



July 2025

FINAL EVALUATION REPORT

Sports for Protection, Resilience, and
Transformation (SPiRiT) project



Terre des hommes

বিশ্বব্যাপী শিশুদের সাহায্য



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**Sports for Protection, Resilience, and Transformation
(SPiRiT) project**

Final Evaluation Report

Prepared by
Centre for Qualitative Research

July 2025

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List of acronyms

ARC	Advanced Research Computing
BTS	Breaking the Silence
CAP	Community Action Planning
CQR	Centre for Qualitative Research
FGD	Focus Group Discussion
GoB	Government of Bangladesh
HH	Household
IDI	In-Depth Interview
KII	Key Informant Interview
LGI	Local Government Institution
MoU	Memorandum of Understanding
MHPSS	Mental Health and Psychosocial Support
NGO	Non-Governmental Organization
NYP	National Youth Policy
OECD-DAC	Organization for Economic Co-operation and Development– Development Assistance Committee
ORF	Olympic Refugee Foundation
PSR	Psychosocial Resilience
SDGs	Sustainable Development Goals
SEM	Socio-Ecological Model
S4P	Sports for Protection
SPiRiT	Sports for Protection, Resilience, and Transformation
STATA	Statistical Software
TEVT	Technical Education and Vocational Training
Tdh	Terre des hommes
ToC	Theory of Change

Acknowledgment

The evaluation team extends its sincere gratitude to all individuals and institutions whose support and contributions made this final evaluation of the SPiRiT project possible.

We would like to express our deepest appreciation to the **Olympic Refuge Foundation (ORF)** for their generous support and visionary leadership in promoting the use of sport as a tool for protection, resilience, and social transformation. Their continued investment in adolescent and youth well-being has been instrumental in bringing the SPiRiT project to life and sustaining its impact across vulnerable communities.

Special thanks to **Terre des hommes (Tdh)** for commissioning this evaluation and for their steadfast commitment to inclusive, evidence-based programming. The guidance and collaboration of the Tdh program and MEAL teams were vital throughout the evaluation process.

We are also grateful to our implementing partners, **Breaking the Silence (BTS)** and **SOLIDARITY**, for their timely operational support and for facilitating access to participants and communities in both Kurigram and Dhaka. Their support ensured the smooth execution of all field activities.

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Finally, we sincerely acknowledge the contribution of the study team members of the CQR for their dedication and hard work to complete this evaluation study.

This report reflects the collective efforts of all who are committed to building a more inclusive, empowered, and resilient future for adolescents and youth in Bangladesh.

1. Executive Summary

1.1 Purpose and scope of the final evaluation

The final evaluation of the Sports for Protection, Resilience, and Transformation (SPiRiT) project was undertaken to assess the project's performance across its three-year implementation period (April 2022–June 2025). Implemented by Terre des hommes (Tdh) in partnership with SOLIDARITY and Breaking the Silence (BTS), and funded by the Olympic Refugee Foundation, the project aimed to enhance the psychosocial well-being, social inclusion, and resilience of adolescents and youth in climate-vulnerable contexts of Kurigram and Dhaka. **The purpose of this evaluation is to assess the relevance, coherence, effectiveness, efficiency, impact, and sustainability of the first three years of the SPiRiT project in targeted areas (Chilmari, Ulipur, Sadar Upazilas in Kurigram District, and Beguntila and Bauniabadh slums in Dhaka city), with a focus on the project's contributions to youth empowerment, social inclusion, resilience, and protection outcomes through sports.** The evaluation applied the OECD-DAC criteria, a widely recognized framework developed by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD), and drew upon a mixed-methods approach. Data sources included quantitative surveys with **346** adolescents and youth and **53** sports coaches and sports actors. Qualitative data sources included **33** in-depth interviews (IDIs) with adolescent and youth; **10** focus group discussions (FGDs) with youth, parents, and community stakeholders; **14** key informant interviews (KIIs) with sports actors and **04** participatory learning assessment (PLA) sessions with young population. From a design and analytical perspective, the evaluation was also guided by some key frameworks and models which are: MHPSS Framework, Rowlands' Empowerment Framework, Lundy's Model of Child Participation, and the Socio-Ecological Model.

