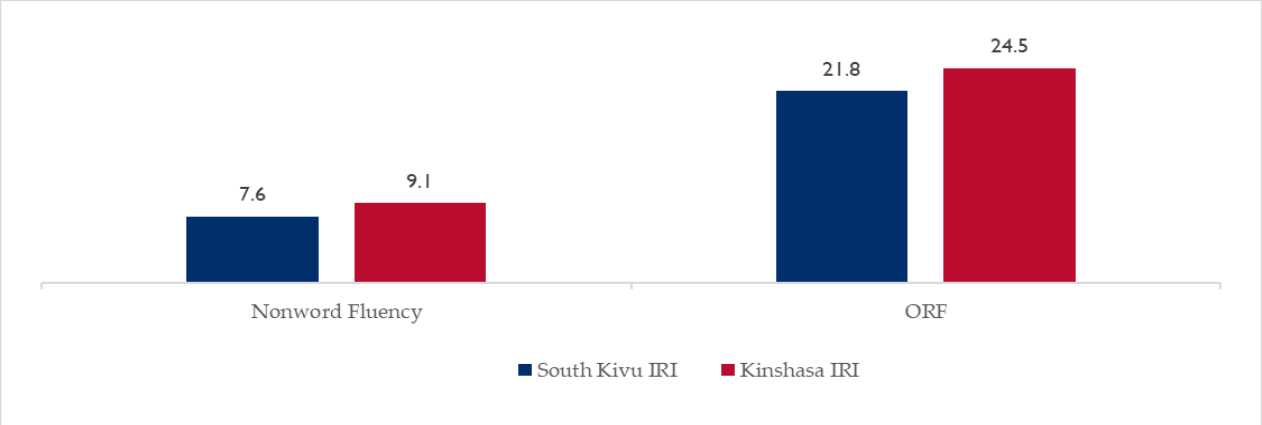
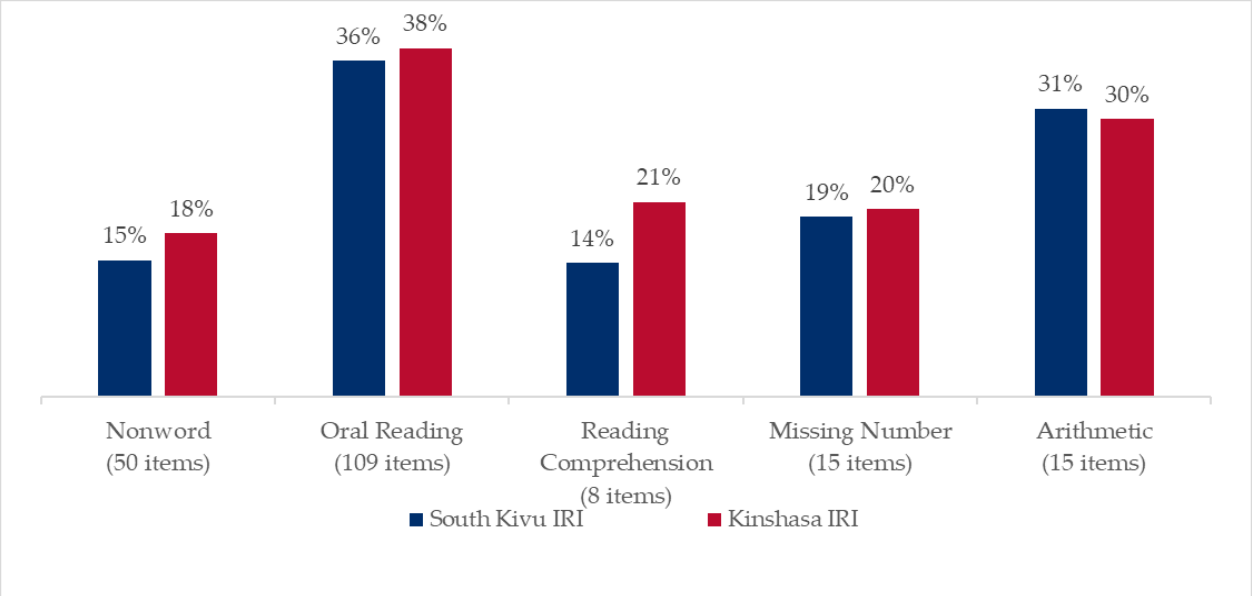


Figure 6. Means (Percent Correct) on EGRA and EGMA Tasks for Making Waves Students, by Region[5]



[5] Total scores – not fluency scores

Both figures above show there were **no clear differences between students' performance in Kinshasa and South Kivu.** While students in Kinshasa performed better in three tasks—nonword reading, reading comprehension and missing number—students in South Kivu performed better on ORF and arithmetic. Overall, there were virtually no differences in patterns of performance between the Kinshasa and South Kivu within the Making Waves IRI program.

3. WHAT ARE THE DIFFERENCES IN PSYCHOSOCIAL ATTRIBUTES BETWEEN STUDENTS PARTICIPATING IN MAKING WAVES IRI AND THOSE IN TRADITIONAL ALP CENTERS?

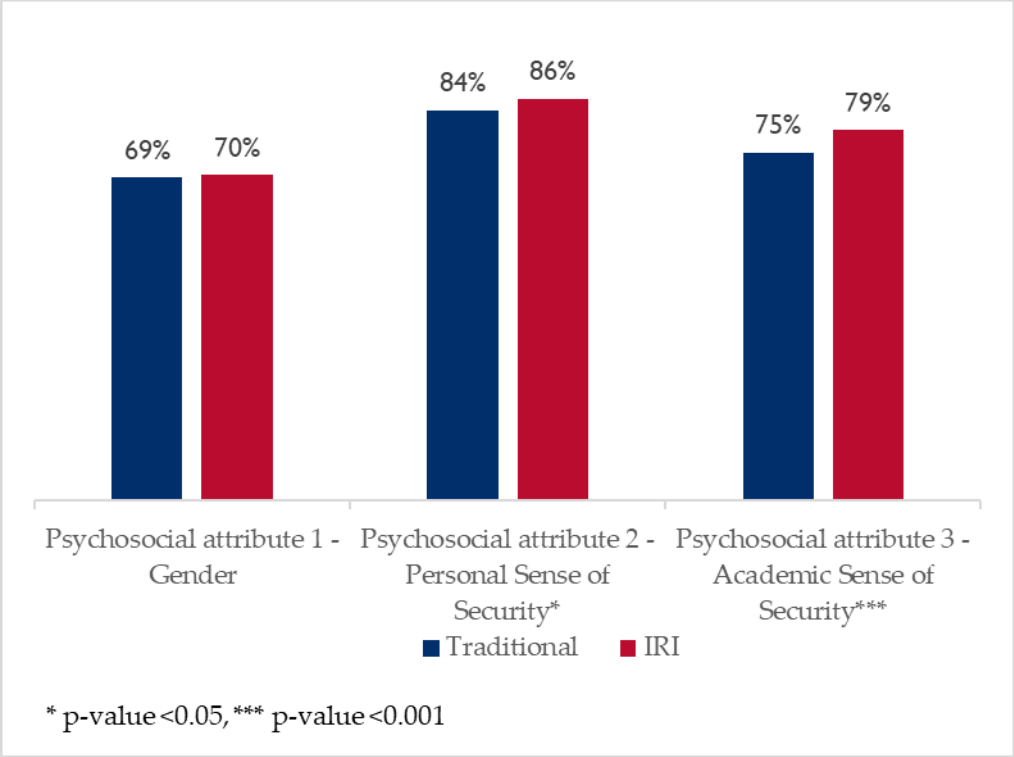
In order to answer this research question, STS created three factors reflecting students' psychosocial wellbeing—a factor reflecting students' attitudes toward gender equality; a factor reflecting students' personal sense of security at school and/or on their way to school; and a factor reflecting students' academic sense of security. Each factor was built based on students' responses to a series of questions and Likert scale statements[6]. For example, respondents were asked if they agree with the following statements for each of three factors:

- Students' attitude toward gender equality: "Boys are more naturally skilled than girls at reading";
- Students' personal sense of security factor: "I feel safe at school"; and
- Students' academic sense of security factor: "I am able to do my best in school."

Based on students' responses, STS determined the mean scores on each of the factors for all respondents. These mean scores are displayed in Figure 7, with the means of students who are part of the IRI Program displayed in red and those who are not in blue. Mean values are percentages, with 100% representing the maximum possible positive result on the index and 0% representing the lowest possible score.

[6] For more details, see Annex 3

Figure 7. Means (Percent Correct) on Psychosocial Attributes, by Program



As shown in Figure 7, **students in the IRI program scored higher on psychosocial well-being in terms of personal sense of security and the academic sense of security than their traditional peers.** The difference was statistically significant for both of these factors. The difference was not significant in the case of gender, however, meaning that the Making Waves IRI program has not changed gender perceptions and attitudes to a statistically noticeable extent.

Whether these psychosocial attribute scores had a relationship with students' performance is a key question. To that end, STS examined the correlations[7] between the psychosocial factors and the achievement on the total assessment. As shown in Table 5, the only psychosocial factor related to achievement was the second one—students' personal sense of security; the correlation was positive and of a magnitude of 0.17.[8]

[7] Correlations are not an indication of causality

[8] Correlation coefficients can be taken as effect sizes. Correlation coefficients take values between -1 and 1, with values closer to 0 representing weaker relationships. Positive coefficients indicate that variables vary in the same direction, whereas negative coefficients indicate that variables vary in opposite directions. A correlation coefficient can be categorized according to its absolute value as small (0.1 to 0.3), medium (0.3 to 0.5), and large (0.5,1).

Table 5. Correlations between Psychosocial Factors and Total Scores (only significant coefficients shown[9])

	Correlation Coefficient
Psychosocial attribute 1 - Gender	
Psychosocial attribute 2 - Personal Sense of Security	0.17
Psychosocial attribute 3 - Academic Sense of Security	

To further understand the drivers of academic achievement among students in the IRI program, STS conducted additional correlational analyses between certain factors and total scores on the learning assessment. Table 6 displays these results, some of which were notable. First, **the region of the program was related to achievement,** with students in Kinshasa tending to have lower scores than peers in South Kivu (correlation of -0.22). Students from traditional ALPs in South Kivu mainly drove this relationship, as they outperformed all other students in the sample on the ORF task, which has the most items of any task (see Figure 8).[10] Second, **girls tended to underperform their male peers** (correlation of -0.11). Third, **older students tended to perform better on the assessment** (correlation of 0.19); however, this result may have been confounded with grade level. Indeed, Table 6 shows that **students in Level 4 tended to have higher scores than their peers** (correlation of 0.26), as would be expected. Fourth, **students who reported they are refugees tended to have higher achievement** (correlation of 0.11). However, only eight students in the sample identified as refugees[11], most of whom were part of the IRI program. The small number of refugees and the confoundment with program status should be noted. Last, **students living further from school tended to score lower on the assessment** (correlation of -0.11).

Table 6. Correlations between Student-Level Factors and Total Scores (only significant coefficients shown)

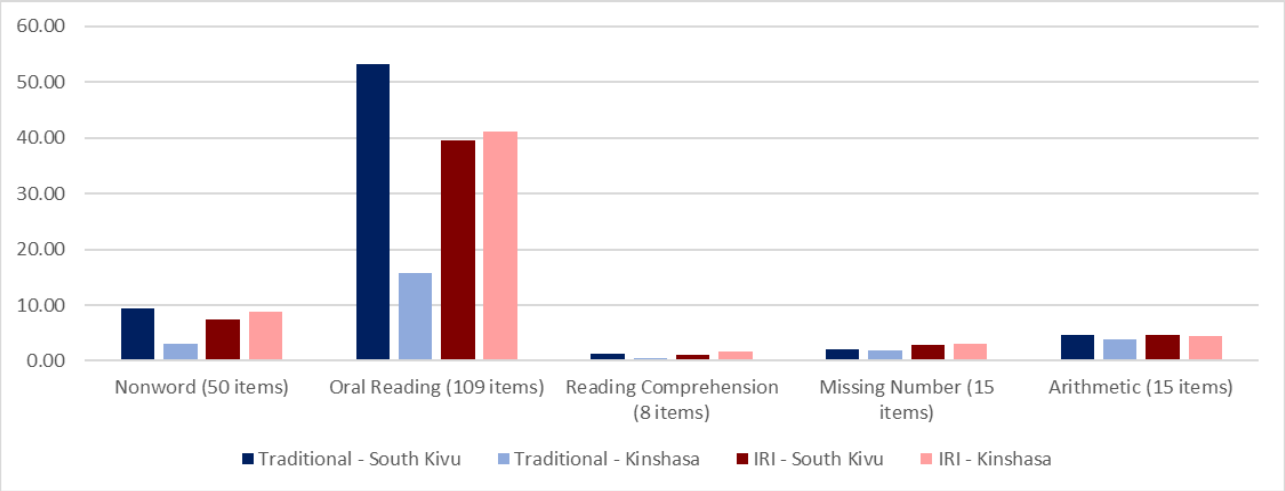
	Correlation Coefficient
IRI Program	-
Region (1=Kinshasa)	-0.22
Sex (1 = Girl)	-0.11
Age	0.19
Has been out of school (1=Yes)	-
Refugee status (1=Yes)	0.11
Internally displaced (1=Yes)	-
Distance from home to school (1=More than 1 hr)	-0.11
Class (1= Level 4)	0.26

[9] Significant coefficients mean that the correlation was statistically significant at a 5% level

[10] While students in the IRI program demonstrated higher mean learning outcomes than traditional ALP overall, the students in traditional ALP in South Kivu showed the highest mean scores of the four populations. There were no traditional ALPs in Uvira, which may affect these results.

[11] See Annex 3

Figure 8. Differences in Achievement by Region and Program



Finally, correlations were calculated between teacher-level factors and student achievement.[12] First, STS examined the relationship between variables across all teachers in the sample and achievement. These relationships are shown in Table 7. Due to the small sample of teachers in the sample (n=30), these correlations should be interpreted with some caution. First, the sex of the teacher was related to achievement of students, with **female teachers being associated with lower scores** (correlation of -0.13). However, only five female teachers were included in the sample, and most of them were in Kinshasa, where students tended to have lower scores. Second, **teachers satisfied with their schools were associated with higher student scores** (correlation of 0.14).[13] Third, classroom size had a positive relationship with scores, as **larger classes were associated with higher scores** (correlation of 0.31), with **more females** (correlation of 0.31) and **more students with disabilities** (correlation of 0.17) contributing to this relationship. Last, **teachers who felt extremely at ease teaching in French were associated with lower student scores** (correlation=-0.18). Most teachers, however, agreed or completely agreed with the statement that they felt comfortable teaching in French[14]. Also, most teachers in Kinshasa completely agreed to the statement. Therefore, this result may be confounded with a region effect.

