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Evaluation Report

The Big Mama Project (BMP) Pilot Evaluation: Improving access to learning for IDPs in Cameroon through a Social and Emotional Learning (SEL) intervention

Evaluators: Dr Ngem Bede, Dr Gladys Forcho, Chanice Fri, and Njumanuh Constance.

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CIReD
CAMEROON INITIATIVE FOR RESEARCH AND DEVELOPMENT

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About the Evaluator

The Big Mama project was independently evaluated by a team from the Cameroon Initiative for Research and Development (CIReD): Dr Ngem Bede, Dr Gladys Forcho, Chanice Fri, and Njumanuh Constance

The lead evaluator was Dr Ngem Bede Yong.

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Executive Summary

The Big Mama Project (BMP) aims to improve learning outcomes for internally displaced learners fleeing the armed conflict in the English-speaking North West and South West Regions of Cameroon. The project was implemented in 15 primary schools in three regions of Cameroon: Centre, Littoral and West Regions, where most of these displaced learners are located.

The BMP consisted of the following: a teacher training programme for 117 teachers and policymakers on trauma healing; creation of a 'Healing Classroom'; ubuntu pedagogy; creation of Friendship Clubs; and Parent engagement workshops. The project was implemented from January to June 2024 by an NGO called TEACHERS.

The pilot evaluation focused on evaluating three main aspects of the BMP: fidelity of the implementation, evidence of promise, and readiness for trial. The evaluation also tested the feasibility of a storytelling approach to evaluations and an adapted Quality of Life Survey as an approach to determining the socio-emotional wellbeing of displaced learners in Cameroon.

This study utilised a mixed-methods approach, combining qualitative and quantitative methods. A total of 63 schools in 16 subdivisions within three divisions and in three regions; Centre, Littoral, and West Regions of Cameroon were targeted. 25 out of the 63 schools were eligible for the study. A two-stage randomisation[1] process was used on the 25 schools in which 15 schools were assigned to the intervention and 10 schools assigned to the control. Lastly a simple random sampling[2] was applied within each group to select a sub sample of 6 schools for the intervention and 6 schools for the control, resulting in a 1:1 ratio between the two groups. The rationale for the sub sample was to test the feasibility of a randomised controlled trial. A combination of tools was used to collect quantitative and qualitative data such as including EGRA and EGMA assessments, Quality of Life (QoL) surveys, storytelling diaries, attendance tracking, Stallings classroom observations, FGDs, and KIIs.

Key conclusions

1. BMP was feasible to deliver, and all intervention schools implemented the project as intended with minor adaptations. Some of these adaptations included provision of registers, creating more meeting time for Friendship Clubs, and use of local languages to transmit SEL messages.
2. Quantitative data suggests BMP could improve school attendance and test scores for displaced learners. However, these results are inconclusive due to small sample size used in the study.
3. The perceived outcomes reported by pupils, teachers, parents and policymakers indicate improved integration of displaced learners in the school environment. They all expressed their wish for the intervention to be extended to other schools in Cameroon.
4. The key components of the BMP are well defined such as the teacher training programme, healing classroom, ubuntu philosophy, and parental engagement. BMP can be scaled out for an impact evaluation with minor adjustments.
5. Although, the study affirms the feasibility of the QoL survey and the storytelling approach to evaluation in the context of Cameroon, the results should be interpreted with caution due to the small sample size. Moreover, the storytelling approach requires systematic tracking to effectively monitor progress.

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[1] Two-stage randomisation involves a two-step process where participants are first randomized into a larger group (or strata) and then further randomized within those groups into treatment or control conditions.

[2] Simple randomisation is a method used in experimental research to assign participants to different groups (e.g., treatment and control) purely by chance, ensuring that each participant has an equal probability of being assigned to any group.

1. Introduction
1.1. Background and Context

Cameroon, a Central African country with a population of approximately 28.97 million people (Worldometer, 2023), is a linguistically diverse nation with two official languages, French and English, alongside over 620 local languages (Kindzeka, 2020). Due to its colonial heritage, Cameroon operates a dual education system, Anglo-Saxon and French (Doh, 2007). However, the country has been plagued by multiple conflicts that have led to both internal and external displacement, significantly impacting children's education and well-being (Fonkeng, 2019).

Three major conflicts contribute to population displacement in Cameroon:

1. The Boko Haram Conflict: Originating in 2009 in Nigeria, the Boko Haram insurgency spread to Niger, Chad, and Cameroon, leading to widespread displacement (International Crisis Group, 2016). The conflict, which opposes Western education, has targeted schools, teachers, and learners, displacing approximately 155,000 people internally and forcing 73,000 refugees into Nigeria. This crisis predominantly affects the Northern Regions of Cameroon, with displaced persons relocating to the Center and East Regions.
2. The Anglophone Crisis: Stemming from the 2016 protests by teachers and lawyers against the marginalization of English-speaking communities, this conflict has escalated into an armed struggle. It has led to 695,000 internally displaced persons (IDPs) and 70,000 refugees (Mbang & Azibo, 2022; International Crisis Group, 2023). The crisis, primarily political with colonial undertones, has resulted in school closures, kidnappings, and attacks on students and teachers. Affected populations from the North West and South West Regions have sought refuge in the Littoral, West, and Center Regions, while others have fled to Nigeria.
3. The Central African Republic (CAR) Conflict: Beginning in 2013 due to political instability in CAR, this conflict has forced refugees into Cameroon's Eastern Region (Sıradağ, 2016).

Among these three conflicts, the Boko Haram insurgency and the Anglophone Crisis have directly targeted education. While the Anglophone Crisis is rooted in historical and political grievances, the Boko Haram insurgency involves religious and cultural dynamics. In both cases, children face severe trauma and disruptions to their education (Mbang & Azibo, 2022), including:

- Displacement and Loss of Homes: Many children have been forced to leave their communities, with over 200 villages in the North West and South West Regions burned down during the early stages of the Anglophone conflict.
- Destruction and Militarization of Schools: Schools have been burned or repurposed as military bases by both state and non-state armed groups.
- Family Separation: Children often migrate alone in search of education, lose family members in attacks, or become orphans due to the conflict.
- Exposure to Violence: Many children have witnessed killings, kidnappings, and public executions, which are sometimes used as intimidation tactics by armed groups.
- Interrupted Education: Many children have lost multiple years of schooling, leading to over-age enrolment and stigmatization, as seen in the case of "Big Mama," a 14-year-old girl returning to Grade 2 after years of displacement (TEACHERS, 2021).

1.2. Intervention description

Why?

Education and Learning Outcomes in Cameroon before these conflicts, Cameroon was experiencing gradual improvements in learning outcomes, with a growing preference for the Anglo-Saxon education system. Both English- and French-speaking students increasingly sought education in the North West and South West Regions, and Anglo-Saxon schools were expanding in the French-speaking areas. However, despite this progress, Cameroon's education system ranked low globally, with an education index of 0.389 and a ranking of 133 by 2022 (Pandas, 2022).

The onset of the Boko Haram and Anglophone conflicts severely impacted education, leading to the closure of approximately 4,000 schools in four regions and depriving 700,000 children of learning opportunities (Gordon, James, Nancy, & Ambo, 2022). Internally displaced children, often lacking family support, food, or shelter, experience stigma and community disconnection, further deteriorating their ability to learn.

Cameroon's education sector also struggles with equity, gender responsiveness, and the use of data for decision-making (Global Partnership for Education, 2023). The 2019 PASEC report assessed early-grade students (Nursery 2 to Grade 4) and found that:

- Only 18.48% of students demonstrated satisfactory reading skills

- Only 24.98% of students showed satisfactory numeracy skills (PASEC, 2019)

These statistics indicate a significant gap in foundational learning, exacerbated by ongoing conflicts that disrupt formal education and contribute to poor student performance.

Who?

The Big Mama Project (BMP) was delivered to a diverse set of recipients, including schools, teachers, policymakers (inspectors), internally displaced learners, and their caregivers. The recipients were selected from communities within 3 selected regions: The Centre, Littoral and West Regions.

Schools

The BMP was implemented in 15 primary schools in the Centre, Littoral and West Regions of Cameroon (5 schools per region). These regions host the highest number of IDPs fleeing the armed conflict in the anglophone regions of Cameroon. Two of these regions, the Littoral and West Regions are border regions with the anglophone regions.

Teachers

All the administrative and teaching staff (six teachers and one head teacher) of the intervention schools participated in a 5-day workshop on healing classroom practices and *ubuntu* pedagogy. This was followed by three in-person coaching visits and regular virtual check-ins facilitated by the intervention team. The training emphasized identifying trauma cases, building safe, inclusive spaces, emotional literacy, and child-centered engagement techniques.

Pupils

The BMP intervention targeted internally displaced learners in primary 1 to primary 6 in each of the intervention schools. These learners often face severe disruptions in their education, trauma, and psychosocial stress, making them the primary focus of the intervention.

Teachers used observational tools and discussions with school leaders to identify learners showing signs of trauma, behavioural withdrawal, or academic disengagement. While no standardized diagnostic test was used, selection was informed by teachers' deep knowledge of pupil behaviour and school attendance patterns.

Parents and guardians

Parents/guardians/caregivers participated in family engagement workshops meant to equip them with strategies to support emotional resilience and wellbeing at home. These sessions reinforced a community-based approach to healing, ensuring alignment between the classroom and home environment.

What?

The Big Mama Project (BMP) is a culturally grounded Social and Emotional Learning (SEL) intervention rooted in the CASEL framework and adapted to reflect African values and the realities of conflict-affected learners in Cameroon. The program was delivered in two key phases: **Teacher Professional Development and school-based activities**.

1.2.1. Phase 1: Teacher Professional Development

The intervention began with a **validated, user-friendly SEL toolkit**, which included training modules, a facilitator's manual, and classroom activity templates. These were reviewed and approved during a validation workshop before roll-out.

A structured training program reached a wide range of educational stakeholders:

Table 1:Structured training program across regions

Region	Teachers	Regional Delegates	Regional Inspectors	Divisional Delegates	Pedagogic Advisers
West (Bafoussam)	35	1	1	1	1
Centre (Yaoundé)	35	1	1	1	1
Littoral (Douala)	35	1	1	1	1

In total, **105 teachers** and 12 policymakers were trained through a **5-day SEL integration workshop**. Pedagogic inspectors received additional coaching in monitoring and evaluation to enhance sustainability and quality assurance.

1.1.1. Phase 2: School-based activities

School-based activities were implemented by trained teachers in all **15 interventions schools** across the three regions. The core components of these activities included:

Healing Classrooms: Teachers integrated SEL techniques into daily classroom routines, fostering inclusive, emotionally supportive environments tailored to the needs of IDP learners. They identified cases, record cases, provided psychosocial support and any other desired support, and adapted to new challenges in their day-to-day teaching practice.

Ubuntu **Pedagogy:** Teachers facilitated the African culture of sharing where the pupils were encouraged to practice "*ubuntu* – you are because I am" concept of ensuring that they understand each other's needs and are only satisfied when everyone is satisfied (Ngubane & Makua, 2021). This included encouraging children to share food, clothes, books, etc. with other children, especially IDPs who may be in need. This is an African humanist approach, grounded in collective action and dignity, that was integrated into classroom instruction.

Friendship Clubs: Under teacher guidance, pupil-led clubs were created to promote peer support, emotional resilience, and social inclusion. Also, these clubs were meant to build leadership skills in IDPs, reduce stigmatization of IDPs, promote dialogue, peacebuilding, reduce tension in schools, self-regulate and self-manage behaviours, promote self-awareness, promote responsible decision making, promote social awareness, and build relationships. Two open-day events were organised for the schools to showcase various Club activities they were engaged in as part of the BMP project, one of which was organised during the National Bilingualism Week.

Family Engagement Workshops: Parents and caregivers participated in a 1-day training workshop on engaging IDP learners back home. The sessions were designed to connect SEL principles with cultural and religious values while identifying ways of improving teacher-parent engagement.

How

The Big Mama Project (BMP) employed a whole-child approach to Social and Emotional Learning (SEL) that is deeply embedded in classroom routines, club-based activities, and family engagement. It works by building emotional literacy, community connection, and healing-centred practices into the daily experience of internally displaced learners.

Implementation in Classrooms: Teachers implemented the BMP using a blend of modelled SEL techniques, reflective classroom practices, and peer-led engagement. The "healing classroom" model promotes consistent, structured activities designed to foster emotional safety and academic inclusion. Teachers were trained to identify signs of trauma and emotional distress in learners, and to respond using strategies like:

- Emotion naming and regulation exercises
- Storytelling for processing conflict or fear
- Classroom routines that build trust and predictability
- Encouragement of peer empathy and group problem-solving   (tool kit peer tutoring/peer to peer learning)

These practices were reinforced through daily routines, classroom management strategies, and whole-class conversations led by the teacher. Feedback loops were incorporated through classroom observations and coaching sessions to support the practical application of these tools.

Friendship Clubs: These Clubs reinforced the SEL in BMP model by providing a semi-structured peer support environment. These clubs functioned as safe spaces for learners to:

- Share their experiences
- Engage in role plays and SEL games
- Practice cooperation and peaceful conflict resolution

Each club was facilitated by a teacher and led by pupil representatives to build youth leadership. Monthly monitoring ensured ongoing functionality, while biannual open-day events allowed pupils to showcase skills and stories to the school community.

Use of Ubuntu Pedagogy: At the heart of BMP model was the **Ubuntu pedagogy**, which integrated African humanism into classroom interaction. Teachers practiced and modelled key Ubuntu values such as:

- Collective support ("I am because we are")
- Dignity and respect for others' emotions
- Compassion and community harmony

This cultural grounding helped connect learners to a shared sense of belonging and self-worth, countering the alienation that displacement often brings.

Parental Reinforcement at Home: The BMP approach was further strengthened through **caregiver engagement**, ensuring alignment between school-based SEL and home environments. Parents learned strategies to support emotional development at home, such as affirmations, conflict resolution talk, and empathetic listening.

This multi-pronged delivery model enabled consistent reinforcement of SEL principles in multiple domains of a child's life, school, peer relationships, and home.

When?

The implementation of the Big Mama Project began in **January 2024** and was delivered over a continuous period

of approximately 6 months, spanning the second academic term of the 2023/2024 school year.

Teachers conducted a continuous SEL classroom session and supported ongoing Friendship Club activities. While the frequency of activities varied by school, the intervention maintained an average of:

1. **A continuous healing classroom** throughout the six months focused on SEL themes such as emotional regulation, empathy, and collaboration.
2. **Monthly Friendship Club meetings**, coordinated and monitored by teachers and supported by pupil leaders.
3. **Two open-day events** which offered opportunities for learners to showcase their progress and build community awareness.

These sessions were designed to align with existing timetables, often replacing or integrating into existing moral education, arts, or life skills periods, minimizing disruption to academic instruction.

Tailoring

While BMP was delivered using a core set of tools, session plans, and SEL routines, flexibility was built into the approach to allow for contextual and cultural adaptation by participating teachers. Teachers were encouraged to:

Use existing structures for delivery.

Integrate storytelling to reflect local realities, language preferences, and community themes.

Tailor emotional vocabulary and SEL reflections based on pupils' lived experiences, especially around displacement, family separation, or peer conflict.

Use Ubuntu-based affirmations and metaphors to localise SEL principles meaningfully.

This adaptability allowed teachers to preserve the integrity of the BMP model while ensuring relevance and resonance with the children they served.

1.3.Logic Framework

We used a co-creation approach guided by the 8 principles of co-create co-production matrix: inclusive, iterative, positive, equal, sustainable, transparent, resourced, holistic (Grindell, Coates, Croot, & O'Cathain, 2022). This is used in developing the logic framework.

For this report, the terms "theory of change" and "logic model" are used interchangeably. The research design, research methods, and research questions were developed to reflect the logic model of the Big Mama Project. Data collection and analysis were planned such that the components and causal assumptions included in the logic model can be tested, and the extent to which they have been found to be supported by evidence that will be discussed in this report.

This logic framework is guided by Coldwell & Maxwell 2018 (Maxwell & Coldwell, 2022). In more detail, the framework:

- Assesses whether the theory behind the program is correct, based on the results of the evaluation.
- Examine whether the program was implemented as intended.
- Acts as a tool to validate the research methods by ensuring their alignment with the intended goals and objectives of the evaluation process, thus promoting a logical and cohesive approach to assessing the effectiveness.
- Analyse the results of the evaluation to determine whether the program was effective and why it will be effective in a subsequent trial.

The results in this report provide detailed insights into how and why the program was effective, as well as identify the specific populations that benefited most. The logic model elucidates the key mechanisms and contextual factors driving these outcomes, thereby serving as a robust framework for interpreting our findings and informing future program improvements.

The logic framework (Figure 1) below demonstrates the different BMP components.
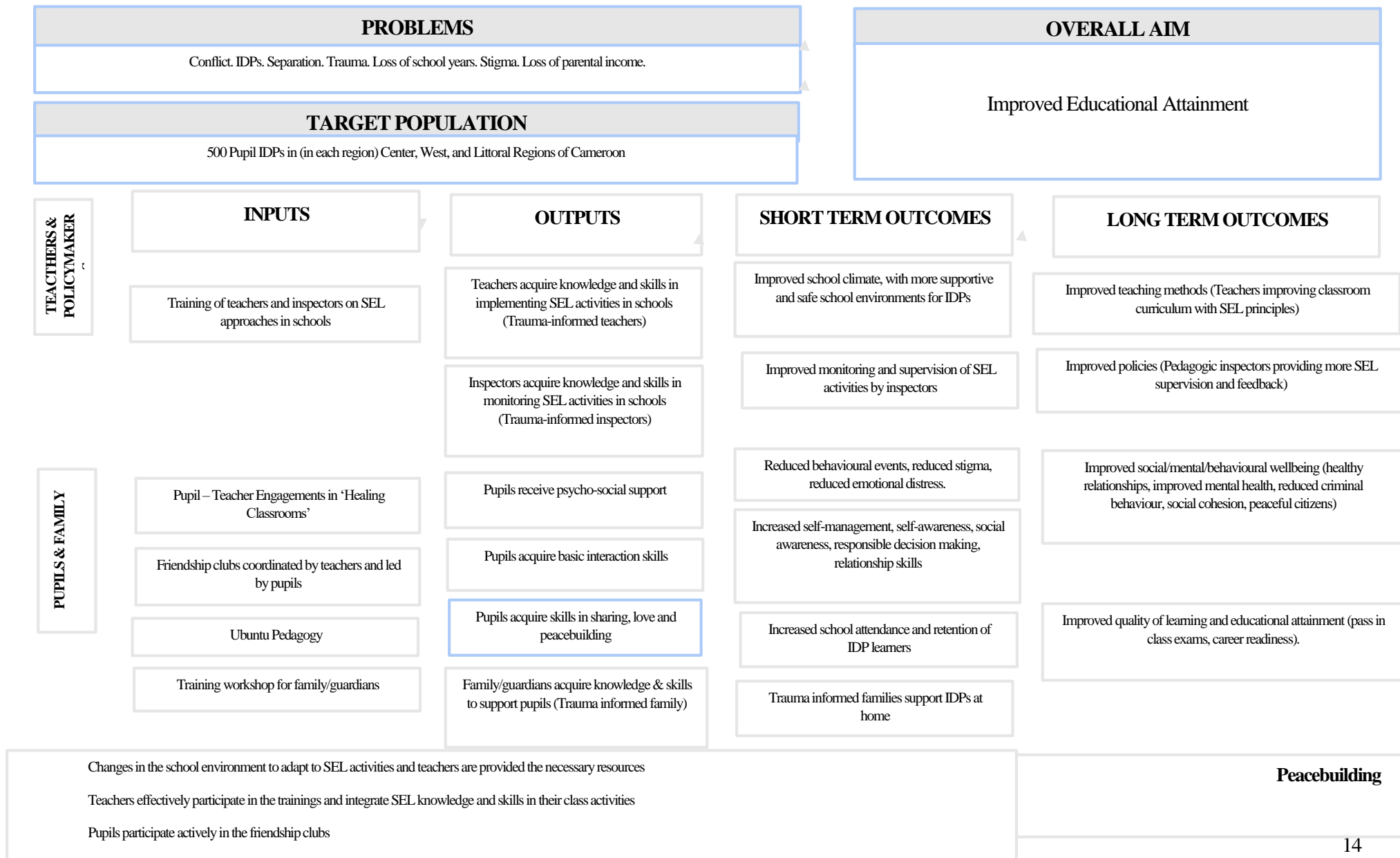
Logic Model – The Big Mama Project

PROBLEMS

Conflict. IDPs. Separation. Trauma. Loss of school years. Stigma. Loss of parental income.

OVERALL AIM

Improved Educational Attainment

TARGET POPULATION

500 Pupil IDPs in (in each region) Center, West, and Littoral Regions of Cameroon

TEACHERS & POLICYMAKER

PUPILS & FAMILY

INPUTS	OUTPUTS	SHORT TERM OUTCOMES	LONG TERM OUTCOMES
Training of teachers and inspectors on SEL approaches in schools	Teachers acquire knowledge and skills in implementing SEL activities in schools (Trauma-informed teachers)	Improved school climate, with more supportive and safe school environments for IDPs	Improved teaching methods (Teachers improving classroom curriculum with SEL principles)
	Inspectors acquire knowledge and skills in monitoring SEL activities in schools (Trauma-informed inspectors)	Improved monitoring and supervision of SEL activities by inspectors	Improved policies (Pedagogic inspectors providing more SEL supervision and feedback)
Pupil – Teacher Engagements in 'Healing Classrooms'	Pupils receive psycho-social support	Reduced behavioural events, reduced stigma, reduced emotional distress.	Improved social/mental/behavioural wellbeing (healthy relationships, improved mental health, reduced criminal behaviour, social cohesion, peaceful citizens)
Friendship clubs coordinated by teachers and led by pupils	Pupils acquire basic interaction skills	Increased self-management, self-awareness, social awareness, responsible decision making, relationship skills	
Ubuntu Pedagogy	Pupils acquire skills in sharing, love and peacebuilding	Increased school attendance and retention of IDP learners	Improved quality of learning and educational attainment (pass in class exams, career readiness).
Training workshop for family/guardians	Family/guardians acquire knowledge & skills to support pupils (Trauma informed family)	Trauma informed families support IDPs at home	

Changes in the school environment to adapt to SEL activities and teachers are provided the necessary resources

Teachers effectively participate in the trainings and integrate SEL knowledge and skills in their class activities

Pupils participate actively in the friendship clubs

Peacebuilding

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Figure 1: The Logic Model - Big Mama

2. Research Questions

The research questions this evaluation seeks to assess are: (i) feasibility; (ii) evidence of promise; (iii) readiness to be evaluated in a full trial.

2.1. Feasibility

Q 1: Is the Big Mama Project feasible for IDPs in terms of acceptability, relatability, and implementation from the perspective of learners, family members, guardians, teachers, and pedagogy inspectors?

2.2. Evidence of Promise

Q 2.1: Do any of the proposed mechanisms in the logical framework explain the link between the Big Mama Project and the desired outcomes (outputs, short-term outcomes, and long-term outcomes)? Was the theory of change realized in the study design?

Q 2.2: What effects, if any, does the Big Mama Project have on access, retention, and quality of learning for IDPs, IDPs with intersectional vulnerabilities, and schools hosting IDPs?

2.3. Readiness for Trial and Scalability

Q 2.3: Have the core components of the program been identified?

Q 2.4: How feasible are the elements of the intervention and evaluation for a potential trial of the Big Mama Project, including randomisation, diaries, and outcome measure

2.4. Criteria for moving from Pilot to Trial

Responses to the research questions on readiness for trial and feasibility were used to argue whether the project could scale to a trial or not. The various data tools were designed to capture all these questions. Results from data analysis of responses from the data collection tools were used to determine if the study could move from pilot to trial.

3. Project Teams

The Big Mama Project was implemented by a local NGO called **TEACHERS** who was responsible for designing the different components of the intervention. TEACHERS had previously organised capacity building workshops for teachers on trauma-healing trainings and created Friendship Clubs in some schools in the Centre region aimed at supporting the integration of IDPs in new learning environments. The evaluation was conducted by the **Cameroon Initiative for Research and Development (CIReD).**

Staff of the CIReD (evaluation) and TEACHERS (delivery) are presented in Table 2 and Table 3 below.

Table 2: Evaluation Team

Role	Team Member
Principal Investigator	Dr. NGEM Bede,
Co- Principal Investigator	Dr. Gladys Focho
Biostatistician	Prof. Lawrence Mbuagbaw
Project Coordinator	FRI Chanice
Data Analyst	LONTUM Alvin N
Research fellow	NJUMANUH Constance
Data collector/focal point West region	Beri Raissa
Data collector/focal point Centre region	Ngong Julius
Data collector/focal point Littoral region	Christ Gideon

Table 3: Delivery team

Role	Team Members
Team lead @TEACHERS General supervisor	TOHMOH Joseph YONG
General Supervisors	AKAT Fidelis AMBASSA Apollinaire KAOBAISSI Alain MIH Julius NUH
Trainers based in Douala (Littoral Region)	TESI Judith NSHOM Edwin ADOCHAB Dorothy VOMA Doris N. ETCHU Daniel OJONG NKIWIKI Florence
Supervisors for Douala (Littoral Region)	NJUH Godlove A. NDIMONGO SETA Joseph
Logisticians (Littoral, Center and West regions)	ETCHU Daniel OJONG

	NGORAN Cyril
	GAMI Félix
	NDASI Delphine
Trainers based in Yaoundé (Center region)	LUM Mirabel FOBANG
	MENDI Marie
	SWIRI Emilia
	TAKA Aaron
	WAYET Frederick
	BANLA Prescilia
	NGONG Aloysius
Supervisors based in Yaoundé (Centre region)	AZAMAH Pauline
	Mbuh Taka
	NKWAIN James
Trainers Based in Bafoussam (West region)	Dr. WEMBA Valerie
	FINJI Patience
	SOB Cornelous AKOPI
	ATANGA Comfort
	NDASI Delphine
	CHIMSE Eric
	GAMI Felix
Supervisors based in Bafoussam (West region)	AGIEN Edward
	Dr. WEMBA Valerie

4. Data Protection, Ethics, and Trial Registration

The evaluation study for the Big Mama Project (BMP) was registered with the **Pan African Trials Register (PACTR202312514488735)**. The study's ethical oversight was led by **eBASE's Internal Review Board (IRB)**, with administrative approvals secured from the **Ministry of Basic Education (MINEDUB)** in Cameroon. The pre-analysis plan was developed by the Principal Investigator in collaboration with CIReD's biostatistician and shared with stakeholders.

4.1. Data Protection

The study adhered to the principles of the **General Data Protection Regulation (GDPR, 2016)**, with data processing grounded in either 'public task' or 'informed consent', depending on the nature of the data. All personal data (e.g., names, birth dates, phone numbers) was stored on **encrypted hard drives** managed by CIReD's data team. Identifiable information was used solely for participant tracing and attrition reduction and was never included in analysis or reporting.

Data collection was conducted using **KoboCollect**, and data was securely extracted, pseudonymised, and stored in encrypted formats using Amazon S3-managed keys. Only the Principal Investigator and Data Manager had access to this data. All publications and shared datasets were **fully de-identified**, with final datasets transmitted to the **Institut National de Statistiques** for evidence-based decision-making

4.2. Ethics and Safeguards

All ethical procedures were aligned with the **UN Convention on the Rights of the Child**, national regulations, and research ethics guidance for education studies (Bassey & Owan, 2019). Given the vulnerability of the population (IDP learners, children, and trauma survivors), additional safeguards were applied:

Consent and Assent: Parental consent was obtained for all participants. Children aged 6–9 provided **assent**, and those aged 10–18 provided **child consent**, both supported with age-appropriate explanation. Materials were translated into local languages (Pidgin, Fulfulde, French, and English).

Adult participants (e.g., caregivers in FGDs) signed consent forms, and literacy support was provided as needed. Special accommodations were made for participants with **sensory disabilities**, including accessible formats for consent forms and surveys.

4.3. Trust, Community Engagement & Risk Mitigation

The BMP team embedded trust-building measures across the study, including:

- Hiring data collectors from local communities
- Hosting stakeholder forums with traditional and community leaders
- Using storytelling methods to enhance communication and reduce participant anxiety
- Publicly sharing results in community forums and through local media.

A **risk register** was developed at inception and mitigation strategies implemented. CIReD also provided **insurance coverage** for all data collectors.

4.4. Ethical Training & Oversight

Data collectors underwent certified training in **ethics and data security**, including modules on consent, confidentiality, and digital safeguarding. Only those scoring above 70% in the ethics exam were deployed in the field. Ongoing ethics monitoring was integrated into daily debriefs and feedback systems.

4.5. Equity, Inclusion, and Accessibility

Gender equity and inclusion (GEI) principles were integrated throughout the study. This included:

- Oversight by GEI focal points and community experts
- Prioritization of **marginalized subgroups** (e.g., female IDPs, learners with disabilities, Bororo learners) Inclusion of GEI themes in training, tools, and stakeholder dialogues

5. Methods

5.1. Study design

This study utilised a mixed-methods approach, combining qualitative and quantitative methods, to evaluate the feasibility, evidence of promise and readiness for trail of the Big Mama Project for internally displaced persons (IDPs) in Cameroon. Evidence of promise and readiness for trial were further informed through testing educational outcomes of attendance, quality of life, literacy and numeracy.

We used baseline and endline double arm design[3] to address the research questions by employing key informant interviews, focus group discussions, stallings observation and standardised tests. Furthermore, an indigenous approach for knowledge generation was used that is storytelling diaries were used to collect narratives, ensuring that participants lived experiences were incorporated into the research process. Schools were randomly assigned to either the intervention group of the Big Mama Project or the control group (usual practice) using a computer-generated process in Microsoft Excel as explained subsequently.

5.2. Study Setting

Schools

A total of 63 schools in 16 subdivisions within three divisions and in three regions; Centre, Littoral, and West Regions of Cameroon were targeted for the pilot phase of the Big Mama project. These regions were selected based on the statistics gotten from the ministry of basic education indicating that the highest number of IDPs were residents in these regions. These schools were selected based on the following eligibility criteria:

1. Legally registered primary school
2. Public school
3. Host between 60 and 150 IDPs
4. Are in secure zones at time of recruitment
5. At least accessible by motorbike
6. Have not previously received a SEL intervention

The schools were organised into 16 clusters under the constituent of a sub-divisional inspector of basic education.

5.3. The Randomisation process

Randomisation was carried out in three stages using Microsoft Excel. The first stage involved a stratified randomisation approach where schools were grouped into 16 clusters in each subdivision. The list of schools was obtained from the Ministry of Basic Education after issuing a formal authorisation for the implementation of the Big Mama Project. Stratified randomisation was chosen to ensure a balanced distribution of schools and pupils across study arms while

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[3] This double arm design means that during the second term (January - April), a standardize test was given to the learners on EGRA and EGMA and during the third term (April - June), the same test was administered to the same learners to document the impact of the intervention within this time frame. This test was given to both the intervention and control schools to have compared them at the end.

controlling important contextual factors. 25 out of the 63 schools grouped into 16 clusters, were selected based on the eligibility criteria. Then, a two-stage randomisation[4] process was used on the 25 schools in which 15 schools were assigned the intervention arm and 10 schools assigned to the control arm. Lastly a simple random sampling[5] was applied within each group to select a sub sample of 6 schools for the intervention and 6 schools for the control, resulting in a 1:1 ratio between the two groups. The rationale for the sub sample was to test the feasibility of a randomised controlled trial.