1.2 Key Findings at a glance

Progress towards expected results

The SPiRiT project contributed to substantial improvements across its core outcome areas. Perceived inclusion and empowerment among adolescents and youth increased markedly from **17% at baseline to 64% at the final evaluation**, progressing toward the ambitious **target of 100%**. Youth in Kurigram consistently reported higher inclusion at family, peer, and community levels, compared to their counterparts in Dhaka, where urban-specific barriers such as mobility restrictions, limited social networks, urban stressors, and safety concerns limited participation and group cohesion. Qualitative insights echoed these trends, with rural youth describing stronger peer bonding and community support, while urban participants highlighted competing responsibilities, safety fears, and irregular attendance as barriers to deeper engagement.

Access to safe and inclusive sports spaces improved significantly, increasing from **16% at baseline to 92% at the final evaluation**, moving close to the **target of universal coverage (100%)**. Notably, 80% of girls reported having safe and regular access to sports by the end of the project that reflects the impact of

gender-sensitive adaptations such as ensuring separate toilets and female facilitators. Girls in FGDs shared how these measures reduced fear of harassment and community stigma, enabling them to participate more freely and with greater confidence.

Psychosocial well-being also showed significant improvements, improving from just **8% at baseline to 54% at final evaluation**, although slightly below the **70% target**. Participants particularly youth and females reported enhanced emotional regulation, peer connectedness, and a sense of belonging, aligning closely with the Mental Health and Psychosocial Support (MHPSS) framework outcomes. Youths described how they started helping peers who felt excluded, resolving conflicts, and creating enabling spaces for open discussions which showing that they developed practical life skills to face everyday challenges.

Knowledge and preparedness on climate-induced risks and displacement-related challenges increased substantially from **8% to 61%** moving closer to the **80% target**. Girls and youths from rural areas reported higher levels of preparedness, indicating strong message retention and relevance of the Sports for Protection (S4P) model in contexts marked by frequent climate shocks. FGDs in rural context, youth recalled practicing evacuation drills and discussing how to support vulnerable neighbors during floods, while Dhaka youth noted the difficulty of applying these skills in temporary slum environments where families often relocate. Coach and facilitator capacity improved as well. Those demonstrating both theoretical and practical competencies increased from **14% to 60%** and surpassing **the 50% target**. While female facilitators displayed high conceptual clarity, their practical application lagged slightly, suggesting a need for continued hands-on mentoring. Facilitators shared in KIIs that while they felt more confident using inclusive coaching methods, urban contexts required greater flexibility and stronger community support to keep sessions consistent.

Finally, sports actors' acceptance of the S4P model reached its highest level of achievement, increasing from **14% (average rating 4.1) to 100% (average rating 4.68)**, fully meeting the **target of 5** on a five-point scale. However, in Dhaka, relatively limited institutional engagement and informal transition planning emerged as key limitations to long-term integration. Community leaders in Kurigram discussed forming local committees to sustain youth engagement, while Dhaka stakeholders expressed concerns about maintaining safe spaces after the project ends.

Key findings aligned with OECD DAC criteria

The SPiRiT project demonstrated strong **relevance**, responding to the needs of climate-affected and displaced adolescents and youth. Its sport-based approach addressed psychosocial vulnerabilities, exclusion, and gender-based barriers by creating emotionally safe and inclusive environments for youth engagement and development. In terms of **effectiveness**, the project met or exceeded most of its intended outcomes. Significant improvements were observed in youth empowerment, emotional resilience, and access to inclusive sports, especially in Kurigram. However, effectiveness in Dhaka was relatively constrained due to irregular attendance to sports sessions, often influenced by adolescents' competing responsibilities such as work, household duties, or school commitments, alongside logistical challenges and environmental stressors in urban slum settings. Regarding **efficiency**, resources were largely used well. The involvement of community-based facilitator ensured effectiveness, and capacity among local coaches and youth leader improved noticeably. However, inconsistent session follow-ups and