[12] To better unpack the relationships, STS created indices covering the following themes—training level received by the teacher; belief that the IRI program has had an impact on the psychosocial well-being; belief that the IRI program has had an impact on teaching effectiveness; teachers' attitudes towards gender; and beliefs that the IRI program has changed own beliefs around teaching students.

[13] Studies have presented a mixed picture on the relationship between teachers' satisfaction with their jobs or schools in other contexts. One plausible mechanism of this improvement is that teacher effectiveness and satisfaction are both improved by collaboration with fellow teachers. See Neena Banerjee, Elizabeth Stearns, Stephanie Moller, and Roslyn Arlin Mickelson, "Teacher Job Satisfaction and Student Achievement: The Roles of Teacher Professional Community and Teacher Collaboration in Schools," *American Journal of Education* 123, no. 2 (2017) for a discussion of this research and recent results from the United States that suggest that this mechanism is effective for reading but not math.

[14] See Annex 3

Table 7. Correlations between Teacher Level Factors and Total Scores (only significant coefficients shown)

	Correlation Coefficient
Sex of the teacher	-0.13
Satisfaction with the school	0.14
Years of experience	-
Number of students	0.31
Number of female students	0.31
Number of students with disabilities	0.17
Ease teaching students with disabilities	-
Ease teaching in French	-0.18
Belief that school is a safe space for students (index)	-
Attitudes towards gender (index)	-

The relationship between achievement and those variables pertaining only to IRI teachers was also examined (see Table 8) As shown, **few teacher variables were correlated with students' achievement**. First, **prior experience with an IRI program was associated with a lower score** on the test (correlation=-0.27). However, most teachers in the sample reported having no prior experience with IRI programs[15], skewing the distribution of this variable and reducing the relationship's robustness. Second, **teachers who believed that the IRI program has made them better teachers were associated with lower student scores** (correlation = -0.20). Most teachers did not have prior experience with IRI and most of them believe that IRI makes them better teachers, so the skewness and small sample size provide a weak base of evidence for these results. Last, teachers were asked if they had received training on 1) roles and responsibilities within Making Waves, 2) teaching methods in the context of IRI programs, 3) audio materials used by Making Waves, 4) inclusive practices in the classroom, 5) gender-sensitive pedagogy, 6) assessment practices, 7) teaching methods for students with disabilities, and 8) psychological support for students. Last, **teachers who reported receiving more training were associated with lower student scores** (correlation =-0.15). Training being negatively correlated to achievement highlights the importance of training that focuses on student learning outcomes. It may also take time for teacher practice to improve following training. As with other teacher results, the small sample size and teachers' own biases in responding mean these results should be interpreted with caution and not treated as definitive.

[15] See Annex 3

Table 8. Correlations between Teacher-Level Factors (IRI Program only) and Total Scores (only significant coefficients shown)

	Correlation Coefficient
Years with IRI Program	-0.15
Satisfaction with the program	-
Prior experience with IRI	-0.27
Training received (index)	-0.15
Belief that IRI made him/her a better teacher	-0.20
Beliefs that IRI program has had an impact on psychosocial wellbeing (index)	-
Beliefs that IRI program has had an impact on teaching effectiveness (index)	-
Beliefs that IRI has changed their own teaching beliefs (index)	-

4. HOW DO PARTICIPANTS ATTRIBUTE DIFFERENCES IN LEARNING TO (A) CHARACTERISTICS OF THE MAKING WAVES IRI LEARNING CENTERS; (B) PROGRAM CHARACTERISTICS; (C) COMMUNITY AND GOVERNMENTAL INVOLVEMENT; AND (D) DIFFERENCES IN STUDENTS' PSYCHOSOCIAL ATTRIBUTES?

5. TO WHAT EXTENT DO THE TARGET POPULATION AND RELEVANT STAKEHOLDERS (I.E., TEACHERS) PERCEIVE THE MAKING WAVES IRI PROGRAM AS EFFECTIVE ACROSS THE DIMENSIONS OF (A) LEARNING OF STUDENTS; B) STUDENTS' PSYCHOSOCIAL OUTCOMES; AND (C) TEACHERS' INSTRUCTIONAL EFFECTIVENESS?

Teachers, students, and parents all viewed the IRI program as highly effective in improving student learning outcomes. Students, as well as teachers to a lesser extent, overwhelmingly reported that IRI offered an advantage compared with traditional ALPs because it **reduced distractions or enabled students to concentrate better.** Both students and parents reported that the radio instruction was clear and easy to hear, with students observing that the instruction via radio was more comprehensible than teachers' in-person instruction. Both students and parents said there were distractions in a typical classroom not present when listening to the radio, but none described clearly what those distractions were. Respondents viewed the dual radio and facilitated group work approach as key to effectiveness, stating that radio instruction alone would likely not be as effective. Some made explicit, favorable comparisons to other alternative education options.

Both students and teachers **appreciated the IRI approach's complementarity.** Teaching on the radio enabled students to focus listening on clear, accurate instructions. Multiple students reported that they were not confident that their teachers were explaining things accurately or thought their teachers made mistakes; they trusted the radio instruction, however. Students, especially in Kinshasa, reported the teacher-led group work as highly effective. Many seemed to have little to no previous experience working in groups and seemed to genuinely enjoy group work.

Some students and teachers offered a slightly different explanation of complementarity. They reported that teachers covered material well in-person, but some students needed reinforcement of the concepts, which the radio instruction provided. For example, at a traditional ALP, a teacher might move quickly through material without clarifying anything students did not understand, but with IRI, students could listen to a lesson the same day the teacher had covered the same topic. Through this combination of listening to the radio and participating in group work facilitated by a teacher, both students and teachers felt the program had a more effective mechanism of instruction than either approach alone.

Across all respondents there were **mixed but generally favorable reports about how IRI influenced teachers' instructional effectiveness.** Most students and teachers thought IRI enabled teachers to teach more effectively. They described traditional approaches as problematic, as teachers quickly recited hard-to-follow information and did not respond to students' questions. In contrast, respondents greatly viewed the IRI approach as an improvement; teachers took more questions, explained material that was challenging, and facilitated group work that students both enjoyed and found effective, as described above. According to KIIs, teachers using the IRI approach checked students' comprehension of a topic more effectively and differentiated instruction in the classroom. One parent shared this view, noting that with IRI the narrator on the radio delivered "great work," which the teacher then reinforced by clarifying points the students did not understand.

Many students and some parents expressed negative opinions of teacher effectiveness without IRI. This view typically coincided with explicitly favorable comparisons of instruction on the radio rather than from a teacher. As one student described, "The radio teaches better than the teacher. For example, when the radio speaks it explains better than the teacher. The teacher does not explain well. We understand better from the radio. When the teacher speaks, you can't hear anything. Some are drowsy, and some are rowdy." Parents tended to share this view. As one reported, "During traditional lessons, subjects are uncontrolled, unscheduled, but with this interactive radio teaching approach, teachers prepare subjects before delivering them to students. Before the teacher could misinform the child without the child knowing any better, but with teaching over the radio the child acquires the same knowledge as the teacher; he has confidence both in himself and in his teacher."

Most students and all parents reported that **parents supported IRI education.** Students offered examples of their parents asking them to study or review their work. One student in Kinshasa said her father reviewed her notebooks every day. Several students also said that their parents sent them to school even when the students did not want to enroll or attend.

Parents generally echoed these perspectives and provided similar examples of their support. **IRI's lack of cost** improved parents' support of education. Both students and parents gave the impression that IRI education was more worthwhile because it was less expensive than

traditional approaches. Cost was a key driver of parental support, being mentioned at least as frequently as the effectiveness of the approach in parental KIIs.

Students and parents reported **a mix of support and initial skepticism from community members and other parents about the IRI approach.** Both groups often discussed parents' initial skepticism. One father said he was surprised and did not believe his children when they told him that instruction was available on the radio. After his children enrolled, however, he viewed the approach as consistent with a traditional education. Similarly, when asked if the community supported IRI, one student in Kinshasa responded negatively. He reported that when his friends' parents learned that they were learning via radio instruction, they took away the radio to prevent further listening. Other parents and students shared similar responses. Both groups also reported that parents' personal testimonials were effective at convincing other parents to enroll their children in the IRI program.

Most respondents had little to report about possible effects of community involvement. In many cases, respondents cited vague community support for education, but they did not elaborate. Some offered more specific examples of effective community support for IRI, such as helping students get to school, helping students with homework, encouraging them to attend, and putting up sand barriers to protect the school during floods.

Teachers, but no students and few parents, cited **governmental involvement as key to IRI's success and sustainability**. They typically viewed the program as benefitting from government involvement and approval through the MoE, MoSA, and Ministry of Non-Formal Education. Examples of such governmental support included provision of buildings to host the learning centers and approval to conduct the activity. Several teachers and one parent expressed that the government should expand the program to other provinces.

Few respondents reported that students' psychosocial attributes were related to differences in learning. Data collectors generally received few responses when they asked parents and teachers to comment on the program's effectiveness and relevance in terms of psychosocial results in students. However, the student questionnaire revealed that IRI students showed a statistically significantly better sense of personal security and academic security than traditional ALP students. While none of the 24 interview respondents explicitly made a link between such psychosocial characteristics and learning outcomes, it seems plausible that the IRI approach has improved these attributes and that these improvements may have enabled an improved learning environment. Quantitative results discussed above support this idea, as a high personal sense of security was correlated with improved learning outcomes.

Similarly, respondents generally had **little to say about the program's effects on psychosocial outcomes**, aside from noting that students enjoyed the program, particularly group work. However, **acceptance of others** (e.g., students with disabilities) was a frequently self-reported theme. Students reported the IRI program effectively promoted acceptance of students with disabilities and reduced mockery of them. Students similarly described such mockery as a

primary barrier to students with disabilities as discussed below. This increased acceptance may be the result of the IRI curriculum itself, not necessarily the unique medium of instruction via radio. Two parents thought the program had improved their children's "open-mindedness" since they had enrolled. Some parents also remarked on their children's improved self-confidence, as exemplified by greater comfort expressing themselves in French and explaining concepts from school to other children. One student and several other parents reported that the IRI program improved students' behavior but did not elaborate.

6. WHAT ARE THE PERCEIVED INDIRECT OR UNEXPECTED OUTCOMES, IF ANY, REPORTED BY THE IRI PROGRAM COMMUNITIES?

Few respondents reported indirect or unexpected outcomes. The use of French solely was both a benefit and a challenge. Both parents and students reported IRI's use of French inspired students and raised their ambitions; due to the strong improvements in students' French abilities, some said they now aspired to travel abroad, become a journalist, or pursue on other high-status opportunities. Others observed that the exclusive use of French on the radio might pose barriers to those with weaker starting levels of French. Somewhat surprisingly, only two respondents—one student and one parent—mentioned the COVID-19 pandemic, albeit indirectly by observing that the radio lessons enabled study even during periods of confinement at home.[16]

All groups of respondents raised questions and concerns about the sustainability of IRI. Parents, more than students or teachers, talked of expanding the program more widely to other areas. As discussed above, they viewed themselves, as parents of children in the IRI program, as the most effective mode of promoting enrollment among other parents. Many parents expressed a desire for the program to expand, often citing the important of both government leadership and community support. Students, teachers, and some parents also expressed concern about ensuring the program continues. One parent asked for greater collaboration between War Child Canada and parents to "find a framework for consultation" to collaboratively resolve problems that might hinder progress in the program's continuation. Parents also wanted to see IRI expanded to other levels within their community, including opportunities for "lifelong learning."

[16] One other unexpected outcome with minimal evidence included a student's report that by encouraging parents to purchase televisions and radios, children were staying home more, and vagrancy was down. No other respondents expressed this belief.

7. IN WHAT WAYS DO RESPONDENTS REPORT THE IRI PROGRAM HAS REDUCED BARRIERS TO ACCESS OF EDUCATION (BOTH FORMAL AND NON-FORMAL) FOR CHILDREN, INCLUDING THOSE WITH DISABILITIES AND, PARTICULARLY, FOR GIRLS?

8. IN WHAT WAYS DO RESPONDENTS REPORT THE IRI PROGRAM HAS ENHANCED THE OPPORTUNITY TO LEARN FOR CHILDREN, INCLUDING THOSE WITH DISABILITIES AND, PARTICULARLY, FOR GIRLS?

Respondents often acknowledged that certain groups of students faced barriers to education. In descending order of how often these groups were mentioned, respondents reported orphans, students with disabilities, girls, students in remote areas, students who speak a minority language, and students affected by conflict as groups facing barriers to education.

IRI was reported as reducing barriers to access of education for all groups of students because it was free. Not having to pay school fees was widely reported as an important aspect by most students interviewed. Orphans were most frequently reported as key beneficiaries of IRI for this reason.

Respondents reported that **IRI reduced barriers and enhanced opportunities for students with disabilities due to awareness-raising and tolerance, not ease of access.** Almost none of the respondents reported that IRI instruction reduced barriers to education for students with disabilities by eliminating the need to physically attend lessons for students with mobility impairments. In fact, some respondents said that more should be done to help students with disabilities physically reach the learning sites. One student did acknowledge that parents with disabilities could find radio education easier, but again this was likely due to the low cost which IRI presented to such parents.

While girls were often reported as facing barriers to education, often due to concerns expressed around school-related gender-based violence or pregnancy, IRI was generally not seen as having reduced barriers of enhanced opportunities for girls specifically. As with students with disabilities, respondents generally did not report students who live in remote areas far from schools or across as benefiting from IRI other than due its lack of cost.

CONCLUSIONS AND RECOMENDATIONS

CONCLUSIONS

Both quantitative and qualitative results are promising for the effectiveness of the IRI program. Students in the IRI program had higher mean scores in all reading and math subtasks. In addition, the number of zero scores, which indicate very low levels of learning, for IRI student was low for most subtasks, and students at traditional ALP center had higher numbers of zero score across tasks.