9 schools were left as backup for intervention (i.e., 15-6) and 4 schools left as backup schools for the control group (i.e. 10-6). These backup schools were to be used in the event of a school opting out of the sub-sample due to any unforeseen incident.

All randomisation activities were completed prior to training or implementation of the Big Mama Project to ensure allocation concealment and to avoid contamination. A comprehensive documentation of the randomisation process including school identifiers, random values, and allocation decisions was archived to ensure transparency, reproducibility, and accountability on a consort flow chart (Figure 2).

Pupils
A total of 31175 pupil IDPs in the 3 regions were recorded with the population of boys =15603 and that of girls=15572. Within these regions, the Centre region (Mfoundi) was= 6543, Littoral region (Wouri)=11856, and West region (Mifi)= 12776. Pupils in Level 1, (Class 1 and 2), Level 2 (Class 3 and 4), and Level 3 (Class 5 and 6) were considered. These pupils were selected based on the following criteria and presented in Figure 3:

- Be an IDP
- Age between 6 and 18 years
- Be in Levels 1 – 3
- Be registered as a pupil in the school
- Pupil assent (6-9 years) and parental consent (all pupils).

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[4] Two-stage randomisation involves a two-step process where participants are first randomized into a larger group (or strata) and then further randomized within those groups into treatment or control conditions.

[5] Simple randomisation is a method used in experimental research to assign participants to different groups (e.g., treatment and control) purely by chance, ensuring that each participant has an equal probability of being assigned to any group.
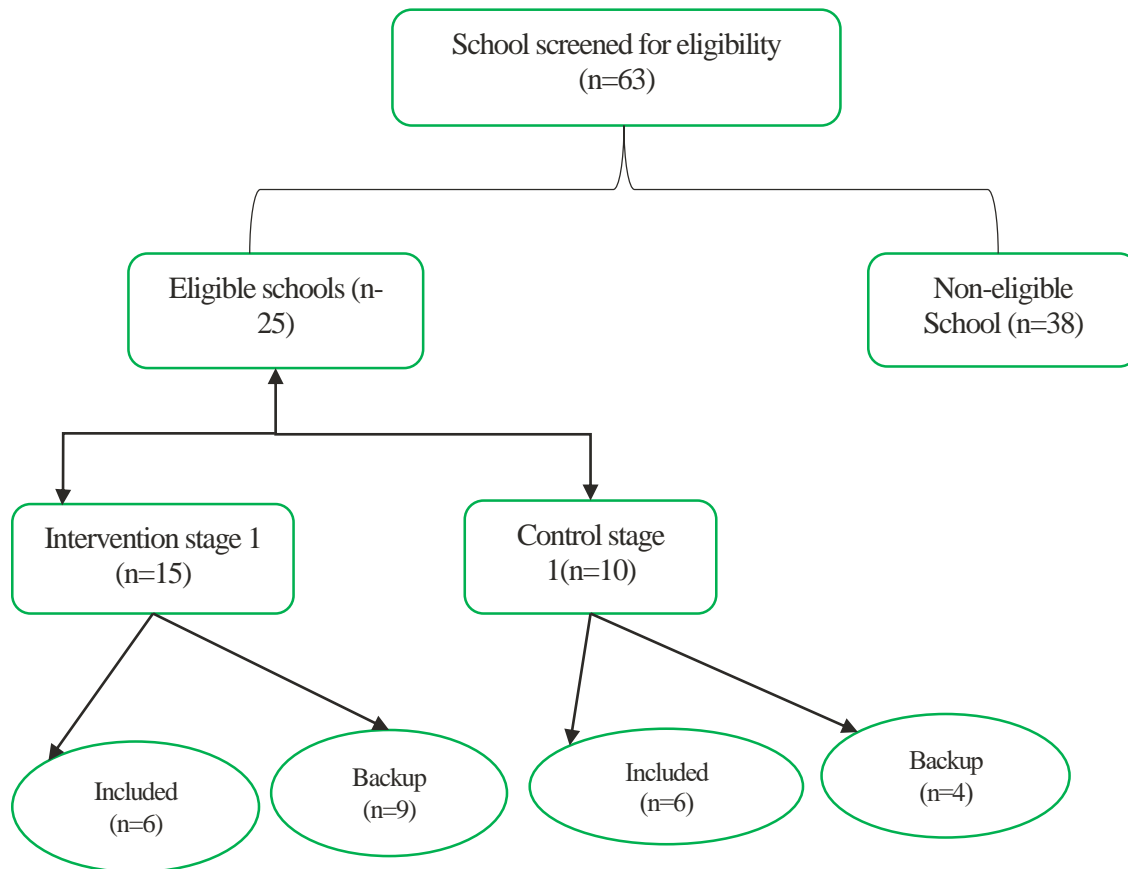
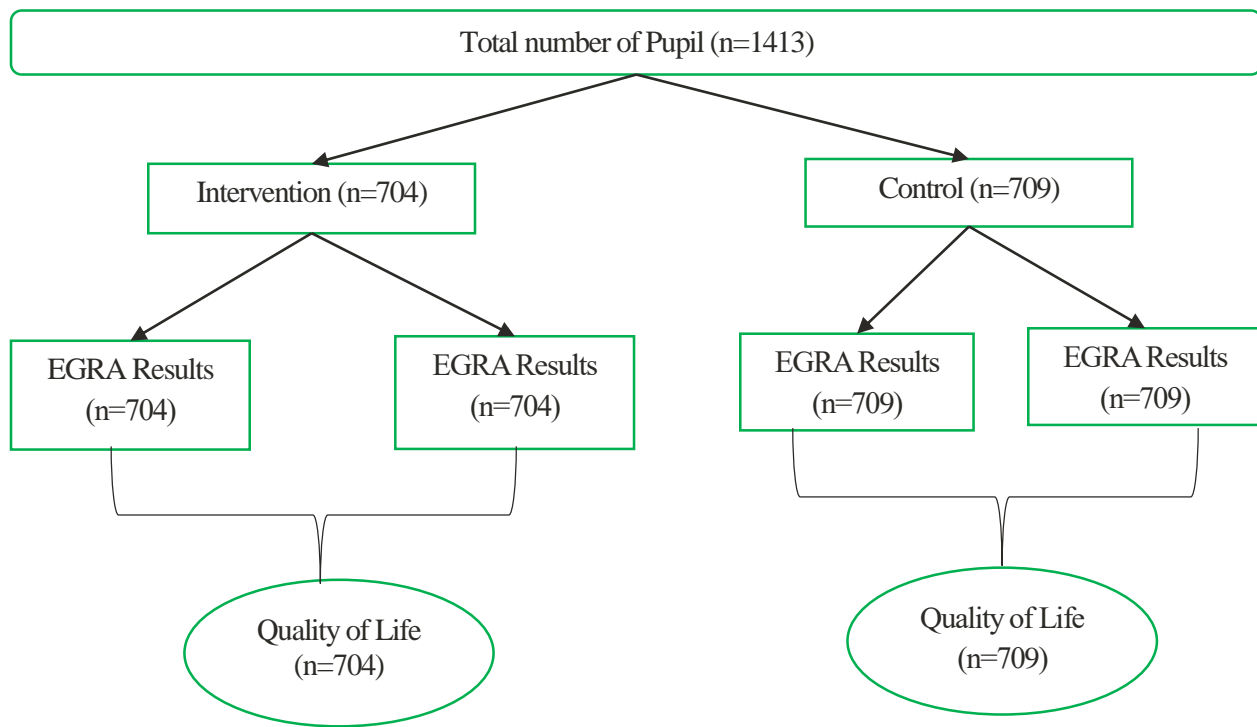*Figure 2: Cohort flowchart for the distribution of schools*

Figure 3: Sample distribution of pupils across interventions and control

5.4. Data collection methods and tools

This evaluation employed a mixed-methods approach combining quantitative and qualitative methods as shown in Table 4 below.

Table 4: Overview of data collection tools overview

Variable	Schools	Participants Planned	Schools	Participants Executed
Attendance	21	All pupils in 21 schools	21	All pupils in 21 schools
Surveys (QoL, EGRA/EGMA)	12	1,548 pupils	12	1,374 pupils
Stallings	12	24 teachers	10	20 teachers (110 classroom observations)
Teachers' logbook	21	All teachers in 21 schools	21	0
Storytelling diaries	21	All teachers in 21 schools (2 stories per teacher)	20	All teachers in 21 schools (2 stories per pupil minimum in each class over 6 months)
KII	12	Selected participants from 12 schools (12 teachers, 12 PIs, 12 parents, 12 pupils)	12	PI 8, Teachers 7, Parents 6, pupils 7
FGD	12	Selected participants from 12 schools (8 teachers, 8 PIs, 8 parents, 8 pupils)	12	Selected participants from 12 schools (8 teachers, 6 PIs, 8 parents, 9 pupils)

Each data collection method is described, followed by the specific tools used, their rationale, and evidence of validation where applicable.

5.4.1. Attendance Tracking

Daily attendance was recorded to assess pupil retention and engagement, a critical indicator of intervention reaches and responsiveness. This method is widely validated for its correlation with academic achievement (Newman-Ford & Thomas, 2008). Attendance data were collected daily using attendance registers by teachers, which were reviewed weekly by headteachers, and aggregated monthly for analysis.

Standardized school and IDP-specific registers were used to track pupil presence. While daily attendance recording is a common practice in Cameroonian schools, the unavailability of class registers posed challenges. To address this, attendance sheets were provided to schools following reports to inspectors. Registers were transcribed for analysis, ensuring consistency. This tool was chosen for its simplicity and established use in educational settings.

5.4.2. Surveys

Surveys were administered to capture pupil demographics, well-being, and academic outcomes at baseline (January 2024) and endline (May 2024). Surveys were selected for their ability to provide structured, scalable data on psychosocial and educational outcomes (Frydenberg & Muller, 2017). A **CIReD modified SEL Quality of Life (QoL) Survey** was administered via Kobotool. The Quality of Life (QoL) questionnaire was developed by

KIDSCREEN to assess the health, psychological, mental and social well-being of children and adolescents. The QoL questionnaire has been tested and translated to 42 different languages in over 55 different countries around the world. This survey collected data on pupil demographics, engagement, and well-being, tailored to the Cameroonian context. A context-specific grading scale (Mojawapo, Pembezoni, Chini, Chini Sana) was developed based on East African educational practices (Abdi, 2022), with four levels reflecting performance from excellent to very low as shown in Table 5 below.

Table 5: QoL Classification scale

CLASSIFICATION		Scores	Recommendations
Kiswahili	English		
Mojawapo	Optimal	90 - 100	Maintain quality of life
		80 - 89	
Pembezoni	Marginal	75 - 79	Look into specific aspect of CASEL wheel where you face challenges
		70 - 74	
Chini	Low	60 - 69	Look into multiple aspects of pupil's life which need balancing
		50 - 59	
Chini Sana	Very low	40 - 49	Every aspect of pupil's life needs to be revised and assessed
		0 - 39	

Together, these terms provide a nuanced understanding of student achievement within the context of the Big Mama Project. The tool was chosen for its adaptability to local cultural and educational contexts, ensuring relevance for IDP learners.

5.4.3. Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA)

EGRA and EGMA assessments were selected because they measure literacy and numeracy outcomes, supported by substantial evidence of their reliability (Piper, 2017; Aber & Wolf, 2017). These assessments were conducted at both baseline and endline using KoboCollect tool. The EGRA and EGMA questions were specifically developed by the evaluation team to align with the Cameroon primary school curriculum and tailored for level 1, level 2, and level 3 pupils. While the EGRA and EGMA surveys were administered effectively, the assessment design did not account for potential differences in curriculum expectations between the baseline and endline periods, as distinct, level-appropriate tools were not utilized at each time point.

5.5. Implementation and Process Evaluation (IPE) Methods

An Implementation and Process Evaluation (IPE) was conducted to examine how the Big Mama Project (BMP) was delivered across participating schools, and to understand the conditions that shaped the delivery. The IPE domains of interest were informed by international best practices (EEF, 2022; Humphrey et al., 2019) and adapted to reflect the Cameroonian education context and the realities of IDP learners within the study context. Several data collection methods were used such as reflective diaries, Focused Group Discussions (FGDs), Key Informant Interview (KIIs), teacher logbooks and classroom observations.

5.5.1. Reflective Diaries

Pupil diaries were used to document lived experiences, offering insights into emotional and social outcomes of the SEL intervention (Chilisa & Mertens, 2021). Storytelling diaries used in both intervention and control schools captured pupils' reflections on BMP activities (intervention) or general school experiences (control). Teachers supported diary maintenance, with a minimum of two stories per class collected monthly over six months.

Stories collected were first screened for fidelity by checking the validity of the story if they are true stories, alternative truth of the story and false stories. True stories refer to accuracy and fidelity of the information presented in the narrative. This involves conveying events, details, or facts as they occurred, without distortion or embellishment. Alternative Truth refers to the presentation of information that does not match the established facts or reality. It might involve misinformation, personal interpretations, and it's important to be cautious of it because it may not be reliable or accurate. False stories refer to information, details, or events within the narrative that are not true or deliberately misleading. It signifies a deviation from factual accuracy in storytelling.
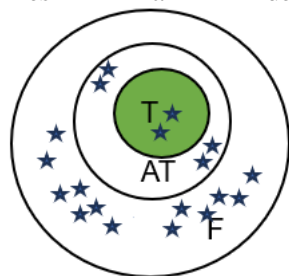

Figure 4: The Bulls Eye Diagram-F: False; AT: Alternative Truth; T: True

Figure 4 depicts the movement from false stories to true stories. Usually there are a lot of false stories as opposed to the alternative truth with fewer than the false stories and finally truthful stories are generally very few despite the amount of evidence backing it. We filter for fidelity to hit the bull's eye of this diagram to ensure feasibility. In this case we also considered the alternative truths of the story as younger children may be unable to recount certain factual events due to the trauma experienced or may be misinformed. However, this was considered to ensure the living evidence was captured.

After filtering for fidelity, each story was categorised as a **Green Story**, **Red Story**, or **Grey Story. Green stories** or positive outcomes are stories that align with intended outcomes. **Red stories** or negative outcomes are experiences that do not align with the intended outcome of the Big Mama Project intervention. **Grey stories** are unclear stories that may not be classified within RED or GREEN. This is traditionally not considered within African storytelling but generated from eBASE experiences and as an evolution strategy. Grey stories usually represent participants in the process of behaviour change.

Reflective diaries were selected for its alignment with African epistemologies and its ability to centre on pupil voices. Furthermore, evaluation used reflective diaries to pilot the feasibility of a storytelling approach to made-in-Africa evaluations.

5.5.2. Interviews and Discussions

Structured discussions with stakeholders provided insights into delivery, adaptations, and perceived impacts, ensuring a systems-level and community perspective (Humphrey et al., 2019). **Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) Guides** were used at endline (May 2024). These semi-structured tools gathered perspectives from pupils, teachers, parents, and policymakers in the Centre, Littoral, and West regions. KIIs with policymakers explored SEL policy relevance, while FGDs with teachers, parents, and pupils examined classroom and community experiences. Verbal consent was obtained, and discussions in Pidgin English or French were translated during transcription. The tools were chosen for their flexibility in capturing diverse stakeholder views in a culturally sensitive manner.

5.5.3. Teacher logbooks

Teacher records were used to track dosage and adaptations, supplementing other qualitative data (Meerkerk, 2017). Teacher logbooks were used by teachers to document daily teaching experiences and SEL activities, intended for monitoring by the evaluation team. The tool was selected because it is a standard practice in educational evaluations.

5.5.4. Classroom Observations

Structured observations were used to assess teacher competencies, implementation fidelity, and classroom dynamics, focusing on the quality and fidelity of BMP delivery (Panayiotou, Neil, & Wigelsworth, 2019). The Stallings Observation was used at endline (May 2024) to evaluate teachers' adherence to the BMP protocol and pupil-teacher engagement, based on Stallings and Markham (2014). The tool was chosen for its established validity in assessing classroom practices in diverse educational contexts.

5.5.5. Compliance and Fidelity

The implementation team used a TIDieR document to guide implementation of the Big Mama Project. An oversight committee was responsible for ensuring quality of implementation and ensure all components of the Big Mama Project are respected. The oversight committee was also responsible for putting a halt to the project in case where the security of those involved was being threatened. Any deviations from the TIDieR were to be reported. Teachers were given a self-logbook which was checked by a focal person or pedagogic inspector (a co-creation workshop advised the choice for this). Teachers workshop guides also use evidence-based approaches to promote compliance with intervention protocols (Forsetlund & Rose, 2021).

5.6. Data Analysis

5.6.1. Qualitative Data Analysis

Qualitative data from interviews and focus group discussions were transcribed and translated verbatim for thematic analysis (Park & Clariana, 2023). This analysis was conducted using MAXQDA Analytics Pro 2024, a robust tool for qualitative analysis (Kuckartz & Radiker, 2019). To ensure reliability, two researchers independently coded the transcripts, and any discrepancies in the coding process were discussed and resolved by the evaluation team. Themes and sub-themes were identified and defined using direct quotes from the transcripts, thereby providing rich contextual insights. The coding framework was refined iteratively to capture broad, overarching issues that aligned with the study's main research objectives. Moreover, member checking was conducted by engaging select participants to validate key themes, ensuring that their perspectives were accurately represented. A word frequency analysis was also performed using MAXQDA to identify dominant concepts and recurring terms within the data, further supporting the thematic findings.

5.6.2. Quantitative Data Analysis

Quantitative data were analysed using a combination of descriptive and inferential statistical methods. Continuous variables were summarized with means and standard deviations, while categorical variables were reported as

frequencies and percentages (see Table 5: Outcome Measures and Data Analysis Table). To assess the fidelity of intervention implementation, data from classroom observations and self-reports were synthesized into summary indicators. For the exploratory impact analysis, outcome scores from standardized assessments were compared across intervention and control groups, as well as between baseline and endline timepoints. Independent and paired t-tests were employed to assess potential differences in Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) scores, providing initial insights into the direction and magnitude of the intervention's effect.

To enhance the trustworthiness and interpretative depth of our findings, we employed multiple forms of triangulation (Moon, 2019), drawing from various sources, including parents, teachers, principal investigators, and pupils. Methodological triangulation was utilized to integrate both qualitative and quantitative methods. Specifically, we combined impact data (e.g., EGRA/EGMA scores and attendance records) with qualitative insights gathered through reflections, teacher and pupil feedback, key informant interviews, focus group discussions, and storytelling diaries. This approach enabled us not only to assess whether the intervention had an effect but also to explore how and why any observed changes occurred. Consequently, the qualitative data contextualized the emerging quantitative patterns, unpacked mechanisms of change, and surfaced any unintended consequences or barriers to impact. Additionally, data source triangulation was applied by gathering evidence from diverse perspectives—teachers, pupils, and parents. This enriched our understanding of the intervention from multiple stakeholder viewpoints and helped to validate the consistency of themes across different groups. Finally, investigator triangulation was achieved by involving at least two researchers in the coding and thematic analysis of qualitative data. This collaborative analysis reduced individual bias, supported inter-coder reliability, and enhanced the credibility of the findings.

5.7. Success Criteria for the Pilot

The purpose of this study was to evaluate the feasibility, evidence of promise, and readiness for trial of the Big Mama Project in improving social-emotional learning (SEL) outcomes for internally displaced learners in Cameroon. In accordance with best practices for pilot studies, we developed a set of success criteria to guide this assessment. These criteria were informed by the BMP logic model and theory of change, and were co-created through consultations with delivery teams, evaluators, and educational stakeholders in Cameroon. The criteria are organized into three core dimensions: Feasibility of the Intervention, Evidence of Promise, and Readiness for Trial and Scalability. Each dimension is linked to specific research questions and is supported by data collected through both qualitative and quantitative methods.

The feasibility of the intervention examined whether the BMP was delivered as intended across participating schools, including the relatability and acceptability of the program content for pupils, teachers, parents, and pedagogic inspectors. It also considered the quality of training, the adequacy of implementation support—such as coaching and school-level meetings—and the degree of engagement observed through diaries, focus group discussions (FGDs), and overall school participation.

The Evidence of Promise Dimension assessed whether there were early signs of the intervention's intended outcomes being achieved. This included evaluating whether pupil experiences aligned with the logic model, whether the classroom environment showed improvements in emotional well-being, and whether there were observable gains in school attendance, academic engagement, and overall learning outcomes. Evidence was drawn from storytelling diaries categorized into RED and GREEN stories, classroom observations conducted via the Stallings system, teacher reflections, and learner assessments (EGRA/EGMA), as well as evaluations of social, mental, and behavioural well-being through Quality-of-Life surveys.

Finally, the criteria for Readiness for Trial and Scalability examined whether the BMP intervention has clearly defined and stable core components suitable for future scale-up. This dimension also considered the feasibility of implementing

a randomized controlled trial, including the practical application of randomisation procedures, the suitability of outcome measures, and the ethical integrity of diary-based data collection. The successful pilot of a two-stage randomisation process and the consistent use of tools across multiple regions provided encouraging signals regarding future trial readiness. The complete success criteria, along with their corresponding research questions and alignment to the BMP logic model, are summarized in Table 6 and further mapped to data collection methods in the Appendices.

Table 6: Mapping of Feasibility, Evidence of Promise, and Readiness for Trial Criteria to BMP SEL Logic Model

Dimension	Research Question	Success Criteria[6]
Feasibility of the Intervention	Q1.1: Is the Big Mama Project feasible in the context of IDPs in terms of acceptability, relatability, and implementation from the perspective of learners, family members and guardians, teachers, and pedagogic inspectors?	F1a. BMP intervention was delivered with fidelity across participating schools. F1b. Teachers, parents, and pupils report the SEL content was relatable and relevant through FGD and KII. F1c. Training, workshops, and monthly teacher meeting reports confirm intervention was implemented as planned. F1d. Diaries, attendance registers and FGDs indicate widespread stakeholder participation and program reach.
Evidence of Promise	Q2.1: Does any of the proposed mechanisms of the logical framework explain the link between the Big Mama Project and the outcomes of interest (outputs, short-term outcomes and long-term outcomes)?	EP1a. Storytelling diaries indicate pupils' experiences align with BMP logic model reported in RED/GREEN story analysis. EP1b. Improved classroom climate and psychosocial wellbeing observed in the healing classroom and reported in stallings observations EP1c. Classroom observations show application of SEL principles within healing classroom, concept of ubuntu pedagogy and friendship clubs. EP1d. Reports from open day activities and success stories from the delivery team reports
Evidence of Promise	Q2.2: Does the Big Mama Project have any effects on access, retention, and quality of learning for IDPs, IDPs with intersectional vulnerabilities, and schools hosting IDPs?	EP2a. Attendance records show increased consistency among IDPs. EP2b. Teachers report improved academic engagement and retention. EP2c. EGRA/EGMA demonstrate learning improvements over time.

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[6] These success criteria are were linked to the logic model of the study for a rigorous framework

		EP2d. QoL survey demonstrate improved social, mental and behavioural wellbeing.
Readiness for Trial and Scalability	Q2.3: Are core components of the program identified?	R1a. Programme documents clearly outline and consolidate BMP SEL core elements: Healing Classrooms, Friendship Clubs, Ubuntu Pedagogy. R1b. Oversight committee confirms minor to no modifications required for future scale-up.
Readiness for Trial and Scalability	Q2.4: How feasible are elements of the intervention and evaluation for trial (including randomisation, diaries, and outcomes of measure) in a potential trial of the Big Mama Project?	R2a. Pilot randomisation of 21 schools was successful (15 intervention, 6 control initially; 6:6 RCT sample retained). R2b. ≥75% compliance with diary ethics standards confirmed through monitoring. R2c. Outcome measurement tools (e.g., EGRA, QoL survey) deemed valid and context-appropriate by evaluation team.

5.8.Timeline

Table 7:Timeline of BMP pilot evaluation activities

Activity	Time frame
Set-up meeting	November 2023
IDEA workshop	November 2023
Protocol development	October-December 2023
Pilot data collection tools	November 2023
Ethics application	December 2023
Stakeholder engagement (pre-ethics)	November - December 2023
Data collectors training	December 2023
Pre-testing of data collection tools and digital tools	November - December 2023
Baseline data collection	January 2024
Attendance data collection	January - June 2024
Endline data collection	June 2024
Key Informant Interviews (KII) and FGDs	June 2024
Data analysis	June 2024
Reporting	February - Project Exit 2024
Publication	June 2024
Consensus Committee	June - Project Exit 2024
Knowledge translation & dissemination (policy brief, infographics, webinar)	2025

6. Findings

6.1. Feasibility of implementation

Feasibility of implementation refers to the extent to which the Big Mama Project (BMP) was delivered as intended in all 15 intervention schools. It examines aspects of dosage or how much of the intervention was delivered, the quality of the intervention or how well it was implemented, and adaptations or changes made to the delivery.

This responds to RQ1: Is the Big Mama Project feasible for IDPs in terms of acceptability, relatability, and implementation from the perspective of learners, family members, guardians, teachers, and pedagogy inspectors?

6.2. Dosage

6.2.1. Teacher Professional Development

Attendance data from the delivery organisation (TEACHERS) reveals that all the head teachers and teachers from the 15 intervention schools participated in the 5-day training workshop. 105 teachers (100%) participated in the training workshops organised in Yaounde (Centre), Douala (Littoral), and Bafoussam (West). Similarly, all selected policymakers (regional inspectors of pedagogy) were part of the 5-day training workshops representing a 100% participation. These policymakers included: 3 Regional Delegates of Basic Education, 3 Pedagogic Inspectors, 3 Pedagogic Advisers, and 3 Divisional Delegates.

6.2.2. Healing classrooms

The Healing Classrooms adhered to the guidance provided for in the project design. Using registers, the teachers documented the number of trauma cases identified in the classroom following a checklists of behaviour patterns judged by the teachers as abnormal. The teachers also documented stories from the learners about their experiences. At the policy level, the inspectors of pedagogy received all relevant material needed to effectively conduct inspections and report on the extent to which the teachers were implementing the principles of a Healing classroom.

6.2.3. Friendship Clubs

The creation and management of Friendship Clubs was delivered as required by the project design. Initially, each of the 15 schools was to have a friendship club. According to project records, a total of 75 Clubs were established across the schools to promote cohesion amongst the displaced learners and other pupils as shown on Table 8 below. The structures and schedules of the Clubs reflected both program expectations and cultural contexts.

Table 8: List of Clubs created in schools (Source: BMP Delivery Report)

SCHOOLS.	NAMES OF CLUBS AND NUMBER OF MEMBERS.	NUMBER OF CLUBS
GBPS EKOUNOU	Love and Care - 16	6
	Unity Club - 20	
	Friends and Peace Club - 20	
	Peace and Harmony Club - 25	
	Faithful Friends - 35	
	Entrepreneur Club - 35	
GBPS Mballa II	Journalism Club	8

	Moral Club	
	Health Club	
	Bilingualism Club	
	Environmental Club	
	Sports Club	
	Drama Club	
	Music Club	
GBPS Nkolmbong	Environmental Club - 11	3
	Journalism Club - 10	
	Cultural Club - 12	
GEPS Etoug Ebe	Frienship Club - 24	6
	Arts and Craft Club - 20	
	Sports Club - 14	
	Dancing Club - 16	
	Bilingualism Club - 31	
	Traditional Dance Club - 47	
GEPS Bepanda 1B	Love and Peace Club - 20	9
	Friendship and Unity Club - 10	
	Ballet Club - 47	
	Dance Club - 20	
	Alliance Club - 11	
	Sports Club - 15	
	Bilingualism Club - 48	
	Journalism Club - 15	
	Environmental Club - 20	
GEPS Ndobo 2A	Traditional Dance Club	7
	Poetry Club	
	Arts Club	
	Bilingualism Club	
	Music Club	
	Healing Hearts Club	
	Renewed Healing Club	
GEPS Bonamatoumbe	Music Club - 45	6
	Sanitation Club - 39	
	Busy Friends' Club - 17	
	Best Talents Club - 17	
	Cultural Club - 28	
	Arts and Craft Club - 28	
GEPS Ngwelle	Unity Club - 21	6
	Dance and Peace Club - 20	
	Friendship Club - 21	

	Youths and Sports Club - 20	
	Bilingualism Club - 25	
	Arts Club - 32	
GBPS Camp Militaire	Music Club - 72	5
	Bilingualism Club - 34	
	Sports Club - 177	
	Cultural Club - 89	
	Health, Peace and Security Club - 42	
GBPS Group II A Baf	Arts and Craft Club	7
	Journalism Club	
	Bilingualisim Club	
	Environmental Club	
	Music Club	
	Dancing Club	
	Peace and Justice Club	
GBPS Kotpchou B	Music and Cultural Club - 44	6
	Bilingualism and Journalism Club - 9	
	Photography and Poetry Club - 37	
	Sports and Fitness Club - 64	
	Nature Club - 32	
	Arts and Craft Club - 36	
GBPS Djeleng	Friendship Club - 48	6
	Arts and Craft Club - 25	
	Sports Club - 73	
	Music and Dancing Club - 60	
	Bilingualism Club - 26	
	Health and Environmental Club - 34	

To maintain consistency across all schools, club meetings were scheduled for the first and third Friday of every month. This structured frequency allowed for regular interaction and continuity in BMP engagement, while aligning with the school calendar.

6.3. Quality

6.3.1. Training

Generally, there was positive feedback about the training from various participants who attended the trainings for the different groups (teachers, policymakers, and parents). During the FGDs and KIIs, most of these teachers affirmed that the training had improved their knowledge of trauma-related issues and equipped them with the skills to implement the BMP in their respective schools. Furthermore, a teacher explained that the training introduced alternative approaches to classroom management: *"I want to thank the group of people who introduced this program because when we had*

the seminar in December in my class I had 50 pupils with 50 different ideas and I did not know how to manage it so when I through this training, it became easy (not clear) (FDG TEACHERS SEL, Pos. 9)." Other teachers acknowledged that they had understood how to better counsel the learners because of the training and resources provided: *"So the training did a lot because I now act as a better counsellor to my pupils that was the case during the first term or before the training. (MALE, TEACHER CENTER 3, Pos. 29)".*

Policymakers on their part declared that the trainings on psycho-pedagogy and psycho-social approaches were relevant in the implementation of the BMP. According to some policymakers, the training changed their approach to field supervision and one of them declared: *"As far as supervision in the field is concerned, I ensure that the teachers develop their lessons according to modules from the Big Mama Project so that, in presenting your notes you can know that this person is applying social and emotional learning in their classroom. (FGD Policymakers, Pos. 23)"*

Furthermore, some parents/guardians who participated in the trainings were appreciative because they learned new approaches to managing trauma. One of the parents declared: *"... I attended the training...and it was great because I learned many things from there. I left there with the understanding that the conflict could have affected my child and she needed to be handled differently (FGD Parents SEL, Pos. 4)".* Another parent mentioned the importance of engaging with teachers and school administrators as a key takeaway from the trainings. She explained that: *"Before this training, I did not see the importance of contacting my son's teacher if I noticed any abnormalities. After the training, I made it a habit to always contact the teachers and follow-up relevant conversations in the WhatsApp forum. (FGD Parents SEL, Pos. 5)."*

Despite the positive feedback about the trainings, there was a consensus amongst teachers, policymakers, and parents that the length of the training was insufficient to fully grasp the concepts and acquire the accompanying skills. During the Focus Group Discussions, more than 80% of teachers and parents express the wish for the training to cover a longer period to better immerse them in the theory and practice of trauma healing, and other relevant concepts. The teachers and parents noted that extending the training time would have better prepared them to better manage some of the trauma-related issues identified in the classroom and in the homes. On the other hand, some policymakers and teachers opined that the training should be organised prior to the start of the academic year so they could embed their lesson notes.