limited attendance were influenced by several underlying factors, including staff workload and competing programmatic priorities, the transient nature of urban slum communities, adolescents' competing responsibilities such as school, workload, or household duties, and urban mobility challenges that limited timely participation. These contextual realities, coupled with evolving monitoring mechanisms and other logistical limitations, highlight the need for strengthened supervision systems and more refresher training in urban settings. The project's **impact** was evident in positive shifts in adolescent and youth behaviors, self-confidence, and community attitudes. Many adolescents, particularly girls, reported stronger leadership capacities and greater social inclusion. Community-level change was also observed in the growing acceptance of girls' participation in sports, signaling a progressive shift in gender norms. In terms of **coherence**, SPiRiT complemented existing services and community structures, especially in Kurigram, where partnerships with local schools and leaders enhanced program synergy. In contrast, coherence in Dhaka remained limited due to limited institutional collaboration and the absence of formal coordination mechanisms. On **sustainability**, youth, community coaches, parents and other local actors demonstrated strong interest in continuing the initiative. Some youth clubs in Kurigram even initiated registration processes. However, the long-term sustainability of activities in Dhaka was challenged by a lack of structured exit planning, institutional linkage, and ongoing resource support.

1.4 Recommendations

To ensure the sustainability and scalability of the SPiRiT model, the evaluation proposes a phased set of recommendations targeting practitioners, implementing partners, and policymakers. **In the short term (0–6 months)**, emphasis should be placed on structured exit planning, refresher training for coaches, low-cost improvements to sports spaces, and public recognition of youth contributions to maintain momentum post-project. The **medium-term (6–12 months)** calls for embedding practices within community structures by supporting youth-led initiatives through flexible resources, enhancing family and community engagement, and launching joint planning processes like *Community Action Planning (CAP)*. Additionally, simplified and user-friendly materials such as printed versions of the curriculum, step-by-step activity guides, and visual checklists should be co-developed with youth and coaches. These materials would make it easier for communities to continue SPiRiT sessions independently, without needing constant external facilitation. This responds to evaluation findings where coaches and youth, particularly in Dhaka, highlighted the need for practical tools to maintain structured activities when external support is limited. In the **long term (12+ months)**, the focus shifts to institutionalizing the model through formal partnerships with government bodies, transitioning youth groups into community-based clubs, and establishing a structured coach certification system. National-level advocacy is needed to embed the Sports for Protection approach into adolescent and youth and climate resilience policies, backed by dedicated funding. Finally, **longitudinal tracking** of youth engagement is recommended to monitor sustained leadership and social impact over time.

2. Introduction

The Sports for Protection, Resilience, and Transformation (SPiRiT) project is a three-year initiative (April 2022–June 2025) implemented by Terre des hommes (Tdh) in partnership with Breaking the Silence (BTS) and SOLIDARITY, with financial support from the **Olympic Refugee Foundation**. The project was designed to respond to the intersecting and context-specific risks faced by adolescents and youth living in climate-displaced rural areas of Kurigram and the urban slums of Dhaka, including exposure to environmental shocks, unsafe migration, urban insecurity, gender-based exclusion, psychosocial distress and social conflict and division. The project focuses on inclusion and empowerment of **10,000** adolescents and young (9000 in Kurigram and 1000 in Dhaka) who are displaced or at risk of climate-induced displacement through sports for protection (S4P) initiatives in Kurigram district and Dhaka. The key objectives of SPiRiT project are-

- Improving the physical, mental, and psychosocial well-being of displaced or at-risk adolescents and youth by giving them access to safe sports.
- Engaging displaced or at-risk adolescents and youth to help them learn coping strategies for migration and displacement risks and to promote local solutions through youth-led initiatives; and
- Training sports coaches and other stakeholders on gender-friendly safe sports and encouraging their support for sports-based protection initiatives in Bangladesh.

To achieve the project objectives, key activities were implemented through (i) Football for Protection, (ii) Handball for Protection and (iii) Traditional Games for Protection curriculum. Besides, *ENGAGE Youth Curriculum* was developed specifically to accelerating youth participation, empowerment and leadership in real-life through role-playing and discussions on shared concerns focusing on well-being.