Qualitative data supported these results and provided explanations. First, IRI reduced distractions or enabled students to concentrate better. In addition, IRI also offered a complementary approach to education by using clear, reliable, well-structured radio lessons with fun, engaging, and effective teacher-facilitated instruction and group work. The teacher-facilitated portions benefited in particular from teachers' ability to respond to students' questions and identify and address areas of poor comprehension.

Students in the IRI program have higher psychosocial well-being than their traditional peers as measured by the quantitative psychosocial questionnaire. While interview respondents generally said little about this subject, they thought the program had improved acceptance of others**,** especially students with disabilities. Some parents and teachers also observed improved self-confidence and open-mindedness among students due to the program.

Respondents frequently acknowledged that groups of students faced barriers to education and that IRI reduced these barriers to by eliminating fees. Group of students identified by respondents as facing barriers to education included orphans, students with disabilities, girls, students in remote areas, students who speak a minority language, and students affected by conflict. The lack of school fees in the IRI program was widely reported as an important means to reducing these barriers, but increased tolerance and awareness-raising were also mentioned as a success of the IRI program. Despite gender being a key focus of the program, few respondents viewed girls as benefiting in particular from IRI, most likely because gender-specific components of the program had not yet been implemented at the time of the evaluation.

There are no clear differences in performance between students in Kinshasa and South Kivu. While the learning outcomes varied across some subtasks for the two groups of students, no trends emerged. It is possible greater differences may arise over time, but none were detected at this stage in the program.

Several student factors are associated with improved learning outcomes. Girls tended to underperform their male peers, which is a finding consistent with results on similar assessments from comparable programs and countries. Both older students and students in higher levels tended to outperform younger students and students in lower levels, which is an unsurprising finding. Finally, students living farther from school tended to score lower in the assessment. Distance from school may be associated with more frequent absences, tardiness, lower socioeconomic status, or other factors that contribute to low performance.

Factors associated with teachers presented unexpected results. Teachers satisfied with their schools were associated with higher scores. Teachers who felt extremely at ease teaching in French were associated with lower scores, but this result may be confounded with a region effect. Prior experience with an IRI program was associated with lower scores on the student assessment. However, most teachers in the sample reported having no prior experience with IRI programs, skewing the distribution of this variable and reducing the robustness of the relationship. Teachers who believed that the IRI program had made them better teachers were

associated with lower scores. Teachers who believed that the IRI program had had a positive impact on the psychosocial well-being of students were associated with higher student scores. Finally, students in classes that were larger, had more female students, and contained more students with disabilities also had higher scores. These explanations may be related to processes in teacher recruitment or assignment. It is also possible that social desirability bias affected teachers' responses. While some respondents expressed low opinions of teachers, most agreed that the IRI program had made them more effective.

Overall, all respondents expressed support for the IRI program. Teachers, students, and parents all viewed the IRI program as highly effective in improving student learning outcomes. Many parents and community members overcame initial skepticism of IRI to become highly supportive of it. Parents were especially motivated by the program's no-cost nature, as well as the program's effectiveness.

LESSONS LEARNED AND RECOMMENDATIONS

The following lessons learned and recommendations may be categorized into three major areas—improving the current implementation of Making Waves; expanding the program's reach and assuring its sustainability; and conducting future monitoring, evaluation, research, and learning. All of the following recommendations are drawn from the findings.

Improving the current implementation of Making Waves

1. **Improve students' attitudes towards gender equality.** Quantitative data revealed no statistically significant differences between IRI and non-IRI students' scores on the gender index. Making Waves is explicitly rooted in gender-sensitive approaches, but little progress has occurred so far.

2. **Develop methods to improve girls' performance.** Girls' reading and math performance lacks that of their male peers, despite the gender-sensitive focus of the program.

3. **Improve school leadership**. Satisfied teachers were associated with higher performance, so schools should work with teachers to ensure that their work is valued and that they are satisfied.

4. **Improve teachers' behavior and practices around discipline.** Numerous students reported being scared of their teachers; some reported being scared as well of their classmates. While it is not the intervention's focus, the program should attempt to improve teachers' behaviors and practices around discipline. Such improvements may foster a higher sense of security in students, which results showed matters to achievement. In addition, populations at risk, who are especially sensitive to a lack of sense of security, would greatly benefit from improvements. The baseline report

similarly recommended Making Waves "directly address corporal punishment" and provide "support and tools for positive classroom management and discipline."[17]

Expanding the program's reach and assuring its sustainability

1. **Convince more parents in areas currently served that free radio instruction is effective.** Parents of students currently enrolled in IRI frequently offered this recommendation. For example, one parent said that the parents of economically marginalized students should be targeted with messaging that they do not have to pay any school fees and that students can learn effectively with IRI.
2. **Address concerns of sustainability among current teachers, students, and parents.** Interview respondents express strong interest in both long-term continuation of IRI in their communities and geographic expansion to extend the opportunity to others.

Conducting future monitoring, evaluation, research and learning

1. **Document how teachers use IRI and whether it varies across schools.** Further monitoring, evaluation, research, and learning needs to document the ways in which teachers interact with IRI technology and whether it is the same across schools. It may be that teachers interact with IRI differently.
2. **Compare results between IRI students and unenrolled students.** A future study could also explore the degree to which IRI promotes the enrollment of marginalized students, who may not otherwise enroll in school.
3. **Conduct an endline assessment that compares growth in student learning outcomes over time between IRI and non-IRI ALPs.** This study provided a snapshot of performance in both student populations at a single point in time. A future study could measure student performance at the end of the academic year and compare the degree of change in student learning outcomes. While both IRI and non-IRI students are expected to learn and improve their performance during four to six months of education, a future study could detect whether the growth rates are higher in IRI schools.
4. **Investigate unexpected findings more deeply.** This study found refugee students outperformed non-refugee students. The low number of refugees means these results may be spurious, but a future study targeting refugee students in particular might confirm or disconfirm these findings and could offer explanations for the reason.
5. **Consider conducting a cost-effectiveness study.** Such a study would require detailed cost data from both traditional ALPs and IRI centers, but it may offer strong evidence in support of IRI expansion.

[17] Baseline report, p. 11.

ANNEX 1. DATA COLLECTION INSTRUMENTS

GUIDE POUR LES ENTRETIENS AUPRES DES INFORMATEURS CLES (EIC) : LES PARENTS

Instruments qualitatifs : Évaluation de Making Waves

Contexte

A. Ecole ou CRS ou communauté :_____

B. Sexe du répondant : _____

C. Âge : 21-30, 31-40…

D. Nom de l'enquêteur : _____

E. Sexe de l'enquêteur : _____:

F. Nom du preneur de notes : _____

G. Sexe du preneur de notes : _____

H. Date : _____

I. Heure de début : _____

J. Introduction des membres de l'équipe et obtention du consentement

_____ OUI _____NON

K. Indiquez le but de l'évaluation :

_____ OUI _____NON

Introduction et consentement

[REMARQUE À L'ATTENTION DE L'ENQUÊTEUR : Veuillez lire à haute voix le formulaire de consentement à chaque participant. Si vous avez obtenu l'accord de participation volontaire de chaque personne, veuillez poursuivre. Si un participant n'accepte pas de prendre part à l'étude, remerciez-le pour le temps qu'il vous a accordé et veuillez prendre note de son souhait de ne pas participer. Veillez également à demander la permission d'enregistrer l'entretien sur votre appareil audio. Si le participant répond par l'affirmative, veuillez poursuivre. Si le participant répond NON, acceptez de ne pas enregistrer la conversation et poursuivez sans enclencher votre enregistreur audio.]

Bonjour. Nous aimerions parler avec vous de l'éducation dans les centres de rattrapage scolaire. Nous avons quelques questions à vous poser et nous aimerions connaître votre avis. Nous enregistrerons vos réponses pour les utiliser dans notre recherche mais nous ne mentionnerons pas votre nom et ne partagerons pas vos renseignements personnels avec quiconque en dehors de notre équipe, notamment lorsque nous publierons nos travaux. Acceptez-vous d'être interrogé ?

****NOTE IMPORTANTE** :**
Ne commencez à enregistrer qu'APRÈS avoir obtenu le consentement de participation et d'enregistrement.

A. Introductions

1. **Que pouvez-vous me dire sur votre expérience avec l'enseignement interactif par la radio (EIR) "Making Waves" ?**

2. **Quels sont, selon vous, les avantages les plus importants et les plus précieux de l'activité de l'enseignement interactif par la radio ?**
    a. Veuillez les décrire et fournir des exemples.

3. **Y a-t-il des raisons pour lesquelles l'enseignement interactif par la radio n'a pas répondu à vos attentes ? Quels sont, selon vous, les inconvénients du programme EIR ?**
    a. Veuillez les décrire et fournir des exemples.

B. PERSPECTIVES SUR L'EFFICACITÉ

1. **Que pensez-vous de l'efficacité et de la pertinence du programme l'enseignement interactif par la radio?**

    a. Sondez pour:

        i. L'apprentissage des élèves

        ii. Les résultats psychosociaux des élèves

        iii. L'efficacité pédagogique des enseignants

2. **Pouvez-vous donner des exemples précis de l'efficacité de l'enseignement interactif par la radio ?**

3. **Pouvez-vous donner des exemples précis de l'inefficacité de l'enseignement interactif par la radio ?**

4. **En quoi l'expérience du programme EIR est-elle différente de l'expérience traditionnelle d'un programme d'apprentissage accéléré qui n'utilise pas la radio ?**
    a. Veuillez décrire pourquoi et fournir des exemples.

5. **Comment vous ou votre communauté avez participé à l'enseignement interactif par la radio ? Pensez-vous que cette participation a contribué à rendre l'activité plus efficace ?**
    a. Veuillez décrire pourquoi et fournir des exemples.

6. **Comment l'activité de l'enseignement interactif par la radio a-t-elle modifié votre soutien à l'éducation ?**
    a. Votre opinion sur la valeur de l'éducation a-t-elle changé lors de l'introduction de l'EIR ?

7. **De votre point de vue, quelle a été l'implication du gouvernement dans le programme d'enseignement interactif par la Radio "EIR" ?**
    a. Pensez-vous que la participation du gouvernement a contribué à rendre l'activité plus efficace ?
    b. Si oui, pouvez-vous donner quelques exemples ?

8. **Y a-t-il quelque chose dans l'enseignement interactif par la radio que vous changeriez pour accroître son efficacité ?**

C. INCLUSION ET LA REDUCTION DES OBSTACLES

J'aimerais à présent vous poser des questions sur le domaine de l'inclusion.

9. **Quelles sont les difficultés que rencontrent les filles à l'école ? Quel est l'impact de ces difficultés sur la fréquentation et les résultats des filles ?**

10. **Quelles sont les difficultés rencontrées par les élèves handicapés à l'école ? Quel est l'impact de ces difficultés sur la fréquentation et les performances des élèves handicapés ?**

11. **L'enseignement interactif par la radio a-t-il réduit l'un des obstacles que vous avez décrits ou facilite l'accès à l'éducation pour les enfants dont nous avons parlé ?**

12. **Comment ces enfants pourraient-ils être mieux soutenus à l'avenir dans le cadre de leur éducation ?**

D. EFFETS INDIRECTS

13. **Pouvez-vous décrire d'autre effets de l'enseignement interactif par la radio dont nous n'avons pas encore parlé ?**

14. **Les bénéfices des activités de l'enseignement interactif par la radio sont-ils susceptibles de poursuivre après la fin programme ?**
    a. Si oui, lesquelles ? Pourquoi ?
    b. Si non, pourquoi ?

E. CLÔTURE

Nous sommes arrivés au bout de nos questions. Souhaitez-vous nous faire part de commentaires supplémentaires ?

Avez-vous des questions à poser à notre équipe ?

Merci du temps que vous nous avez accordé.

Heure de fin : _____

Durée totale : _____Heures _____Minutes

NOTES À LA SUITE DES EIC :

Veuillez livrer vos commentaires sur les aspects suivants :

Tous les facteurs ayant pu affecter la véracité des réponses données et la volonté du sujet de l'entretien de participer.

Si plus d'une personne a participé, les différents points de vue ayant émergé par le biais de désaccords durant les entretiens.

Tout point de vue ou commentaire additionnel qu'il convient de répertorier.

GUIDE POUR LES ENTRETIENS AUPRES DES INFORMATEURS CLES (EIC) : LES ENSEIGNANTS

Instruments qualitatifs : Évaluation de Making Waves

Contexte

A. Ecole ou CRS ou communauté :_____

B. Profession du répondant (probablement enseignant) :_____

C. Sexe du répondant : _____

D. Âge : 21-30, 31-40…

E. Nom de l'enquêteur : _____

F. Sexe de l'enquêteur : _____

G. Nom du preneur de notes : _____

H. Sexe du preneur de notes : _____

I. Date : _____

J. Heure de début : _____

K. Introduction des membres de l'équipe et obtention du consentement

_____ OUI _____NON

L. Indiquez le but de l'évaluation :

_____ OUI _____NON

Introduction et consentement

[REMARQUE À L'ATTENTION DE L'ENQUÊTEUR : Veuillez lire à haute voix le formulaire de consentement à chaque participant. Si vous avez obtenu l'accord de participation volontaire de chaque personne, veuillez poursuivre. Si un participant n'accepte pas de prendre part à l'étude, remerciez-le pour le temps qu'il vous a accordé et veuillez prendre note de son souhait de ne pas participer. Veillez également à demander la permission d'enregistrer l'entretien sur votre appareil audio. Si le participant répond par l'affirmative, veuillez poursuivre. Si le participant répond NON, acceptez de ne pas enregistrer la conversation et poursuivez sans enclencher votre enregistreur audio.]

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****NOTE IMPORTANTE** :**
Ne commencez à enregistrer qu'APRÈS avoir obtenu le consentement de participation et d'enregistrement.

A. Introductions

4. **Quel est votre rôle dans le cadre de l'enseignement interactif par la radio (EIR), ou « Making Waves » par War Child Canada ?**
   Sondez pour:
   a) Titre
   b) Département, division etc. de cette école ou communauté, le cas échéant
   c) Depuis combien de temps occupez-vous ce poste ?