6.4.Adaptations and barriers to implementation

Although the BMP model was designed with a clear set of components and routines, some minor adaptations were made during implementation to respond to contextual realities on the ground. One notable adaptation involved the provision of school attendance registers. While maintaining pupil attendance records was intended to be part of "usual practice" in Cameroonian schools, baseline assessments revealed that many schools did not have consistent or functioning registers. To support the intervention's monitoring requirements, new registers were introduced in several schools. This adaptation ensured more reliable tracking of pupil engagement throughout the pilot phase but also introduced a deviation from the original assumption that such structures were already in place.

Similarly, flexibility was given to teachers regarding the delivery of Friendship Club activities. While the guidance proposed one meeting per month, some schools, based on teacher initiative and pupil enthusiasm, increased the frequency of activities. Teachers were also encouraged to adapt Ubuntu pedagogy affirmations and SEL discussions to reflect local languages and culturally relevant examples without compromising the intervention's core principles.

BMP was interrupted in some schools which serve as examination centres and teachers are involved in some of these seminars it became hard to keep organizing friendship clubs *"you know being a Centre examination center...those days when they are writing exams or when they are holding seminars in the center the school is closed, so it closes down the implementation, You see if you could hold the friendship club on Thursday whereas a seminar has disturbed the other day and you were about to cover your program and then maybe you have to replace it with the friendship*

club, the only thing is that you have to create time, you know if you don't create time, time will never be available so you need to create extra time in other to cover with your program. (FEMALE, TEACHER CENTER 2, Pos. 36-39)"

Closely agreeing with the teacher above, another teacher confirms that implementing the SEL package clashed with the school program which was obligatory *"the only problem is the school program which has a specific time it is drawn in a way that you have to cover it within a specific time period, but when it is not done it means we have to create time and we are always creating time for that because they are some free period and sometimes those free periods are used to cover up (FEMALE, TEACHER CENTER 2, Pos. 81)"*

A teacher was unable to complete the school program given to him, *"Yes, because I could not even cover all my curriculum (MALE, TEACHER CENTER 2, Pos. 43).* This was because of the many activities and reports he had to do for the intervention, and it delayed him. Like him, teachers felt overburdened with the project deliverables and one teacher concluded that *"Every time we will insert SEL into the program if not we will go on with SEL and forget about the program or we will go in with the program and forget about SEL (MALE, TEACHER CENTER 3, Pos. 39)*

These adaptations were not seen as departures from the intervention's logic model but rather as pragmatic responses to strengthen delivery fidelity and promote greater contextual relevance.

6.5. Evidence of Promise

The BMP pilot showed early positive promises across multiple domains thus suggesting "evidence of promise" in achieving its intended outcomes. The section below highlights a summary of the key findings under five domains: Pupils' attendance (access and retention), Pupil performance (literacy and numeracy), Quality of life (social-emotional wellbeing), Storytelling diaries (pupils' narratives), and Readiness for trial. Each of these domains draw results from quantitative data (Attendance registers, EGRA/EGMA scores, QoL survey results, and classroom observations) and qualitative data (Key informant interviews, focus group discussions and storytelling diaries) to provide a comprehensive picture of BMP's initial outcomes.

6.5.1. Pupils' attendance (access and retention)

Attendance remained steady for both intervention and control groups from January to March though slightly higher for control schools. In April, attendance in the intervention schools rose sharply (to ~120 pupils) while attendance in the control fell (to ~83), continuing to drop in May as seen in Figure 3 below.
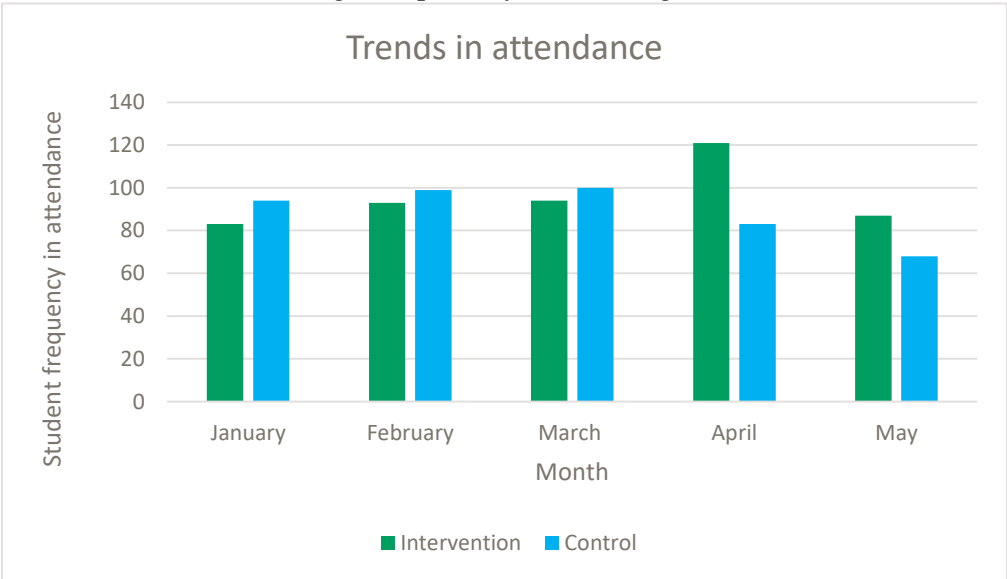

Figure 5: Trends in monthly attendance

This upward trend suggests BMP contributed to retaining more learners in school. Teachers and policymakers noted that pupils were eager to attend BMP sessions, often coming to school early on those days. Qualitative feedback indicated that pupils *"improve their attendance because they have that zeal… when they miss a workshop or a club, they are a bit disturbed because they have missed something"* (education inspector, FGDs). In other words, the introduction of healing classrooms and Friendship Clubs made the school more engaging and emotionally supportive, which in turn improved school attendance. BMP also introduced practical adaptations to support attendance tracking and retention. For example, many schools lacked functional class registers at baseline, so the project provided attendance sheets to reliably record daily presence. This ensured more accurate monitoring of pupil attendance throughout the pilot.

Towards the end of the pilot, attendance data and reports from headteachers showed consistently high attendance rates in intervention schools, even as nearby comparison schools experienced rising absenteeism due to displacement, illness, or household disruptions. The divergence became especially pronounced in April–May 2024, when intervention schools witnessed increases in the number of pupils attending (coinciding with peak BMP activities), whereas attendance in control schools declined during the same period. This pattern implies improved retention of internally displaced pupils in BMP schools – pupils were not only staying in school but attending more regularly when BMP supports were in place. Classroom observations further confirmed strong participation: teachers implemented the Ubuntu pedagogy and other SEL routines that made learners feel welcome and safe, encouraging them to come to class consistently. By fostering a nurturing school climate, the BMP pilot helped mitigate the usual attendance challenges in these conflict-affected communities, keeping vulnerable children engaged in their education.

6.5.2. Pupil performance (literacy and numeracy)

Pupils' Performance in early-grade assessments provides additional evidence of promise. The evaluation administered the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) at both baseline (Jan 2024) and endline (May 2024) to measure literacy and numeracy progress. At baseline, intervention and control groups performed at comparable levels across most reading and math subtasks as demonstrated by the results of the T-test in Table 9 below.

Table 9: Baseline performance (Mean Comparisons – t-tests)

Variable	Intervention Mean (SE)	Control Mean (SE)	Combined Mean (SE)	Mean diff. [Ctrl-Int] (95% CI)	P-value*
Project level					
EGRA indicators: mean (SD)					
Letter sound identification	26.50(0.77)	24.64(0.66)	25.60(0.51)	-1.85(1.02)	0.070
Non-Word Reading	7.52(0.478)	7.67(0.426)	7.59(0.321)	0.14(0.643)	0.815
Familiar words	13.42(0.70)	15.30(0.71)	14.32(0.50)	1.88(1.006)	0.06
Oral fluency	1.73(0.07)	1.64(0.07)	1.69(0.05)	-0.08(0.11)	0.456
Oral comprehension	3.10(0.06)	2.91(0.06)	3.01(0.04)	-0.19(0.08)	0.023
Reading comprehension	1.23(0.06)	1.00(0.05)	1.12(0.04)	-0.23(0.08)	0.004
Total EGRA score	50.98(1.72)	50.02(1.56)	50.51(1.16)	-0.95(2.33)	0.681
EGMA Indicators: mean (SD)					
Identification of numbers	22.87(0.60)	23.19(0.54)	23.03(0.40)	0.32(0.82)	0.691
Comparison of numbers	7.34(0.12)	7.46(0.12)	7.40(0.08)	0.121(0.17)	0.482
Missing numbers	8.20(0.27)	8.24(0.27)	8.22(0.19)	0.04(0.39)	0.917
Addition of numbers	4.26(0.18)	3.53(0.15)	3.91(0.12)	-0.72(0.24)	0.003
Subtraction of numbers	2.71(0.15)	2.20(0.13)	2.46(0.10)	-0.51(0.20)	0.013
Total EGMA score	45.40(1.13)	44.64(1.02)	45.03(0.76)	-0.75(1.53)	0.623
Total (EGRA+EGMA)	96.38(2.66)	94.67(2.38)	95.55(1.79)	-1.71(3.58)	0.633

The results on Table 9 show no statistically significant difference between the intervention and control groups across most EGRA and EGMA measures. At endline, T-tests results showed statistically significant improvements in several EGRA and EGMA measures for the intervention group compared to the control group as shown in Table 10 below.

Table 10: Endline performance (Mean Comparisons – t-tests)

Variable	Intervention Mean (SE)	Control Mean (SE)	Combined Mean (SE)	Mean diff. [Ctrl-Int] (95% CI)	P-value*
Project level					
EGRA indicators: mean (SD)					
Letter sound identification	31.13(0.68)	32.11(0.73)	31.52(0.50)	0.98(1.03)	0.345
Non-Word Reading	11.29(0.47)	15.44(0.68)	12.93(0.39)	4.14(0.80)	0.000
Familiar words	20.38(0.67)	24.80(0.82)	22.16(0.52)	4.42(1.06)	0.000
Oral fluency	2.68(0.07)	2.73(0.09)	2.70(0.05)	0.04(0.12)	0.697
Oral comprehension	4.00(0.04)	3.58(0.06)	3.83(0.03)	-0.42(0.07)	0.000
Reading comprehension	2.06(0.06)	1.70(0.07)	1.92(0.05)	-0.35(0.10)	0.001
Total EGRA score	67.24(1.69)	75.82(2.12)	70.63(1.32)	8.57(2.71)	0.001
EGMA Indicators: mean (SD)					
Identification of numbers	28.70(0.51)	29.65(0.65)	29.07(0.40)	0.94(0.82)	0.250
Comparison of numbers	8.37(0.09)	8.45(.13)	8.40(0.07)	0.08(0.16)	0.599
Missing numbers	10.54(0.24)	10.01(0.26)	10.33(0.18)	-0.53(0.37)	0.153
Addition of numbers	5.62(0.15)	5.51(0.18)	5.58(0.11)	-0.11(0.24)	0.640
Subtraction of numbers	3.79(0.14)	3.69(0.15)	3.75(0.10)	-0.10(0.21)	0.625
Total EGMA score	57.04(0.96)	57.32(1.12)	57.15(0.73)	0.28(1.50)	0.850
Total (EGRA+EGMA)	124.29(2.49)	133.15(3.09)	127.79(1.94)	8.85(3.97)	0.026

The results suggest that pupils exposed to the BMP intervention experienced greater improvements in key literacy skills compared to their peers in the control schools. T-tests showed statistically significant improvements in several EGRA measures for the intervention group compared to the control group, especially oral comprehension, reading comprehension, and word decoding and recognition. Oral comprehension and reading comprehension scores improved significantly more among the BMP intervention learners compared to learners in control schools. Learners in BMP intervention schools demonstrated better ability to understand spoken stories and answer questions, and their reading-for-meaning skills advanced faster. Similarly, word decoding and recognition skills witnessed substantial improvement: on tasks like nonword reading (decoding made-up words) and familiar word recognition, gains in the intervention group were statistically significant and meaningfully higher than those of the control group. These literacy boosts suggest that

creating a supportive, trauma-informed classroom environment did not detract from academic learning – in fact, it may have enhanced it.

In numeracy, while gains were more modest, T-tests results in EGMA measures indicated trends of improvement in basic math tasks such as identifying missing numbers and simple addition and subtraction. In contrast, pupils in the control group showed little or no improvement over time. While overall EGMA results showed only small between-group differences, intervention pupils did make improvements in basic math skills (e.g. identifying missing numbers in sequences and performing simple addition and subtraction) from baseline to endline. Not all math gains reached statistical significance, but the consistent upward trends in the intervention cohort (relative to little change in the control group) indicate that BMP activities did not hinder mathematics instruction and may have provided indirect academic benefits.

Teachers reported that once children felt "healed" and supported emotionally, they became more attentive and confident in class, which helped their learning in subjects like math and reading. Indeed, educators observed that the healing classroom techniques and SEL content dovetailed with academic teaching, creating a virtuous cycle: *"when you are teaching you are healing immediately… some of those things work [together]" (teacher FGD)*. Parents in intervention communities likewise noted better focus and school performance in their children, crediting the SEL teacher's dedication: *"his academic performance is great because…I teach them"* (parent interview). Together, the EGRA/EGMA data and stakeholder testimonies point toward improved learning outcomes in BMP schools. Although this was a short pilot, the early literacy gains – especially in comprehension and decoding – underscore the promise that integrating SEL can bolster academic achievement for displaced learners.

6.5.3. Quality of Life

Beyond attendance and academic performance, the Big Mama Project showed positive results on pupils' social-emotional wellbeing, as measured by an adapted Quality of Life (QoL) survey. This CIReD-adapted SEL Quality of Life survey was administered to all pupils at baseline and endline to quantify changes in their emotional, social, and mental health status. The tool as explained in the methodology section categorised each learner's overall wellbeing into four bands – Mojawapo (Optimal), Pembezoni (Marginal), Chini (Low) and Chini Sana (Very Low) – based on their responses in areas like peer relationships, confidence, sense of safety, and hope for the future. Results of the QoL Survey assessment are presented in Table 11.

Table 11: QoL Survey assessment

Classification	Scores	Frequency								
		Baseline					Endline			
		Control		Intervention			Control		Intervention		
		Control	% Control	Intervention	% Intervention	% Variance	Control	% Control	Intervention	% Intervention	% Variance
Mojawapo	90 - 100	80	11.3	0	0.0	-11.3	73	10.3	59	8.9	-1.4

	80 - 89	141	19.9	135	20.3	0.4	194	27.4	207	31.1	3.8
Pembezoni	75 - 79	198	27.9	0	0.0	-27.9	164	23.1	100	15.0	-8.1
	70 - 74	79	11.1	160	24.1	12.9	87	12.3	113	17.0	4.7
Chini	60 - 69	118	16.6	221	33.2	16.6	151	21.3	115	17.3	-4.0
	50 - 59	83	11.7	112	17.1	5.4	35	4.9	44	6.6	1.7
Chini Sana	40 - 49	10	1.4	29	4.4	3.0	5	0.7	19	2.9	2.2
	0 - 39	0	0.0	8	1.2	1.2	0	0.0	8	1.2	1.2
Total		709	100.0	665	100.3		709	100.0	665	100	

At baseline, most internally displaced pupils fell in the lower tiers (Low or Marginal wellbeing), reflecting the harsh psychosocial impacts of conflict and displacement. However, after roughly five months of the BMP intervention, an upward shift in wellbeing was observed among the intervention group. The proportion of BMP pupils who achieved an "Optimal" QoL rating (indicating improved social-emotional health) increased from about 20% at baseline to 31% at endline. In contrast, the share of children in the Marginal band (just below optimal) dropped significantly – from roughly 28% down to 15% – and the percentage classified as Very Low also decreased (from 4.4% to 2.9%). These quantitative improvements illustrate meaningful gains in emotional wellbeing and resilience for the children receiving the BMP intervention.

Qualitative evidence reinforces these positive trends. Teachers and parents described intervention pupils as more confident, socially connected, and emotionally secure by the end of the pilot. The tenets of Ubuntu (unity, sharing, compassion, mutual respect) embedded in the BMP curriculum appeared to manifest in students' behaviour: children learned to trust peers and teachers, share their feelings, and support one another, contributing to a healthier classroom climate. Key psychosocial domains targeted by the project – such as self-esteem, empathy, and sense of belonging – showed marked improvement. In the words of one facilitator, *"through counselling and involvement in group activities… [her fearful behaviour] has stopped, she feels fine now"*. Likewise, many children who initially struggled with anxiety or anger were reported to be calmer and happier in class, demonstrating coping skills learned from SEL lessons. The QoL survey results echoed these narratives, showing gains particularly in domains linked to Ubuntu values like solidarity, dignity, and hope.

In summary, the pilot reported some evidence that students' overall quality of life – their emotional and mental well-being – improved in intervention schools relative to controls, aligning with the BMP logic model's aim of healing trauma and building resilience. Nonetheless, these results should be interpreted with caution due to the small sample size of the study.

6.5.4. The Storytelling Approach

Storytelling diaries were used to document the lived experiences of internally displaced pupils across intervention and control schools, offering deep insights into their emotional, social, mental, behavioural, and educational journeys throughout the Big Mama Project (BMP). This analysis is directly aligned to Research Question 2.1 (*Does the BMP SEL model explain the intended link to outcomes?*) and Research Question 2.2 (*Does BMP affect access, retention, and quality of learning?*).

As noted in the methodology section, a total of 300 stories were collected from intervention schools and 140 stories from control schools. Each story was categorized as a **Green Story**, **Red Story**, or **Grey Story** (neutral or ambiguous outcome), based on criteria set out in the Storytelling Manual. Intervention schools witnessed a shift towards Green Stories by the endline, compared to baseline collections. In contrast, control schools continued to produce primarily Red Stories, with little to no transition towards positive experiences.

Comparative analysis highlighted substantial emotional and psychosocial recovery among intervention group learners. Many pupils who initially narrated experiences of fear, trauma, and displacement at baseline shared, by endline, stories of stability, emotional healing, and improved school integration.

Learners penned down their feelings in their diaries as follows:

"*But our house was just beside the place where the soldiers were staying, my mother had to carry me and we ran to the bush and stayed therefore one week and when we came back, we left the village at once. (14032025 - INTERVENTION GROUP BASELINE STORIES, Pos. 1)*"

"*We started shaking. As they went to the head teacher's office, all of us escaped through the window into the nearby bush. After a few minutes, we heard gun shots and thought our headmaster died. Thank God he too had escaped. (14032025 - INTERVENTION GROUP BASELINE STORIES, Pos. 5)*"

"*It makes me cry always, but thanks to my uncle who brought me to Douala and asked me to forget about the past I always used to be sad but with help of my teacher in school, and as days go by, I try to forget the incident. (14032025 - INTERVENTION GROUP BASELINE STORIES, Pos. 34)*"

"*I am sad that I always failed my exams while my classmates always passed. Whenever I try, I will still end up failing and my classmates will always pass. (14032025 - INTERVENTION GROUP ENDLINE STORIES, Pos. 1)*"

"*I am free like somebody that has been giving a presidential pardon. The insecurity and hardship I witnessed in the village is not here. (14032025 - INTERVENTION GROUP ENDLINE STORIES, Pos. 9)*"

"*This teacher really helped me as he introduced me to some activities Like games, arts and crafts clubs, he equally advises me on so many aspects in life. I am happy to come to Douala because I have really recovered from that terrible incident. (14032025 - INTERVENTION GROUP ENDLINE STORIES, Pos. 24)*"

"*...The teacher introduced social and emotional learning to the class. Here we learn how to share, forgive and many other things. He also created clubs where many of us the victims were members of these clubs. These made me to forget all the things I saw when living in kumba. (14032025 - INTERVENTION GROUP ENDLINE STORIES, Pos. 26)*"

"*But as concerns my studies, I have improved a lot. (14032025 - INTERVENTION GROUP ENDLINE STORIES, Pos. 62)*"

"*...I see red I am no longer sad or afraid, knowing that with the red I can still have something good. So since that day I had no problem again with the red colour. And also I was first looking everybody like an enemy now I can have friend that we play during break, they show me love and we share all needs together. (14032025 - INTERVENTION GROUP ENDLINE STORIES, Pos. 151)*"

"Since this incident happened, I have been always sad, so my aunt came and took me to Douala. I am now schooling in Douala and even there, I always think of my kid sister and couldn't concentrate in class. Thanks to my teacher who made me her friend, gave me post of responsibly and advise me all the time. Now I am doing well in my studies, I have new friends and I don't think again. (14032025 - INTERVENTION GROUP ENDLINE STORIES, Pos. 19)"

Sleeping peacefully without fear and participating actively in classroom and club activities constitute a majority of the green stories received from the pupils. Quotes from intervention pupils illustrated stronger emotional regulation, social connection, and optimism for the future outcomes aligned closely with the BMP SEL logic model domains of social, mental, and behavioral wellbeing and the spirit of Ubuntu (solidarity, compassion, dignity, respect).

Conversely, storytelling diaries from control schools reflected persistent hardships, emotional distress, and educational barriers throughout the pilot period, with minimal observable positive change. These are some of the feelings they penned down;

"While in the bush we were feeding only on fruit with my parents. I was too afraid and was wondering when that would stop for us to regain our home. Each time I remember this episode tears flow down my eyes (14032025 - CONTROL GROUP BASELINE STORIES, Pos. 217)"

"We left the North West Region because of war. The gunmen attacked us in the farm. They killed my uncle and we escaped. When we went to collect the corpse, we did not see it. After two days, it was discovered inside the farm at the stage of decomposition. We put the corpse in a bag and buried it. I was too disturbed. I always cry when I think of the incident. My father wants us to go back to the North West Region but I do not want to. (14032025 - CONTROL GROUP BASELINE STORIES, Pos. 236)

"...We also noticed that some of these boys were killed by the armies. We saw many corpses lying on the floor. The other boys who were not killed and had guns were carried away by the soldiers. We heard that they were locked up. From that day, I am not myself because I have never seen that before. This situation made many villagers to leave the village like myself and not to come back. (14032025 - CONTROL GROUP BASELINE STORIES, Pos. 241)

"When we arrived in Douala, things were very difficult for us and this made me so sad, frustrated and I saw no need of going to school. Because of lack of accommodation, I was always sleeping in class and I thought life has ended for me. Whenever there was no food in the house, in will not come to school and I did not even have school needs. (14032025 - CONTROL GROUP ENDLINE STORIES, Pos. 28)

Link to Psychosocial Outcomes

The storytelling data suggests that the BMP intervention contributed meaningfully to:

Social wellbeing: Increased peer interaction, formation of new friendships, and community building through Friendship Clubs, *"I now have a friend who came sometime take me to his uncle during break. He has made me to be able to understand French language I am also happy because our teacher is teaching us many songs (14032025 - INTERVENTION GROUP ENDLINE STORIES, Pos. 31)*

Mental wellbeing: Reduced fear, trauma, and anxiety; improved emotional stability and hope, *"She was diagnosed with fear, yells that caused by the father's death in the village. Through counseling and involvement in group activities. The behavior has stopped, she feels fine now (14032025 - INTERVENTION GROUP ENDLINE STORIES, Pos. 102)"*

Behavioral wellbeing: Enhanced school attendance, participation in academic activities, and self-confidence, *"Through sharing, my boy stopped looking outside and became attentive in class since he knew that his teacher or classmates will always give him what to eat. He became happy and was willing to come to school so as to obtain his objective of becoming a teacher. (14032025 - INTERVENTION GROUP ENDLINE STORIES, Pos. 123)"*

Ubuntu principles: Stories showed compassion, solidarity among peers, and respect fostered in healing classrooms, *"Also I was very afraid and refused to share my food or school needs with others but now I am no longer afraid and scared and now also I love sharing & playing with my friends. (14032025 - INTERVENTION GROUP ENDLINE STORIES, Pos. 147)"*

Table 12: Storytelling diaries distribution table

	STORY TYPE	Intervention group			Control group		
		TS	FS	ATS	TS	FS	ATS
Center	Red stories	58	0	14	34	0	16
	Green stories	8	0	2	1	0	1
	Grey stories	0	0	2	0	0	0
Littoral	Red stories	103	0	11	54	0	13
	Green stories	104	0	9	51	0	1
	Grey stories	0	0	9	0	0	0
West	Red stories	10	0	3	0	0	0
	Green stories	9	0	1	0	0	0
	Grey stories	8	0	0	0	0	0
Total		**300**	**0**	**51**	**140**	**0**	**31**

TS = True Story, FS = False Story, ATS = Alternative True Story

Results from the storytelling diaries strongly favour the BMP intervention. In the intervention schools, there was a clear shift toward Green stories by endline, whereas in the control schools' diaries remained predominately Red throughout the pilot. At baseline, many internally displaced children in both groups recounted harrowing experiences of violence, displacement, and distress – for example, hiding in the bush from armed attacks or mourning lost family members. By the end of the program, however, a transformation was evident in intervention pupils' narratives. Many intervention diaries that had started as Red (negative) evolved into Green (positive) stories over time. Pupils began to describe feelings of stability, healing, and optimism. Many wrote about making new friends, feeling safe at school, and overcoming sadness. For instance, one girl who had been haunted by memories of violence noted in her endline entry: *"I am free like somebody that has been given a presidential pardon. The insecurity and hardship I witnessed in the village is not here [Pupil]."* Another pupil reflected on her recovery from trauma, crediting her teacher and school clubs: *"I was always sad but with help of my teacher in school… as days go by, I try to forget the incident. I have really recovered from that terrible incident."* Such stories illustrate the profound psychosocial improvements reported by children in BMP classrooms – fear and isolation were gradually replaced by a sense of peace, belonging, and hope.

By contrast, the control group's diaries continued to be dominated by Red stories, with little to no movement toward positive narratives. Many pupils in the control group kept re-telling the same kinds of distressing experiences at endline

as they had at baseline, indicating that in the absence of targeted SEL support, their emotional burdens remained largely unalleviated. One pupil in the control wrote, *"When we arrived in Douala, things were very difficult for us… I saw no need of going to school… Whenever there was no food in the house, I would not come to school"* – a poignant example of ongoing hardship affecting school engagement. Overall, the comparative diary analysis revealed substantial emotional and psychosocial recovery among the intervention group that was not observed in the controls. The intervention pupils' stories increasingly featured themes of resilience, friendship, and personal growth. They talked about sleeping peacefully without fear, actively participating in class and club activities, and envisioning a better future – outcomes aligning closely with the BMP model's goals of improving social, mental, and behavioural wellbeing.

In summary, the storytelling diaries provided some qualitative evidence of promise: they captured the human impact of the BMP program, showing children's journeys from trauma toward healing and positive development in the span of a few months. However, the storytelling approach has some limitations worth highlighting. While the approach proves feasible in this context as we could filter for fidelity, and quantitatively count the number of red, green and grey stories, it ultimately fell short in tracking the progression of stories over time. Specifically, although the method was feasible in capturing a diversity of perspectives, we were unable to follow stories from Red to Green throughout the program. This was largely because the cohort did not date their submissions, making it difficult to systematically monitor points of progress across the program's duration.

6.6. Perceived Impact

The perceived impact of the Big Mama Project (BMP) intervention explains how stakeholders experienced and interpreted its effects on teaching, learning, and pupil wellbeing. This aligns with **Research Question 2.1**, which examines whether the theory of change underlying the BMP was realized in practice and whether the mechanisms of change (e.g., Healing Classrooms, Friendship Clubs, and Ubuntu Pedagogy) contributed to the observed outcomes.

Qualitative data from **focus group discussions (FGDs)** and **key informant interviews (KIIs)** with pupils, teachers, parents, and pedagogic inspectors indicated that the intervention was well-received and seen as transformative in several ways.

6.6.1. Teachers
Teachers reported feeling more equipped to handle emotional and behavioural issues in the classroom. They attributed this to BMP training and several SEL resources (from the eBASE and EEF toolkits), which improved their classroom management skills and their understanding of children's emotional needs.

> *"we were taught some aspect of the classroom management so after that seminar, I think most of us who attended the SEL program has equally added some abilities in other to help the teachers and pupils (FDG TEACHERS SEL, Pos. 16)"*
>
> *"First I will begin with myself, before the program in December I was traumatized but after going to the program for five days I got healed (FDG TEACHERS SEL, Pos. 7)"*
>
> *"It's a changed school, if you come to my school you can spot traumatized cases unlike before when you could see a cross-section of them that were traumatized and it was difficult to identify the traumatized kids but when we went for the seminar we had the eyes to see traumatized cases and try to solve their problem (FDG TEACHERS SEL, Pos. 10)*

6.6.2. Pupils
Pupils in the intervention group expressed greater enthusiasm for school, citing that they felt "seen," "heard," and more included in class activities. Several learners described the SEL sessions as a "safe space" to express their feelings and build friendships.

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"one day my pen went missing because they stole my pen and that very friend that I shared my bread with, she gave me her pen so I could write with it so when I finished, I gave her back. So that's how it was (interviewer nods) (FEMALE, PUPIL 1, Pos. 63)"

"We have to share with others, play with others and even show concern about others who are sick in class and you are concerned about that person so that that person will get well and will be very strong to carry out any task that the teacher asks us to do. (FGD PUPILS Intervention, Pos. 51)

6.6.3. Parents and guardians

They highlighted improved communication and emotional openness in their children. A few parents noted that children were more willing to talk about their day, resolve conflicts calmly, and engage in household responsibilities more conscientiously.

"they have great changes because they don't hit things, they express themselves even when I do something that is not good they will be like no Dad this is not good so I will say wow … I told them if I do something that is not good, it is your place to tell me that I am wrong or when we are doing something together we exchange our ideas ... (MALE, PARENT, CENTER, Pos. 41)"

"yes I have experienced a lot, he is brave, and he expresses himself well. The SEL program has helped him. (MALE, PARENT, CENTER, Pos. 51)"

"for me, my child, we communicate very well, very well, communication is stable (is flowing) (FEMALE, PARENT 3, Pos. 42)"

6.6.4. Pedagogic inspectors and school leadership

The inspectors and school authorities were appreciative of the healing classroom model and ubuntu philosophy. To them, these aspects of the BMP had practical value in promoting peace, social cohesion, and a nurturing learning environment.

"... as the learner placed all the part of the basket on the floor and started from laying the foundation, plaiting at one moment they had to involve other learners participate in weaving or turning, this person is turning on this side the other person turning on the other side and finally it became to a hole activity, a basket that was produced just by bamboo from an IDP and they sale teachers (Female, Mfoundi DIVISIONAL INSPECTOR COORDINATOR, Pos. 54)

"we actually saw cases of children who were actually timid who were actually felt like isolated but after they they were they were involved in club activities they were giving them leadership positions and the rest we actually saw from the videos that the teachers sent to us how the children have changed and transformed and now they have become bold they have now become lovable and they now actually accept one another their classmates and they are now actually fitting into the new environment and feeling happy you know to be part of that new community. (FEMALE, LITTORAL PEDAGOGIC INSPECTOR, Pos. 22)"

These insights suggest that the SEL mechanisms embedded in the BMP design were perceived to have made meaningful contributions toward improving both **academic engagement** and **psychosocial wellbeing**, consistent with the project's theory of change.