2.1 Final evaluation objectives

This final evaluation was conducted to assess the project’s overall performance, progress, and potential for scale or adaptation. Using the OECD-DAC evaluation criteria—Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability—the evaluation aimed to generate actionable insights, validate outcomes, and identify challenges that could inform future programming.

Evaluation objective

The general objective of this evaluation was to assess the relevance, effectiveness, efficiency, impact, and sustainability of the first three years of the SPiRiT project in targeted areas (Chilmari, Ulipur, Sadar Upazilas in Kurigram District, and Beguntilla and Bauniabadh slums in Dhaka city).

Specific objectives

- a) **Assess Effectiveness:** Evaluate how well the project achieved its intended outcomes related to psychosocial resilience and empowerment, applying Rowlands' Empowerment Framework. This includes:
 - Number of adolescents and youth accessing safe sports activities

- Improvements in participants' psychosocial well-being
 - Enhanced knowledge and skills related to leadership, migration, psychosocial resilience, and climate-induced vulnerabilities
- b) **Evaluate Efficiency:** Measure how well financial, technical, and human resources were used to achieve results while ensuring gender and social inclusion.
 - c) **Determine Impact:** Identify the project's contribution to impact on targeted youth, communities, and local institutions, particularly in empowerment and resilience, including both intended and unintended positive and negative effects.
 - d) **Assess Sustainability:** Analyze elements that suggest the potential for the project's empowerment and resilience outcomes to continue beyond the project period focusing on identifying key factors and how local stakeholders (government, sports federations, and community partners) will support long-term sustainability.
 - e) **Examine Relevance:** Assess how well the project addressed the needs and priorities of the target population, stakeholders, and what extent the activities appropriate in addressing protection risks, social inclusion, and resilience through sports for all youth, including girls and youth with disabilities.
 - f) **Explore Coherence:** Examine how the project activities were linked with other youth development, protection, and climate adaptation initiatives, and assess their alignment with key national frameworks such as the National Youth Policy 2017, the National Sports Policy 1998, the Sustainable Development Goals (SDGs), and the Eighth Five-Year Plan.
 - g) **Lessons Learned & Best Practices:** Provide practical, evidence-based recommendations for future programs on how empowerment strategies can be effectively integrated to enhance long-term psychosocial resilience and social inclusion.

Based on the *Evaluation Planning Matrix* (see Annex-2), co-created with Tdh MEAL team, CQR study team applied a mixed-methods approach, combining quantitative survey data (N=346 youth; N=35 coaches) and qualitative evidence from total 61 IDIs, FGDs and KIIs with adolescents, youth, parents, community coaches, teachers, youth leaders, community support group members, and government stakeholders. This design enabled the evaluation to assess both measurable changes (e.g., based on impact and outcome indicators of SPiRiT) and the more subjective dimensions of empowerment and inclusion.

2.2 Theory of Change of SPiRiT

At the core of SPiRiT's design was a Theory of Change (ToC) that envisioned sport not simply as recreation but as a transformational tool. This ToC was capable of strengthening youth protection, psychosocial healing, and community cohesion in fragile and high-risk environments. The ToC of SPiRiT assumed that when climate induce displaced and socially exclusion adolescents and youth participate regularly in safe, inclusive, and structured sports environments, they build critical life skills, emotional regulation, peer trust, and social agency. By ensuring informed participation, the project aimed to empower adolescents and youth to identify and address local issues, particularly related to climate change, unplanned mobility and promoting social change. It also aimed to challenge gender norms and supports the inclusion of marginalized groups, including those with disabilities and third genders. Engaging local decision-makers,

sports actors, and teachers raises visibility and promotes rights, while partnerships with the Bangladesh National Olympic Association (NOA) and key ministries create an enabling environment for displaced youth in both districts.