5. **Que pouvez-vous me dire sur votre travail avec l'enseignement interactif par la radio ?**

6. **Pouvez-vous commenter sur la qualité et la pertinence du programme et du matériel de formation de l'enseignement interactif par la radio ? Par exemple, sont-ils adaptés au contexte d'apprentissage auquel sont confrontés les élèves cibles ?**
   a. Sondez pour l'aspect pédagogique de l'approche

7. **Pouvez-vous décrire les succès liés à la mise en œuvre et au déploiement du programme et du matériel de l'enseignement interactif par la radio ? Des choses qui ont été particulièrement pertinentes ou utiles?**
   a. Veuillez décrire et fournir des exemples.

8. **Pouvez-vous décrire les défis lors de la mise en œuvre du programme de l'EIR ou de l'utilisation du matériel ? Des choses qui n'ont pas été utiles, pertinentes ou qui ont rendu la mise en œuvre et le déploiement difficiles ?**
   a. Veuillez décrire et fournir des exemples.

B. PERSPECTIVES SUR L'EFFICACITÉ

9. **Dans quelle mesure êtes-vous à l'aise avec l'enseignement interactif par la radio ? Combien de temps vous a-t-il fallu/pensez-vous qu'il vous faudra pour vous familiariser avec cette méthodologie ?**

10. **Que pensez-vous de l'efficacité et de la pertinence de l'enseignement interactif par la**

radio ?

a. Sondez pour:
    i. L'apprentissage des élèves
    ii. Les résultats psychosociaux des élèves
    iii. L'efficacité pédagogique des enseignants

11. Pouvez-vous donner des exemples précis de l'efficacité ou de l'inefficacité de l'enseignement interactif par la radio ?

12. En quoi l'expérience du programme EIR est-elle différente de l'expérience traditionnelle d'enseignement dans un centre accéléré ?

a. Veuillez décrire pourquoi et fournir des exemples.

13. Comment la communauté a-t-elle été impliqué dans l'enseignement interactif par la radio ? Pensez-vous que cela a permis à l'activité d'être plus efficace ?

a. Veuillez décrire pourquoi et fournir des exemples.

14. Pensez-vous que votre activité EIR est ou a été efficace pour accroitre le soutien de la communauté a l'éducation ? De quelle manière a-t-elle été efficace et pouvez-vous donner des exemples spécifiques pour expliquer pourquoi ? Comment compareriez-vous l'efficacité de l'EIR a l'efficacité traditionnelle du centre de rattrapage scolaire ?

C. INCLUSION ET LA REDUCTION DES OBSTACLES

J'aimerais à présent vous poser des questions sur le domaine de l'inclusion.

15. D'après votre expérience, quels sont les enfants qui rencontrent des difficultés pour accéder à l'éducation et s'épanouir dans leur vie ?

a. Enquêteur : laissez d'abord le répondant répondre spontanément, puis posez-lui des questions sur les points suivants, s'ils n'ont pas déjà été abordés…
    i. Les enfants handicapés;
    ii. Les enfants dont la langue maternelle est minoritaire ;
    iii. Les enfants des zones rurales ou d'autres zones géographiquement marginalisées;
    iv. Les filles ;
    v. Les enfants touchés par un conflit ou aillant le statut de réfugié ;
    vi. D'autres enfant marginalisés ou vulnérables ?

16. Quelles sont les difficultés que rencontrent les filles à l'école ? Quel est l'impact de

ces difficultés sur la fréquentation et les résultats des filles ?

17. **Quelles sont les difficultés rencontrées par les élèves handicapés à l'école ? Quel est l'impact de ces difficultés sur la fréquentation et les performances des élèves handicapés ?**

18. **L'enseignement interactif par la radio a-t-il réduit l'un des obstacles que vous avez décrits ou facilite l'accès à l'éducation pour les enfants dont nous avons parlé ?**

19. **Comment ces enfants pourraient-ils être mieux soutenus à l'avenir dans le cadre de leur éducation ?**

D. EFFETS INDIRECTS

20. **Pouvez-vous décrire d'autre effets de l'enseignement interactif par la radio dont nous n'avons pas encore parlé ?**

21. **Les bénéfices des activités de l'EIR sont-ils susceptibles de poursuivre après la fin programme ?**

22. **Dans quelles conditions pensez-vous que l'approche de l'enseignement interactif par la radio pourrait être étendue à d'autres centres de rattrapage scolaire en RDC ?**

E. CLÔTURE

Nous sommes arrivés au bout de nos questions. Souhaitez-vous nous faire part de commentaires supplémentaires ?

Avez-vous des questions à poser à notre équipe ?

Merci du temps que vous nous avez accordé.

Heure de fin : _____

Durée totale : _____Heures _____Minutes

NOTES À LA SUITE DES EIC :

Veuillez livrer vos commentaires sur les aspects suivants :

Tous les facteurs ayant pu affecter la véracité des réponses données et la volonté du sujet de l'entretien de participer.

Si plus d'une personne a participé, les différents points de vue ayant émergé par le biais de désaccords durant les entretiens.

Tout point de vue ou commentaire additionnel qu'il convient de répertorier.

GUIDE POUR LES ENTRETIENS AUPRES DES INFORMATEURS CLES (EIC) : LES ETUDIANTS

Instruments qualitatifs : Évaluation de Making Waves

Contexte

A. Ecole ou CRS ou communauté :_____

B. Sexe du répondant : _____

C. Âge : _____

D. Nom de l'enquêteur : _____

E. Sexe de l'enquêteur : _____

F. Nom du preneur de notes : _____

G. Sexe du preneur de notes : _____

H. Date : _____

I. Heure de début : _____

J. Introduction des membres de l'équipe et obtention du consentement

_____ OUI _____NON

K. Indiquez le but de l'évaluation :

_____ OUI _____NON

Introduction et consentement

[REMARQUE À L'ATTENTION DE L'ENQUÊTEUR : Veuillez lire à haute voix le formulaire de consentement à chaque participant. Si vous avez obtenu l'accord de participation volontaire de chaque personne, veuillez poursuivre. Si un participant n'accepte pas de prendre part à l'étude, remerciez-le pour le temps qu'il vous a accordé et veuillez prendre note de son souhait de ne pas participer. Veillez également à demander la permission d'enregistrer l'entretien sur votre appareil audio. Si le participant répond par l'affirmative, veuillez poursuivre. Si le participant répond NON, acceptez de ne pas enregistrer la conversation et poursuivez sans enclencher votre enregistreur audio.]

Bonjour. Nous aimerions parler avec vous de l'éducation dans les centres de rattrapage scolaire. Nous avons quelques questions à vous poser et nous aimerions connaître votre avis. Nous enregistrerons vos réponses pour les utiliser dans notre recherche mais nous ne mentionnerons pas votre nom et ne partagerons pas vos renseignements personnels avec quiconque en dehors de notre équipe, notamment lorsque nous publierons nos travaux. Acceptez-vous d'être interrogé ?

****NOTE IMPORTANTE** :**
Ne commencez à enregistrer qu'APRÈS avoir obtenu le consentement de participation et d'enregistrement.

A. Introductions

1. **Que pouvez-vous me dire sur votre expérience avec l'enseignement à la radio ?**

2. **Pensez-vous que les leçons enseignées par la radio sont utiles ?**
    a. Pourquoi ou pourquoi pas ? Pouvez-vous fournir des exemples ?

3. **Qu'est-ce qui vous plaît avec la radio (War Child Canada) ?**
    a. Pensez-vous que l'utilisation de la radio rend ces choses meilleures que si c'était un professeur dans la classe ?
    b. Pourquoi ou pourquoi pas ?
    c. Pouvez-vous donner des exemples ?

4. **Y a-t-il quelque chose que vous changeriez avec la radio ?**
    a. Veuillez décrire, avec des exemples précis si possible

6. **Quelle est votre motivation pour venir à l'école ?**

B. PERSPECTIVES SUR L'EFFICACITÉ

5. **Pouvez-vous fournir des exemples spécifiques sur la façon dont War Child Canada aide votre éducation ?**

6. **Votre communauté soutient-elle le projet de l'enseignement à la radio?**
    a. Veuillez décrire pourquoi et fournir des exemples.

7. **Si oui, pensez-vous que ce soutien a contribué à améliorer votre éducation ?**

8. **Pensez-vous que l'enseignement à la radio a aidé vos parents ou votre communauté à soutenir davantage l'éducation ?**
    a. Veuillez décrire pourquoi et fournir des exemples.

C. INCLUSION ET LA REDUCTION DES OBSTACLES

J'aimerais à présent vous poser des questions sur le domaine de l'inclusion.

9. **Connaissez-vous d'autres jeunes de votre âge qui ont des difficultés à accéder à l'éducation ? Vous n'êtes pas obligé de partager vos noms.**
    a. **Pouvez-vous décrire comment sont ces jeunes ?**
    b. Intervieweur : permettez à la personne interrogée de répondre d'abord de manière spontanée, puis posez-lui les questions suivantes si elles n'ont pas déjà été abordées :
        i. Les enfants handicapés ;
        ii. Les enfants dont la langue maternelle est minoritaire ;
        iii. Les enfants des zones rurales ou d'autres zones géographiquement marginalisées
        iv. Les filles ;
        v. Les enfants touchés par un conflit ou ayant le statut de réfugié
        vi. D'autres enfants marginalisés ou vulnérables ?

10. **Quels sont les obstacles auxquels se heurtent ces jeunes pour obtenir une éducation ?**
    a. Veuillez décrire, avec des exemples précis si possible

11. **Quelles sont les difficultés que rencontrent les filles à l'école ? Quel est l'impact de ces difficultés sur la fréquentation et les résultats des filles ?**
    a. Veuillez décrire, avec des exemples précis si possible

12. **Quelles sont les difficultés rencontrées par les élèves handicapés à l'école ? Quel est l'impact de ces difficultés sur la fréquentation et les performances des élèves handicapés ?**

    a. Veuillez décrire, avec des exemples précis si possible

13. **L'enseignement à la radio a-t-il réduit l'un des obstacles que vous avez décrits ou facilite l'accès à l'éducation pour les enfants dont nous avons parlé ?**
    a. Veuillez décrire, avec des exemples précis si possible

14. **Comment ces enfants pourraient-ils être mieux soutenus à l'avenir dans le cadre de leur éducation ?**
    a. Please describe, with specific examples if possible

D. EFFETS INDIRECTS

15. **Quels types de préoccupations ou d'obstacles, le cas échéant, avez-vous rencontrés, vous ou d'autres personnes, pendant l'enseignement à la radio ?**

16. **Est-il plus facile de se concentrer sur l'apprentissage en utilisant l'enseignement à la radio que sans la radio ? Pouvez-vous expliquer pourquoi ou pourquoi pas ?**

17. **Pouvez-vous décrire d'autres effets de l'enseignement à la radio dont nous n'avons pas encore parlé ?**

Après qu'une personne interrogée a répondu, continuez à demander « Pensez-vous qu'il y ait d'autres effets de la programmation » jusqu'à ce qu'elle réponde qu'il n'y en a aucun.

18. **Les bénéfices des activités de l'enseignement à la radio sont-ils susceptibles de se poursuivre après la fin du programme ?**
    a. Si oui, lesquelles ? Pourquoi ?
    b. Si non, pourquoi ?

E. CLÔTURE

Nous sommes arrivés au bout de nos questions. Souhaitez-vous nous faire part de commentaires supplémentaires ?

Avez-vous des questions à poser à notre équipe ?

Nous aimerions également poser à l'un de vos parents quelques questions sur son expérience avec War Child Canada et l'enseignement à la radio. Nous ne leur dirons rien de ce que vous avez partagé avec nous aujourd'hui. Cela vous convient-il ?

Pouvez-vous nous donner leur numéro de téléphone ?

Merci du temps que vous nous avez accordé.

Heure de fin : _____

Durée totale : _____Heures _____Minutes

NOTES À LA SUITE DES EIC :
Veuillez livrer vos commentaires sur les aspects suivants :

Tous les facteurs ayant pu affecter la véracité des réponses données et la volonté du sujet de l'entretien de participer.

Si plus d'une personne a participé, les différents points de vue ayant émergé par le biais de désaccords durant les entretiens.

Tout point de vue ou commentaire additionnel qu'il convient de répertorier.

QUESTIONNAIRE : LES ENSEIGNANTS

Instruments quantitatifs : Évaluation de Making Waves

Variable name	Sujet	Item	Options de réponse	Commentaire
SEXE	Contexte	[Indiquer le sexe de l'enseignant(e)]	Homme Femme	
	Contexte	[Marquer le nom du centre]		
	Contexte	[Marquer la classe de l'enseignant(e)]		
CLASSE	Contexte	Dans quelle classe(s) du Programme d'Apprentissage Accéléré enseignez-vous ?	Niveau 1 Niveau 2 Niveau 3 Niveau 4 Niveau 5 Niveau 6 Autre	
Q1/Q13	Contexte	Je suis à l'aise pour enseigner en français	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q2/Q1	Contexte	Quel est votre degré de satisfaction à travailler dans cet établissement ?	Très élevé Élevé Moyen Faible Très faible	
Q3/Q2	Contexte	Avant de participer a Making Waves, avez-vous déjà travaille avec un programme d'instruction radio interactive ?	Oui Non Pas de réponse	
Q4/Q3	Contexte	Depuis combien d'années enseignez-vous ?	Numérique	
Q5/Q4	Contexte	Depuis combien de temps utilisez-vous le programme Making Waves ?	Numérique	
Q6/Q5	Contexte	En moyenne, combien d'élèves avez -vous dans votre classe?	Numérique	Etes-vous sûr qu'ils n'ont qu'une seule classe ?
Q7/Q6	Contexte	En moyenne, combien d'élèves sont des femmes dans votre classe ?	Numérique	Etes-vous sûr qu'ils n'ont qu'une seule classe ?