6.7. Readiness for Trial and Scalability

In addition to demonstrating promise in outcomes, the pilot evaluation assessed whether the BMP intervention is ready for a larger-scale trial. The findings indicate that the programme's core components and implementation processes are solid and scalable to move into a trial with minor refinements. All key program components were successfully identified and operationalized during the pilot. This implies the BMP model has clear, stable elements – such as the Healing Classroom techniques, Friendship Club sessions, Ubuntu pedagogy lessons – that can be replicated in new schools. The pilot showed that these components were consistently delivered across all the intervention schools, suggesting a well-defined intervention package. Moreover, the evaluation data confirmed that delivery protocols and data collection tools are fit-for-purpose in the trial context. For example, the team was able to administer EGRA/EGMA tests and QoL surveys at baseline and endline without major issues, and to collect diaries from pupils on a regular schedule. Teachers and pupils adapted to the storytelling diary process well, with diaries achieving over 75% compliance with ethical and content standards (e.g. appropriate topics, consent). This high compliance indicates that even sensitive tools like personal diaries can be feasible and ethically integrated into a full trial, given proper training and oversight.

As a strong point, the pilot also tested randomisation procedures and monitoring systems that would be used in a future trial. The research team successfully randomised schools into intervention vs. control groups using a transparent process and implemented a two-stage random assignment. This demonstrates that randomisation is logistically and politically feasible in the target regions due to government buy-in through the authorisation to conduct the study and providing access to list of schools – an important prerequisite for a controlled trial. Stakeholders (including school leaders and parents) generally accepted the random allocation and understood the need for a control group, which promises future cooperation. Additionally, data management protocols (attendance tracking, classroom observation, survey administration, storytelling diaries) were piloted and found to be workable in the field. Only minor improvements were recommended to strengthen trial readiness – for instance, enhancing cohort tracking to monitor individual students over time, and refining some assessment instruments to better align with the local curriculum. These adjustments are straightforward and were anticipated as part of scaling up. No major roadblocks were identified that would prevent the BMP from being evaluated in a full randomised trial.

Overall, the pilot established that the Big Mama Project has a feasible theory of change and implementation model, early evidence of usefulness, and the practical tools needed for a larger trial. The core BMP strategies (creating healing classroom environments, engaging families and communities through Ubuntu values) were delivered with fidelity and welcomed by participants. The pilot's success in both outcomes and operations suggests a strong readiness for trial and scalability.

In conclusion, the BMP evaluation not only showed promising improvements in attendance, learning, and psychosocial wellbeing, but also proved that the program can be reliably implemented and evaluated in real-world school settings. This positions the intervention well for a future trial, giving confidence to donors, education researchers, and policymakers that investing in a scaled-up BMP could yield significant benefits for displaced children's education and well-being.

7. Conclusions

The Big Mama Project (BMP) intervention was designed to respond to the educational, emotional, and psychosocial needs of internally displaced learners (IDPs) in Cameroon. This evaluation set out to examine the feasibility of implementation, evidence of promise, and readiness for trial and scalability of the BMP model. Likewise, the study tests the feasibility of a storytelling approach to evaluations and an adapted Quality of Life Survey as an approach to determining the socio-emotional wellbeing of displaced learners in Cameroon.

The findings demonstrate that the intervention was feasible to implement in this challenging context. High fidelity of implementation was achieved across intervention schools, with teachers successfully integrating healing classroom principles, Ubuntu pedagogy, and Friendship Club activities into daily school life. The structured dosage was substantial, and minor adaptations, such as the provision of missing registers, reflected responsive program management rather than major deviations.

The intervention showed evidence of promise, with positive psychosocial outcomes for pupils reflected through storytelling diaries, improved emotional wellbeing scores in the Quality of Life (QoL) survey, and modest academic gains identified through EGRA and EGMA assessments. Teachers, parents, and pupils perceived real changes in classroom dynamics, student engagement, and emotional resilience, strengthening the argument that the BMP SEL model contributes meaningfully to the wellbeing and educational experience of IDP learners. However, the small sample size does not permit us to disregard the possibility of null or negative outcomes.

In addition, the study reported improved overall quality of life for displaced learners – their emotional and mental well-being – in intervention schools relative to controls as determined through the adapted QoL survey. Although, these results affirm the feasibility of the QoL survey in the context of Cameroon, the results should be interpreted with caution due to the small sample size of the study. Also, the study reports the feasibility of the storytelling approach to evaluation as it captured diversity of perspectives although the approach fell in tracking the progression of stories over time. The cohort did not date their submissions, making it difficult to systematically monitor points of progress across the program's duration.

In terms of readiness for trial and scalability, the pilot provided critical operational and methodological insights. Core program components, the Healing Classrooms, Friendship Clubs, Ubuntu pedagogy, and storytelling, were consistently implemented and valued by stakeholders. Randomisation was feasible, data collection tools proved workable, and diary-based storytelling methods were ethically and logistically viable. Minor operational lessons, such as improving tracking systems and supporting family engagement further, were noted for future scale-up.

Overall, this evaluation indicates that the BMP SEL intervention is promising, contextually appropriate, and feasible for delivery at a larger scale. The results provide a strong foundation to justify moving toward a full efficacy trial, refining operational systems, and maintaining a focus on co creation, cultural relevance, and ethical research practices throughout future phases.

7.1. Limitations

Despite the promising findings of the BMP pilot evaluation, several limitations should be acknowledged:

- **Attrition and Missing Data**: Although initial participant numbers were high, there was a moderate dropout rate between baseline and endline, especially among control group learners. Reasons included relocation, illness, and withdrawal from schools, which may have affected the comparability of endline outcomes.

- **Operational Adaptations**: Some adaptations were necessary during implementation (e.g., replacement of a school, provision of attendance registers), and while these ensured program continuities, they introduce minor deviations from initial plans.
- **Measurement Challenges**: Tools such as EGRA and EGMA, though well-executed, used the same assessment for both baseline and endline without adjustments for curriculum progression. This may have introduced some measurement bias.
- **Logbook Data Gaps**: Teachers' logbooks, intended as a key source of fidelity data, were not systematically available, limiting the completeness of process evaluation in some areas.
- **Scope of Storytelling Diaries**: While storytelling diaries provided rich qualitative data, a more structured cohort tracking would have enhanced longitudinal interpretation across the pilot period.
- **Potential Observer Bias**: Stallings classroom observations depended partly on teacher cooperation, and the presence of observers might have temporarily influenced teacher or pupil behaviour ("Hawthorne effect").
- **Short Evaluation Duration**: The intervention was piloted and evaluated over a single academic term (approximately six months), which limits understanding of long-term impact and sustainability.
- **Limited Geographic Scope**: The study focused on schools within three regions (Centre, Littoral, West), and results may not fully generalize to IDP populations in different regions of Cameroon facing different contextual dynamics.

7.2. Recommendations

Based on the evaluation findings and limitations identified, we propose the following recommendations for future implementation and trial scaling:

- **Strengthen Cohort Tracking**: Establish a formalized cohort of pupils at baseline to facilitate better follow-up, retention, and longitudinal analysis in future trials.

- **Expand Diary and Logbook Systems**: Strengthen teacher support for maintaining storytelling diaries and logs, possibly by providing user-friendly templates and regular supervision.

- **Adjust Assessment Tools**: Adapt literacy and numeracy assessments to account for curriculum progression between baseline and endline, ensuring more precise measurement of academic gains.

- **Enhance Data Verification Mechanisms**: Introduce spot checks, double-entry data validation, and independent verification processes to further enhance data quality.

- **Plan for Attrition**: Incorporate buffer schools or pupils in the study design, and systematically document reasons for attrition to better inform impact interpretation.

- **Increase Training and Support**: Provide refresher sessions for teachers and pedagogic inspectors on SEL implementation and monitoring, particularly on recording tools like diaries and logbooks.

- **Strengthen Parent and Community Engagement**: Expand family workshops and strengthen linkages between home and school SEL support, which was shown to be critical in maintaining learner attendance and wellbeing.

- **Maintain Focus on Ubuntu Pedagogy**: Continue leveraging Ubuntu values (love, dignity, solidarity) as core to the SEL model, ensuring that SEL interventions remain culturally resonant and humanizing for displaced learners.

- **Build on Regional Differences**: Tailor some elements of delivery to better respond to subtle regional and cultural variations across Cameroon to optimize relevance and impact.

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9. Appendices

9.1. APPENDIX 1: EGRA and EGMA tests

LEVELS

EEGRA AND EGMA FOR SEL

LEVEL ONE General instructions

Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly ONLY the sections in boxes.

Good morning. My name is _____ **and I live in** _____ **. I'd like to tell you a little bit about myself.**
[Number and ages of children; favorite sport, radio or television program, etc.] **1. What do you like to do when you are not in school?**
[Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent]. **2. What games do you like to play?**

Verbal Assent: Read the text in the box clearly to the child.

- **Let me tell you why I am here today. I work with an organization called CIReD and we are trying to understand how children learn to count and read. You were picked by chance.**
- **We would like your help in this. But you do not have to take part if you do not want to.**
- **We are going to play a number and reading game. I am going to ask you to read some numbers, compare them, do some sums, then we'll play a reading game with letters, words and a short story.**

- **Using this stopwatch/device/gadget, I will see how long it takes you for some activities.**
- **This is NOT a test and it will not affect your grade at school.**
- **I will NOT write down your name so no one will know these are your answers.**
- **Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.**
- **Do you have any questions? Are you ready to get started?**

Check box if verbal assent is obtained: ☐ *YES*

(If verbal assent is not obtained, thank the child and move on to the next child, using this same form)

Date of assessment: 02/03/2015		Class:	
Language spoken			
Town name:			

REGION		M. Age:	
Assessor name:		N. Gender	☐ Boy
Assessor code:			☐ Girl
School name:			
School code:			
Start Time		_ :	

[____|____] hour [____|____] minutes **Start of EGMA** ☐ *Now we will play some maths games.*

Activity 1A: Identification of numbers

☐ **Here are some numbers. I want you to point with your finger to each number and tell me what it is. Read from left to right, line by line. I'm going to start this timer and I will tell you when to start and when to stop.** [Point to the first number] [the response can be given in any language]

☐ **Start here. What is this number?**

📖 Sheet A
📖 60 seconds, if the timer runs out, stop the activity.
☐ If the child doesn't respond for 5 seconds, move on.

📖 (/) Incorrect or not response   ( ]) after the last number read
   Cum.   Tot

15	6	0	14	25	*(5)*
30	18	44	10	1	*(10)*
50	9	5	27	11	*(15)*
39	13	7	2	45	*(20)*
3	40	15	22	19	*(25)*

Time remaining:	📖
Activity discontinued (if first five answers were wrong):	📖
Total correct:	📖

Activity 2A: Comparison of numbers - EXAMPLE

☐ **Look at these numbers. Tell me which is the biggest number, 4 or 9**

- If the pupil responds correctly, say:☐ **That's correct, 9 is the biggest.**

- If the pupil does not respond correctly, say: ☐ **The number 9 is the biggest.**

- **This number is 4. This number is 9. 9 is bigger than 4. Let's continue.**

📖 Page B1

Activity 2A : Comparison of numbers - EXERCISES

☐ **Look at these numbers. Tell me which is the biggest number.**										📖 B2
[Point at the numbers on each line, one by one, repeating the instruction] [The pupil can respond in any language]										✖
Circle 1 = « Correct » Circle 0 = « Incorrect » or « no response »										📖 If the child makes 4 successive errors

5	or	3	5	1---0	44	or	34	44	1---0	*(2)*
11	or	14	14	1---0	5	or	10	10	1---0	*(4)*
38	or	24	38	1---0	2	or	1	2	1---0	*(6)*
05	or	50	50	1---0	1	or	11	11	1---0	*(8)*
20	or	12	20	1---0	22	or	12	22	1---0	*(10)*

☐ If the child doesn't respond for 5 seconds, move on.

Time remaining :	📖
Activity discontinued(if first five answers were wrong):	
Total Correct:	

Activity 3A: Missing numbers - EXAMPLE

☐ **Here are some numbers. One, two, _____, four. What number should go here?** [point at the empty space] If the pupil responds correctly, say:☐ **That's correct, three. Let's continue.** If the pupil does not respond correctly, say: ☐ **Here, the number is three. Count with me.** [Point to each number.] **One, two, _____, four. Here, the number is three. Let's continue.** ☐ **Here are some numbers. Seventeen, _____**[point to the empty space and say nothing]**, nighteen, twenty, twenty-one. What number comes here? [point to the empty space].** If the pupil responds correctly, say:☐ **That's correct, eighteen.** If the pupil does not respond correctly, say: ☐ **Here, the number is eighteen. Count with me.** [Point to each number.] **Seventeen, eighteen, nineteen, twenty, twentyone. Let's continue.**	📖 C1

Activity 3A: Missing numbers - EXERCISE

📖 **Here are some numbers. What number should come here?**

[Point to the missing space] [Repeat for each exercise if needed.] [The response can be in any language.]

Circle 1 = « Correct » Circle 0 = « Incorrect » or « no response »

1	2	--	4	5	*(1)*
6	7	8	--	10	*(2)*
11	--	12	13	14	*(3)*
16	17	--	19	20	*(4)*
--	22	23	24	25	*(5)*
26	27	--	29	30	*(6)*
31	--	33	34	35	*(7)*
36	37	--	39	40	*(8)*
41	42	43	44	--	*(9)*
46	47	48	--	50	*(10)*

Time remaining : 📖

Activity discontinued(if first five answers were wrong):

Total correct:

📖 C2

📖

If the child makes 4 successive errors

📖 If the child doesn't respond for 5 seconds, move on.

Activity 4A: Addition Level 1

📖 **Here are some additions. I'm now going to use this timer. Try your best. IF you don't know an answer, move onto the next one. Are you ready? … Start here and go line by line.**

[Point to the first question] [The response can be in any language.]

📖 (/) Incorrect or no response   ( ]) After the last question answered

$1 + 4 =$ **(5)**	$2 + 3 =$ **(5)**	$5 + 3 =$ **(8)**	*(3)*
$3 + 4 =$ **(7)**	$3 + 3 =$ **(6)**	$7 + 1 =$ **(8)**	*(6)*
$8 + 2 =$ **(10)**	$2 + 9 =$ **(11)**	$4 + 6 =$ **(10)**	*(9)*
$9 + 2 =$ **(11)**	$6 + 7 =$ **(13)**	$4 + 6 =$ **(10)**	*(12)*
$8 + 6 =$ **(14)**	$7 + 4 =$ **(11)**	$9 + 8 =$ **(17)**	*(15)*
$5 + 6 =$ **(11)**	$8 + 8 =$ **(16)**	$9 + 5 =$ **(14)**	*(18)*
$10 + 3 =$ **(13)**	$9 + 10 =$ **(19)**		*(20)*

📖 D1

📖 60 seconds. Once the time finishes, stop the activity.

📖 If the pupil does not answer
for **10 SECONDS**

Remaining time :	📖
Discontinued (if first three answers were wrong):	📖
Total Correct:	📖

Activity 5A: Subtraction Level 1

📖 **Here are some subtractions. I'm going to use this timer. Try your best. If you don't know the answer, move onto the next one. Are you ready? Start here and go line by line.**

[Point to the first question] [The answer can be in any language.]

<table>
<tr><td colspan="4">📖   (/) Incorrect or no response   ( ]) After the last question answered</td></tr>
<tr><td>5 - 4 = (1)</td><td>5 - 3 = (2)</td><td>8 - 3 = (5)</td><td><i>(3)</i></td></tr>
<tr><td>7 - 4 = (3)</td><td>6 - 3 = (3)</td><td>8 - 1 = (7)</td><td><i>(6)</i></td></tr>
<tr><td>10 - 2 = (8)</td><td>11 - 9 = (2)</td><td>10 - 6 = (4)</td><td><i>(9)</i></td></tr>
<tr><td>11 - 2 = (9)</td><td>13 - 7 = (6)</td><td>12 - 8 = (4)</td><td><i>(12)</i></td></tr>
<tr><td>14 - 6 = (8)</td><td>11 - 4 = (7)</td><td>17 - 8 = (9)</td><td><i>(15)</i></td></tr>
<tr><td>11 - 6 = (5)</td><td>16 - 8 = (8)</td><td>14 - 5 = (9)</td><td><i>(18)</i></td></tr>
<tr><td>13 - 3 = (10)</td><td>19 - 10 = (9)</td><td></td><td><i>(20)</i></td></tr>
</table>

📖 D2

📖 60 seconds. Once the time finishes, stop the activity.

☐ If the pupil does not answer for **10 SECONDES**

Remaining time :	📖
Discontinued (if first three answers were wrong):	📖
Total Correct:	📖

☐
☐   ☐ ☐

SUBTASK 3. LETTER SOUND IDENTIFICATION	☐ **Page 1**	☐ 60 seconds

☐ **Here is a page full of letters of the English alphabet. Please tell me the SOUNDS of as many letters of the alphabet as you can. Not their names, but their sounds.**
For example, the sound of this letter [point to the letter T] **is /t/.**

Let's practice: Tell me the sound of this letter [point to the letter M]**:**
> [If the child responds correctly, say:] **Good, the sound of this letter is /m/.** [If the child does not respond correctly, say:] **The sound of this letter is /m/.**

Now try another one: Tell me the sound of this letter [point to the letter S]**:**
> [If the child responds correctly say:] **Good, the sound of this letter is /s/.** [If the child does not respond correctly, say:] **The sound of this letter is /s/.**

When I say "Begin," start here [point to first letter] **and go across the page** [point]. **Point to each letter and tell me the sound of that letter in a loud voice. Read as quickly and carefully as you can. If you come to a letter you do not know, go on to the next letter. Put your finger on the first letter. Ready? Begin.**

☐ (/) Mark any incorrect or missed/skipped letters with a slash
(Ø) Circle self-corrections if you already marked the letter incorrect ( ])
Mark the final letter read with a bracket

Examples: T   m   S

1	2	3	4	5	6	7	8	9	10	
J	i	q	B	v	D	E	F	G	H	*(10)*
L	c	N	K	P	R	f	T	s	V	*(20)*
W	g	Y	m	a	p	b	x	d	l	*(30)*
h	j	k	M	*t*	*U*	*o*	*Z*	*C*	*r*	*(40)*
S	A	u	X	*w*	*Q*	*y*	*O*	*z*	*e*	*(50)*
n	l									*(52)*

☐   Time remaining on stopwatch at completion (number of SECONDS)

☐   Exercise discontinued because the child had no correct answers in the first line

Start the timer when the child reads the first letter.
☐ If a child hesitates or stops on a letter for <u>3 SECONDS</u>, point to the next letter and say "Go on"

✍   When the timer reaches 0, say "stop."
✍   If the child does not provide a single correct response on the first line (10 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

If the child provides the letter name rather than the sound, say: "Please tell me the SOUND of the letter". This prompt may be given only once during the sub-task.

SUBTASK 4. NON-WORD READING	□ **Page 2**	□ 60 seconds

□ **Here are some made-up words in English. I would like you to read as many as you can. Do not spell the words, but read them. For example, this made-up word is: "ut".**

Let's practice: Please read this word [point to the word: **dif**].
[If the child responds correctly]: **"Good, This word is "dif."** [If the child does not respond correctly, say]: **This made-up word is "dif."**

Now try another one: please read this word [point to the next word: **mab**].
[If the child responds correctly, say]: **"Good, this made-up word is "mab."** [If the child does not respond correctly say]: **This made-up word is "mab."**

When I say "Begin," start here [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.**

□   (/) Mark any incorrect words with a slash
(Ø) Circle self-corrections if you already marked the word incorrect ( ])
Mark the final word read with a bracket

Examples: ut   dif   mab

1	*2*	*3*	*4*	*5*		
fut	lus	dit	leb	gak	rop	*(6)*
jod	kib	lek	tob	huz	nad	*(12)*
zug	reg	san	tup	ral	wix	*(18)*
mep	pom	lut	yod	wim	tat	*(24)*

□ Time remaining on stopwatch at completion (number of SECONDS)	

□ Exercise discontinued because the child had no correct answers in the first line	

Sidebar:

Start the timer when the child reads the first word.

□ If a child hesitates or stops on a word for 3 SECONDS, point to the next word and say "Go on."

☞ When the timer reaches 0, say "stop."

☞ If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

SUBTASK 5. ORAL FLUENCY	☐ **Page 2**	☐ 60 seconds
☐ **Here are some simple sentences in English. I would like you to read as many as you can.** **Let's practice: Please read these sentences** [point to the sentence: **I like rice**]. [If the child responds correctly]: **"Good, The sentence is, "I like rice"** [If the child does not respond correctly, say]: **The sentence is, "I like rice"** **Now try another one: please read this word** [point to the next sentence: **a black cat**]. [If the child responds correctly, say]: **"Good, the sentence is "a black cat"** [If the child does not respond correctly say]: **The sentence is "a black cat"** **When I say "Begin," start here** [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.**	Start the timer when the child reads the first word. ☐ If a child hesitates or stops on a word for <u>3 SECONDS</u>, point to the next word and say "Go on." ✋ When the timer reaches 0, say "stop."	

□   (/) Mark any incorrect words with a slash
(Ø) Circle self-corrections if you already marked the word incorrect ( ])
Mark the final word read with a bracket
 	
### 1. *Read these sentences aloud* 	
 	
    a. *It is a pen*
 	
    b. *I have a book*
 	
    c. *He is a boy*
 	
    d. *The pencil is on the table*
 	
    e. *My bag is big and red*
 	
2. *Read this passage aloud, after that I will ask you some questions*
 	
Manka is sad today because she is sick. Her mom took her to the hospital. The doctor gave her some drugs and told her to eat well and rest well. She wants to go to school but her mom said no. She wants to go and see her friends but cannot.
 	
    Questions:
 	
    a. *1. Why is Manka sad?*
 	
    b. *2. Who took her to the hospital?*
 	
    c. *3. What did the doctor give her?*
 	
    d. *4. Where did she want to go to?*
 	
    e. *5. Who did she want to see?*
 	
  3.
	☝ If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

□ Time remaining on stopwatch at completion (number of SECONDS)	
□ Exercise discontinued because the child had no correct answers in the first line	

□ □
□
□

SUBTASK 4. Oral Comprehension	□ **Page 2**	□ 60 seconds

☐ **Here are some passages in English. I would like you to read as the passage and then many as you can. Do not spell the words, but read them. For example, this madeup word is: "ut".**

☐   (/) Mark any incorrect words with a slash

    (Ø) Circle self-corrections if you already marked the word incorrect (

    ]) Mark the final word read with a bracket

A. Listen to this passage. After that, I will ask you questions on it.

Lobe in class five. His teacher is called Mr. Ngong. He likes his teacher because he is very kind. He teaches very well and never beats children. He wants to be like his teacher when he grows up. He likes school and he also likes to play football on Saturdays.

QUESTION / ANSWERS	Correct	incorrect	No response
1) in what class is Lobe?			
2) Who is Mr. Ngong?			
3) Why does Lobe like his teacher?			
4) Does Mr. Ngong beat children?			
5) When does Lobe play football?			

B. Reading comprehension.
Read this passage silently. After that I will ask you some questions.

Abega lives with his parents in Yaounde and takes a taxi every day to school. He is now in college and has four new friends. During break, they eat and play together. He likes English and Mathematics. He is happy because he learns many new things in college school.

QUESTION / ANSWERS	Correct	incorrect	No response
1) Where does Abega live?			
2) Is he in primary school or college?			
3) How does Abega go to school?			
4) How many new friends does he have?			
5) Why is Abega happy?			

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	
Good effort! We've finished for today, thank you.	

EEGRA AND EGMA FOR SEL

LEVEL TWO General instructions

Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly ONLY the sections in boxes.

Good morning. My name is _____ **and I live in** _____ **. I'd like to tell you a little bit about myself.**
[Number and ages of children; favorite sport, radio or television program, etc.] **1. What do you like to do when you are not in school?**
[Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent]. **2. What games do you like to play?**

Verbal Assent: Read the text in the box clearly to the child.

- **Let me tell you why I am here today. I work with an organization called CIReD and we are trying to understand how children learn to count and read. You were picked by chance.**
- **We would like your help in this. But you do not have to take part if you do not want to.**
- **We are going to play a number and reading game. I am going to ask you to read some numbers, compare them, do some sums, then we'll play a reading game with letters, words and a short story.**

- **Using this stopwatch/device/gadget, I will see how long it takes you for some activities.**
- **This is NOT a test and it will not affect your grade at school.**
- **I will NOT write down your name so no one will know these are your answers.**
- **Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.**
- **Do you have any questions? Are you ready to get started?**

Check box if verbal assent is obtained: ☐ *YES*

(If verbal assent is not obtained, thank the child and move on to the next child, using this same form)

Date of assessment: 02/03/2015		Class:	
Language spoken			
Town name:			
REGION		M. Age:	
Assessor name:		N. Gender	☐ Boy
Assessor code:			☐ Girl
School name:			
School code:			
Start Time		_ :	

58

[___|___] hour [___|___] minutes **Start of EGMA** ☐ *Now we will play some maths games.*

Activity 1A: Identification of numbers L2

☐ **Here are some numbers. I want you to point with your finger to each number and tell me what it is. Read from left to right, line by line. I'm going to start this timer and I will tell you when to start and when to stop.** [Point to the first number] [the response can be given in any language]

☐ **Start here. What is this number?**

☐ Sheet A

☐ 60 seconds, if the timer runs out, stop the activity.

☐ If the child doesn't respond for 5 seconds, move on.

☐ (/) Incorrect or not response   ( ]) after the last number read
  Cum.   Tot

215	146	320	79	50	*(5)*
408	30	299	110	65	*(10)*
55	499	10	273	360	*(15)*
39	78	225	15	463	*(20)*
67	400	14	22	192	*(25)*
462	95	375	500	19	*(30)*
202	313	179	450	175	*(35)*
144	298	91	333	237	*(40)*
365	114	404	31	72	*(45)*
48	211	18	80	111	*(50)*

Time remaining:	☐
Activity discontinued (if first five answers were wrong):	☐
Total correct:	☐

Activity 2A: Comparison of numbers – EXAMPLE L2

☐ **Look at these numbers. Tell me which is the biggest number, 4 or 9**

- If the pupil responds correctly, say:☐ **That's correct, 9 is the biggest.**

- If the pupil does not respond correctly, say: ☐ **The number 9 is the biggest.**

- **This number is 4. This number is 9. 9 is bigger than 4. Let's continue.**

☐
Page
B1

Activity 2A : Comparison of numbers – EXERCISES L2

☐ **Look at these numbers. Tell me which is the biggest number.**

[Point at the numbers on each line, one by one, repeating the instruction] [The pupil can respond in any language]

Circle 1 = « Correct » Circle 0 = « Incorrect » or « no response »

415	or	253	415	1---0	299	or	499	499	1---0	*(2)*
119	or	154	154	1---0	115	or	110	115	1---0	*(4)*
348	or	448	448	1---0	270	or	300	300	1---0	*(6)*
255	or	215	255	1---0	401	or	111	401	1---0	*(8)*
500	or	300	500	1---0	322	or	412	412	1---0	*(10)*

Time remaining :	📖
Activity discontinued(if first five answers were wrong):	
Total Correct:	

📖 B2

✖

📖 If the child makes 4 successive errors

☐ If the child doesn't respond for 5 seconds, move on.

Activity 3A: Missing numbers – EXAMPLE L2

☐ **Here are some numbers. One, two, _____, four. What number should go here?** [point at the empty space]

    If the pupil responds correctly, say:☐ **That's correct, three. Let's continue.**

    If the pupil does not respond correctly, say: ☐ **Here, the number is three. Count with me.** [Point to each number.] **One, two, _____, four. Here, the number is three. Let's continue.**

☐   **Here are some numbers. Seventeen, _____**[point to the empty space and say nothing]**, nighteen, twenty, twenty-one. What number comes here? [point to the empty space].**

  If the pupil responds correctly, say:☐ **That's correct, eighteen.**

  If the pupil does not respond correctly, say: ☐ **Here, the number is eighteen. Count with me.** [Point to each number.] **Seventeen, eighteen, nineteen, twenty, twentyone. Let's continue.**

📖 C1

Activity 3A: Missing numbers – EXERCISE L2

☐ **Here are some numbers. What number should come here?**

[Point to the missing space] [Repeat for each exercise if needed.] [The response can be in any language.]

Circle 1 = « Correct » Circle 0 = « Incorrect » or « no response »

22	--	24	--	26	*(2)*
150	--	152	--	--	*(5)*
--	416	--	418	--	*(8)*
311	--	--	--	315	*(4)*
--	202	--	--	205	*(5)*
--	--	448	499	--	*(6)*
101	102	--	--	--	*(7)*
36	--	--	--	40	*(8)*
--	--	402	403	--	*(9)*
76	--	--	--	--	*(10)*

📖 C2

📖

If the child makes 4 successive errors

☐ If the child doesn't respond for 5 seconds, move on.

Time remaining :	📖
Activity discontinued(if first five answers were wrong):	
Total correct:	

Activity 4A: Addition Level 2

📖 **Here are some additions. I'm now going to use this timer. Try your best. IF you don't know an answer, move onto the next one. Are you ready? … Start here and go line by line.** [Point to the first question] [The response can be in any language.]	📖 D1 📖 60 seconds. Once the time finishes, stop the activity.

📖 (/) Incorrect or no response   ( ]) After the last question answered

21 + 4 = **(25)**	42 + 3 = **(45)**	15 + 10 = **(25)**	*(3)*
50 + 20 = **(70)**	400 + 25 = **(425)**	27 + 1 = **(28)**	*(6)*
160 + 10 = **(170)**	32 + 6 = **(38)**	210 + 6 = **(216)**	*(9)*
95 + 2 = **(97)**	76 + 11 = **(87)**	40 + 8 = **(48)**	*(12)*
18 + 0 = **(18)**	75 + 4 = **(79)**	322 + 25 = **(347)**	*(15)*
450 + 5 = **(455)**	80 + 8 = **(88)**	20 + 5 = **(25)**	*(18)*
170 + 23 = **(193)**	225 + 10 = **(335)**		*(20)*

📖 If the pupil does not answer for **10 SECONDS**

Remaining time :	📖
Discontinued (if first three answers were wrong):	📖
Total Correct:	📖

Activity 5A: Subtraction Level 2

📖 **Here are some subtractions. I'm going to use this timer. Try your best. If you don't know the answer, move onto the next one. Are you ready? Start here and go line by line.** [Point to the first question] [The answer can be in any language.]	📖 D2 📖 60 seconds. Once the time

📖 (/) Incorrect or no response		( ]) After the last question answered	finishes, stop the activity.

45 - 3 = (**42**)	57 - 4 = (**53**)	68 - 5 = (**63**)	*(3)*
347 - 234 = (**104**)	256 - 143 = (**113**)	378 - 321 = (**57**)	*(6)*
150 - 20 = (**130**)	486 - 352 = (**134**)	273 - 252 = (**21**)	*(9)*
311 - 200 = (**111**)	123 - 110 = (**13**)	252 - 140 = (**112**)	*(12)*
40 - 20 = (**20**)	175 - 64 = (**111**)	87 - 52 = (**35**)	*(15)*
466 - 333 = (**133**)	295 - 172 = (**123**)	146 - 125 = (**22**)	*(18)*
238 - 123 = (**115**)	395 - 120 = (**185**)		*(20)*

☐ If the pupil does not answer for **10 SECONDES**

Remaining time :	📖
Discontinued (if first three answers were wrong):	📖
Total Correct:	📖

☐
☐ ☐ ☐

SUBTASK 3. LETTER SOUND IDENTIFICATION L2	☐ **Page 1**	☐ 60 seconds

☐ **Here is a page full of letters of the English alphabet. Please tell me the SOUNDS of as many letters of the alphabet as you can. Not their names, but their sounds.**
For example, the sound of this letter [point to the letter T] **is /t/.**

Let's practice: Tell me the sound of this letter [point to the letter M]**:**
  [If the child responds correctly, say:] **Good, the sound of this letter is /m/.** [If the child does not respond correctly, say:] **The sound of this letter is /m/.**

Now try another one: Tell me the sound of this letter [point to the letter S]**:**
  [If the child responds correctly say:] **Good, the sound of this letter is /s/.** [If the child does not respond correctly, say:] **The sound of this letter is /s/.**

When I say "Begin," start here [point to first letter] **and go across the page** [point]. **Point to each letter and tell me the sound of that letter in a loud voice. Read as quickly and carefully as you can. If you come to a letter you do not know, go on to the next letter. Put your finger on the first letter. Ready? Begin.**

Start the timer when the child reads the first letter.
☐ If a child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "Go on"

✋ When the timer reaches 0, say "stop."
✋ If the child does not provide a single correct

☐ (/) Mark any incorrect or missed/skipped letters with a slash
(Ø) Circle self-corrections if you already marked the letter incorrect ( ])
Mark the final letter read with a bracket

Examples: T   m   S

1	2	3	4	5	6	7	8	9	10	
J	i	q	B	v	D	E	F	G	H	*(10)*
L	c	N	K	P	R	f	T	s	V	*(20)*
W	g	Y	m	a	p	b	x	d	l	*(30)*
h	j	k	M	*t*	*U*	*o*	*Z*	*C*	*r*	*(40)*
S	A	u	X	*w*	*Q*	*y*	*O*	*z*	*e*	*(50)*
n	l									*(52)*

response on the first line (10 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

If the child provides the letter name rather than the sound, say: "Please tell me the SOUND of the letter". This prompt may be given only once during the sub-task.

☐   Time remaining on stopwatch at completion (number of SECONDS)

☐   Exercise discontinued because the child had no correct answers in the first line

☐   ☐

SUBTASK 4. NON-WORD READING L2	☐ **Page 2**	☐ 60 seconds

☐ Here are some made-up words in English. I would like you to read as many as you can. Do not spell the words, but read them. For example, this made-up word is: "ut".

Let's practice: Please read this word [point to the word: **dif**].
  [If the child responds correctly]: **"Good, This word is "dif."** [If the child does not respond correctly, say]: **This made-up word is "dif."**

Now try another one: please read this word [point to the next word: **mab**].
  [If the child responds correctly, say]: **"Good, this made-up word is "mab."** [If the child does not respond correctly say]: **This made-up word is "mab."**

When I say "Begin," start here [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.**

☐   (/) Mark any incorrect words with a slash
  (Ø) Circle self-corrections if you already marked the word incorrect ( ])
  Mark the final word read with a bracket

Examples: ut   dif   mab

1	*2*	*3*	*4*	*5*		
fut	lusat	ditag	lebinok	gakup	Rop	*(6)*
jodanil	kibelas	lekim	tobaz	huz	nadom	*(12)*
zugun	regitod	sanap	tupodil	ralatad	wix	*(18)*
meparug	pominad	lut	yodok	wimabat	tatub	*(24)*
horig	fiteran	canebam	wevinarat	nurucaf	riput	*(30)*
selanot	porutib	magel	dijotem	vebalap	yut	*(36)*
dutafil	buzam	gimanet	telak	kafun	jocalut	*(42)*
hipat	koman	cabiya	judi	gafet	vuromal	*(48)*
zafin	derefad					*(50)*

☐   Time remaining on stopwatch at completion (number of SECONDS)

☐   Exercise discontinued because the child had no correct answers in the first line

| SUBTASK 5. Reading of familiar words. L2 | ☐ Page 2 | ☐ 60 seconds |

SUBTASK 5. Reading of familiar words. L2 ☐ **Page 2** ☐ 60 seconds

☐ **Here are some simple sentences in English. I would like you to read as many as you can.**

Let's practice: Please read these sentences [point to the sentence: **I like rice**]. [If the child responds correctly]: **"Good, The sentence is, "I like rice"** [If the child does not respond correctly, say]: **The sentence is, "I like rice"**

Now try another one: please read this word [point to the next sentence: **a black cat**]. [If the child responds correctly, say]: **"Good, the sentence is "a black cat"** [If the child does not respond correctly say]: **The sentence is "a black cat"**

When I say "Begin," start here [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.**

☐ (/) Mark any incorrect words with a slash
(Ø) Circle self-corrections if you already marked the word incorrect ( ])
Mark the final word read with a bracket

1	2	3	4	5	
banana	today	have	winner	please	5
very	table	golden	entertainment	cooking	10
yesterday	examination	chair	information	good	15
class	spoon	ruler	morning	around	20
kitchen	ready	difficult	blackboard	yellow	25
television	nine	mangoes	meat	orange	30
example	December	palace	little	fish	35
intelligent	write	careless	farmer	open	40
bush	forest	politeness	foolish	book	45
villagers	father	revision	teacher	deep	50

Start the timer when the child reads the first word.

☐ If a child hesitates or stops on a word for <u>3 SECONDS</u>, point to the next word and say "Go on."

✋ When the timer reaches 0, say "stop."

✋ If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	

☐   ☐

SUBTASK 5. ORAL FLUENCY L2	☐ **Page 2**	☐ 60 seconds
☐ **Here are some simple sentences in English. I would like you to read as many as you can.** **Let's practice: Please read these sentences** [point to the sentence: **I like rice**]. [If the child responds correctly]: **"Good, The sentence is, "I like rice"** [If the child does not respond correctly, say]: **The sentence is, "I like rice"** **Now try another one: please read this word** [point to the next sentence: **a black cat**]. [If the child responds correctly, say]: **"Good, the sentence is "a black cat"** [If the child does not respond correctly say]: **The sentence is "a black cat"** **When I say "Begin," start here** [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.**	Start the timer when the child reads the first word. ☐ If a child hesitates or stops on a word for <u>3 SECONDS</u>, point to the next word and say "Go on." ✋ When the timer reaches 0, say "stop." ✋ If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

☐   (/) Mark any incorrect words with a slash
  (Ø) Circle self-corrections if you already marked the word incorrect ( ])
  Mark the final word read with a bracket
 	
1. Read this passage aloud, after that I will ask you some questions
 	
My name is Ewane. I am in primary four. I love my family. My father is a teacher and my mother sells in the market. I have two sisters called Enanga and Eposi. The name of my only brother is Lobe. We are from the South West Region but we live in Douala. My father always buys our books, and clothes and my mother buys food. My mother cooks very well and what I like best is rice and chicken stew which she cooks on Sundays. Every evening, we help our mother and do our homework before going to bed.	

QUESTION / ANSWERS	*Correct*	*incorrect*	*No response*	

1. in what class is Ewane?			
2. Where does her mother work?			
3. Who is Ewane's brother?			
4. Who buys Ewane's books?			
5. What is Ewane's best food?			

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	

☐
☐
☐
☐

SUBTASK 4. Oral Comprehension L2	☐ **Page 2**	☐ 60 seconds

☐ **Here are some passages in English. I would like you to read as the passage and then many as you can. Do not spell the words, but read them. For example, this madeup word is: "ut".**

☐   (/) Mark any incorrect words with a slash
(Ø) Circle self-corrections if you already marked the word incorrect (
]) Mark the final word read with a bracket

Start the timer when the child reads the first word.

☐ If a child hesitates or stops on a word for <u>3 SECONDS</u>, point to the next
word and say "Go on."

✋   When the timer reaches
0, say "stop."

✋   If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the

B. Listen to this passage. After that, I will ask you questions on it.

This is December. It is supposed to be the dry season in my country Cameroon. But rain is still falling a lot and causing destruction on roads and houses. Some people have even died from natural disasters caused by these heavy rains. Many people are confused why the dry season is not here yet. Pa Ndongo, a farmer is not even sure if he should plant crops now or not. Will they do well when the rains finally stop? I am thinking that this problem is due to climate change. People are all praying that things go back to normal.

QUESTION / ANSWERS	*Correct*	*incorrect*	*No response*
1) Which month of the year is mentioned?			
2) What is the name of the country mentioned?			
3) What does Pa Ndongo do?			
3) Has the dry season come already?			
4) Is the problem due to Climate change?			

B. Reading comprehension.
Read this passage silently. After that I will ask you some questions.

Kenfack and Obama are good friends. They live in the same area and go to school together. On the way to school they tell stories about their families and school. Kenfack loves Mathematics but Obama likes English more. He likes stories about other countries and great people around the world. They both like football and enjoy it during sports activities. During break time they eat together. They also share their food with others. When school closes, they walk home together. They are happy with their families and school. They study hard so as to be important people in the future.

QUESTION / ANSWERS	*Correct*	*incorrect*	*No response*
1) What are the names of the two friends?			
2) What do they do on the way to school?			
3) Who loves Mathematics?			
4) What do they do during break time?			
5) Why do they study hard?			

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	
Good effort! We've finished for today, thank you.	

LEVEL THREE General instructions

Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly ONLY the sections in boxes.

Good morning. My name is _____ and I live in _____ . I'd like to tell you a little bit about myself.
[Number and ages of children; favorite sport, radio or television program, etc.] **1. What do you like to do when you are not in school?**
[Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent]. **2. What games do you like to play?**

Verbal Assent: Read the text in the box clearly to the child.

- **Let me tell you why I am here today. I work with an organization called CIReD and we are trying to understand how children learn to count and read. You were picked by chance.**
- **We would like your help in this. But you do not have to take part if you do not want to.**

- **We are going to play a number and reading game. I am going to ask you to read some numbers, compare them, do some sums, then we'll play a reading game with letters, words and a short story.**

- **Using this stopwatch/device/gadget, I will see how long it takes you for some activities.**
- **This is NOT a test and it will not affect your grade at school.**
- **I will NOT write down your name so no one will know these are your answers.**
- **Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.**
- **Do you have any questions? Are you ready to get started?**

Check box if verbal assent is obtained: ☐ *YES*

(If verbal assent is not obtained, thank the child and move on to the next child, using this same form)

Date of assessment: 02/03/2015		Class:	
Language spoken			
Town name:			
REGION		M. Age:	
Assessor name:		N. Gender	☐ Boy ☐ Girl
Assessor code:			
School name:			
School code:			
Start Time		_ :	

[____|____] hour [____|____] minutes **Start of EGMA** ☐ *Now we will play some maths games.*

Activity 1A: Identification of numbers L3

☐ **Here are some numbers. I want you to point with your finger to each number and tell me what it is. Read from left to right, line by line. I'm going to start this timer and I will tell you when to start and when to stop.** [Point to the first number] [the response can be given in any language]

☐ **Start here. What is this number?**

📖 Sheet A

📖 60 seconds, if the timer runs out, stop the activity.

📖 (/) Incorrect or not response   ( ]) after the last number read
  Cum.   Tot

☐ If the child doesn't respond for 5 seconds, move on.

215	846	1000	793	550	*(5)*
608	105	512	110	925	*(10)*

255	499	999	371	619	*(15)*
394	578	801	215	463	*(20)*
967	400	148	602	197	*(25)*
462	919	335	500	786	*(30)*
202	313	179	450	175	*(35)*
144	298	910	333	237	*(40)*
365	114	404	15	502	*(45)*
408	217	18	80	111	*(50)*

Time remaining:	📖
Activity discontinued (if first five answers were wrong):	📖
Total correct:	📖

Activity 2A: Comparison of numbers – EXAMPLE L3

☐ **Look at these numbers. Tell me which is the biggest number, 4 or 9**

- If the pupil responds correctly, say:☐ **That's correct, 9 is the biggest.**

- If the pupil does not respond correctly, say: ☐ **The number 9 is the biggest.**

- **This number is 4. This number is 9. 9 is bigger than 4. Let's continue.**

📖
Page B1

Activity 2A : Comparison of numbers – EXERCISES L3

☐ **Look at these numbers. Tell me which is the biggest number.**

[Point at the numbers on each line, one by one, repeating the instruction] [The pupil can respond in any language]

Circle 1 = « Correct »   Circle 0 = « Incorrect » or « no response »

415	or	253	415	1---0	299	or	799	799	1---0	*(2)*
119	or	619	619	1---0	100	or	1000	1000	1---0	*(4)*
348	or	448	448	1---0	270	or	390	390	1---0	*(6)*
255	or	215	255	1---0	801	or	111	801	1---0	*(8)*
500	or	300	500	1---0	322	or	412	412	1---0	*(10)*

📖 B2

📖 If the child makes 4 successive errors

☐ If the child doesn't respond for 5 seconds, move on.

Time remaining :	📖
Activity discontinued(if first five answers were wrong):	
Total Correct:	

Activity 3A: Missing numbers – EXAMPLE L3

☐ **Here are some numbers. One, two, _____, four. What number should go here?** [point at the empty space]

   If the pupil responds correctly, say:☐ **That's correct, three. Let's continue.**

   If the pupil does not respond correctly, say: ☐ **Here, the number is three. Count with me.** [Point to each number.] **One, two, _____, four. Here, the number is three. Let's continue.**

☐   **Here are some numbers. Seventeen, _____**[point to the empty space and say nothing]**, nighteen, twenty, twenty-one. What number comes here? [point to the empty space].**

  If the pupil responds correctly, say:☐ **That's correct, eighteen.**

  If the pupil does not respond correctly, say: ☐ **Here, the number is eighteen. Count with me.** [Point to each number.] **Seventeen, eighteen, nineteen, twenty, twentyone. Let's continue.**

   📖 C1

Activity 3A: Missing numbers – EXERCISE L3

☐ **Here are some numbers. What number should come here?**

[Point to the missing space] [Repeat for each exercise if needed.] [The response can be in any language.]

Circle 1 = « Correct » Circle 0 = « Incorrect » or « no response »

229	--	231	--	233	*(2)*
--	--	152	--	154	*(5)*
--	416	--	--	419	*(8)*
311	312	--	--	315	*(4)*
--	202	--	--	205	*(5)*
65	70	--	80	--	*(6)*
--	200	300	--	--	*(7)*
536	--	542	--	548	*(8)*
960	970	--	980	--	*(9)*
76	78	--	--	--	*(10)*

📖 C2

📖

If the child makes 4 successive errors

☐ If the child doesn't respond for 5 seconds, move on.

73

	Time remaining :	📖
	Activity discontinued(if first five answers were wrong):	
	Total correct:	

Activity 4A: Addition Level 3

📖 **Here are some additions. I'm now going to use this timer. Try your best. IF you don't know an answer, move onto the next one. Are you ready? … Start here and go line by line.**

[Point to the first question] [The response can be in any language.]

📖 (/) Incorrect or no response   ( ]) After the last question answered

$121 + 745 =$ **(866)**	$842 + 13 =$ **(855)**	$615 + 181 =$ **(25)**	*(3)*
$350 + 620 =$ **(970)**	$400 + 125 =$ **(525)**	$827 + 72 =$ **(28)**	*(6)*
$265 + 410 =$ **(675)**	$532 + 246 =$ **(778)**	$210 + 326 =$ **(216)**	*(9)*
$905 + 27 =$ **(932)**	$976 + 11 =$ **(987)**	$449 + 550 =$ **(48)**	*(12)*
$718 + 50 =$ **(768)**	$715 + 42 =$ **(757)**	$322 + 25 =$ **(347)**	*(15)*
$450 + 549 =$ **(999)**	$300 + 700 =$ **(1000)**	$600 + 200 =$ **(25)**	*(18)*
$671 + 23 =$ **(694)**	$250 + 350 =$ **(600)**		*(20)*

📖 D1

📖 60 seconds. Once the time finishes, stop the activity.

📖 If the pupil does not answer for **10 SECONDS**

	Remaining time :	📖
	Discontinued (if first three answers were wrong):	📖
	Total Correct:	📖

Activity 5A: Subtraction Level 3

📖 **Here are some subtractions. I'm going to use this timer. Try your best. If you don't know the answer, move onto the next one. Are you ready? Start here and go line by line.**

[Point to the first question] [The answer can be in any language.]

📖 D2

📖 60 seconds. Once the time

📖	(/) Incorrect or no response	( ]) After the last question answered		finishes, stop the activity.

145 - 43 = **(102)**	527 - 416 = **(111)**	685 - 475 = **(210)**	*(3)*
647 - 234 = **(413)**	256 - 143 = **(113)**	378 - 321 = **(699)**	*(6)*
750 - 230 = **(520)**	886 - 352 = **(534)**	273 - 252 = **(21)**	*(9)*
311 - 200 = **(111)**	923 - 110 = **(813)**	752 - 140 = **(612)**	*(12)*
409 - 206 = **(203)**	175 - 64 = **(111)**	87 - 52 = **(35)**	*(15)*
466 - 333 = **(133)**	595 - 172 = **(423)**	746 - 125 = **(621)**	*(18)*
238 - 124 = **(114)**	395 - 210 = **(185)**		*(20)*

☐ If the pupil does not answer for **10 SECONDES**

Remaining time :	📖
Discontinued (if first three answers were wrong):	📖
Total Correct:	📖

☐
☐　　☐ ☐

SUBTASK 3. LETTER SOUND IDENTIFICATION L3	☐ **Page 1**	☐ 60 seconds

☐ **Here is a page full of letters of the English alphabet. Please tell me the SOUNDS of as many letters of the alphabet as you can. Not their names, but their sounds.**
For example, the sound of this letter [point to the letter T] **is /t/.**

Let's practice: Tell me the sound of this letter [point to the letter M]**:**
　　[If the child responds correctly, say:] **Good, the sound of this letter is /m/.** [If the
　　child does not respond correctly, say:] **The sound of this letter is /m/.**

Now try another one: Tell me the sound of this letter [point to the letter S]**:**
　　[If the child responds correctly say:] **Good, the sound of this letter is /s/.** [If the
　　child does not respond correctly, say:] **The sound of this letter is /s/.**

When I say "Begin," start here [point to first letter] **and go across the page** [point]. **Point to each letter and tell me the sound of that letter in a loud voice. Read as quickly and carefully as you can. If you come to a letter you do not know, go on to the next letter. Put your finger on the first letter. Ready? Begin.**

Start the timer when the child reads the first letter.
☐ If a child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "Go on"

✋ When the timer reaches 0, say "stop."
✋ If the child does not provide a single correct

75

□ (/) Mark any incorrect or missed/skipped letters with a slash
(Ø) Circle self-corrections if you already marked the letter incorrect ( ])
Mark the final letter read with a bracket

Examples: T   m   S

1	2	3	4	5	6	7	8	9	10	
J	i	q	B	v	D	E	F	G	H	*(10)*
L	c	N	K	P	R	f	T	s	V	*(20)*
W	g	Y	m	a	p	b	x	d	l	*(30)*
h	j	k	M	*t*	*U*	*o*	Z	C	*r*	*(40)*
S	A	u	X	*w*	*Q*	*y*	*O*	*z*	*e*	*(50)*
n	l									*(52)*

□   Time remaining on stopwatch at completion (number of SECONDS)

□   Exercise discontinued because the child had no correct answers in the first line

□   □

response on the first line (10 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

If the child provides the letter name rather than the sound, say: "Please tell me the SOUND of the letter". This prompt may be given only once during the sub-task.

SUBTASK 4. NON-WORD READING L3 | □ **Page 2** | □ 60 seconds

□ **Here are some made-up words in English. I would like you to read as many as you can. Do not spell the words, but read them. For example, this made-up word is: "ut".**

Let's practice: Please read this word [point to the word: **dif**].
[If the child responds correctly]: **"Good, This word is "dif."** [If the child does not respond correctly, say]: **This made-up word is "dif."**

Now try another one: please read this word [point to the next word: **mab**].
[If the child responds correctly, say]: **"Good, this made-up word is "mab."** [If the child does not respond correctly say]: **This made-up word is "mab."**

When I say "Begin," start here [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.**

□   (/) Mark any incorrect words with a slash
(Ø) Circle self-corrections if you already marked the word incorrect ( ])
Mark the final word read with a bracket

Examples: ut   dif   mab

	1	*2*	*3*	*4*	*5*		
futinala	lusat	ditag	lebinok	gakup	Rop	*(6)*
jodanilo	kibelas	lekim	thobaz	huz	nadom	*(12)*
zugun	regitod	sanap	tupodil	ralatad	wix	*(18)*
meparug	pominad	lut	yodok	wimabat	tatub	*(24)*
horig	fiteran	canebam	wevinarat	nurucaf	riput	*(30)*
selanot	porutib	magel	dijotem	vebalap	yut	*(36)*
dutafil	buzam	gimanet	telak	kafun	jocalut	*(42)*
hipat	koman	cabiya	judi	gafet	vuromal	*(48)*
zafin	derefad	griput	zafinag	yutrilaf	seclanot	*(50)*
podrutib	magrobel	jocalut	bruzam	gimanet	telakinu	
kafluno	hipatril	skoman	cabiyapus	udizemalia	grafettim	

□   Time remaining on stopwatch at completion (number of SECONDS)

□   Exercise discontinued because the child had no correct answers in the first line

Start the timer when the child reads the first word.

□ If a child hesitates or stops on a word for 3 SECONDS, point to the next word and say "Go on."

✋ When the timer reaches 0, say "stop."

✋ If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

SUBTASK 5. Reading of familiar words. L3	☐ **Page 2**	☐ 60 seconds

☐ **Here are some simple sentences in English. I would like you to read as many as you can.**

Let's practice: Please read these sentences [point to the sentence: **I like rice**]. [If the child responds correctly]: **"Good, The sentence is, "I like rice"** [If the child does not respond correctly, say]: **The sentence is, "I like rice"**

Now try another one: please read this word [point to the next sentence: **a black cat**]. [If the child responds correctly, say]: **"Good, the sentence is "a black cat"** [If the child does not respond correctly say]: **The sentence is "a black cat"**

When I say "Begin," start here [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.**

☐   (/) Mark any incorrect words with a slash
     (Ø) Circle self-corrections if you already marked the word incorrect ( ]) Mark the final word read with a bracket

1	2	3	4	5	
banana	difficult	bicycle	umbrella	Information	5
photocopy	golden	*yellow*	entertainment	vocabulary	10
yesterday	examination	Table	information	intelligent	15
shoulder	through	chair	morning	around	20
kitchen	character	frustrated	blackboard	*ceremony*	25

Start the timer when the child reads the first word.

☐ If a child hesitates or stops on a word for <u>3 SECONDS</u>, point to the next word and say "Go on."

✋ When the timer reaches 0, say "stop."

✋ If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

television	nine	mangoes	meat	orange	30
mangoes	December	palace	examination	fish	35
intelligent	write	careless	farmer	open	40
bush	forest	politeness	foolish	book	45
villagers	father	revision	teacher	Presidency	50

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	

☐   ☐

☐ **Here are some simple sentences in English. I would like you to read as many as you can.**

Let's practice: Please read these sentences [point to the sentence: **I like rice**]. [If the child responds correctly]: **"Good, The sentence is, "I like rice"** [If the child does not respond correctly, say]: **The sentence is, "I like rice"**

Now try another one: please read this word [point to the next sentence: **a black cat**]. [If the child responds correctly, say]: **"Good, the sentence is "a black cat"** [If the child does not respond correctly say]: **The sentence is "a black cat"**

When I say "Begin," start here [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.**

Start the timer when the child reads the first word.

☐ If a child hesitates or stops on a word for 3 SECONDS, point to the next word and say "Go on."

✋ When the timer reaches 0, say "stop."

✋ If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

☐ (/) Mark any incorrect words with a slash
(Ø) Circle self-corrections if you already marked the word incorrect ( ])
Mark the final word read with a bracket

2. Read this passage aloud, after that I will ask you some questions

One day Manga and his friends were going back home from school when they met a mad man dancing on the road naked. Many people were gathered, watching the spectacle. Some were singing, others clapping and children jeering while throwing stones at the poor man. Atanga, one of Manga's friends picked up a stone and was about to shoot the mad man when Manga stopped him.

"Don't do that! It is not good. The mad man is sick and does not know what he is doing. You should feel sorry for him instead".

"Yes, he should be taken to the hospital instead", said Musa.

"You both are right", Atanga replied. "I am sorry I almost acted badly like the other children. I wish there was someone to help the poor, sick, mad man. Let's go home. It is getting late and our parents will be worried why we are not yet back from school".

And the boys walked thoughtfully home.

QUESTION / ANSWERS	Correct	incorrect	No response
1. Can you tell me what the passage is about?			

80

☐ Time remaining on stopwatch at completion (number of SECONDS)			
☐ Exercise discontinued because the child had no correct answers in the first line			
2. What happened when Atanga wanted to shoot the mad man?			
3. Were the people around kind to the mad man?			
4. Why were they laughing at him?			
5. Do you think the boys will tell their parents about what they saw?			

☐
☐
☐
☐

SUBTASK 4. Oral Comprehension L3	☐ **Page 2**	☐ 60 seconds
☐ **Here are some passages in English. I would like you to read as the passage and then many as you can. Do not spell the words, but read them. For example, this madeup word is: "ut".** ☐　(/) Mark any incorrect words with a slash (Ø) Circle self-corrections if you already marked the word incorrect ( ]) Mark the final word read with a bracket		Start the timer when the child reads the first word. ☐ If a child hesitates or stops on a word for <u>3 SECONDS</u>, point to the next word and say "Go on." ✋　When the timer reaches 0, say "stop." ✋　If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the

C. Listen to this passage. After that, I will ask you questions on it.

next subtask.

Embele loves sports. She just adores football, her best sport, but her parents will not let her play. They say that football is for boys and will not let her go and play. After school, she will play with the boys who, at first, refused to let her join any of their teams. She insisted and when they realized that she played football very well, they were happy to accept her as a player. But whenever she returned home late, her parents would punish her. This would make her very sad and sometimes angry. Why should boys be free to play football and not girls? Why should the girls always do the cooking, cleaning and washing while the boys are playing football or watching television? To her, this did not seem fair. In fact, it was not right. Embele's teacher noticed that she was not happy and asked her what the matter was. After hearing her story, the teacher talked to her parents who changed their minds and allowed her to play football. Other girls who like football also joined the teams.

QUESTION / ANSWERS	*Correct*	*incorrect*	*No response*
1) Why did Embele's parents not want her to play football?			
2) What did Embele do when the boys refused to let her play?			
3) How did Embele feel when her parents punished her?			
4) At home, what were the boys doing			

and what were the girls doing?			
5) How was Ebele's problem finally solved?			

B. Reading comprehension.
Read this passage silently. After that I will ask you some questions.

I was in an airplane; a very big one with over seven hundred people. From their dressing you could guess their nationalities. I could identify Africans, Indians, Americans and Europeans from their assorted attires. Everyone looked so beautiful, especially the children. Some of them were of my age. The air hostesses were helping passengers to arrange their luggages and fasten their sit

belts. Some time later, snacks and drinks w | *ere served and it was announced that*

the plane would take off soon. I was a little | *anxious but the sky was as bright as*

the morning star for me to see clearly. At e | *xactly 10pm, I manipulated the*

engines of the plane and took off, my heart | *pounding because it was my first*

time of flying a plane! Suddenly I sat up on | *my bed confused. Where am I? On*

my bed of course. How could a ten-year-old | *fly a plane?*

QUESTION / ANSWERS	*Correct*	*incorrect*	*No response*
1) How can you tell people's nationalities?			
2) Who were those serving food?			
3) What was the sky bright like?			
4) Did the plane actually take off at 10pm??			
5) Do you think this is a true story? Why or why not?			

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	
Good effort! We've finished for today, thank you.	

9.2. APPENDIX 2: QUALITY OF LIFE SURVEY QUESTIONS

Demographics

1.1   **Region**
         Region of origin
         Subdivision
1.2   **What is the name of your school?**
1.3   **What class are you in?**
1.4   **How old are you?**

         (Hint: Please choose the age range that applies to you:
         6-8,
         9-12
         , 12--18)

1.5   **What is your gender?**

1= Male
2= Female

1.6   **What is your religion?**

1= Christian
2= Muslim
3= Others

Parenting

Mother
- *Alive*
- *Deceased*
- *Don't know*

Father
- *Alive*
- *Deceased*
- *Don't know*

Living with?

- *Mother*
- *Father*
- *Mother and father*
- *With other family member*
- *With other non-family members*

What languages do you speak
1) English
2) French
3) Mother tongue

1.7   **What is the highest level of education received by your mother?**

1= No education
2= FSLC
3= Ordinary Level
4= Advanced Level
5= University Degree
6= Others
7= Don't know

1.8   **What is your mother's occupation?**

1= Self employed
2= professionally employed
3= housewife

4= businesswoman

1.9   What is the highest level of education received by your father?

1= No education
2= FSLC
3= Ordinary Level
4= Advanced Level
5= University Degree
6= Others
98= Don't know

1.10   What is your father's occupation?

1= Self employed
2= professionally employed
3= businessman
4= retired

What is the highest level of education received by your guardian?

1= No education
2= FSLC
3= Ordinary Level
4= Advanced Level
5= University Degree
6= Others
7= Don't know

What is your guardian's occupation

1= Self employed
2= professionally employed
3= businessman
4= retired

1.11   How many friends do you have in school?
1.12   How many friends do you have in the quarter?
1.13   Do you have any of these at home?

1= TV
2= Car / bike
3= computer
4= Smartphone(s)

Physical Activities and Health

2.1   In general, how do you feel?

1= excellent
2= very good
3= good
4= fair
5= poor

2.2   **Thinking about the last week ...**

1= Have you felt fit and well?
2= Have you been physically active (e.g., running, climbing, biking)?
3= Have you been able to run well?
4= Have you felt full of energy?

Not at all, Slightly, Moderately, Very, extremely

<div align="center">

Feelings

</div>

Social
 Thinking about the last week ...
1= Did you feel like you are because your peers are?

Not at all, Slightly, Moderately, Very, extremely

Thinking about the last week ...

1= Have you had enough time for yourself?
2= Have you been able to do the things that you want to do in your free time?
3= Have you had enough opportunity to be outside?
4= Have you had enough time to meet friends?
5= Have you been able to choose what to do in your free time?

Never, seldom, quite often, very often, always

Thinking about the last week ...

1= Have your parent(s)/guardian(s) understood you?
2= Have you felt loved by your parent(s)/guardian(s)?

Not at all, Slightly, Moderately, Very, extremely

Thinking about the last week ...

1= Have you been happy at home?
2= Have your parent(s)/guardian(s) had enough time for you?
3= Have your parent(s)/guardian(s) treated you fairly?
4= Have you been able talk to your parent(s)/guardian(s) when you wanted to?

Never, seldom, quite often, very often, always

Thinking about the last week ...

1= Have you had enough money to do the same things as your friends?
2=Have you had enough money for your personal expenses(snacks, pencils , or anything costing below 100frs/200frs)?

Never, seldom, quite often, very often, always

Thinking about the last week ...