Q8/Q7	Contexte	En moyenne, combien d'élèves ont un handicap dans la classe ?	Numérique	Etes-vous sûr qu'ils n'ont qu'une seule classe ?
Q9/Q14	La dynamique de la classe	Je donne des chances égales aux garçons et aux filles de répondre aux questions	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q10/Q15	Efficacité	Il est plus facile d'enseigner en utilisant les modules d'instruction interactive par radio	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q11/Q16	Efficacité	Il est plus facile de gérer la dynamique de la classe grâce aux modules d'instruction radio interactive	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q12/Q17	Efficacité	Il est plus facile de répondre à tous les besoins de mes élèves en utilisant une approche d'instruction radio interactive	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q13/Q18	Efficacité	Il est plus facile de se concentrer sur des exercices en classe en utilisant les modules d'instruction interactive par radio	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q14/Q8	Efficacité	Quel est votre dégrée de satisfaction du programme Making Waves ?	Très satisfait Satisfait Pas Satisfait ou insatisfait Très insatisfait Pas de réponse	
Q15/Q9	Efficacité	Pensez-vous que l'enseignement par radio vous aide à être un(e) meilleur(e) enseignant(e) ?	Oui Non Pas de réponse	
Q16/Q10	Efficacité	Y-a-t-il un matériel d'enseignement et d'apprentissage utilisé dans l'établissement contenant des éléments qui pourraient être perçus par différents groupes d'élèves, d'enseignants et de membres de la communauté comme culturellement	Oui Non Pas de réponse	

		inappropriés ? Si oui, quel groupe ?		
Q17/Q19	Efficacité – résultats de l'apprentissage	Les résultats d'apprentissage des élèves sont meilleurs grâce aux modules d'instruction radio interactive	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q18/Q20	Efficacité - psychosociale	Making Waves a amélioré la confiance en soi des filles	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q19/Q21	Efficacité - psychosociale	Making Waves a amélioré la confiance en soi des garçons	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q20/Q22	Efficacité - psychosociale	Making Waves a amélioré la confiance en soi des élève handicapés	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q21/Q23	Efficacité - psychosociale	Making Waves a amélioré les aspirations scolaires des filles	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q22/Q24	Efficacité - psychosociale	Making Waves a amélioré les aspirations scolaires des garçons	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q23/Q25	Efficacité - psychosociale	Making Waves a amélioré les aspirations scolaires des élèves handicapés	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q24/Q26	Croyance en matière de genre	Making Waves a changé mes convictions sur l'enseignement aux filles	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q25/Q27	Croyance en matière de genre	Les garçons sont plus naturellement doués en mathématique que les filles	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	

Q26/Q28	Croyance en matière de genre	Les garçons sont plus naturellement doués en lecture que les filles	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q27/Q29	Croyance en matière de genre	Le rôle de la femme est de faire les travaux ménagers et d'élever les enfants	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q28/Q30	Croyance en matière de genre	L'éducation est plus importante pour les garçons que pour les filles	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q29/Q31	Croyance en matière de genre	Les hommes devraient partager les tâches ménagères	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q30/Q32	Croyance en matière de genre	Dans l'ensemble, il est plus facile d'enseigner aux garçons qu'aux filles	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q31/Q33	Croyance en matière de genre	La plupart des élèves apprennent de la même manière, indépendamment de leur sexe ou de leur handicap	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	
Q32/Q11	Processus de mise en œuvre	Êtes-vous à l'aise à enseigner aux élèves ayant des handicaps physiques, mentales ou des difficultés d'apprentissage ?	Oui Passablement Non Pas de reponse/autre	
Q33/Q12	Processus de mise en œuvre	Dans le cadre du programme Making Waves/au cours de l'année écoulée, avez-vous reçu une formation sur l'un des sujets suivants ? Cochez toutes les cases qui s'appliquent	-Rôles et responsabilités au sein de Making Waves -Méthodes d'enseignement dans le contexte des programmes IRI -Matériel audio utilise par Making Waves -Pratique d'intégration en classe -Pédagogie sensible au genre -Pratique d'évaluation -Méthodes d'enseignement pour les élèves handicapés -Soutien psychologique aux élèves	
Q34/Q3	La sécurité à	Pensez-vous que l'école est un	Oui	

5	l'école	lieu sûr pour vos élèves ?	Passablement Non Pas de réponse/autre	
Q35/Q36	La sécurité à l'école	Connaissez-vous des étudiants qui sont victimes d'actes d'intimidation par d'autres étudiants ?	Oui Non Pas de réponse	
Q36/Q37	La sécurité à l'école	Êtes-vous au courant d'incidents où les élèves ou les enseignants ont été exposés à un danger quelconque ou à une situation d'inconfort à l'école ?	Oui Non Pas de réponse	
Q37/Q34	Les croyances sur les étudiants handicapés	Making Waves a changé mes convictions sur l'enseignement aux élèves handicapés	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Pas de réponse	

QUESTIONNAIRE : LES ETUDIANTS

Instruments quantitatifs : Évaluation de Making Waves

Sujet	Point adapté français	Option de réponse adaptées	Commentaires
	Sélectionnez un centre		
	Sélectionnez une classe		
Contexte	Indiquer le sexe de l'élève	Femme Homme Non binaire	
Contexte	Quel âge avez-vous ?	Mois de 12 12 13 14 15 16 17 18 Plus de 18	
Contexte	Dans quelle classe êtes-vous inscrit ?	8e année 9e année 10e année 11e année 12e année CRS niveau 3 CRS niveau 4	
Contexte	Avez-vous déjà quitté l'école ?	Oui Non Je ne sais pas Je ne veux pas répondre Pas de réponse	
Contexte	Etes-vous un réfugié ?	Oui Non Je ne sais pas Je ne veux pas répondre Pas de réponse	Un réfugié est une personne qui a été forcée de quitter son pays pour échapper à la guerre, à la persécution ou à une catastrophe naturelle.
Contexte	Etes-vous un(e) déplacé(e) interne/une personne déplacée à l'intérieur de son pays ?	Oui Non Je ne sais pas Je ne veux pas répondre Pas de réponse	Une déplacée interne est une personne qui est forcée de fuir sa maison mais qui reste à l'intérieur des frontières de son pays.
Contexte	Quels sont les obstacles à l'éducation auxquels les filles sont spécifiquement confrontées	-Manque de soutien de la communauté pour l'éducation	

	dans votre communauté ?	-Pas assez de places disponibles -Insécurités -Pauvreté/frais de scolarité -Qualité de l'éducation médiocre -La famille ne soutient pas l'éducation -L'école est trop éloignée -Le travail/les revenus sont plus importants -L'infrastructure est médiocre/non sûre -Pas de latrines du tout -Pas d'approvisionnement en eau -Les latrines existent mais pas de latrines séparées pour les filles -Maladie -Grossesse -Mariage -Manque de matériel d'hygiène -Violence basée sur le genre en milieu scolaire (VBGMS) -Pas de nourriture à l'école -Autres	
Contexte	Quels sont les obstacles à l'éducation auxquels les garçons sont spécifiquement confrontés dans votre communauté ?	-Manque de soutien de la communauté pour l'éducation -Pas assez de places disponibles -Insécurité -Pauvreté/frais de scolarité -Qualité de l'éducation médiocre -La famille ne soutient pas l'éducation -L'école est trop éloignée -Le travail/les revenus sont plus importants -L'infrastructure est	

		médiocre/non sure -Pas de latrines du tout -Pas d'approvisionnement en eau -Maladie -Mariage -Violence basée sur le genre en milieu scolaire VBGMS -Pas de nourriture à l'école -Autres	
Contexte	Est-ce qu'il vous faut plus d'une heure pour vous rendre à l'école ?	Oui Non Je ne sais pas Je ne veux pas répondre Pas de réponse	
Contexte	Quels sont les obstacles à l'éducation auxquels les filles handicapées sont spécifiquement confrontées dans votre communauté ?	-Manque de soutien de la communauté pour l'éducation -Pas assez de places disponibles -Insécurité -Pauvreté/frais de scolarité -Qualité de l'éducation médiocre -La famille ne soutient pas l'éducation -L'école est trop éloignée -Le travail/les revenus sont plus importants -L'infrastructure est médiocre/non sure -Pas de latrines du tout -Pas d'approvisionnement en eau -Maladie -Grossesse -Mariage -Violence basée sur le genre en milieu scolaire VBGMS -Manque de matériel d'hygiène -Autres	

Bien-être émotionnel	Je peux gérer tout ce qui me tombe sous la main	Toujours La plupart du temps Parfois Rarement Jamais Je ne veux pas répondre Pas de réponse	
Bien-être émotionnel	Je me sens calme à l'école	Toujours La plupart du temps Parfois Rarement Jamais Je ne veux pas répondre Pas de réponse	
Bien-être émotionnel à l'école/pour l'école	Je suis capable de faire de mon mieux à l'école	Toujours La plupart du temps Parfois Rarement Jamais Je ne veux pas répondre Pas de réponse	
Sécurité	J'ai peur de certains de mes camarades de classe	Toujours La plupart du temps Parfois Rarement Jamais Je ne veux pas répondre Pas de réponse	
Sécurité	J'ai peur de certains de mes enseignant(e)s	Toujours La plupart du temps Parfois Rarement Jamais Je ne veux pas répondre Pas de réponse	
Sécurité	Je me sens en sécurité à l'école	Toujours La plupart du temps Parfois Rarement Jamais Je ne veux pas répondre Pas de réponse	
Sécurité	J'ai peur de me rendre à l'école ou de rentrer chez moi après l'école parce que le trajet peut être dangereux	Toujours La plupart du temps Parfois Rarement Jamais	

		Je ne veux pas répondre Pas de réponse	
La dynamique de la classe	Je me sens plus à l'aise pour étudier avec des filles qu'avec des garçons	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Je ne veux pas répondre Pas de réponse	
La dynamique de la classe	Je suis à l'aise pour apprendre en français.	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Je ne veux pas répondre Pas de réponse	
Bien-être émotionnel	Je voudrais continuer à étudier/aller à l'école après cette année	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Je ne veux pas répondre Pas de réponse	
Relations et croyances entre les sexes	Les garçons sont plus naturellement doués en mathématique que les filles	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Je ne veux pas répondre Pas de réponse	
Relation et croyances entre les sexes	Les garçons sont plus naturellement doués en lecture que les filles	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Je ne veux pas répondre Pas de réponse	
Relation et croyances entre les sexes	Le rôle de la femme est de faire les travaux ménagers et d'élever les enfants	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Je ne veux pas répondre Pas de réponse	
Relation et croyances entre les sexes	L'éducation est plus importante pour les garçons que pour les filles	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Je ne veux pas répondre Pas de réponse	
Relation et croyances entre les sexes	Il est important que les filles aillent à l'école	Tout à fait d'accord D'accord Pas d'accord	

		Tout à fait en désaccord Je ne veux pas répondre Pas de réponse	
Relation et croyances entre les sexes	Les hommes devraient partager les tâches ménagères	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Je ne veux pas répondre Pas de réponse	
Sécurité	Je me sens plus en sécurité s'il y a un(e) enseignant(e) dans la classe	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Je ne veux pas répondre Pas de réponse	
Sécurité /dynamique de la classe	J'apprends mieux des femmes enseignantes	Tout à fait d'accord D'accord Pas d'accord Tout à fait en désaccord Je ne veux pas répondre Pas de réponse	
Relation et croyances entre les sexes	Vos enseignants posent-ils des questions plus difficiles aux garçons, aux filles, ou également aux garçons et aux filles ?	Garçons Filles Égalité entre garçons et filles Je ne veux pas répondre Pas de réponse	
Sécurité	Quelle est la probabilité qu'une fille subisse une agression sexuelle à l'école ?	Très probable Probable Peu Probable Très peu probable	
Sécurité	Connaissez-vous des élèves qui sont victimes d'actes d'intimidation par d'autres élèves?	Oui Non Je ne sais pas Je ne veux pas répondre Pas de réponse	
Sécurité	A quelle fréquence certains ou tous les enseignants ou le personnel de l'école crient-ils ou menacent-ils les élèves?	Toujours La plupart du temps Parfois Rarement Jamais Je ne veux pas répondre Pas de réponse	

ANNEX 2. TRAINING AGENDAS

PROGRAMME DE FORMATION, TOT ET PILOTE

Making Waves Interactive Radio Instruction Evaluation

School-to-School International

Jeudi, 19 novembre : Aperçu de l'étude, l'éthique de recherche; les outils et les procédures qualitatives

Heure	Séance	Activités	Matériels
8h00	1.1 Aperçu du projet Making Waves et de l'évaluation	• Bienvenue • Description du projet Making Waves et de l'évaluation • Questions sur l'étude ou le projet de manière générale	• PPT 1.1
8h20	1.2 Intro Tangerine	• L'administration des sous-taches avec Tangerine et manipulation des tablettes	• Vidéo *Administration des sous-taches* (19m) • 1.2 Administration des sous-taches guide • Tablettes
8h45	1.3 Ethique de l'évaluation	• Introduction • Assentiment • Confidentialité • Pratique	• PPT 1.3 (5m)
8h55	1.4 Sous-tâches EGRA Mots inventés	• Présentation et pratique de la sous-tâche mots inventés • Pratiquer la lecture des consignes	• PPT 1.4 (si vous utilisez la vidéo vous n'avez pas besoin de cette présentation) • Vidéo *Non-word reading* (4m) • Tablettes • Stimulus
9h15	1.5 Sous-tâches EGRA Lecture du texte et compréhension	• Présentation de la sous-tâche lecture du texte (petite histoire) et compréhension du texte lu • Pratique de la sous-tâche lecture du texte (petite histoire) et compréhension du texte lu	• PPT 1.5 (commencer au diapo 10) • Stimulus
10h15	1.6 Sous-tâches EGMA Nombre manquant	• Présentation de la sous-tâche nombre manquant	• PPT 1.6 • Stimulus
10h20	1.7 Sous-tâches EGMA Arithmétique	• Présentation de la sous-tâche arithmétique • Pratique des deux sous-taches EGMA • Remarques/questions	• PPT 1.6 • Stimulus • Tablettes

Heure	Séance	Activités	Matériels
10h35	1.8 Enquêtes quantitatives	• Descriptions des outils • Pratique des questionnaires en utilisant les tablettes	• PPT • Tablettes
11h15	2.1 La recherche qualitative	• Aperçu de la recherche qualitative	• PPT 2.1
	2.2 Intro aux outils qualitatives et procédure	• Introduction aux outils qualitatives	• PPT 2.2
11h30	2.3 Prise de notes	• Descriptions de la procédure de prise de notes	• PPT 2.3
11h45	2.4	• Clôture de la journée (questions, partage des devoirs)	
12h00		• Fin de jour 1 de formation	