1= Have you spent time with your friends? (doing homework , group work etc)

Never, seldom, quite often, very often, always

2= Have you had fun with your friends?
3= Have you and your friends helped each other?
4= Have you been able to talk about everything with your friends?
5= Have you been able to rely on your friends?

Thinking about the last week ...

1= Have you been happy at school?   *Not at all, Slightly, Moderately,*
2= Have you got on well at school?   *very, extremely*
3= Have you been satisfied with your teachers?

Thinking about the last week ...

1= have you been able to communicate clearly with your peers and teachers?
2= have you been able to listen actively to your peers and teachers?   *Not at all, Slightly, Moderately,*
3= have you been able to cooperate with your teachers?   *very, extremely*
4= have you been able to resist inappropriate social pressure? (stealing, lying or running away from school)
5= have you been able to peacefully solve a problem you had with your peers or among others?
6= have you been able to seek help when needed?

Mental
Thinking about the last week ...

1= Has your life been enjoyable?   *Not at all, Slightly, Moderately,*
2= Have you felt pleased that you are alive?   *Very, extremely*
3= Have you felt satisfied with your life?

Thinking about the last week ...

1= Have you been in a good mood?   *Never, seldom, quite often, very*
2= Have you felt cheerful?   *often, always*
3= Have you had fun?

Thinking about the last week …

1= Have you felt that you do everything badly?
2= Have you felt sad?
3= Have you felt so bad that you didn't want to do anything?
4= Have you felt that everything in your life goes wrong?   *Never, seldom, quite often, very*
5= Have you felt fed up?   *often, always*
6= Have you felt lonely?
7= Have you felt under pressure? Did anyone make you do something you didn't want to do?

Behavioural
Thinking about the last week ...   *Never, seldom, quite often, very*
                                                         often, always

1= Have you been happy with the way you are?
2= Have you been happy with your clothes?
3= Have you been worried about the way you look?
4= Have you felt jealous of the way other girls and boys look?
5= Would you like to change something about your body?

Thinking about the last week ...

1= Have you resisted the impulse to be aggressive? (verbal or physical)
2= Do you feel that you have been in control of your impulses?

3= Do you feel that you have been able to manage your stress? (Mental tension)
4= Do you feel that you have been able to manage your challenges? (mitigating physical problems faced in everyday life)
Thinking about the last week ...

1= Have you been able to pay attention in class?
2= Have you enjoyed going to school?
3= Have you got along well with your teachers?(do you listen to your teachers, do you obey your teacher?)

Never, seldom, quite often, very often, always

Thinking about the last week ...

1= Have you been afraid of other girls and boys?
2= Have other girls and boys made fun of you?
3= Have other girls and boys bullied/called you names at school?

Never, seldom, quite often, very often, always

Students feedback on teachers' interaction (retention factor)

<mark>**2.4**</mark>   *Does your teacher listen to you when you talk about your worries/concerns?* | *Never, seldom, quite often, very often, always*

Do you learn fun and helpful things from your teacher? | *Never, seldom, quite often, very often, always*

Does your teacher help you when you feel sad or upset? | *Never, seldom, quite often, very often, always*

Do you feel safe in your classroom? | *Never, seldom, quite often, very often, always*

Does your teacher shouts in class?

9.3.APPENDIX 3: EGRA and EGMA Classes 1 & 2 Stimuli

EGMA

Identification of numbers, Read these numbers (10)

15	6	0	14	25
30	18	44	10	1

50	9	5	27	11
39	13	7	2	45
3	40	15	22	19

Comparison of numbers, Say which number is bigger

5 3 -		44 34 -
11 14 -		5 10 -
38 24 -		2 1 -
05 50 -		1 11 -
20 12 -		22 12 -

Missing numbers, Tell me the missing number

1   2   -- 4   5

6   7   8   -- 10

11 -- 13 14   15

16 17 -- 19   20

--   22 23 24   25

26 27 -- 29   30

31   -- 33 34   35

36 37 -- 39 40

41 42 43 44 -- 46 47 48 -

- 50

Addition. Write the correct answers.

1 + 4 =	2 + 3 =	5 + 3 =
3 + 4 =	3 + 3 =	7 + 1 =

8 + 2 =	2 + 9 =	4 + 6 =
9 + 2 =	6 + 7 =	4 + 8 =
8 + 6 =	7 + 4 =	9 + 8 =
5 + 6 =	8 + 8 =	9 + 5 =
10 + 3 =	9 + 10 =	

ST 4: Subtraction. Write the correct answers

5 − 4 =	5 − 3 =	8 − 3 =
7 − 4 =	6 − 3 =	8 − 1 =
10 − 2 =	11 − 9 =	10 − 6 =
11 − 2 =	13 − 7 =	12 − 8 =
14 − 6 =	11 − 4 =	17 − 8 =
11 − 6 =	16 − 8 =	14 − 5 =
13 − 3 =	19 − 10 =	

EGRA

Letter/ Sound Identification, Tell me the name of the letter

J   i   q   B   v   D   E   F   G   H

L   c   N   K   P   R   f   T   s   V

W   g   Y   m   a   p   b   x   d   l

h   j   k   M   t   U   o   Z   C   r

S   A   u   X   w   Q   y   O   z   e   n   I

Non- word reading, Read these words: (24)

fut   lus   dit   leb   gak   rop jod   kib   lek   tob   huz   nad zug

reg   san   tup   ral   wix mep   pom   lut   yod   wim   tat **Oral fluency**

a) Read these sentences aloud.

1. It is a pen

2. I have a book

3. He is a boy

4. The pencil is on the table

5. My bag is big and red

b) Read this passage aloud. After that I will ask you some questions.

Manka is sad today because she is sick. Her mom took her to the hospital. The doctor gave her some drugs and told her to eat well and rest well. She wants to go to school but her mom said no. She wants to go and see her friends but cannot.

Questions:

1. Why is Manka sad?

2. Who took her to the hospital?

3. What did the doctor give her?

4. Where did she want to go to?

5. Who did she want to see?

Oral Comprehension.

Listen to this passage. After that, I will ask you questions on it.

Lobe in class five. His teacher is called Mr. Ngong. He likes his teacher because he is very kind. He teaches very well and never beats children. He wants to be like his teacher when he grows up. He likes school and he also likes to play football on Saturdays.

Questions.

1) in what class is Lobe??

2) Who is Mr. Ngong?

3) Why does Lobe like his teacher?

4) Does Mr. Ngong beat children?

5) When does Lobe play football?

Reading comprehension.

Read this passage silently. After that I will ask you some questions.

Abega lives with his parents in Yaounde and takes a taxi every day to school. He is now in college and has four new friends. During break, they eat and play together. He likes English and Mathematics. He is happy because he learns many new things in college school.

Questions.

1) Where does Abega live?

2) Is he in primary school or college?

3) How does Abega go to school?

4) How many new friends does he have?

5) Why is Abega happy?

LEVEL TWO

EGMA

Identification of numbers. Read these numbers (20)

215	146	320	79	50
408	30	299	110	65
55	499	10	273	360
39	78	225	15	463
67	400	14	22	192
462	95	375	500	19
202	313	179	450	175
144	298	91	333	237
365	114	404	31	72
48	211	18	80	111

Comparison of numbers, Say which number is bigger

415   253   -

119   154   -

348   448   - 255   215   -

500   300   -   299   499   - 115   110   -

270   300   -

401   111   -

322   412   -

Missing numbers. Tell me the missing number

22	--	24	--	26
150	--	152	--	--
--	416	--	418	--
311	--	--	--	315

--   202   --   --   205

--   --   448   499   --

101   102   --   --   -- 36   --   --   --   40

93

76   --   --   --   -- **Addition,** Write the correct answers.

$21 + 4 =$	$42 + 3 =$	$15 + 10 =$
$21 + 4 =$	$42 + 3 =$	$15 + 10 =$
$50 + 20 =$	$400 + 25 =$	$27 + 1 =$
$160 + 10 =$	$32 + 6 =$	$210 + 6 =$
$9\ 5 + 2 =$	$76 + 11 =$	$40 + 8 =$
$18 + 0 =$	$75 + 4 =$	$322 + 25 =$
$450 + 5 =$	$80 + 8 =$	$20 + 5\ \ =$
$170 + 23 =$	$225 + 10 =$	

Subtraction, Write the correct answers

$45 - 3 =$	$57 - 4 =$	$68 - 5 =$
$347 - 234 =$	$256 - 143 =$	$378 - 321 =$
$150 - 20 =$	$486 - 352 =$	$273 - 252 =$
$311 - 200 =$	$123 - 110 =$	$252 - 140 =$
$40 - 20 =$	$175 - 64 =$	$87 -\ \ 52\ \ =$
$466 - 333 =$	$295 - 172 =$	$146 - 125 =$
$238 - 123 =$	$359 - 210 =$	

EGRA

Letter/ Sound Identification, Tell me the name of the letter

J   i   q   B   v   D   E   F   G   H

L   c   N   K   P   R   f   T   s   V

W   g   Y   m   a   p   b   x   d   l   h

j   k   M   t   U   o   Z   C   rS   A   u

X   w   Q   y   O   z   e   n   I

Non- word reading, Read these words: (50)

fut   lusat   ditag   lebinok   gakup   rop   jodanil   kibelas   lekim   tobaz   huz   nadom

zugun   regitod   sanap   tupodil   ralatad   wix meparug   pominab   lut   yodok   wimabat   tatub

horig   fiteran   canebam   wevinarat   nurucaf   riput   selanot   porutib   magel   dijotem   vebalap

yut dutafil   buzam   gimanet   telak   kafun   jocalut   hipat   koman   cabiya   judi   gafet

vuromal zafin   derefa

Reading of familiar words, Read these words aloud. (50)

banana   today   have   winner   please   very   table   golden   entertainment   cooking

yesterday   examination   chair   information   good   class   spoon   ruler   morning   around

kitchen   ready   difficult   blackboard   yellow television   nine   mangoes   meat   orange   example

December   palace   little   fish

intelligent   write   careless   farmer   open   bush   forest   politeness   foolish   book

villagers   fathers   revision   teachers   deep

Oral fluency.

Read this passage aloud. After that I will ask you some questions.

My name is Ewane. I am in primary four. I love my family. My father is a teacher and my mother sells in the market. I have two sisters called Enanga and Eposi. The name of my only brother is Lobe. We are from the South West Region but we live in Douala. My father always buys our books, and clothes and my mother buys food. My mother cooks very well and what I like best is rice and chicken stew which she cooks on Sundays. Every evening, we help our mother and do our homework before going to bed.

Questions:

1. in what class is Ewane?

2. Where does her mother work?

3. Who is Ewane's brother?

4. Who buys Ewane's books?

5. What is Ewane's best food?

ST 5 Oral Comprehension.

Listen to this passage. After that, I will ask you questions on it.

This is December. It is supposed to be the dry season in my country Cameroon. But rain is still falling a lot and causing destruction on roads and houses. Some people have even died from natural disasters caused by these heavy rains. Many people are confused why the dry season is not here yet. Pa Ndongo, a farmer is not even sure if he should plant crops now or not. Will they do well when the rains finally stop? I am thinking that this problem is due to climate change. People are all praying that things go back to normal.

Questions.

1) Which month of the year is mentioned?

2) What is the name of the country mentioned?

3) What does Pa Ndongo do?

3) Has the dry season come already?

4) Is the problem due to Climate change?

5) Why are people praying?

ST6: Reading comprehension.

Read this passage silently. After that I will ask you some questions.

Kenfack and Obama are good friends. They live in the same area and go to school together. On the way to school they tell stories about their families and school. Kenfack loves Mathematics but Obama likes English more. He likes stories about other countries and great people around the world. They both like football and enjoy it during sports activities. During break time they eat together. They also share their food with others. When school closes, they walk home together. They are happy with their families and school. They study hard so as to be important people in the future.

Questions.

1) What are the names of the two friends?

2) What do they do on the way to school?

3) Who loves Mathematics?

4) What do they do during break time?

5) Why do they study hard?

LEVEL THREE

EGMA

Identification of numbers, Read these numbers (100)

| 215 | 846 | 1000 | 793 | 550 | 608 | 105 | 512 | 110 | 925 |

255	499	999	371	619
394	578	801	215	463
967	400	148	602	197
462	919	335	500	786
202	313	179	450	175
144	298	910	333	237
365	114	404	15	502
408	217	18	80	111

Comparison of numbers, Say which number is bigger

415   253   -

119   619   - 348   448   -

255   215   -

500   300   -

299   799   -

100   1000   -

270   390   -

801   111   - 322

412   -

Missing numbers. Tell me the missing number

229	--	231	--	233			
--	--	152	--	--			
--	416	--			--	419	
311	312		--		--	315	
--	202	--	--	205 65	70	--	80	-- --	200
300	--	--					
536	--			542	--	548	
960	970	--	990			--	
76	78		--		--	--	

Addition. Write the correct answers.

121 + 745=	842 + 13 =	615 + 181 =

350 + 620 =	400 + 125 =	827 + 72 =
265 + 410 =	532 + 246 =	210 + 326 =
905 + 27 =	976 + 11 =	449 + 550 =
718 + 50 =	715 + 402 =	322 + 25 =
450 + 549 =	380 + 118 =	600 + 200 =
671 + 23 =	225 + 374 =	

Subtraction. Write the correct answers

145 – 43 =	527 – 416 =	685 – 475 =
647 – 234 =	256 – 143 =	378 – 321 =
750 – 230 =	886 – 352 =	273 – 252 =
311 – 200 =	923 – 110 =	752 – 140 =
409 – 206=	175 – 64 =	87 – 52 =
466 – 333 =	595 – 172 =	746 – 125 =
258– 124 =	359 – 210 =	

EGRA

Letter/ Sound Identification

J   i   q   B   v   D   y   F   u   H

L   c   N   K   P   R   f   T   s   V

W   g   Y   m   a   p   b   x   d   I   h

j   k   M   t   U   o   Z   C   r

S   A   X   w   Q   E   O   z   e   G   n

l

Non- word reading. Read these words: (40)

futinala   lusat ditag   lebrinok   gakup   rop   jodanilo   kibelas   lekim   thobaz   huz

nadomuna   zugun   bregitod   sanap stupodil   ralatad   wix   meparug   pominabu

luter   yodok   wimabat   fritatublo   dutafil   shorigo   fliteran   cranebam   wevinarat   nurucaf

griput   vuromalin   zafinag   yutrilaf   derefad seclanot   podrutib   magrobel   dijotem   vebalap

bruzam   gimanet   telakinu   kafluno   jocalut   hipatril skoman   cabiyapus   judizemalia   grafettim

Reading of familiar words. Read these words aloud. (40)

banana   difficult   bicycle   umbrella   information   photocopy   golden   entertainment   yellow   vocabulary

yesterday   table   chair   teacher   villagers   shoulder   character   father   blackboard   revision kitchen

difficult   morning   frustrated   around examination   through   electrician   ceremony   please   television

lion   mangoes   meat   orange   example December   palace   small   airplane

intelligent   write   careless   farmer   open   bush   forest   politeness   foolish   presidency

Oral fluency.

Read this passage aloud. After that I will ask you some questions.

One day Manga and his friends were going back home from school when they met a mad man dancing on the road naked. Many people were gathered, watching the spectacle. Some were singing, others clapping and children jeering while throwing stones at the poor man. Atanga, one of Manga's friends picked up a stone and was about to shoot the mad man when Manga stopped him.

"Don't do that! It is not good. The mad man is sick and does not know what he is doing. You should feel sorry for him instead".

"Yes, he should be taken to the hospital instead", said Musa.

"You both are right", Atanga replied. "I am sorry I almost acted badly like the other children. I wish there was someone to help the poor, sick, mad man. Let's go home. It is getting late and our parents will be worried why we are not yet back from school".

And the boys walked thoughtfully home.

Questions:

1. Can you tell me what the passage is about?

2. What happened when Atanga wanted to shoot the mad man?

3. Were the people around kind to the mad man?

4. Why were they laughing at him?

5. Do you think the boys will tell their parents about what they saw?

Oral Comprehension.

Listen to this passage. After that, I will ask you questions on it.

Embele loves sports. She just adores football, her best sport, but her parents will not let her play. They say that football is for boys and will not let her go and play. After school, she will play with the boys who, at first, refused to let her join any of their teams. She insisted and when they realized that she played football very well, they were happy to accept her as a player. But whenever she returned home late, her parents would punish her. This would make her very sad and sometimes angry. Why should boys be free to play football and not girls? Why should the girls always do the cooking, cleaning and washing while the boys are playing football or watching television? To her, this did not seem fair. In fact, it was not right. Embele's teacher noticed that she was not happy and asked her what the matter was. After hearing her story, the teacher talked to her parents who changed their minds and allowed her to play football. Other girls who like football also joined the teams.

Questions.

1) Why did Embele's parents not want her to play football?

2) What did Embele do when the boys refused to let her play?

3) How did Embele feel when her parents punished her?

4) At home, what were the boys doing and what were the girls doing?

5) How was Ebele's problem finally solved?

ST6: Reading comprehension.

Read this passage silently. After that I will ask you some questions.

I was in an airplane; a very big one with over seven hundred people. From their dressing you could guess their nationalities. I could identify Africans, Indians,
Americans and Europeans from their assorted attires.
Everyone looked so beautiful, especially the children.

Some of them were of my age. The air hostesses were helping passengers to arrange their luggages and fasten their sit belts. Some time later, snacks and drinks were served and it was announced that the plane would take off soon. I was a little anxious but the sky was as bright as the morning star for me to see clearly. At exactly 10pm, I manipulated the engines of the plane and took off, my heart pounding because it was my first time of flying a plane! Suddenly I sat up on my bed confused. Where am I? On my bed of course. How could a ten-year-old fly a plane?

Questions.

1) How can you tell people's nationalities?

2) Who were those serving food?

3) What was the sky bright like?

4) Did the plane actually take off at 10pm??

5) Do you think this is a true story? Why or why not?

LEVEL ONE

General instructions

Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly ONLY the sections in boxes.

Good morning. My name is _____ and I live in _____. I'd like to tell you a little bit about myself. [Number and ages of children; favorite sport, radio or television program, etc.] **1. What do you like to do when you are not in school?** [Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent]. **2. What games do you like to play?**

Verbal Assent: Read the text in the box clearly to the child.

- Let me tell you why I am here today. I work with an organization called CIReD and we are trying to understand how children learn to count and read. You were picked by chance.

- We would like your help in this. But you do not have to take part if you do not want to.

- We are going to play a number and reading game. I am going to ask you to read some numbers, compare them, do some sums, then we'll play a reading game with letters, words and a short story.

- Using this stopwatch/device/gadget, I will see how long it takes you for some activities.

- This is NOT a test and it will not affect your grade at school.

- I will NOT write down your name so no one will know these are your answers.

- Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather

Check box if verbal assent is obtained: *YES*

(If verbal assent is not obtained, thank the child and move on to the next child, using this same form)

Date of assessment: 02/03/2015		Class:	
Town name:			
REGION		M. Age:	
Assessor name:			
Assessor code:		N. Gender	☐ Boy ☐ Girl
School name:			
School code:			
Start Time		_____ : _____	

[____|____] hour [____|____] minutes Start of EGMA

☐ **Now we will play some maths games.**

Activity 1A:

☐ **Here ar**
what it is. Re
when to star
language]

☐ **Start he**

✐ (/) Incorrect or not response　　( ]) after the last number read

　　Cum.　　　　　　　　　　　　Tot

15	6	0	14	25	*(5)*	↻ If the child doesn't respond for 5 seconds, move on.
30	18	44	10	1	*(10)*	
50	9	5	27	11	*(15)*	
39	13	7	2	45	*(20)*	
3	40	15	22	19	*(25)*	

Time remaining:	☞
Activity discontinued (if first five answers were wrong):	☞
Total correct:	☞

Activity 2A: Comparison of numbers – EXAMPLE

☐ **Look at these numbers. Tell me which is the biggest number, 4 or 9**

- If the pupil responds correctly, say:☐ **That's correct, 9 is the biggest.**

- If the pupil does not respond correctly, say: ☐ **The number 9 is the biggest.**

- **This number is 4. This number is 9. 9 is bigger than 4. Let's continue.**

📖 Page B1

Activity 2A : Comparison of numbers – EXERCISES

☐ **Look at these numbers. Tell me which is the biggest number.**

📖 B2

[Point at the numbers on each line, one by one, repeating the instruction] [The pupil can respond in any language]

Circle 1 = « Correct » Circle 0 = « Incorrect » or « no response »

✋ If the child makes 5 successive errors

↻ If the child doesn't respond for 5 seconds, move on.

5	or	3	5	1---0	44	or	34	44	1---0	*(2)*
11	or	14	14	1---0	5	or	10	10	1---0	*(4)*
38	or	24	38	1---0	2	or	1	2	1---0	*(6)*
05	or	50	50	1---0	1	or	11	11	1---0	*(8)*
20	or	12	20	1---0	22	or	12	22	1---0	*(10)*

Time remaining :	
Activity discontinued(if first five answers were wrong):	
Total Correct:	

Activity 3A: Missing numbers – EXAMPLE

☐ **Here are some numbers. One, two, _____, four. What number should go here?** [point at the empty space]

If the pupil responds correctly, say:☐ **That's correct, three. Let's continue.**

If the pupil does not respond correctly, say: ☐ **Here, the number is three. Count with me.** [Point to each number.] **One, two, _____, four. Here, the number is three. Let's continue.**

☐ **Here are some numbers. Seventeen, _____** [point to the empty space and say nothing]**, nighteen, twenty, twenty-one. What number comes here?** [point to the empty space].

If the pupil responds correctly, say:☐ **That's correct, eighteen.**

If the pupil does not respond correctly, say: ☐ **Here, the number is eighteen. Count with me.** [Point to each number.] **Seventeen, eighteen, nineteen, twenty, twenty-one. Let's continue.**

| | C1 |

Activity 3A: Missing numbers – EXERCISE

☐ **Here are some numbers. What number should come here?**

[Point to the missing space] [Repeat for each exercise if needed.]

[The response can be in any language.]

Circle 1 = « Correct » Circle 0 = « Incorrect » or « no response »

1	2	--	4	5	*(1)*
6	7	8	--	10	*(2)*
11	--	13	14	15	*(3)*
16	17	--	19	20	*(4)*
--	22	23	24	25	*(5)*

| C2

☉

If the child makes 5 successive errors

↪ If the child doesn't respond for 5 seconds, move on.

26	27	--	29	30	*(6)*
31	--	33	34	35	*(7)*
36	37	--	39	40	*(8)*
41	42	43	44	--	*(9)*
46	47	48	--	50	*(10)*

Time remaining :

Activity discontinued(if first five answers were wrong):

Total correct :

Activity 4A : Addition Level 1

☐ **Here are some additions. I'm now going to use this timer. Try your best. IF you don't know an answer, move onto the next one. Are you ready? … Start here and go line by line.**

📖 D1

🕐 60 seconds. Once the time finishes, stop the activity.

[Point to the first question] [The response can be in any language.]

✎ (/) Incorrect or no response   ( ]) After the last question answered

$1 + 4 = $ **(5)**	$2 + 3 = $ **(5)**	$5 + 3 = $ **(8)**	*(3)*
$3 + 4 = $ **(7)**	$3 + 3 = $ **(6)**	$7 + 1 = $ **(8)**	*(6)*
$8 + 2 = $ **(10)**	$2 + 9 = $ **(11)**	$4 + 6 = $ **(10)**	*(9)*
$9 + 2 = $ **(11)**	$6 + 7 = $ **(13)**	$4 + 6 = $ **(10)**	*(12)*
$8 + 6 = $ **(14)**	$7 + 4 = $ **(11)**	$9 + 8 = $ **(17)**	*(15)*
$5 + 6 = $ **(11)**	$8 + 8 = $ **(16)**	$9 + 5 = $ **(14)**	*(18)*
$10 + 3 = $ **(13)**	$9 + 10 = $ **(19)**		*(20)*

⟳ If the pupil does not answer for **10 SECONDS**

Remaining time : ✎

Discontinued (if first three answers were wrong): ✎

Total Correct : ✎

Activity 5A : Subtraction Level 1

☐ **Here are some subtractions. I'm going to use this timer. Try your best. If you don't know the answer, move onto the next one. Are you ready? Start here and go line by line.**

📖 D2

🕐 60 seconds. Once the time finishes, stop the activity.

[Point to the first question] [The answer can be in any language.]

✎   (/) Incorrect or no response   ( ]) After the last question answered

$5 - 4 = $ **(1)**	$5 - 3 = $ **(2)**	$8 - 3 = $ **(5)**	*(3)*
$7 - 4 = $ **(3)**	$6 - 3 = $ **(3)**	$8 - 1 = $ **(7)**	*(6)*
$10 - 2 = $ **(8)**	$11 - 9 = $ **(2)**	$10 - 6 = $ **(4)**	*(9)*

⟳ If the pupil does not answer for **10 SECONDES**

$11 - 2 = $ **(9)**	$13 - 7 = $ **(6)**	$12 - 8 = $ **(4)**	*(12)*	
$14 - 6 = $ **(8)**	$11 - 4 = $ **(7)**	$17 - 8 = $ **(9)**	*(15)*	
$11 - 6 = $ **(5)**	$16 - 8 = $ **(8)**	$14 - 5 = $ **(9)**	*(18)*	
$13 - 3 = $ **(10)**	$19 - 10 = $ **(9)**		*(20)*	
		Remaining time :		✑
		Discontinued (if first three answers were wrong):		✑
		Total Correct :		✑

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SUBTASK 3. LETTER SOUND IDENTIFICATION	☐ Page 1	☐ 60 seconds

☐ **Here is a page full of letters of the English alphabet. Please tell me the SOUNDS of as many letters of the alphabet as you can. Not their names, but their sounds.**

For example, the sound of this letter [point to the letter T] **is /t/.**

Let's practice: Tell me the sound of this letter [point to the letter M]**:**
> [If the child responds correctly, say:] **Good, the sound of this letter is /m/.**
> [If the child does not respond correctly, say:] **The sound of this letter is /m/.**

Now try another one: Tell me the sound of this letter [point to the letter S]**:**
> [If the child responds correctly say:] **Good, the sound of this letter is /s/.**
> [If the child does not respond correctly, say:] **The sound of this letter is /s/.**

When I say "Begin," start here [point to first letter] **and go across the page** [point]. **Point to each letter and tell me the sound of that letter in a loud voice. Read as quickly and carefully as you can. If you come to a letter you do not know, go on to the next letter. Put your finger on the first letter. Ready? Begin.**

☐ (/) Mark any incorrect or missed/skipped letters with a slash
(Ø) Circle self-corrections if you already marked the letter incorrect ( ])
Mark the final letter read with a bracket

Examples: T m S

1	2	3	4	5	6	7	8	9	10	
J	i	q	B	v	D	E	F	G	H	*(10)*
L	c	N	K	P	R	f	T	s	V	*(20)*
W	g	Y	m	a	P	b	x	d	l	*(30)*
h	j	k	M	*t*	*U*	*o*	*Z*	*C*	*r*	*(40)*
S	A	u	X	*w*	*Q*	*y*	*O*	*z*	*e*	*(50)*
n	l									*(52)*

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	

Start the timer when the child reads the first letter.

➲ If a child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "Go on"

☐ When the timer reaches 0, say "stop."

☐ If the child does not provide a single correct response on the first line (10 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

If the child provides the letter name rather than the sound, say: "Please tell me the SOUND of the letter". This prompt may be given only once during the sub-task.

	Total correct	

SUBTASK 4. NON-WORD READING	Page 2	60 seconds

☐ **Here are some made-up words in English. I would like you to read as many as you can. Do not spell the words, but read them. For example, this made-up word is: "ut".**

Let's practice: Please read this word [point to the word: **dif**].
      [If the child responds correctly]: **"Good, This word is "dif."**
      [If the child does not respond correctly, say]: **This made-up word is "dif."**

Now try another one: please read this word [point to the next word: **mab**].
      [If the child responds correctly, say]: **"Good, this made-up word is "mab."**
      [If the child does not respond correctly say]: **This made-up word is "mab."**

When I say "Begin," start here [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.**

Start the timer when the child reads the first word.

➲ If a child hesitates or stops on a word for 3 SECONDS, point to the next word and say "Go on."

☐ When the timer reaches 0, say "stop."

☐ If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

☐   (/)   Mark any incorrect words with a slash
      (Ø) Circle self-corrections if you already marked the word incorrect ( ])
      Mark the final word read with a bracket

Examples: ut   dif   mab

1	*2*	*3*	*4*	*5*		
fut	lus	dit	Leb	gak	rop	*(6)*
jod	kib	lek	tob	huz	nad	*(12)*
zug	reg	san	tup	ral	wix	*(18)*
mep	pom	lut	yod	wim	tat	*(24)*

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	
Total correct	

SUBTASK 5. ORAL FLUENCY	☐ **Page 2**	☐ 60 seconds

☐ **Here are some simple sentences in English. I would like you to read as many as you can.**

Let's practice: Please read these sentences [point to the sentence: **I like rice**].
   [If the child responds correctly]: **"Good, The sentence is, "I like rice"**
   [If the child does not respond correctly, say]: **The sentence is, "I like rice"**

Now try another one: please read this word [point to the next sentence: **a black cat**].
   [If the child responds correctly, say]: **"Good, the sentence is "a black cat"**
   [If the child does not respond correctly say]: **The sentence is "a black cat"**

When I say "Begin," start here [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready?**
Begin.

Start the timer when the child reads the first word.

➲ If a child hesitates or stops on a word for 3 SECONDS, point to the next word and say "Go on."

☐ When the timer reaches 0, say "stop."

☐ If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

☐ (/) Mark any incorrect words with a slash
   (Ø) Circle self-corrections if you already marked the word incorrect ( ])
   Mark the final word read with a bracket

1. *Read these sentences aloud*

   a. *It is a pen*

   b. *I have a book*

   c. *He is a boy*

   d. *The pencil is on the table*

   e. *My bag is big and red*

2. *Read this passage aloud, after that I will ask you some questions*

   Manka is sad today because she is sick. Her mom took her to the hospital. The doctor gave her some drugs and told her to eat well and rest well. She wants to go to school but her mom said no. She wants to go and see her friends but cannot.

   Questions:

   a. *Why is Manka sad?*

   b. *Who took her to the hospital?*

   c. *What did the doctor give her?*

   d. *Where did she want to go to?*

   e. *Who did she want to see?*

3.

☐ Time remaining on stopwatch at completion (number of SECONDS)	

☐ Exercise discontinued because the child had no correct answers in the first line	
Total correct	

SUBTASK 4. Oral Comprehension	☐ **Page 2**	☐ 60 seconds

☐   **Here are some passages in English. I would like you to read as the passage and then many as you can. Do not spell the words, but read them. For example, this made-up word is: "ut".**

☐   (/)   Mark any incorrect words with a slash
   (Ø) Circle self-corrections if you already marked the word
   incorrect ( ])   Mark the final word read with a bracket

Start the timer when the child reads the first word.

➲   If a child hesitates or stops on a word for <u>12 SECONDS</u>, point to the next word and say "Go on."

☐   When the timer reaches 0, say "stop."

☐   If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

A. Listen to this passage. After that, I will ask you questions on it.

Lobe in class five. His teacher is called Mr. Ngong. He likes his teacher because he is very kind. He teaches very well and never beats children. He wants to be like his teacher when he grows up. He likes school and he also likes to play football on Saturdays.

QUESTION / ANSWERS	*Correct*	*incorrect*	*No response*
1) in what class is Lobe?			
2) Who is Mr. Ngong?			
3) Why does Lobe like his teacher?			
4) Does Mr. Ngong beat children?			
5) When does Lobe play football?			

B. Reading comprehension.
Read this passage silently. After that I will ask you some questions.

Abega lives with his parents in Yaounde and takes a taxi every day to school. He is now in college and has four new friends. During break, they eat and play together. He likes English and Mathematics. He is happy because he learns many new things in college school.

QUESTION / ANSWERS	Correct	incorrect	No response
1) Where does Abega live?			
2) Is he in primary school or college?			
3) How does Abega go to school?			
4) How many new friends does he have?			
5) Why is Abega happy?			
☐ Time remaining on stopwatch at completion (number of SECONDS)			
☐ Exercise discontinued because the child had no correct answers in the first line			
Total correct			
Good effort! We've finished for today, thank you.			

LEVEL TWO

General instructions

Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly ONLY the sections in boxes.

Good morning. My name is _____ and I live in _____. I'd like to tell you a little bit about myself. [Number and ages of children; favorite sport, radio or television program, etc.] **1. What do you like to do when you are not in school?** [Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent]. **2. What games do you like to play?**

Verbal Assent: Read the text in the box clearly to the child.

> - Let me tell you why I am here today. I work with an organization called CIReD and we are trying to understand how children learn to count and read. You were picked by chance.
>
> - We would like your help in this. But you do not have to take part if you do not want to.
>
> - We are going to play a number and reading game. I am going to ask you to read some numbers, compare them, do some sums, then we'll play a reading game with letters, words and a short story.
>
> - Using this stopwatch/device/gadget, I will see how long it takes you for some activities.
>
> - This is NOT a test and it will not affect your grade at school.
>
> - I will NOT write down your name so no one will know these are your answers.
>
> - Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather

Check box if verbal assent is obtained: ☐ *YES*

(If verbal assent is not obtained, thank the child and move on to the next child, using this same form)

Date of assessment: 02/03/2015		Class:	
Town name:			
REGION		M. Age:	
Assessor name:		N. Gender	☐ Boy
Assessor code:			☐ Girl
School name:			
School code:			
Start Time		_____ : _____	

Activity 1A: Identification of numbers L2

☐ **Here are some numbers. I want you to point with your finger to each number and tell me what it is. Read from left to right, line by line. I'm going to start this timer and I will tell you when to start and when to stop.** [Point to the first number] [the response can be given in any language]	📖 Sheet A

<table>
<tr><td colspan="6">☐   **Start here. What is this number?**</td><td>⏱   60 seconds, if the timer runs out, stop the activity.</td></tr>
</table>

✎ (/) Incorrect or not response   ( ]) after the last number read

Cum.			Tot			
215	146	320	79	50	*(5)*	
408	30	299	110	65	*(10)*	↪ If the child doesn't respond for 5 seconds, move on.
55	499	10	273	360	*(15)*	
39	78	225	15	463	*(20)*	
67	400	14	22	192	*(25)*	
462	95	375	500	19	*(30)*	
202	313	179	450	175	*(35)*	
144	298	91	333	237	*(40)*	
365	114	404	31	72	*(45)*	
48	211	18	80	111	*(50)*	

Time remaining:	✎
Activity discontinued (if first five answers were wrong):	✎
Total correct:	✎

Activity 2A : Comparison of numbers – EXAMPLE L2

☐ **Look at these numbers. Tell me which is the biggest number, 4 or 9**

- If the pupil responds correctly, say:☐ **That's correct, 9 is the biggest.**

- If the pupil does not respond correctly, say: ☐ **The number 9 is the biggest.**

- **This number is 4. This number is 9. 9 is bigger than 4. Let's continue.**

📖 Page B1

Activity 2A : Comparison of numbers – EXERCISES L2

☐ **Look at these numbers. Tell me which is the biggest number.**   📖 B2

[Point at the numbers on each line, one by one, repeating the instruction] [The pupil can respond in any language]

⊘

Circle 1 = « Correct » Circle 0 = « Incorrect » or « no response »

415	or	253	415	1---0	299	or	499	499	1---0	*(2)*
119	or	154	154	1---0	115	or	110	115	1---0	*(4)*
348	or	448	448	1---0	270	or	300	300	1---0	*(6)*
255	or	215	255	1---0	401	or	111	401	1---0	*(8)*
500	or	300	500	1---0	322	or	412	412	1---0	*(10)*

✋ If the child makes 4 successive errors

↺ If the child doesn't respond for 5 seconds, move on.

Time remaining :

Activity discontinued(if first five answers were wrong):

Total Correct:

Activity 3A: Missing numbers – EXAMPLE L2

☐ **Here are some numbers. One, two, _____, four. What number should go here?** [point at the empty space]

📖 C1

If the pupil responds correctly, say:☐ **That's correct, three. Let's continue.**

If the pupil does not respond correctly, say: ☐ **Here, the number is three. Count with me.** [Point to each number.] **One, two, _____, four. Here, the number is three. Let's continue.**

☐ **Here are some numbers. Seventeen, _____**[point to the empty space and say nothing]**, nighteen, twenty, twenty-one. What number comes here? [point to the empty space].**

If the pupil responds correctly, say:☐ **That's correct, eighteen.**

If the pupil does not respond correctly, say: ☐ **Here, the number is eighteen. Count with me.** [Point to each number.] **Seventeen, eighteen, nineteen, twenty, twenty-one. Let's continue.**

Activity 3A: Missing numbers – EXERCISE L2

☐ **Here are some numbers. What number should come here?**	📖 C2
[Point to the missing space] [Repeat for each exercise if needed.] [The response can be in any language.]	🕐
Circle 1 = « Correct » Circle 0 = « Incorrect » or « no response »	If the child makes 4 successive errors

22	--	24	--	26	*(2)*
150	--	152	--	--	*(5)*
--	416	--	418	--	*(8)*
311	--	--	--	315	*(11)*
--	202	--	--	205	*(14)*
--	--	448	499	--	*(17)*
101	102	--	--	--	*(20)*
36	--	--	--	40	*(23)*
--	--	402	403	--	*(26)*
76	--	--	--	--	*(30)*

↻ If the child doesn't respond for 5 seconds, move on.

Time remaining :	✍
Activity discontinued(if first five answers were wrong):	
Total correct:	

Activity 4A: Addition Level 2

☐ **Here are some additions. I'm now going to use this timer. Try your best. IF you don't know an answer, move onto the next one. Are you ready? … Start here and go line by line.**

📖 D1

[Point to the first question] [The response can be in any language.]

🕐 60 seconds. Once the time finishes, stop the activity.

✎ (/) Incorrect or no response   ( ]) After the last question answered

21 + 4 = **(25)**	42 + 3 = **(45)**	15 + 10 = **(25)**	*(3)*
50 + 20 = **(70)**	400 + 25 = **(425)**	27 + 1 = **(28)**	*(6)*
160 + 10 = **(170)**	32 + 6 = **(38)**	210 + 6 = **(216)**	*(9)*
95 + 2 = **(97)**	76 + 11 = **(87)**	40 + 8 = **(48)**	*(12)*
18 + 0 = **(18)**	75 + 4 = **(79)**	322 + 25 = **(347)**	*(15)*
450 + 5 = **(455)**	80 + 8 = **(88)**	20 + 5 = **(25)**	*(18)*
170 + 23 = **(193)**	225 + 10 = **(335)**		*(20)*

↻ If the pupil does not answer for **10 SECONDS**

Remaining time :	✎
Discontinued (if first three answers were wrong):	✎
Total Correct:	✎

Activity 5A: Subtraction Level 2

☐ **Here are some subtractions. I'm going to use this timer. Try your best. If you don't know the answer, move onto the next one. Are you ready? Start here and go line by line.**

📖 D2

[Point to the first question] [The answer can be in any language.]

🕐 60 seconds. Once the time finishes, stop the activity.

✎   (/) Incorrect or no response   ( ]) After the last question answered

45 - 3 = **(42)**	57 - 4 = **(53)**	68 - 5 = **(63)**	*(3)*
347 - 234 = **(104)**	256 - 143 = **(113)**	378 - 321 = **(57)**	*(6)*
150 - 20 = **(130)**	486 - 352 = **(134)**	273 - 252 = **(21)**	*(9)*

↻ If the pupil does not answer for **10 SECONDES**

311 - 200 = **(111)**	123 - 110 = **(13)**	252 - 140 = **(112)**	*(12)*
40 - 20 = **(20)**	175 - 64 = **(111)**	87 - 52 = **(35)**	*(15)*
466 - 333 = **(133)**	295 - 172 = **(123)**	146 - 125 = **(22)**	*(18)*
238 - 123 = **(115)**	395 - 120 = **(185)**		*(20)*
Remaining time :			✍
Discontinued (if first three answers were wrong):			✍
Total Correct:			✍

SUBTASK 3. LETTER SOUND IDENTIFICATION L2	☐ Page 1	☐ 60 seconds

☐ **Here is a page full of letters of the English alphabet. Please tell me the SOUNDS of as many letters of the alphabet as you can. Not their names, but their sounds.**

For example, the sound of this letter [point to the letter T] **is /t/.**

Let's practice: Tell me the sound of this letter [point to the letter M]**:**

> [If the child responds correctly, say:] **Good, the sound of this letter is /m/.**

> [If the child does not respond correctly, say:] **The sound of this letter is /m/.**

Now try another one: Tell me the sound of this letter [point to the letter S]**:**

> [If the child responds correctly say:] **Good, the sound of this letter is /s/.**

> [If the child does not respond correctly, say:] **The sound of this letter is /s/.**

When I say "Begin," start here [point to first letter] **and go across the page** [point]. **Point to each letter and tell me the sound of that letter in a loud voice. Read as quickly and carefully as you can. If you come to a letter you do not know, go on to the next letter. Put your finger on the first letter. Ready? Begin.**

Start the timer when the child reads the first letter.

➲ If a child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "Go on"

☐ When the timer reaches 0, say "stop."

☐ If the child does not provide a single correct response on the first line (10 items), say "Thank

☐ (/) Mark any incorrect or missed/skipped letters with a slash

(Ø) Circle self-corrections if you already marked the letter incorrect ( ])
Mark the final letter read with a bracket

Examples: T   m   S

1	2	3	4	5	6	7	8	9	10	
J	i	q	B	v	D	E	F	G	H	*(10)*
L	c	N	K	P	R	f	T	s	V	*(20)*
W	g	Y	m	a	p	b	x	d	l	*(30)*
h	j	k	M	*t*	*U*	*o*	Z	C	*r*	*(40)*
S	A	u	X	*w*	*Q*	*y*	*O*	*z*	*e*	*(50)*
n	l									*(52)*

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	
Total correct	

you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

If the child provides the letter name rather than the sound, say: "Please tell me the SOUND of the letter". This prompt may be given only once during the sub-

task.

☐ **Here are some made-up words in English. I would like you to read as many as you can. Do not spell the words, but read them. For example, this made-up word is: "ut".**

Let's practice: Please read this word [point to the word: **dif**].

> [If the child responds correctly]: **"Good, This word is "dif."**

> [If the child does not respond correctly, say]: **This made-up word is "dif."**

Now try another one: please read this word [point to the next word: **mab**].

> [If the child responds correctly, say]: **"Good, this made-up word is "mab."**

> [If the child does not respond correctly say]: **This made-up word is "mab."**

When I say "Begin," start here [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready?**

Begin.

☐ (/) Mark any incorrect words with a slash

(Ø) Circle self-corrections if you already marked the word incorrect ( ])
Mark the final word read with a bracket

Examples: ut   dif   mab

1	*2*	*3*	*4*	*5*	*6*	
fut	lusat	ditag	lebinok	gakup	Rop	*(6)*
jodanil	kibelas	lekim	tobaz	huz	nadom	*(12)*
zugun	regitod	sanap	tupodil	ralatad	wix	*(18)*
meparug	pominad	lut	yodok	wimabat	tatub	*(24)*
horig	fiteran	canebam	wevinarat	nurucaf	riput	*(30)*
selanot	porutib	magel	dijotem	vebalap	yut	*(36)*
dutafil	buzam	gimanet	telak	kafun	jocalut	*(42)*
hipat	koman	cabiya	judi	gafet	vuromal	*(48)*

zafin	derefad		*(50)*
☐ Time remaining on stopwatch at completion (number of SECONDS)			
☐ Exercise discontinued because the child had no correct answers in the first line			
Total correct			

SUBTASK 5. Reading of familiar words. L2	☐ **Page 2**	☐ 60 seconds

☐ Here are some simple sentences in English. I would like you to read as many as you can.

When I say "Begin," start here [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready?**

Begin

☐ (/) Mark any incorrect words with a slash

(Ø) Circle self-corrections if you already marked the word incorrect ( ])
Mark the final word read with a bracket

1	*2*	*3*	*4*	*5*	
banana	today	have	winner	please	*5*
very	table	golden	entertainment	cooking	*10*
yesterday	examination	chair	information	good	*15*
class	spoon	ruler	morning	around	*20*
kitchen	ready	difficult	blackboard	yellow	*25*
television	nine	mangoes	meat	orange	*30*
example	December	palace	little	fish	*35*
intelligent	write	careless	farmer	open	*40*
bush	forest	politeness	foolish	book	*45*
villagers	father	revision	teacher	deep	*50*

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	
Total correct	

SUBTASK 5. ORAL FLUENCY L2	☐ **Page 2**	☐ 60 seconds

☐ **Here are some simple sentences in English. I would like you to read as many as you can.**

When I say "Begin," start here [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready?**

Begin.

<table>
<tr><td>

☐ (/) Mark any incorrect words with a slash

(Ø) Circle self-corrections if you already marked the word incorrect ( ])
Mark the final word read with a bracket

1. Read this passage aloud, after that I will ask you some questions

My name is Ewane. I am in primary four. I love my family. My father is a teacher and my mother sells in the market. I have two sisters called Enanga and Eposi. The name of my only brother is Lobe. We are from the South West Region but we live in Douala. My father always buys our books, and clothes and my mother buys food. My mother cooks very well and what I like best is rice and chicken stew which she cooks on Sundays. Every evening, we help our mother and do our homework before going to bed.
</td></tr>
</table>

Side column instructions:

Start the timer when the child reads the first word.

➲ If a child hesitates or stops on a word for 3 SECONDS, point to the next word and say "Go on."

☐ When the timer reaches 0, say "stop."

☐ If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

QUESTION / ANSWERS	Correct	incorrect	No response
1. in what class is Ewane?			
2. Where does her mother work?			
3. Who is Ewane's brother?			
4. Who buys Ewane's books?			
5. What is Ewane's best food?			

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	
Total correct	

SUBTASK 4. Oral Comprehension L2	☐ **Page 2**	☐ 60 seconds
☐ **Here are some passages in English. I would like you to read as the passage and then many as you can. Do not spell the words, but read them. For example, this made-up word is: "ut".** ☐ (/) Mark any incorrect words with a slash (Ø) Circle self-corrections if you already marked the word incorrect ( ]) Mark the final word read with a bracket		Start the timer when the child reads the first word. ➲ If a child hesitates or stops on a word for <u>3 SECONDS</u>, point to the next word and say "Go on." ☐ When the timer reaches 0, say "stop." ☐ If the child does not provide a single correct response on the

B. Listen to this passage. After that, I will ask you questions on it.

This is December. It is supposed to be the dry season in my country Cameroon. But rain is still falling a lot and causing destruction on roads and houses. Some people have even died from natural disasters caused by these heavy rains. Many people are confused why the dry season is not here yet. Pa Ndongo, a farmer is not even sure if he should plant crops now or not. Will they do well when the rains finally stop? I am thinking that this problem is due to climate change. People are all praying that things go back to normal.

QUESTION / ANSWERS	*Correct*	*incorrect*	*No response*
1) Which month of the year is mentioned?			
2) What is the name of the country mentioned?			
3) What does Pa Ndongo do?			
3) Has the dry season come already?			
4) Is the problem due to Climate change?			
5) Why are people praying?			

B. Reading comprehension.

Read this passage silently. After that I will ask you some questions.

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Kenfack and Obama are good friends. They live in the same area and go to school together. On the way to school they tell stories about their families and school. Kenfack loves Mathematics but Obama likes English more. He likes stories about other countries and great people around the world. They both like football and enjoy it during sports activities. During break time they eat together. They also share their food with others. When school closes, they walk home together. They are happy with their families and school. They study hard so as to be important people in the future.

QUESTION / ANSWERS	*Correct*	*incorrect*	*No response*
1) What are the names of the two friends?			
2) What do they do on the way to school?			
3) Who loves Mathematics?			
4) What do they do during break time?			
5) Why do they study hard?			

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	
Total correct	
Good effort! We've finished for today, thank you.	

LEVEL THREE

General instructions

Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly ONLY the sections in boxes.

Good morning. My name is _____ **and I live in** _____ **. I'd like to tell you a little bit about myself.** [Number and ages of children; favorite sport, radio or television program, etc.] **1. What do you like to do when you are not in school?** [Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent]. **2. What games do you like to play?**

Verbal Assent: Read the text in the box clearly to the child.

- Let me tell you why I am here today. I work with an organization called CIReD and we are trying to understand how children learn to count and read. You were picked by chance.

- We would like your help in this. But you do not have to take part if you do not want to.

- We are going to play a number and reading game. I am going to ask you to read some numbers, compare them, do some sums, then we'll play a reading game with letters, words and a short story.

- Using this stopwatch/device/gadget, I will see how long it takes you for some activities.

- This is NOT a test and it will not affect your grade at school.

- I will NOT write down your name so no one will know these are your answers.

- Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather

Check box if verbal assent is obtained: ☐ *YES*

(If verbal assent is not obtained, thank the child and move on to the next child, using this same form)

Date of assessment: 02/03/2015		Class:	
Language spoken			
Town name:			
REGION		M. Age:	
Assessor name:			☐ Boy
Assessor code:		N. Gender	☐ Girl
School name:			
School code:			
Start Time			_____ : _____

Activity 1A: Identification of numbers L3	
☐ **Here are some numbers. I want you to point with your finger to each number and tell me what it is. Read from left to right, line by line. I'm going to start this timer and I will tell you when to start and when to stop.** [Point to the first number] [the response can be given in any language]	📖 Sheet A

☐ **Start here. What is this number?**						⏱ 60 seconds, if the timer runs out, stop the activity.

↻ If the child doesn't respond for 5 seconds, move on.

Cum.			Tot		
215	846	1000	793	550	*(5)*
608	105	512	110	925	*(10)*
255	499	999	371	619	*(15)*
394	578	801	215	463	*(20)*
967	400	148	602	197	*(25)*
462	919	335	500	786	*(30)*
202	313	179	450	175	*(35)*
144	298	910	333	237	*(40)*
365	114	404	15	502	*(45)*
408	217	18	80	111	*(50)*

Time remaining:	✎
Activity discontinued (if first five answers were wrong):	✎
Total correct:	✎

Activity 2A: Comparison of numbers – EXAMPLE L3

☐ **Look at these numbers. Tell me which is the biggest number, 4 or 9**

- If the pupil responds correctly, say:☐ **That's correct, 9 is the biggest.**

- If the pupil does not respond correctly, say: ☐ **The number 9 is the biggest.**

- **This number is 4. This number is 9. 9 is bigger than 4. Let's continue.**

📖 Page B1

Activity 2A : Comparison of numbers – EXERCISES L3

☐ **Look at these numbers. Tell me which is the biggest number.**

📖 B2

[Point at the numbers on each line, one by one, repeating the instruction] [The pupil can respond in any language]

Circle 1 = « Correct » Circle 0 = « Incorrect » or « no response »

415	or	253	415	1---0	299	or	799	799	1---0	*(2)*
119	or	619	619	1---0	100	or	1000	1000	1---0	*(4)*
348	or	448	448	1---0	270	or	390	390	1---0	*(6)*
255	or	215	255	1---0	801	or	111	801	1---0	*(8)*
500	or	300	500	1---0	322	or	412	412	1---0	*(10)*

If the child makes 4 successive errors

If the child doesn't respond for 5 seconds, move on.

Time remaining :

Activity discontinued(if first five answers were wrong):

Total Correct:

Activity 3A: Missing numbers – EXAMPLE L3

☐ **Here are some numbers. One, two, _____, four. What number should go here?** [point at the empty space]   📖 C1

If the pupil responds correctly, say:☐ **That's correct, three. Let's continue.**

If the pupil does not respond correctly, say: ☐ **Here, the number is three. Count with me.** [Point to each number.] **One, two, _____, four. Here, the number is three. Let's continue.**

☐ **Here are some numbers. Seventeen, _____**[point to the empty space and say nothing]**, nighteen, twenty, twenty-one. What number comes here? [point to the empty space].**

If the pupil responds correctly, say:☐ **That's correct, eighteen.**

If the pupil does not respond correctly, say: ☐ **Here, the number is eighteen. Count with me.** [Point to each number.] **Seventeen, eighteen, nineteen, twenty, twenty-one. Let's continue.**

Activity 3A: Missing numbers – EXERCISE L3

☐ **Here are some numbers. What number should come here?**

[Point to the missing space] [Repeat for each exercise if needed.]

[The response can be in any language.]

Circle 1 = « Correct » Circle 0 = « Incorrect » or « no response »

📖 C2

🕐

If the child makes 4 successive errors

⊃ If the child doesn't respond for 5 seconds, move on.

L1	229	--	231	--	233	*(2)*
L2	--	--	152	--	154	*(5)*
L3	--	416	--	--	419	*(8)*
L4	311	312	--	--	315	*(10)*
L5	--	202	--	--	205	*(13)*
L6	65	70	--	80	--	*(15)*
L7	--	200	300	--	--	*(18)*
L8	536	--	542	--	548	*(20)*
L9	960	970	--	990	--	*(22)*
L10	76	78	--	--	--	*(25)*

Time remaining :	✎
Activity discontinued(if first five answers were wrong):	
Total correct:	

Activity 4A: Addition Level 3

☐ **Here are some additions. I'm now going to use this timer. Try your best. IF you don't know an answer, move onto the next one. Are you ready? … Start here and go line by line.**

📖 D1

⊙ 60 seconds. Once the time finishes, stop the activity.

[Point to the first question] [The response can be in any language.]

✎ (/) Incorrect or no response   ( ]) After the last question answered

$121 + 745 = $ **(866)**	$842 + 13 = $ **(855)**	$615 + 181 = $ **(796)**	*(3)*
$350 + 620 = $ **(970)**	$400 + 125 = $ **(525)**	$827 + 72 = $ **(899)**	*(6)*
$265 + 410 = $ **(675)**	$532 + 246 = $ **(778)**	$210 + 326 = $ **(536)**	*(9)*
$905 + 27 = $ **(932)**	$976 + 11 = $ **(987)**	$449 + 550 = $ **(999)**	*(12)*
$718 + 50 = $ **(768)**	$715 + 42 = $ **(757)**	$322 + 25 = $ **(347)**	*(15)*
$450 + 549 = $ **(999)**	$300 + 700 = $ **(1000)**	$600 + 200 = $ **(800)**	*(18)*
$671 + 23 = $ **(694)**	$250 + 350 = $ **(600)**		*(20)*

↻ If the pupil does not answer for **10 SECONDS**

Remaining time :	✎
Discontinued (if first three answers were wrong):	✎
Total Correct:	✎

Activity 5A: Subtraction Level 3

☐ **Here are some subtractions. I'm going to use this timer. Try your best. If you don't know the answer, move onto the next one. Are you ready? Start here and go line by line.**

📖 D2

⊙ 60 seconds. Once the time finishes, stop the activity.

[Point to the first question] [The answer can be in any language.]

✎ (/) Incorrect or no response   ( ]) After the last question answered

$145 - 43 = $ **(102)**	$527 - 416 = $ **(111)**	$685 - 475 = $ **(210)**	*(3)*
$647 - 234 = $ **(413)**	$256 - 143 = $ **(113)**	$378 - 321 = $ **(57)**	*(6)*
$750 - 230 = $ **(520)**	$886 - 352 = $ **(534)**	$273 - 252 = $ **(21)**	*(9)*

↻ If the pupil does not answer for **10 SECONDES**

311 - 200 = **(111)**	923 - 110 = **(813)**	752 - 140 = **(612)**	*(12)*
409 - 206 = **(203)**	175 - 64 = **(111)**	87 - 52 = **(35)**	*(15)*
466 - 333 = **(133)**	595 - 172 = **(423)**	746 - 125 = **(621)**	*(18)*
238 - 124 = **(114)**	395 - 210 = **(185)**		*(20)*
		Remaining time :	✎
		Discontinued (if first three answers were wrong):	✎
		Total Correct:	✎

SUBTASK 3. LETTER SOUND IDENTIFICATION L3	☐ Page 1	☐ 60 seconds

☐ **Here is a page full of letters of the English alphabet. Please tell me the SOUNDS of as many letters of the alphabet as you can. Not their names, but their sounds.**

For example, the sound of this letter [point to the letter T] **is /t/.**

Let's practice: Tell me the sound of this letter [point to the letter M]**:**

    [If the child responds correctly, say:] **Good, the sound of this letter is /m/.**

    [If the child does not respond correctly, say:] **The sound of this letter is /m/.**

Now try another one: Tell me the sound of this letter [point to the letter S]**:**

    [If the child responds correctly say:] **Good, the sound of this letter is /s/.**

    [If the child does not respond correctly, say:] **The sound of this letter is /s/.**

When I say "Begin," start here [point to first letter] **and go across the page** [point]. **Point to each letter and tell me the sound of that letter in a loud voice. Read as quickly and carefully as you can. If you come to a letter you do not know, go on to the next letter. Put your finger on the first letter. Ready? Begin.**

Start the timer when the child reads the first letter.

➲ If a child hesitates or stops on a letter for 3 SECONDS, point to the next letter and say "Go on"

☐ When the timer reaches 0, say "stop."

☐ If the child does not provide a single correct response on the first line (10 items), say "Thank

☐ (/) Mark any incorrect or missed/skipped letters with a slash

(Ø) Circle self-corrections if you already marked the letter incorrect ( ])
Mark the final letter read with a bracket

Examples: T   m   S

1	2	3	4	5	6	7	8	9	10	
J	i	q	B	v	D	E	F	G	H	*(10)*
L	c	N	K	P	R	f	T	s	V	*(20)*
W	g	Y	m	a	p	b	x	d	l	*(30)*
h	j	k	M	*t*	*U*	*o*	*Z*	*C*	*r*	*(40)*
S	A	u	X	*w*	*Q*	*y*	*O*	*z*	*e*	*(50)*
n	l									*(52)*

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	
Total correct	

you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

If the child provides the letter name rather than the sound, say: "Please tell me the SOUND of the letter". This prompt may be given only once during the sub-

task.

☐ **Here are some made-up words in English. I would like you to read as many as you can. Do not spell the words, but read them. For example, this made-up word is: "ut".**

Let's practice: Please read this word [point to the word: **dif**].

    [If the child responds correctly]: **"Good, This word is "dif."**

    [If the child does not respond correctly, say]: **This made-up word is "dif."**

Now try another one: please read this word [point to the next word: **mab**].

    [If the child responds correctly, say]: **"Good, this made-up word is "mab."**

    [If the child does not respond correctly say]: **This made-up word is "mab."**

When I say "Begin," start here [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready?**

Begin.

☐ (/) Mark any incorrect words with a slash

(Ø) Circle self-corrections if you already marked the word incorrect ( ])
Mark the final word read with a bracket

Examples: ut   dif   mab

1	*2*	*3*	*4*	*5*	*6*
futinala	lusat	ditag	lebrinok	gakup	*(5)*
Rop	jodanilo	kibelas	lekim	thobaz	*(10)*
huz	nadomuna	zugun	bregitod	sanap	*(15)*
stupodil	ralatad	wix	meparug	pominabu	*(20)*
luter	yodok	wimabat	fritatublo	dutafil	*(25)*
shorigo	fliteran	cranebam	wevinarat	nurucaf	*(30)*
griput	vuromalin	zafinag	yutrilaf	derefad	*(35)*

Side column:

Start the timer when the child reads the first word.

➲ If a child hesitates or stops on a word for 3 SECONDS, point to the next word and say "Go on."

☐ When the timer reaches 0, say "stop."

☐ If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

bruzam	gimanet	telakino	kafruno	jocalut	*(40)*
seclanot	podrutib	magrobel	dijotem	vebalap	*(45)*
hipatril	skoman	cabiyapus	judizemalia	grafettim	*(50)*

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	
Total correct	

SUBTASK 5. Reading of familiar words. L3	☐ **Page 2**	☐ 60 seconds

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☐ **Here are some simple sentences in English. I would like you to read as many as you can.**

When I say "Begin," start here [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready?**

Begin.

☐ (/) Mark any incorrect words with a slash

(Ø) Circle self-corrections if you already marked the word incorrect ( ]) Mark the final word read with a bracket

1	*2*	*3*	*4*	*5*	
banana	difficult	bicycle	umbrella	Information	*5*
photocopy	golden	*yellow*	entertainment	vocabulary	*1 0*
yesterday	Table	Chair	*Teacher*	Villager	*1 5*
shoulder	character	Father	blackboard	revision	*2 0*
kitchen	*Difficult*	Morning	*Frustrated*	*Around*	*2 5*
examination	through	Electrician	Ceremony	please	*3 0*
Television	Lion	Mangoes	Meat	Orange	*3 5*
Example	December	palace	Small	Airplane	*4 0*
Intelligent	Write	careless	Farmer	Open	*4 5*
Bush	Forest	Politeness	Foolish	Presidency	*5 0*

☐ Time remaining on stopwatch at completion (number of SECONDS)

Start the timer when the child reads the first word.

➲ If a child hesitates or stops on a word for 3 SECONDS, point to the next word and say "Go on."

☐ When the timer reaches 0, say "stop."

☐ If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

☐ Exercise discontinued because the child had no correct answers in the first line	
Total correct	

SUBTASK 5. ORAL FLUENCY L3	☐ **Page 2**	☐ 60 seconds
☐ **Here are some simple sentences in English. I would like you to read as many as you can.** **When I say "Begin," start here** [point to first word] **and read across the page** [point]. **Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready?** **Begin.**		Start the timer when the child reads the first word. ➲ If a child hesitates or stops on a word for <u>3 SECONDS</u>, point to the next word and say "Go on." ☐ When the timer reaches 0, say "stop."

☐ (/) Mark any incorrect words with a slash

(Ø) Circle self-corrections if you already marked the word incorrect ( ])
Mark the final word read with a bracket

2. Read this passage aloud, after that I will ask you some questions

One day Manga and his friends were going back home from school when they met a mad man dancing on the road naked. Many people were gathered, watching the spectacle. Some were singing, others clapping and children jeering while throwing stones at the poor man. Atanga, one of Manga's friends picked up a stone and was about to shoot the mad man when Manga stopped him.

"Don't do that! It is not good. The mad man is sick and does not know what he is doing. You should feel sorry for him instead".

"Yes, he should be taken to the hospital instead", said Musa.

"You both are right", Atanga replied. "I am sorry I almost acted badly like the other children. I wish there was someone to help the poor, sick, mad man. Let's go home. It is getting late and our parents will be worried why we are not yet back from school".

And the boys walked thoughtfully home.