Lundi, 23 novembre : Les outils et les procédures qualitatives

Heure	Séance	Activités	Matériels
8h00	2.4a Résumé du jour 1	• Discuter des questions d'hier, des devoirs et petit quiz à l'oral	• PPT
8h30	2.4b Rôles et responsabilités	• Rôles et responsabilités du facilitateur • Rôles et responsabilités du preneur de notes • Rôles et responsabilités du chef de l'équipe	• PPT 2.4
8h45	2.5 Entretiens auprès des informateurs clés en profondeurs	• Parcoure des outils et partage des suggestions o Enseignants/facilitateurs o Parents o Elèves	• Outils : enseignants • Outils : élèves • Outils : parents
9h20	2.6 Elargissement des notes qualitatives	• Modèle et procédure pour élargir les notes (EIC)	• PPT 2.6
9h30	2.7 Echantillon et logiciel pour la sélection des apprenants et mise à jour de Tangerine	• L'échantillon de l'évaluation pour les différents outils • Pratique sur les tablettes avec le logiciel pour la sélection des apprenants • Mise à jour des tablettes	• PPT 2.7 • 2.7 Etapes pour mettre à jour la tablette (Word)
10h00	2.8 Aide-mémoire et logistique du pilote	• Pratiquer à soumettre des données quantitatives et qualitatives (y compris les enregistrements audio) • La logistique pour l'étude pilote	• Aide-mémoire : matériels à apporter • PPT 2.8
10h15	2.9 Guide Tangerine et guide de l'enquêteur	• Partage du guide Tangerine • Partage du guide de l'enquêteur	• 2.9 Guide de Tangerine (Word) • Guide de l'enquêteur
10h30	Clôture de la journée et questions	• Questions éventuelles	
11h		• Fin de jour 2 de formation	

PROGRAMME DE LA FORMATION DE L'ETUDE

Making Waves Interactive Radio Instruction Evaluation

School-to-School International

Mercredi, 25 novembre : Aperçu de l'étude, l'éthique de recherche; les outils et les procédures qualitatives

Heure	Séance	Activités	Matériels
9h00	1.9 Bienvenue et aperçu du programme	• Bienvenue et présentation de chaque enquêteur • Description du projet Making Waves • Description de l'évaluation et du but de la formation	• PPT 1.1
9h30	1.10 Intro Tangerine	• L'administration des sous-taches avec Tangerine et manipulation des tablettes	• Vidéo *Administration des sous-taches* (19m) • Tablettes
10h00	1.11 Ethique de l'évaluation	• Les principes d'éthiques et les principes d'administration de l' évaluation. • Le script de consentement dans Tangerine sur les tablettes.	• PPT 1.3 • Tablettes
10h30	1.12 Sous-tâches EGRA Mots inventés	• Présentation de la sous-tâche mots inventés • Pratiquer en paires la sous-tache avec un qui joue le rôle de l'enquêteur et l'autre l'apprenant	• PPT 1.4 (si vous utilisez la vidéo vous n'avez pas besoin de cette présentation) • Vidéo Non-word reading (4m) • Partager les stimuli • Tablettes
11h00-11h15	Pause		
11h15	1.13 Sous-tâches EGRA Lecture du texte et compréhension	• Présentation de la sous-tâche lecture du texte et compréhension • Pratiquer en paires la sous-tache avec un qui joue le rôle de l'enquêteur et l'autre l'apprenant	• PPT 1.5 (commencer au diapo 10) • Stimulus • Tablettes
11h45	1.14 Dépannage Tangerine	• Apprendre comment dépanner l'application Tangerine si besoin • Partager le guide Tangerine pour référence sur terrain	• Vidéo Tangerine Troubleshooting (15m) • Guide Tangerine
12h30	1.15 Sous-tâches EGMA Nombre manquant	• Présentation de la sous-tâche nombre manquant	• PPT 1.7 • Stimulus
12h40	1.16 Sous-tâches EGMA Arithmétique	• Présentation de la sous-tâche arithmétique • Pratique des deux sous-taches EGMA en paires	• PPT 1.8 • Stimulus • Tablettes
13h – 14h		Pause Déjeuner	
14h00		• Remarques/questions de la pratique en paires	

Heure	Séance	Activités	Matériels
14h15	1.17Enquêtes quantitatives	• Descriptions des outils • Pratique des questionnaires en utilisant les tablettes en paires	• PPT 1.9 • Tablettes
15h15	1.18 Quiz a l'orale	• Pour résumé le matin, faites un petit quiz a l'orale avec les enquêteurs (il faut surtout poser les questions sur les secondes de réflexion)	• A vous de développer les questions
15h30-15h45		Pause	
15h45	1.19 Séance de pratique	• Pratique en paires (changer de partenaire) et pratiquer chacun l'étude quantitative en entier pour l'élève (EGRA, EGMA, questionnaire) et faite l'envoie des données vers le serveur si la connexion permet	• Tablettes • Stimulus
16h25	1.20 Clôture	• Clôture de la journée et prises des questions	• Noter les questions pour STS s'il y en a
16h30		• Fin de jour 1 de formation	• Partager le Cheat Sheet EGRA/EGMA

Jeudi, 26 novembre : Les outils et les procédures qualitatives

Heure	Séance	Activités	Matériels
9h00	Résume du premier	• Répondre aux questions d'hier	
9h30	2.1 La recherche qualitative	• Aperçu de la recherche qualitative	• PPT 2.1
9h45	2.2 Intro aux outils qualitatives et procédure	• Introduction aux outils qualitatives	• PPT 2.1 (commencer au diapo 6)
10h00	2.3 Prise de notes	• Descriptions de la procédure de prise de notes	• PPT 2.3
10h15	2.4 Elargissement des notes qualitatives	• Modèle et procédure pour élargir les notes (EIC)	• PPT 2.4
10h30	2.5 Rôles et responsabilités	• Rôles et responsabilités du facilitateur • Rôles et responsabilités du preneur de notes • Rôles et responsabilités du chef de l'équipe	• PPT 2.5
11h-11h15		Pause	
11h15	Entretiens auprès des informateurs clés en profondeurs	• Parcoure des outils et partage des suggestions o Enseignants/facilitateurs o Parents o Elèves	• Outils : enseignants • Outils : élèves • Outils : parents
11h45	2.6 Echantillon et logiciel pour la sélection des apprenants et mise à jour de Tangerine	• L'échantillon de l'évaluation pour les différents outils • Pratique sur les tablettes avec le logiciel pour la sélection des apprenants • Mise à jour des tablettes	• PPT 2.7 • 2.6 Etapes pour mettre à jour la tablette (Word)
12h30	Pratique des EIC	• Pratiquer les questionnaires en groupe de 2 ou 4 avec un facilitateur, un/deux preneur de note, et un répondant)	
13h – 14h		Pause	
14h	2.7 Aide-mémoire des matériels pour la collecte	• Pratiquer à soumettre des données quantitatives et qualitatives (y compris les enregistrements audio)	• Aide-mémoire : matériels à apporter
14h15	2.8 Partage du guide de l'enquêteur	• Parcourir brièvement le guide de l'enquêteur pour montrer le contenue et comment l'utiliser comme ressource sur terrain si besoin (par exemple la page où se trouve l'arbre de décision)	• Guide de l'enquêteur
14h45	Pratique des outils quantitatives	• Pratiquer en paires les outils quantitatives	• Tablettes • Stimulus
15h30-15h45		Pause	
15h45	Pratique des outils	• Pratiquer en paires les outils quantitatives mais changez de rôle	• Tablettes

Heure	Séance	Activités	Matériels
	quantitatives		• Stimulus
16h15	Debriefing et clôture de la journée	• Debriefing de la pratique en paire • Clôture de la journée	
16h30 au plus tard		• Fin de jour 2 de formation	

Vendredi, 27 novembre: Les procédures et les logistiques ; les équipes de recherche ; pratique

Heure	Séance	Activités	Matériels
9h00	3.1 Résumé de jour 2 et mise en place des équipes pour la collecte	• Résumé d'hier et réponses aux questions d'hier • Repartir les enquêteurs en équipe et assigner le rôle de chacun	
9h30	3.2 Pratique	• Pratique des outils en équipe	• Tablettes • Outils • Stimulus
10h30	3.2 Debriefing	• Faites un debriefing des pratiques ensemble • Parler de la procédure du debriefing sur terrain	
10h45	Pause		
11h00	3.3 Pratique	• Pratiquer en paires les outils quantitatives	• Tablettes • Outils • Stimulus
12h00	3.4 Le soumission de données	• Pratiquer à soumettre des données quantitatives et qualitatives (y compris les enregistrements audio)	• Tablettes • Ordinateurs
12h45	Questions	• Réponse aux questions	•
13h – 14h		Pause	
14h00	3.5 La logistique de la collecte	•	
15h-15h15		Pause	
15h30	La semaine prochaine	• La semaine prochaine	
16h00	Clôture	• Remarques/questions finales	
16h30 au plus tard		• Fin de jour 3 de formation	

ANNEX 3. DESCRIPTIVE QUANTITATIVE RESULTS

STUDENTS' SELF-REPORTED QUANTITATIVE DATA

Sex

	Boy		Girl		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	88.0	41.5	124.0	58.5	212.0	100.0
IRI	121.0	51.5	114.0	48.5	235.0	100.0
Total	209.0	46.8	238.0	53.2	447.0	100.0

Average Age

	Age
Traditional	13.3
IRI	13.2
Total	13.3

Have you ever been out of school?

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	137.0	64.6	75.0	35.4	212.0	100.0
IRI	145.0	62.2	88.0	37.8	233.0	100.0
Total	282.0	63.4	163.0	36.6	445.0	100.0

Are you a refugee?

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	211.0	99.5	1.0	0.5	212.0	100.0
IRI	224.0	97.0	7.0	3.0	231.0	100.0

Total	435.0	98.2	8.0	1.8	443.0	100.0

Are you an internally displaced person?

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	199.0	93.9	13.0	6.1	212.0	100.0
IRI	201.0	87.4	29.0	12.6	230.0	100.0
Total	400.0	90.5	42.0	9.5	442.0	100.0

Barriers to education for girls - Lack community support for education

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	147.0	69.3	65.0	30.7	212.0	100.0
IRI	186.0	79.2	49.0	20.9	235.0	100.0
Total	333.0	74.5	114.0	25.5	447.0	100.0

Barriers to education for girls - not enough education spots available

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	205.0	96.7	7.0	3.3	212.0	100.0
IRI	227.0	96.6	8.0	3.4	235.0	100.0
Total	432.0	96.6	15.0	3.4	447.0	100.0

Barriers to education for girls - insecurity

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	187.0	88.2	25.0	11.8	212.0	100.0
IRI	224.0	95.3	11.0	4.7	235.0	100.0
Total	411.0	92.0	36.0	8.1	447.0	100.0

Barriers to education for girls - poverty/school fees

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	68.0	32.1	144.0	67.9	212.0	100.0
IRI	120.0	51.1	115.0	48.9	235.0	100.0
Total	188.0	42.1	259.0	57.9	447.0	100.0

Barriers to education for girls - quality of education is poor

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	208.0	98.1	4.0	1.9	212.0	100.0
IRI	232.0	98.7	3.0	1.3	235.0	100.0
Total	440.0	98.4	7.0	1.6	447.0	100.0

Barriers to education for girls - family does not support education

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	152.0	71.7	60.0	28.3	212.0	100.0
IRI	200.0	85.1	35.0	14.9	235.0	100.0
Total	352.0	78.8	95.0	21.3	447.0	100.0

Barriers to education for girls - school is too far away

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	200.0	94.3	12.0	5.7	212.0	100.0
IRI	220.0	93.6	15.0	6.4	235.0	100.0
Total	420.0	94.0	27.0	6.0	447.0	100.0

Barriers to education for girls - work/income earning more important

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	188.0	88.7	24.0	11.3	212.0	100.0
IRI	216.0	91.9	19.0	8.1	235.0	100.0
Total	404.0	90.4	43.0	9.6	447.0	100.0

Barriers to education for girls - infrastructure is poor/unsafe

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	211.0	99.5	1.0	0.5	212.0	100.0
IRI	232.0	98.7	3.0	1.3	235.0	100.0
Total	443.0	99.1	4.0	0.9	447.0	100.0

Barriers to education for girls - no latrines at all

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	208.0	98.1	4.0	1.9	212.0	100.0
IRI	229.0	97.5	6.0	2.6	235.0	100.0
Total	437.0	97.8	10.0	2.2	447.0	100.0

Barriers to education for girls - no water supply

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	205.0	96.7	7.0	3.3	212.0	100.0
IRI	227.0	96.6	8.0	3.4	235.0	100.0
Total	432.0	96.6	15.0	3.4	447.0	100.0

Barriers to education for girls - latrines are there but not separate latrines

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%

Traditional	207.0	97.6	5.0	2.4	212.0	100.0
IRI	231.0	98.3	4.0	1.7	235.0	100.0
Total	438.0	98.0	9.0	2.0	447.0	100.0

Barriers to education for girls - illness

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	169.0	79.7	43.0	20.3	212.0	100.0
IRI	197.0	83.8	38.0	16.2	235.0	100.0
Total	366.0	81.9	81.0	18.1	447.0	100.0

Barriers to education for girls - early pregnancy

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	145.0	68.4	67.0	31.6	212.0	100.0
IRI	173.0	73.6	62.0	26.4	235.0	100.0
Total	318.0	71.1	129.0	28.9	447.0	100.0

Barriers to education for girls - early marriage

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	180.0	84.9	32.0	15.1	212.0	100.0
IRI	197.0	83.8	38.0	16.2	235.0	100.0
Total	377.0	84.3	70.0	15.7	447.0	100.0

Barriers to education for girls - lack of hygiene supplies

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	209.0	98.6	3.0	1.4	212.0	100.0
IRI	229.0	97.5	6.0	2.6	235.0	100.0

Total	438.0	98.0	9.0	2.0	447.0	100.0

Barriers to education for girls - school related SGBV

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	209.0	98.6	3.0	1.4	212.0	100.0
IRI	234.0	99.6	1.0	0.4	235.0	100.0
Total	443.0	99.1	4.0	0.9	447.0	100.0

Barriers to education for girls - no food at school

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	210.0	99.1	2.0	0.9	212.0	100.0
IRI	234.0	99.6	1.0	0.4	235.0	100.0
Total	444.0	99.3	3.0	0.7	447.0	100.0

Barriers to education for girls - other

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	211.0	99.5	1.0	0.5	212.0	100.0
IRI	221.0	94.0	14.0	6.0	235.0	100.0
Total	432.0	96.6	15.0	3.4	447.0	100.0

Barriers to education for girls - I do not want to respond

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	212.0	100.0	0.0	0.0	212.0	100.0
IRI	228.0	97.0	7.0	3.0	235.0	100.0
Total	440.0	98.4	7.0	1.6	447.0	100.0

Barriers to education for girls - No response

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	178.0	84.0	34.0	16.0	212.0	100.0
IRI	187.0	79.6	48.0	20.4	235.0	100.0
Total	365.0	81.7	82.0	18.3	447.0	100.0

Barriers to education for boys - Lack community support for education

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	149.0	70.3	63.0	29.7	212.0	100.0
IRI	202.0	86.0	33.0	14.0	235.0	100.0
Total	351.0	78.5	96.0	21.5	447.0	100.0

Barriers to education for boys - not enough education spots available

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	209.0	98.6	3.0	1.4	212.0	100.0
IRI	232.0	98.7	3.0	1.3	235.0	100.0
Total	441.0	98.7	6.0	1.3	447.0	100.0

Barriers to education for boys - insecurity

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	189.0	89.2	23.0	10.9	212.0	100.0
IRI	222.0	94.5	13.0	5.5	235.0	100.0
Total	411.0	92.0	36.0	8.1	447.0	100.0

Barriers to education for boys - poverty/school fees

	No	Yes	Total

	Freq.	%	Freq.	%	Freq.	%
Traditional	84.0	39.6	128.0	60.4	212.0	100.0
IRI	143.0	60.9	92.0	39.2	235.0	100.0
Total	227.0	50.8	220.0	49.2	447.0	100.0

Barriers to education for boys - quality of education is poor

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	209.0	98.6	3.0	1.4	212.0	100.0
IRI	228.0	97.0	7.0	3.0	235.0	100.0
Total	437.0	97.8	10.0	2.2	447.0	100.0

Barriers to education for boys - family doesn't support education

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	155.0	73.1	57.0	26.9	212.0	100.0
IRI	191.0	81.3	44.0	18.7	235.0	100.0
Total	431.0	96.4	16.0	3.6	447.0	100.0

Barriers to education for boys - work/income earning more important

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	202.0	98.5	3.0	1.5	205.0	100.0
IRI	219.0	90.5	23.0	9.5	242.0	100.0
Total	421.0	94.2	26.0	5.8	447.0	100.0

Barriers to education for boys - infrastructure is poor/unsafe

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	203.0	99.0	2.0	1.0	205.0	100.0

IRI	241.0	99.6	1.0	0.4	242.0	100.0
Total	444.0	99.3	3.0	0.7	447.0	100.0

Barriers to education for boys - no latrines at all

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	205.0	100.0	0.0	0.0	205.0	100.0
IRI	237.0	97.9	5.0	2.1	242.0	100.0
Total	442.0	98.9	5.0	1.1	447.0	100.0

Barriers to education for boys - no water supply

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	201.0	98.1	4.0	2.0	205.0	100.0
IRI	236.0	97.5	6.0	2.5	242.0	100.0
Total	437.0	97.8	10.0	2.2	447.0	100.0

Barriers to education for boys - illness

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	167.0	81.5	38.0	18.5	205.0	100.0
IRI	217.0	89.7	25.0	10.3	242.0	100.0
Total	384.0	85.9	63.0	14.1	447.0	100.0

Barriers to education for boys - early marriage

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	201.0	98.1	4.0	2.0	205.0	100.0
IRI	226.0	93.4	16.0	6.6	242.0	100.0
Total	427.0	95.5	20.0	4.5	447.0	100.0

Barriers to education for boys - school related SGBV

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	203.0	99.0	2.0	1.0	205.0	100.0
IRI	241.0	99.6	1.0	0.4	242.0	100.0
Total	444.0	99.3	3.0	0.7	447.0	100.0

Barriers to education for boys - no food at school

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	204.0	99.5	1.0	0.5	205.0	100.0
IRI	241.0	99.6	1.0	0.4	242.0	100.0
Total	445.0	99.6	2.0	0.5	447.0	100.0

Barriers to education for boys - other

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	196.0	95.6	9.0	4.4	205.0	100.0
IRI	225.0	93.0	17.0	7.0	242.0	100.0
Total	421.0	94.2	26.0	5.8	447.0	100.0

Barriers to education for boys - I do not want to respond

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	204.0	99.5	1.0	0.5	205.0	100.0
IRI	238.0	98.4	4.0	1.7	242.0	100.0
Total	442.0	98.9	5.0	1.1	447.0	100.0

Barriers to education for boys - No response

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	164.0	80.0	41.0	20.0	205.0	100.0
IRI	181.0	74.8	61.0	25.2	242.0	100.0
Total	345.0	77.2	102.0	22.8	447.0	100.0

Does it take you more than one hour to get to your school?

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	156.0	76.9	47.0	23.2	203.0	100.0
IRI	173.0	72.7	65.0	27.3	238.0	100.0
Total	329.0	74.6	112.0	25.4	441.0	100.0

Barriers to education for students with disabilities - Lack community support for education

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	121.0	59.0	84.0	41.0	205.0	100.0
IRI	184.0	76.0	58.0	24.0	242.0	100.0
Total	305.0	68.2	142.0	31.8	447.0	100.0

Barriers to education for students with disabilities - not enough education spots

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	203.0	99.0	2.0	1.0	205.0	100.0
IRI	236.0	97.5	6.0	2.5	242.0	100.0
Total	439.0	98.2	8.0	1.8	447.0	100.0

Barriers to education for students with disabilities - insecurity

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%

Traditional	189.0	92.2	16.0	7.8	205.0	100.0
IRI	229.0	94.6	13.0	5.4	242.0	100.0
Total	418.0	93.5	29.0	6.5	447.0	100.0

Barriers to education for students with disabilities - poverty/school fees

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	128.0	62.4	77.0	37.6	205.0	100.0
IRI	165.0	68.2	77.0	31.8	242.0	100.0
Total	293.0	65.6	154.0	34.5	447.0	100.0

Barriers to education for students with disabilities - quality of education is poor

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	205.0	100.0	0.0	0.0	205.0	100.0
IRI	241.0	99.6	1.0	0.4	242.0	100.0
Total	446.0	99.8	1.0	0.2	447.0	100.0

Barriers to education for students with disabilities - family doesn't support education

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	151.0	73.7	54.0	26.3	205.0	100.0
IRI	218.0	90.1	24.0	9.9	242.0	100.0
Total	369.0	82.6	78.0	17.5	447.0	100.0

Barriers to education for students with disabilities - school is too far away

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	176.0	85.9	29.0	14.2	205.0	100.0
IRI	194.0	80.2	48.0	19.8	242.0	100.0

Total	370.0	82.8	77.0	17.2	447.0	100.0

Barriers to education for students with disabilities - work/income earning more important

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	202.0	98.5	3.0	1.5	205.0	100.0
IRI	236.0	97.5	6.0	2.5	242.0	100.0
Total	438.0	98.0	9.0	2.0	447.0	100.0

Barriers to education for students with disabilities - infrastructure is poor/unsafe

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	205.0	100.0	0.0	0.0	205.0	100.0
IRI	238.0	98.4	4.0	1.7	242.0	100.0
Total	443.0	99.1	4.0	0.9	447.0	100.0

Barriers to education for students with disabilities - no latrines at all

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	204.0	99.5	1.0	0.5	205.0	100.0
IRI	242.0	100.0	0.0	0.0	242.0	100.0
Total	446.0	99.8	1.0	0.2	447.0	100.0

Barriers to education for students with disabilities - no water supply

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	202.0	98.5	3.0	1.5	205.0	100.0
IRI	242.0	100.0	0.0	0.0	242.0	100.0
Total	444.0	99.3	3.0	0.7	447.0	100.0

Barriers to education for students with disabilities - illness

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	155.0	75.6	50.0	24.4	205.0	100.0
IRI	188.0	77.7	54.0	22.3	242.0	100.0
Total	343.0	76.7	104.0	23.3	447.0	100.0

Barriers to education for students with disabilities - early pregnancy

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	186.0	90.7	19.0	9.3	205.0	100.0
IRI	231.0	95.5	11.0	4.6	242.0	100.0
Total	417.0	93.3	30.0	6.7	447.0	100.0

Barriers to education for students with disabilities - early marriage

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	205.0	100.0	0.0	0.0	205.0	100.0
IRI	241.0	99.6	1.0	0.4	242.0	100.0
Total	446.0	99.8	1.0	0.2	447.0	100.0

Barriers to education for students with disabilities - school related SGBV

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	195.0	95.1	10.0	4.9	205.0	100.0
IRI	235.0	97.1	7.0	2.9	242.0	100.0
Total	430.0	96.2	17.0	3.8	447.0	100.0

Barriers to education for students with disabilities - lack of hygene supplies

	No	Yes	Total

	Freq.	%	Freq.	%	Freq.	%
Traditional	203.0	99.0	2.0	1.0	205.0	100.0
IRI	240.0	99.2	2.0	0.8	242.0	100.0
Total	443.0	99.1	4.0	0.9	447.0	100.0

Barriers to education for students with disabilities - other

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	196.0	95.6	9.0	4.4	205.0	100.0
IRI	231.0	95.5	11.0	4.6	242.0	100.0
Total	427.0	95.5	20.0	4.5	447.0	100.0

Barriers to education for students with disabilities - I do not want to respond

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	205.0	100.0	0.0	0.0	205.0	100.0
IRI	237.0	97.9	5.0	2.1	242.0	100.0
Total	442.0	98.9	5.0	1.1	447.0	100.0

Barriers to education for students with disabilities - No response

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	131.0	63.9	74.0	36.1	205.0	100.0
IRI	140.0	57.9	102.0	42.2	242.0	100.0
Total	271.0	60.6	176.0	39.4	447.0	100.0

I can handle whatever comes my way

	Always		Most of the time		Sometimes		Rarely		Never		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	64.0	31.4	23.0	11.3	49.0	24.0	24	11.76	44	21.57	204	100

IRI	82.0	34.3	42.0	17.6	77.0	32.2	9	3.77	29	12.13	239	100
Total	146.0	33.0	65.0	14.7	126.0	28.4	33	7.45	73	16.48	443	100

I am able to do my best in school

	Always		Most of the time		Sometimes		Rarely		Never		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	75.0	37.0	32.0	15.8	74.0	36.5	16	7.88	6	2.96	203	100
IRI	101.0	42.6	49.0	20.7	76.0	32.1	5	2.11	6	2.53	237	100
Total	176.0	40.0	81.0	18.4	150.0	34.1	21	4.77	12	2.73	440	100

I am scared of some of my classmates

	Always		Most of the time		Sometimes		Rarely		Never		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	12.0	5.9	10.0	4.9	34.0	16.8	13	6.4	134	66.01	203	100
IRI	11.0	4.6	11.0	4.6	34.0	14.2	25	10.46	158	66.11	239	100
Total	23.0	5.2	21.0	4.8	68.0	15.4	38	8.6	292	66.06	442	100

I am scared of some of my teachers

	Always		Most of the time		Sometimes		Rarely		Never		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	48.0	23.4	17.0	8.3	40.0	19.5	14	6.83	86	41.95	205	100
IRI	32.0	13.5	17.0	7.1	51.0	21.4	30	12.61	108	45.38	238	100
Total	80.0	18.1	34.0	7.7	91.0	20.5	44	9.93	194	43.79	443	100

I feel safe at school

	Always		Most of the time		Sometimes		Rarely		Never		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	142.0	69.3	17.0	8.3	31.0	15.1	6	2.93	9	4.39	205	100
IRI	166.0	69.8	21.0	8.8	37.0	15.6	9	3.78	5	2.1	238	100
Total	308.0	69.5	38.0	8.6	68.0	15.4	15	3.39	14	3.16	443	100

I am scared to travel to school or home from school because the trip can be dangerous

	Always		Most of the time		Sometimes		Rarely		Never		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	3.0	1.5	10.0	4.9	30.0	14.8	10	4.93	150	73.89	203	100
IRI	4.0	1.7	11.0	4.7	30.0	12.7	22	9.32	169	71.61	236	100
Total	7.0	1.6	21.0	4.8	60.0	13.7	32	7.29	319	72.67	439	100

I feel more comfortable studying around girls than boys

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	39.0	20.2	58.0	30.1	91.0	47.2	5	2.59	193	100
IRI	41.0	17.1	86.0	35.8	86.0	35.8	27	11.25	240	100
Total	80.0	18.5	144.0	33.3	177.0	40.9	32	7.39	433	100

I am comfortable learning in French

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	50.0	24.5	112.0	54.9	38.0	18.6	4	1.96	204	100
IRI	80.0	33.2	126.0	52.3	34.0	14.1	1	0.41	241	100
Total	130.0	29.2	238.0	53.5	72.0	16.2	5	1.12	445	100

I would like to continue studying/attending school after this year

	Strongly agree		Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	93.0	45.6	106.0	52.0	5.0	2.5	204	100
IRI	112.0	46.7	120.0	50.0	8.0	3.3	240	100
Total	205.0	46.2	226.0	50.9	13.0	2.9	444	100

Boys are more naturally skilled than girls at mathematics

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	28.0	16.8	55.0	32.9	80.0	47.9	4	2.4	167	100
IRI	16.0	6.9	84.0	36.1	109.0	46.8	24	10.3	233	100
Total	44.0	11.0	139.0	34.8	189.0	47.3	28	7	400	100

Boys are more naturally skilled than girls at reading

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	5.0	2.9	38.0	22.4	116.0	68.2	11	6.47	170	100
IRI	18.0	7.7	57.0	24.5	128.0	54.9	30	12.88	233	100
Total	23.0	5.7	95.0	23.6	244.0	60.6	41	10.17	403	100

Education is more important for boys than for girls

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	3.0	1.5	13.0	6.6	139.0	70.2	43	21.72	198	100
IRI	3.0	1.3	30.0	12.7	138.0	58.2	66	27.85	237	100
Total	6.0	1.4	43.0	9.9	277.0	63.7	109	25.06	435	100

I feel safer if there is a female teacher in the classroom

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	38.0	18.9	133.0	66.2	30.0	14.9	0	0	201	100
IRI	59.0	24.7	143.0	59.8	32.0	13.4	5	2.09	239	100
Total	97.0	22.1	276.0	62.7	62.0	14.1	5	1.14	440	100

I learn better from female teachers

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%

Traditional	34.0	16.8	67.0	33.0	100.0	49.3	2	0.99	203	100
IRI	33.0	13.8	68.0	28.3	118.0	49.2	21	8.75	240	100
Total	67.0	15.1	135.0	30.5	218.0	49.2	23	5.19	443	100

Does your teacher(s) ask harder questions to boys, girls, or equally to boys and girls

	Boys		Girls		Equally between boys and girls		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	4.0	2.2	5.0	2.8	170.0	95.0	179	100
IRI	9.0	3.8	3.0	1.3	227.0	95.0	239	100
Total	13.0	3.1	8.0	1.9	397.0	95.0	418	100

How likely is it that a girl suffers sexual assault at school?