QUESTION / ANSWERS	Correct	incorrect	No response
1. Can you tell me what the passage is about?			
2. What happened when Atanga wanted to shoot the mad man?			
3. Were the people around kind to the mad man?			
4. Why were they laughing at him?			
5. Do you think the boys will tell their parents about what they saw?			

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	

☐ If the child does not provide a single correct response on the first line (5 items), say "Thank you!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

SUBTASK 4. Oral Comprehension L3	☐ **Page 2**	☐ 60 seconds

☐ **Here are some passages in English. I would like you to read as the passage and then many as you can. Do not spell the words, but read them. For example, this made-up word is: "ut".**

☐ (/) Mark any incorrect words with a slash

(Ø) Circle self-corrections if you already marked the word incorrect ( ]) Mark the final word read with a bracket

C. Listen to this passage. After that, I will ask you questions on it.

Embele loves sports. She just adores football, her best sport, but her parents will not let her play. They say that football is for boys and will not let her go and play. After school, she will play with the boys who, at first, refused to let her join any of their teams. She insisted and when they realized that she played football very well, they were happy to accept her as a player. But whenever she returned home late, her parents would punish her. This would make her very sad and sometimes angry. Why should boys be free to play football and not girls? Why should the girls always do the cooking, cleaning and washing while the boys are playing football or watching television? To her, this did not seem fair. In fact, it was not right. Embele's teacher noticed that she was not happy and asked her what the matter was. After hearing her story, the teacher talked to her parents who changed their minds and allowed her to play football. Other girls who like football also joined the teams.

QUESTION / ANSWERS	*Correct*	*incorrect*	*No response*
1) Why did Embele's parents not want her to play football?			
2) What did Embele do when the boys refused to let her play?			
3) How did Embele feel when her parents punished her?			
4) At home, what were the boys doing and what			

were the girls doing?

5) How was Ebele's problem finally solved?

B. Reading comprehension.

Read this passage silently. After that I will ask you some questions.

I was in an airplane; a very big one with over seven hundred people. From their dressing you could guess their nationalities. I could identify Africans, Indians, Americans and Europeans from their assorted attires. Everyone looked so beautiful, especially the children. Some of them were of my age. The air hostesses were helping passengers to arrange their luggages and fasten their sit belts. Sometime later, snacks and drinks were served and it was announced that the plane would take off soon. I was a little anxious but the sky was as bright as the morning star for me to see clearly. At exactly 10pm, I manipulated the engines of the plane and took off, my heart pounding because it was my first time of flying a plane! Suddenly I sat up on my bed confused. Where am I? On my bed of course. How could a ten-year-old fly a plane?

QUESTION / ANSWERS	Correct	incorrect	No response
1) How can you tell people's nationalities?			
2) Who were those serving food?			
3) What was the sky bright like?			
4) Did the plane actually take off at 10pm??			
5) Do you think this is a true story? Why or why not?			

☐ Time remaining on stopwatch at completion (number of SECONDS)	
☐ Exercise discontinued because the child had no correct answers in the first line	

Total correct	
Good effort! We've finished for today, thank you.	

9.4. APPENDIX 4: Stallings Observations -SEL Healing Classrooms (HCs) in Cameroon

Demographics

1. Date of observation

2. School ID

    O   FFS

    O   SSS

    O   SS

    O   DDD

    O   DDD

    O   DD

    O   DD

    O   DD

    O   DDDD

    O   DDD

    O   DDD

    O   DDD

    O   DD

    O   DD

3. GPS address

4. Assessor code

5. Class

6. Boys present (number)

7. Girls present (number)

8. Start of the lesson

9. Subject

O   English

O   Mathematics

10. Lesson: _____

11. Presence of teaching aids in the class (on the wall, etc.)?

O   Yes

O   No

12. Textbooks / manuals available?

O   All the class

O   More than half

O   Less than half

O   Nobody (has a manual)

O   Not applicable

13. How many students do have school uniforms?

O   All the class

O   More than half

O   Less than half

O   Nobody (has a manual)

O   Not applicable

14. How many students do have birth certificates?

O   All the class

O   More than half

O   Less than half

O   Nobody (has a manual)

O   Not applicable

15. Notebooks/writing materials available?

O   All the class

O   More than half

O   Less than half

O   Nobody (has a manual)

O   Not applicable

16. Short comment (if necessary) _____

Classroom educational activities

(Hint: Based on the minutes required for the lesson, subdivide this moment into 10 observation times and answer the 4 questions below each time)

17. Start time

Observation 1. What is the teacher doing at the moment?

O   Read aloud

O   Check if the class is reading

O   Discussion to discover the learning objective

O   Demonstration/explanation by the teacher either by showing or speaking

O   Demonstration/explanation by the teacher by showing and talking

O   Demonstration/explanation involving the teacher and students

O   Copy

O   Verbal instructions

O   Social interaction between teacher and students

O   Discipline

O   Class management

O   Individualized support for students

O   Social interaction with another uninvolved adult/teacher

O   Teacher outside the classroom

O   Sitting down watching students

O   Moving round class marking students' books

O   Moving round class checking students' work

O   Marking books at teacher's desk

O   Showing understanding and empathy.

O   Encouraging dissociative child(ren) to connect with teachers & classmates.

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

- O Using pictures that display feelings.

- O Building and using emotional and social vocabulary.

- O Encourage talking through storytelling or expression of feelings.

- O Encouraging the use of peace words to solve conflict with peers.

- O Using pictures that display feelings.

- O Building and using emotional and social vocabulary.

- O Using pair and group work effectively

- O Showing understanding and empathy

- O Using pair and group work effectively.

- O Encouraging the use of peace words to solve conflict with peers.

- O Showing understanding and empathy.

- O Building and using emotional and social vocabulary

18. (1) What materials are used by the teacher during this activity?

    - O No material

    - O Manual /book / chart / poster

    - O Notebooks/papers for writing

    - O Chalkboard

    - O Concrete teaching material

    - O Collaboration

19. (1) How many students are engaged in this activity with the teacher?

    - O No students

    - O One student

    - O A small group (minority)

    - O A large group (majority)

    - O All the students

20. (1) What are the students doing at the moment?

    - O Students follow the teacher's demonstration

    - O Students participate in teacher demonstration/answer questions

    - O Students try a practical example on the concepts

O   Students practice without visual aids

O   Students practice with visual aids

O   Read aloud

O   Copy

O   Social interaction between students and teacher

O   Social interaction between students

O   A minority practice while others disturb

O   Discipline

O   Students are uninvolved (if option is selected, start the next observation)

O   Students follow as the teacher reads

21. (1) How many students are uninvolved?

O   One

O   A small group

O   A large group

O   All the students

22. (1) Students not involved (not engaged) with the teacher, what do they do?

O   Read loud

O   Demonstration

O   Discussion/Debate/Questions and Answers

O   Practice & exercises

O   Class Assignment

O   Copy

O   Social interaction

O   Classroom games

O   Sleeping

O   Outside the classroom

Observation 2. What is the teacher doing at the moment?

O   Read aloud

O   Check if the class is reading

O   Discussion to discover the learning objective

O   Demonstration/explanation by the teacher either by showing or speaking

O   Demonstration/explanation by the teacher by showing and talking

O   Demonstration/explanation involving the teacher and students

O   Copy

O   Verbal instructions

O   Social interaction between teacher and students

O   Discipline

O   Class management

O   Individualized support for students

O   Social interaction with another uninvolved adult/teacher

O   Teacher outside the classroom

O   Sitting down watching students

O   Moving round class marking students' books

O   Moving round class checking students' work

O   Marking books at teacher's desk

O   Showing understanding and empathy.

O   Encouraging dissociative child(ren) to connect with teachers & classmates.

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

O   Using pictures that display feelings.

O   Building and using emotional and social vocabulary.

O   Encourage talking through storytelling or expression of feelings.

O   Encouraging the use of peace words to solve conflict with peers.

O   Using pictures that display feelings.

O   Building and using emotional and social vocabulary.

O   Using pair and group work effectively

O   Showing understanding and empathy

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

O   Showing understanding and empathy.

O   Building and using emotional and social vocabulary

23. (1) What materials are used by the teacher during this activity?

O   No material

O   Manual /book / chart / poster

O   Notebooks/papers for writing

O   Chalkboard

O   Concrete teaching material

O   Collaboration

24. (1) How many students are engaged in this activity with the teacher?

O   No students

O   One student

O   A small group (minority)

O   A large group (majority)

O   All the students

25. (1) What are the students doing at the moment?

O   Students follow the teacher's demonstration

O   Students participate in teacher demonstration/answer questions

O   Students try a practical example on the concepts

O   Students practice without visual aids

O   Students practice with visual aids

O   Read aloud

O   Copy

O   Social interaction between students and teacher

O   Social interaction between students

O   A minority practice while others disturb

O   Discipline

O   Students are uninvolved (if option is selected, start the next observation)

O   Students follow as the teacher reads

26. (1) How many students are uninvolved?

O   One

O   A small group

O   A large group

O   All the students

27. (1) Students not involved (not engaged) with the teacher, what do they do?

O   Read loud

O   Demonstration

O   Discussion/Debate/Questions and Answers

O   Practice & exercises

O   Class Assignment

O   Copy

O   Social interaction

O   Classroom games

O   Sleeping

O   Outside the classroom

Observation 3. What is the teacher doing at the moment?

O   Read aloud

O   Check if the class is reading

O   Discussion to discover the learning objective

O   Demonstration/explanation by the teacher either by showing or speaking

O   Demonstration/explanation by the teacher by showing and talking

O   Demonstration/explanation involving the teacher and students

O   Copy

O   Verbal instructions

O   Social interaction between teacher and students

O   Discipline

O   Class management

O   Individualized support for students

O   Social interaction with another uninvolved adult/teacher

O   Teacher outside the classroom

O   Sitting down watching students

O   Moving round class marking students' books

O   Moving round class checking students' work

O   Marking books at teacher's desk

O   Showing understanding and empathy.

O   Encouraging dissociative child(ren) to connect with teachers & classmates.

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

O   Using pictures that display feelings.

O   Building and using emotional and social vocabulary.

O   Encourage talking through storytelling or expression of feelings.

O   Encouraging the use of peace words to solve conflict with peers.

O   Using pictures that display feelings.

O   Building and using emotional and social vocabulary.

O   Using pair and group work effectively

O   Showing understanding and empathy

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

O   Showing understanding and empathy.

O   Building and using emotional and social vocabulary

28. (1) What materials are used by the teacher during this activity?

O   No material

O   Manual /book / chart / poster

O   Notebooks/papers for writing

O   Chalkboard

O   Concrete teaching material

O Collaboration

29. (1) How many students are engaged in this activity with the teacher?

O No students

O One student

O A small group (minority)

O A large group (majority)

O All the students

30. (1) What are the students doing at the moment?

O Students follow the teacher's demonstration

O Students participate in teacher demonstration/answer questions

O Students try a practical example on the concepts

O Students practice without visual aids

O Students practice with visual aids

O Read aloud

O Copy

O Social interaction between students and teacher

O Social interaction between students

O A minority practice while others disturb

O Discipline

O Students are uninvolved (if option is selected, start the next observation)

O Students follow as the teacher reads

31. (1) How many students are uninvolved?

O One

O A small group

O A large group

O All the students

32. (1) Students not involved (not engaged) with the teacher, what do they do?

O Read loud

O Demonstration

- O   Discussion/Debate/Questions and Answers

- O   Practice & exercises

- O   Class Assignment

- O   Copy

- O   Social interaction

- O   Classroom games

- O   Sleeping

- O   Outside the classroom

Observation 4. What is the teacher doing at the moment?

- O   Read aloud

- O   Check if the class is reading

- O   Discussion to discover the learning objective

- O   Demonstration/explanation by the teacher either by showing or speaking

- O   Demonstration/explanation by the teacher by showing and talking

- O   Demonstration/explanation involving the teacher and students

- O   Copy

- O   Verbal instructions

- O   Social interaction between teacher and students

- O   Discipline

- O   Class management

- O   Individualized support for students

- O   Social interaction with another uninvolved adult/teacher

- O   Teacher outside the classroom

- O   Sitting down watching students

- O   Moving round class marking students' books

- O   Moving round class checking students' work

- O   Marking books at teacher's desk

- O   Showing understanding and empathy.

- O   Encouraging dissociative child(ren) to connect with teachers & classmates.

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

O   Using pictures that display feelings.

O   Building and using emotional and social vocabulary.

O   Encourage talking through storytelling or expression of feelings.

O   Encouraging the use of peace words to solve conflict with peers.

O   Using pictures that display feelings.

O   Building and using emotional and social vocabulary.

O   Using pair and group work effectively

O   Showing understanding and empathy

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

O   Showing understanding and empathy.

O   Building and using emotional and social vocabulary

33. (1) What materials are used by the teacher during this activity?

O   No material

O   Manual /book / chart / poster

O   Notebooks/papers for writing

O   Chalkboard

O   Concrete teaching material

O   Collaboration

34. (1) How many students are engaged in this activity with the teacher?

O   No students

O   One student

O   A small group (minority)

O   A large group (majority)

O   All the students

35. (1) What are the students doing at the moment?

O   Students follow the teacher's demonstration

O   Students participate in teacher demonstration/answer questions

O   Students try a practical example on the concepts

O   Students practice without visual aids

O   Students practice with visual aids

O   Read aloud

O   Copy

O   Social interaction between students and teacher

O   Social interaction between students

O   A minority practice while others disturb

O   Discipline

O   Students are uninvolved (if option is selected, start the next observation)

O   Students follow as the teacher reads

36. (1) How many students are uninvolved?

O   One

O   A small group

O   A large group

O   All the students

37. (1) Students not involved (not engaged) with the teacher, what do they do?

O   Read loud

O   Demonstration

O   Discussion/Debate/Questions and Answers

O   Practice & exercises

O   Class Assignment

O   Copy

O   Social interaction

O   Classroom games

O   Sleeping

O   Outside the classroom

Observation 5. What is the teacher doing at the moment?

- O Read aloud

- O Check if the class is reading

- O Discussion to discover the learning objective

- O Demonstration/explanation by the teacher either by showing or speaking

- O Demonstration/explanation by the teacher by showing and talking

- O Demonstration/explanation involving the teacher and students

- O Copy

- O Verbal instructions

- O Social interaction between teacher and students

- O Discipline

- O Class management

- O Individualized support for students

- O Social interaction with another uninvolved adult/teacher

- O Teacher outside the classroom

- O Sitting down watching students

- O Moving round class marking students' books

- O Moving round class checking students' work

- O Marking books at teacher's desk

- O Showing understanding and empathy.

- O Encouraging dissociative child(ren) to connect with teachers & classmates.

- O Using pair and group work effectively.

- O Encouraging the use of peace words to solve conflict with peers.

- O Using pictures that display feelings.

- O Building and using emotional and social vocabulary.

- O Encourage talking through storytelling or expression of feelings.

- O Encouraging the use of peace words to solve conflict with peers.

- O Using pictures that display feelings.

- O Building and using emotional and social vocabulary.

- O Using pair and group work effectively

O   Showing understanding and empathy

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

O   Showing understanding and empathy.

O   Building and using emotional and social vocabulary

38. (1) What materials are used by the teacher during this activity?

O   No material

O   Manual /book / chart / poster

O   Notebooks/papers for writing

O   Chalkboard

O   Concrete teaching material

O   Collaboration

39. (1) How many students are engaged in this activity with the teacher?

O   No students

O   One student

O   A small group (minority)

O   A large group (majority)

O   All the students

40. (1) What are the students doing at the moment?

O   Students follow the teacher's demonstration

O   Students participate in teacher demonstration/answer questions

O   Students try a practical example on the concepts

O   Students practice without visual aids

O   Students practice with visual aids

O   Read aloud

O   Copy

O   Social interaction between students and teacher

O   Social interaction between students

O   A minority practice while others disturb

O   Discipline

O   Students are uninvolved (if option is selected, start the next observation)

O   Students follow as the teacher reads

41. (1) How many students are uninvolved?

O   One

O   A small group

O   A large group

O   All the students

42. (1) Students not involved (not engaged) with the teacher, what do they do?

O   Read loud

O   Demonstration

O   Discussion/Debate/Questions and Answers

O   Practice & exercises

O   Class Assignment

O   Copy

O   Social interaction

O   Classroom games

O   Sleeping

O   Outside the classroom

Observation 6. What is the teacher doing at the moment?

O   Read aloud

O   Check if the class is reading

O   Discussion to discover the learning objective

O   Demonstration/explanation by the teacher either by showing or speaking

O   Demonstration/explanation by the teacher by showing and talking

O   Demonstration/explanation involving the teacher and students

O   Copy

O   Verbal instructions

O   Social interaction between teacher and students

- O   Discipline

- O   Class management

- O   Individualized support for students

- O   Social interaction with another uninvolved adult/teacher

- O   Teacher outside the classroom

- O   Sitting down watching students

- O   Moving round class marking students' books

- O   Moving round class checking students' work

- O   Marking books at teacher's desk

- O   Showing understanding and empathy.

- O   Encouraging dissociative child(ren) to connect with teachers & classmates.

- O   Using pair and group work effectively.

- O   Encouraging the use of peace words to solve conflict with peers.

- O   Using pictures that display feelings.

- O   Building and using emotional and social vocabulary.

- O   Encourage talking through storytelling or expression of feelings.

- O   Encouraging the use of peace words to solve conflict with peers.

- O   Using pictures that display feelings.

- O   Building and using emotional and social vocabulary.

- O   Using pair and group work effectively

- O   Showing understanding and empathy

- O   Using pair and group work effectively.

- O   Encouraging the use of peace words to solve conflict with peers.

- O   Showing understanding and empathy.

- O   Building and using emotional and social vocabulary

43. (1) What materials are used by the teacher during this activity?

- O   No material

- O   Manual /book / chart / poster

- O   Notebooks/papers for writing

O   Chalkboard

O   Concrete teaching material

O   Collaboration

44. (1) How many students are engaged in this activity with the teacher?

O   No students

O   One student

O   A small group (minority)

O   A large group (majority)

O   All the students

45. (1) What are the students doing at the moment?

O   Students follow the teacher's demonstration

O   Students participate in teacher demonstration/answer questions

O   Students try a practical example on the concepts

O   Students practice without visual aids

O   Students practice with visual aids

O   Read aloud

O   Copy

O   Social interaction between students and teacher

O   Social interaction between students

O   A minority practice while others disturb

O   Discipline

O   Students are uninvolved (if option is selected, start the next observation)

O   Students follow as the teacher reads

46. (1) How many students are uninvolved?

O   One

O   A small group

O   A large group

O   All the students

47. (1) Students not involved (not engaged) with the teacher, what do they do?

- O Read loud

- O Demonstration

- O Discussion/Debate/Questions and Answers

- O Practice & exercises

- O Class Assignment

- O Copy

- O Social interaction

- O Classroom games

- O Sleeping

- O Outside the classroom

Observation 7. What is the teacher doing at the moment?

- O Read aloud

- O Check if the class is reading

- O Discussion to discover the learning objective

- O Demonstration/explanation by the teacher either by showing or speaking

- O Demonstration/explanation by the teacher by showing and talking

- O Demonstration/explanation involving the teacher and students

- O Copy

- O Verbal instructions

- O Social interaction between teacher and students

- O Discipline

- O Class management

- O Individualized support for students

- O Social interaction with another uninvolved adult/teacher

- O Teacher outside the classroom

- O Sitting down watching students

- O Moving round class marking students' books

- O Moving round class checking students' work

- O Marking books at teacher's desk

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O   Showing understanding and empathy.

O   Encouraging dissociative child(ren) to connect with teachers & classmates.

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

O   Using pictures that display feelings.

O   Building and using emotional and social vocabulary.

O   Encourage talking through storytelling or expression of feelings.

O   Encouraging the use of peace words to solve conflict with peers.

O   Using pictures that display feelings.

O   Building and using emotional and social vocabulary.

O   Using pair and group work effectively

O   Showing understanding and empathy

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

O   Showing understanding and empathy.

O   Building and using emotional and social vocabulary

48. (1) What materials are used by the teacher during this activity?

O   No material

O   Manual /book / chart / poster

O   Notebooks/papers for writing

O   Chalkboard

O   Concrete teaching material

O   Collaboration

49. (1) How many students are engaged in this activity with the teacher?

O   No students

O   One student

O   A small group (minority)

O   A large group (majority)

O   All the students

50. (1) What are the students doing at the moment?

O   Students follow the teacher's demonstration

O   Students participate in teacher demonstration/answer questions

O   Students try a practical example on the concepts

O   Students practice without visual aids

O   Students practice with visual aids

O   Read aloud

O   Copy

O   Social interaction between students and teacher

O   Social interaction between students

O   A minority practice while others disturb

O   Discipline

O   Students are uninvolved (if option is selected, start the next observation)

O   Students follow as the teacher reads

51. (1) How many students are uninvolved?

O   One

O   A small group

O   A large group

O   All the students

52. (1) Students not involved (not engaged) with the teacher, what do they do?

O   Read loud

O   Demonstration

O   Discussion/Debate/Questions and Answers

O   Practice & exercises

O   Class Assignment

O   Copy

O   Social interaction

O   Classroom games

O   Sleeping

O   Outside the classroom

Observation 8. What is the teacher doing at the moment?

O   Read aloud

O   Check if the class is reading

O   Discussion to discover the learning objective

O   Demonstration/explanation by the teacher either by showing or speaking

O   Demonstration/explanation by the teacher by showing and talking

O   Demonstration/explanation involving the teacher and students

O   Copy

O   Verbal instructions

O   Social interaction between teacher and students

O   Discipline

O   Class management

O   Individualized support for students

O   Social interaction with another uninvolved adult/teacher

O   Teacher outside the classroom

O   Sitting down watching students

O   Moving round class marking students' books

O   Moving round class checking students' work

O   Marking books at teacher's desk

O   Showing understanding and empathy.

O   Encouraging dissociative child(ren) to connect with teachers & classmates.

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

O   Using pictures that display feelings.

O   Building and using emotional and social vocabulary.

O   Encourage talking through storytelling or expression of feelings.

O   Encouraging the use of peace words to solve conflict with peers.

O   Using pictures that display feelings.

O   Building and using emotional and social vocabulary.

O   Using pair and group work effectively

O   Showing understanding and empathy

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

O   Showing understanding and empathy.

O   Building and using emotional and social vocabulary

53. (1) What materials are used by the teacher during this activity?

O   No material

O   Manual /book / chart / poster

O   Notebooks/papers for writing

O   Chalkboard

O   Concrete teaching material

O   Collaboration

54. (1) How many students are engaged in this activity with the teacher?

O   No students

O   One student

O   A small group (minority)

O   A large group (majority)

O   All the students

55. (1) What are the students doing at the moment?

O   Students follow the teacher's demonstration

O   Students participate in teacher demonstration/answer questions

O   Students try a practical example on the concepts

O   Students practice without visual aids

O   Students practice with visual aids

O   Read aloud

O   Copy

O   Social interaction between students and teacher

O   Social interaction between students

O   A minority practice while others disturb

O   Discipline

O   Students are uninvolved (if option is selected, start the next observation)

O   Students follow as the teacher reads

56. (1) How many students are uninvolved?

O   One

O   A small group

O   A large group

O   All the students

57. (1) Students not involved (not engaged) with the teacher, what do they do?

O   Read loud

O   Demonstration

O   Discussion/Debate/Questions and Answers

O   Practice & exercises

O   Class Assignment

O   Copy

O   Social interaction

O   Classroom games

O   Sleeping

O   Outside the classroom

Observation 9. What is the teacher doing at the moment?

O   Read aloud

O   Check if the class is reading

O   Discussion to discover the learning objective

O   Demonstration/explanation by the teacher either by showing or speaking

O   Demonstration/explanation by the teacher by showing and talking

O   Demonstration/explanation involving the teacher and students

O   Copy

- O Verbal instructions

- O Social interaction between teacher and students

- O Discipline

- O Class management

- O Individualized support for students

- O Social interaction with another uninvolved adult/teacher

- O Teacher outside the classroom

- O Sitting down watching students

- O Moving round class marking students' books

- O Moving round class checking students' work

- O Marking books at teacher's desk

- O Showing understanding and empathy.

- O Encouraging dissociative child(ren) to connect with teachers & classmates.

- O Using pair and group work effectively.

- O Encouraging the use of peace words to solve conflict with peers.

- O Using pictures that display feelings.

- O Building and using emotional and social vocabulary.

- O Encourage talking through storytelling or expression of feelings.

- O Encouraging the use of peace words to solve conflict with peers.

- O Using pictures that display feelings.

- O Building and using emotional and social vocabulary.

- O Using pair and group work effectively

- O Showing understanding and empathy

- O Using pair and group work effectively.

- O Encouraging the use of peace words to solve conflict with peers.

- O Showing understanding and empathy.

- O Building and using emotional and social vocabulary

58. (1) What materials are used by the teacher during this activity?

- O No material

- O Manual /book / chart / poster

- O Notebooks/papers for writing

- O Chalkboard

- O Concrete teaching material

- O Collaboration

59. (1) How many students are engaged in this activity with the teacher?

- O No students

- O One student

- O A small group (minority)

- O A large group (majority)

- O All the students

60. (1) What are the students doing at the moment?

- O Students follow the teacher's demonstration

- O Students participate in teacher demonstration/answer questions

- O Students try a practical example on the concepts

- O Students practice without visual aids

- O Students practice with visual aids

- O Read aloud

- O Copy

- O Social interaction between students and teacher

- O Social interaction between students

- O A minority practice while others disturb

- O Discipline

- O Students are uninvolved (if option is selected, start the next observation)

- O Students follow as the teacher reads

61. (1) How many students are uninvolved?

- O One

- O A small group

- O A large group

O   All the students

62. (1) Students not involved (not engaged) with the teacher, what do they do?

O   Read loud

O   Demonstration

O   Discussion/Debate/Questions and Answers

O   Practice & exercises

O   Class Assignment

O   Copy

O   Social interaction

O   Classroom games

O   Sleeping

O   Outside the classroom

Observation 10. What is the teacher doing at the moment?

O   Read aloud

O   Check if the class is reading

O   Discussion to discover the learning objective

O   Demonstration/explanation by the teacher either by showing or speaking

O   Demonstration/explanation by the teacher by showing and talking

O   Demonstration/explanation involving the teacher and students

O   Copy

O   Verbal instructions

O   Social interaction between teacher and students

O   Discipline

O   Class management

O   Individualized support for students

O   Social interaction with another uninvolved adult/teacher

O   Teacher outside the classroom

O   Sitting down watching students

O   Moving round class marking students' books

O   Moving round class checking students' work

O   Marking books at teacher's desk

O   Showing understanding and empathy.

O   Encouraging dissociative child(ren) to connect with teachers & classmates.

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

O   Using pictures that display feelings.

O   Building and using emotional and social vocabulary.

O   Encourage talking through storytelling or expression of feelings.

O   Encouraging the use of peace words to solve conflict with peers.

O   Using pictures that display feelings.

O   Building and using emotional and social vocabulary.

O   Using pair and group work effectively

O   Showing understanding and empathy

O   Using pair and group work effectively.

O   Encouraging the use of peace words to solve conflict with peers.

O   Showing understanding and empathy.

O   Building and using emotional and social vocabulary

63. (1) What materials are used by the teacher during this activity?

O   No material

O   Manual /book / chart / poster

O   Notebooks/papers for writing

O   Chalkboard

O   Concrete teaching material

O   Collaboration

64. (1) How many students are engaged in this activity with the teacher?

O   No students

O   One student

O   A small group (minority)

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O   A large group (majority)

O   All the students

65. (1) What are the students doing at the moment?

O   Students follow the teacher's demonstration

O   Students participate in teacher demonstration/answer questions

O   Students try a practical example on the concepts

O   Students practice without visual aids

O   Students practice with visual aids

O   Read aloud

O   Copy

O   Social interaction between students and teacher

O   Social interaction between students

O   A minority practice while others disturb

O   Discipline

O   Students are uninvolved (if option is selected, start the next observation)

O   Students follow as the teacher reads

66. (1) How many students are uninvolved?

O   One

O   A small group

O   A large group

O   All the students

67. (1) Students not involved (not engaged) with the teacher, what do they do?

O   Read loud

O   Demonstration

O   Discussion/Debate/Questions and Answers

O   Practice & exercises

O   Class Assignment

O   Copy

O   Social interaction

  O Classroom games

  O Sleeping

  O Outside the classroom

 68. End of observations

(Hint: 10 observations recorded. Click yes if you have no comment. You will be asked to take a photo of the board and give the end time before you leave the classroom.)

  O Yes

  O I have a useful comment

 69. Comment : _____

 70. Take a photo of the classroom

 71. End time.

Attendance Data Extraction Form

Name

Gender

Age

Class

Teacher

School

Absent

Present

APPENDIX 5: Outcomes Measures

Outcome measures	Scale	Type	Measure	Method of analysis
Primary *(Feasibility)*				
Acceptability (Parents)	Ratio	Continuous	7-point Likert Scale (1=totally unacceptable; 7 perfectly acceptable)	Mean (SD): mean acceptability ≥4
Acceptability (Teachers)	Ratio	Continuous	7-point Likert Scale (1=totally unacceptable; 7 perfectly acceptable)	Mean (SD): mean acceptability ≥4
Acceptability (Children)	Ratio	Continuous	7-point Likert Scale (1=totally unacceptable; 7 perfectly acceptable)	Mean (SD): mean acceptability ≥4
Acceptability (Policymakers)	Ratio	Continuous	7-point Likert Scale (1=totally unacceptable; 7 perfectly acceptable)	Mean (SD): mean acceptability ≥4
Willingness to recommend	Nominal	Binary	% of teachers who are willing to recommend the intervention	Feasibility threshold of 65%
Satisfaction (Parents)	Ratio	Continuous	7-point Likert Scale (1=completely dissatisfied; 7 completely satisfied)	Mean (SD): mean acceptability ≥4
Satisfaction (Teachers)	Ratio	Continuous	7-point Likert Scale (1=completely dissatisfied; 7 completely satisfied)	Mean (SD): mean acceptability ≥4
Satisfaction (Children)	Ratio	Continuous	7-point Likert Scale (1=completely dissatisfied; 7 completely satisfied)	Mean (SD): mean acceptability ≥4
Acceptability (Parents)	Ratio	Continuous	7-point Likert Scale (1=completely dissatisfied; 7 completely satisfied)	Mean (SD): mean acceptability ≥4
Participation/Engagement (Children)	Nominal	Binary	Proportion of children who engage in at least one friendship club or parent, pupil, teach day (PPT)	Feasibility threshold of 65%
Enrollment rate (Schools)	Nominal	Binary	Proportion of eligible school who are enrolled in the study	Feasibility threshold of 50%
Enrollment rate (Pupils)	Nominal	Binary	Proportion of eligible children who are enrolled in the study	Feasibility threshold of 50%
Secondary (Educational)				
Retention on school (Pupils)	Nominal	Binary	% of pupils who stay in school	n (%)
EGRA (Pupils)	Ratio	Continuous	Mean EGRA score	Mean (SD)
EGMA (Pupils)	Ratio	Continuous	Mean EGMA score	Mean (SD)
Self-regulation (Pupils)	Ratio	Continuous	Mean self-regulation assessment score	Mean (SD)
Stallings - Pupil-Teacher engagement				
RED-GREEN Progress on stories (Number of GREEN Vs RED stories)				

Economic outcomes				
Total cost of care	Ratio	Continuous	Average total cost of intervention	mean (SD)