	Very likely		Likely		Somehow likely		Very unlikely		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	11.0	8.3	6.0	4.5	27.0	20.3	89	66.92	133	100
IRI	2.0	1.3	2.0	1.3	24.0	15.1	131	82.39	159	100
Total	13.0	4.5	8.0	2.7	51.0	17.5	220	75.34	292	100

TEACHERS' SELF-REPORTED QUANTITATIVE DATA

How satisfied are you to work in this school?

	Very high		High		Average		Weak	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	1.0	10.0	0.0	0.0	6.0	60.0	2.0	100.0
IRI	8.0	40.0	7.0	35.0	5.0	25.0	0.0	100.0
Total	9.0	30.0	7.0	23.3	11.0	36.7	2.0	100.0

Before Making Waves, had you ever worked with an interactive radio instruction type of program?

	No		Yes		No response		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	9.0	90.0	0.0	0.0	1.0	10.0	10.0	100.0
IRI	13.0	65.0	7.0	35.0	0.0	0.0	20.0	100.0
Total	22.0	73.3	7.0	23.3	1.0	3.3	30.0	100.0

For how many years have you been teaching?

		Traditional	IRI	Total
1	Freq.	1	1	2
	%	10	5	6.7
2	Freq.	1	0	1
	%	10	0	3.3
5	Freq.	1	3	4
	%	10	15	13.3
6	Freq.	2	1	3
	%	20	5	10
7	Freq.	1	4	5
	%	10	20	16.7
9	Freq.	1	0	1
	%	10	0	3.33
10	Freq.	1	1	2
	%	10	5	6.67
11	Freq.	0	2	2
	%	0	10	6.67
12	Freq.	1	2	3

	%	10	10	10
13	Freq.	0	2	2
	%	0	10	6.67
14	Freq.	1	1	2
	%	10	5	6.67
15	Freq.	0	2	2
	%	0	10	6.67
41	Freq.	0	1	1
	%	0	5	3.33
Total	Freq.	10	20	30
	%	100	100	100

For how long have you been implementing the Making Waves program?

	0.0		1.0		2.0		3.0		4.0		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	8.0	80.0	2.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	10	100
IRI	0.0	0.0	9.0	45.0	8.0	40.0	2.0	10.0	1.0	5.0	20	100
Total	8.0	26.7	11.0	36.7	8.0	26.7	2.0	6.7	1.0	3.3	30	100

How satisfied are you with the Making Waves program?

	Very satisfied		Satisfied		Very insatisfied		No answer		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	0.0	0.0	1.0	10.0	0.0	0.0	9.0	90.0	10.0	100.0
IRI	6.0	30.0	13.0	65.0	1.0	5.0	0.0	0.0	20.0	100.0
Total	6.0	20.0	14.0	46.7	1.0	3.3	9.0	30.0	30.0	100.0

Do you think the radio-based instruction helps you be a better teacher?

	No		Yes		No response		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	1.0	10.0	3.0	30.0	6.0	60.0	10.0	100.0
IRI	1.0	5.0	19.0	95.0	0.0	0.0	20.0	100.0

Is there teaching material used in this school/centre that contains elements which could be perceived as culturally inappropriate by different groups of students, teachers or community members?

	No		Yes		No response		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	5.0	50.0	1.0	10.0	4.0	40.0	10.0	100.0
IRI	15.0	75.0	5.0	25.0	0.0	0.0	20.0	100.0
Total	20.0	66.7	6.0	20.0	4.0	13.3	30.0	100.0

Are you comfortable teaching students with physical disabilities, intellectual disabilities or learning difficulties?

	No		Reasonably Well		Yes		No response/other		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	1.0	10.0	1.0	10.0	7.0	70.0	1.0	10.0	10.0	100.0
IRI	0.0	0.0	1.0	5.0	18.0	90.0	1.0	5.0	20.0	100.0
Total	1.0	3.3	2.0	6.7	25.0	83.3	2.0	6.7	30.0	100.0

Have you received training on the following? - roles and responsibilities within Making Waves

	Not Marked		Marked		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	10.0	100.0	0.0	0.0	10.0	100.0
IRI	10.0	50.0	10.0	50.0	20.0	100.0
Total	20.0	66.7	10.0	33.3	30.0	100.0

Have you received training on the following? - teaching methods in the context of IRI programs

	Not Marked	Marked	Total

	Freq.	%	Freq.	%	Freq.	%
Traditional	10.0	100.0	0.0	0.0	10.0	100.0
IRI	5.0	25.0	15.0	75.0	20.0	100.0
Total	15.0	50.0	15.0	50.0	30.0	100.0

Have you received training on the following? - audio materials used by Making Waves

	Not Marked		Marked		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	10.0	100.0	0.0	0.0	10.0	100.0
IRI	8.0	40.0	12.0	60.0	20.0	100.0
Total	18.0	60.0	12.0	40.0	30.0	100.0

Have you received training on the following? - inclusive practices in the classroom

	Not Marked		Marked		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	10.0	100.0	0.0	0.0	10.0	100.0
IRI	9.0	45.0	11.0	55.0	20.0	100.0
Total	19.0	63.3	11.0	36.7	30.0	100.0

Have you received training on the following? - gender-sensitive pedagogy

	Not Marked		Marked		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	10.0	100.0	0.0	0.0	10.0	100.0
IRI	6.0	30.0	14.0	70.0	20.0	100.0
Total	16.0	53.3	14.0	46.7	30.0	100.0

Have you received training on the following? - assessment practices

	Not Marked		Marked		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	10.0	100.0	0.0	0.0	10.0	100.0

IRI	9.0	45.0	11.0	55.0	20.0	100.0
Total	19.0	63.3	11.0	36.7	30.0	100.0

Have you received training on the following? - teaching methods for students with disabilities

	Not Marked		Marked		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	10.0	100.0	0.0	0.0	10.0	100.0
IRI	15.0	75.0	5.0	25.0	20.0	100.0
Total	25.0	83.3	5.0	16.7	30.0	100.0

Have you received training on the following? - psychological support for students

	Not Marked		Marked		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	10.0	100.0	0.0	0.0	10.0	100.0
IRI	12.0	60.0	8.0	40.0	20.0	100.0
Total	22.0	73.3	8.0	26.7	30.0	100.0

Have you received training on the following? - None

	Not Marked		Marked		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	0.0	0.0	10.0	100.0	10.0	100.0
IRI	17.0	85.0	3.0	15.0	20.0	100.0
Total	17.0	56.7	13.0	43.3	30.0	100.0

I am comfortable teaching in French

	Strongly agree		Agree		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	5.0	50.0	5.0	50.0	10.0	100.0
IRI	15.0	75.0	5.0	25.0	20.0	100.0
Total	20.0	66.7	10.0	33.3	30.0	100.0

I give equal chances to boys and girls to answer questions

	Strongly agree		Agree		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	6.0	66.7	3.0	33.3	9.0	100.0
IRI	17.0	85.0	3.0	15.0	20.0	100.0
Total	23.0	79.3	6.0	20.7	29.0	100.0

It is easier to teach using the Interactive Radio Instruction modules

	Strongly agree		Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	1.0	33.3	0.0	0.0	2.0	66.7	3.0	100.0
IRI	15.0	75.0	5.0	25.0	0.0	0.0	20.0	100.0
Total	16.0	69.6	5.0	21.7	2.0	8.7	23.0	100.0

It is easier to manage classroom dynamics using the Interactive Radio Instruction modules

	Strongly agree		Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	1.0	33.3	0.0	0.0	2.0	66.7	3.0	100.0
IRI	12.0	60.0	8.0	40.0	0.0	0.0	20.0	100.0
Total	13.0	56.5	8.0	34.8	2.0	8.7	23.0	100.0

It is easier to accommodate all of my students needs using an Interactive Radio Instruction modules

	Strongly agree		Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	1.0	33.3	0.0	0.0	2.0	66.7	3.0	100.0
IRI	11.0	55.0	8.0	40.0	1.0	5.0	20.0	100.0
Total	12.0	52.2	8.0	34.8	3.0	13.0	23.0	100.0

It is easier focus on classroom exercises using the Interactive Radio Instruction modules

	Strongly agree		Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	1.0	33.3	1.0	33.3	1.0	33.3	3.0	100.0
IRI	10.0	50.0	9.0	45.0	1.0	5.0	20.0	100.0
Total	11.0	47.8	10.0	43.5	2.0	8.7	23.0	100.0

Student learning outcomes are better with the Interactive Radio Instruction modules

	Strongly agree		Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	0.0	0.0	1.0	33.3	2.0	66.7	3.0	100.0
IRI	5.0	25.0	15.0	75.0	0.0	0.0	20.0	100.0
Total	5.0	21.7	16.0	69.6	2.0	8.7	23.0	100.0

Making Waves has improved self-confidence of girls

	Strongly agree		Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	0.0	0.0	1.0	50.0	1.0	50.0	2.0	100.0
IRI	8.0	40.0	12.0	60.0	0.0	0.0	20.0	100.0
Total	8.0	36.4	13.0	59.1	1.0	4.6	22.0	100.0

Making Waves has improved self-confidence of boys

	Strongly agree		Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	0.0	0.0	1.0	50.0	1.0	50.0	2.0	100.0
IRI	6.0	30.0	14.0	70.0	0.0	0.0	20.0	100.0
Total	6.0	27.3	15.0	68.2	1.0	4.6	22.0	100.0

Making Waves has improved self-confidence of students with disabilities

	Strongly agree		Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%

Traditional	0.0	0.0	0.0	0.0	1.0	100.0	1.0	100.0
IRI	4.0	33.3	6.0	50.0	2.0	16.7	12.0	100.0
Total	4.0	30.8	6.0	46.2	3.0	23.1	13.0	100.0

Making Waves has improved the educational aspirations of girls

	Strongly agree		Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	0.0	0.0	1.0	50.0	1.0	50.0	2.0	100.0
IRI	6.0	30.0	14.0	70.0	0.0	0.0	20.0	100.0
Total	6.0	27.3	15.0	68.2	1.0	4.6	22.0	100.0

Making Waves has improved the educational aspirations of boys

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	0.0	0.0	1.0	50.0	1.0	50.0	0.0	100.0	2.0	100.0
IRI	4.0	21.1	14.0	73.7	0.0	0.0	1.0	100.0	19.0	100.0
Total	4.0	19.1	15.0	71.4	1.0	4.8	1.0	100.0	21.0	100.0

Making Waves has improved the educational aspirations of students with disabilities

	Strongly agree		Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	0.0	0.0	1.0	100.0	0.0	0.0	1.0	100.0
IRI	3.0	23.1	7.0	53.9	3.0	23.1	13.0	100.0
Total	3.0	21.4	8.0	57.1	3.0	21.4	14.0	100.0

Making waves has changed my beliefs around teaching girls

	Strongly agree		Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	0.0	0.0	2.0	100.0	0.0	0.0	2.0	100.0
IRI	8.0	40.0	9.0	45.0	3.0	15.0	20.0	100.0

Total	8.0	36.4	11.0	50.0	3.0	13.6	22.0	100.0

Boys are more naturally skilled than girls at mathematics

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	0.0	0.0	1.0	11.1	7.0	77.8	1.0	100.0	9.0	100.0
IRI	3.0	15.0	6.0	30.0	10.0	50.0	1.0	100.0	20.0	100.0
Total	3.0	10.3	7.0	24.1	17.0	58.6	2.0	100.0	29.0	100.0

Boys are more naturally skilled than girls at reading

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	0.0	0.0	1.0	11.1	6.0	66.7	2.0	100.0	9.0	100.0
IRI	5.0	25.0	6.0	30.0	8.0	40.0	1.0	100.0	20.0	100.0
Total	5.0	17.2	7.0	24.1	14.0	48.3	3.0	100.0	29.0	100.0

Education is more important for boys than for girls

	Strongly agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	2.0	20.0	5.0	50.0	3.0	30.0	10.0	100.0
IRI	1.0	5.0	12.0	60.0	7.0	35.0	20.0	100.0
Total	3.0	10.0	17.0	56.7	10.0	33.3	30.0	100.0

Overall, it is easier to teach boys than girls

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	0.0	0.0	1.0	10.0	7.0	70.0	2.0	100.0	10.0	100.0
IRI	3.0	15.0	1.0	5.0	13.0	65.0	3.0	100.0	20.0	100.0
Total	3.0	10.0	2.0	6.7	20.0	66.7	5.0	100.0	30.0	100.0

Students mostly learn the same way, irrespective of their gender or disability status

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	2.0	22.2	6.0	66.7	0.0	0.0	1.0	100.0	9.0	100.0
IRI	10.0	50.0	9.0	45.0	1.0	5.0	0.0	100.0	20.0	100.0
Total	12.0	41.4	15.0	51.7	1.0	3.5	1.0	100.0	29.0	100.0

Making waves has changed my beliefs around teaching students with disabilities

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Traditional	0.0	0.0	0.0	0.0	0.0	0.0	1.0	100.0	1.0	100.0
IRI	6.0	37.5	7.0	43.8	2.0	12.5	1.0	6.3	16.0	100.0
Total	6.0	35.3	7.0	41.2	2.0	11.8	2.0	11.8	17.0	100.0

Do you believe that the school is a safe space for your students?

	Yes		Total	
	Freq.	%	Freq.	%
Traditional	10.0	100.0	10.0	100.0
IRI	20.0	100.0	20.0	100.0
Total	30.0	100.0	30.0	100.0

Do you know of students that are bullied by other students?

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	7.0	70.0	3.0	30.0	10.0	100.0
IRI	11.0	55.0	9.0	45.0	20.0	100.0
Total	18.0	60.0	12.0	40.0	30.0	100.0

Are you aware of incidents where students or teachers have been exposed to a dangerous or uncomfortable situation?

	No		Yes		Total	
	Freq.	%	Freq.	%	Freq.	%
Traditional	9.0	90.0	1.0	10.0	10.0	100.0
IRI	14.0	70.0	6.0	30.0	20.0	100.0
Total	23.0	76.7	7.0	23.3	30.0	100.0

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