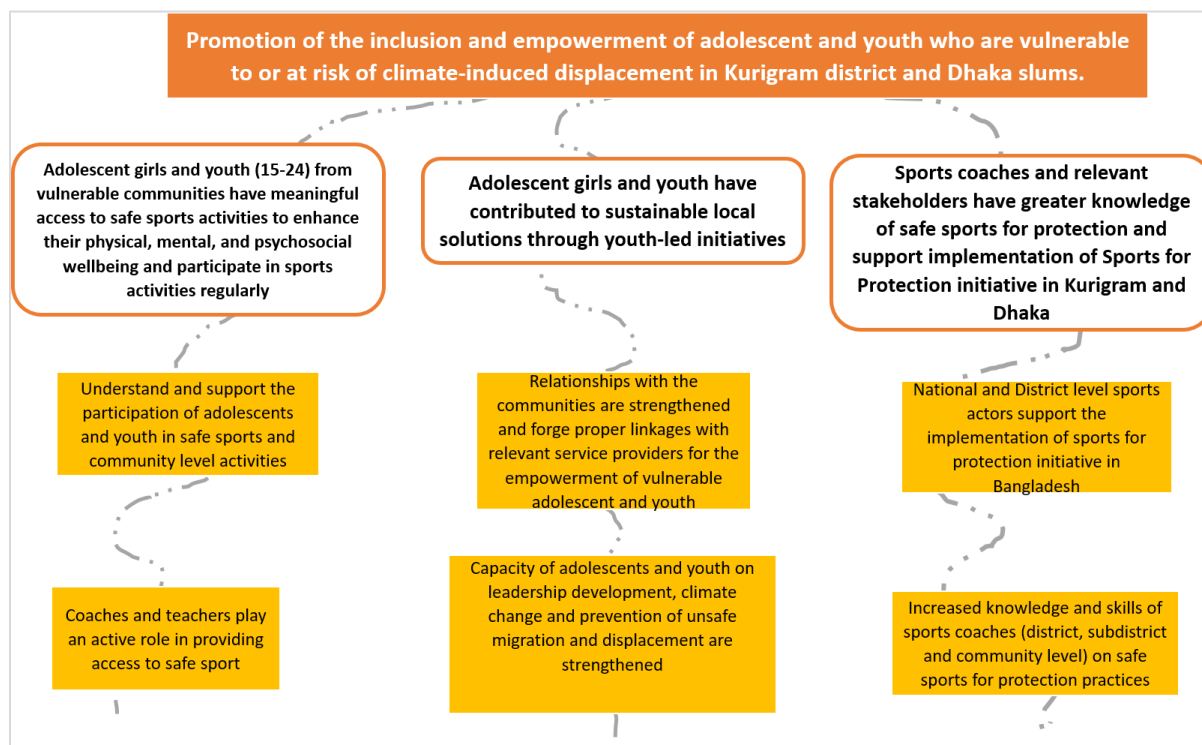


Image 1: Pathways of change

How activities contribute to results:

- **Access to Safe Sports:** Vulnerable youth have meaningful and regular access to sports activities that enhance their physical, mental, and psychosocial well-being.
- **Skill Development and Leadership:** Youth gain knowledge on sustainable solutions for migration and displacement, and they have opportunities to develop leadership skills.
- **Stakeholder Capacity Building:** Sports coaches, social workers, and other relevant stakeholders have received training on using sports to promote youth well-being, protection, and leadership development.
- **Youth Empowerment:** Local actors, sports federations, and youth clubs have started to work together to promote “safe sports” as a tool for community development and sustainable empowerment.

2.3. Conceptual frameworks of the final evaluation

The following five interlocking conceptual frameworks provided analytical coherence across tools, data collection, data analysis and interpretation of the study findings:

OECD-DAC Evaluation Criteria: These guided the macro-level assessment of project design, results, and sustainability, ensuring alignment with global standards of development effectiveness.



Image 2: OECD-DAC Criteria

Rowland's Empowerment Framework

Rowlands' empowerment framework offers a practical lens for designing inclusive empowerment strategies in displacement-affected settings. It highlights four interconnected dimensions of power: power within, power with, power to, and power for, each relevant to the lives of displaced adolescents and youth.

Power within reflects self-worth, self-awareness, and belief in one's ability to act. Displacement often leaves young people feeling invisible or judged. When given opportunities to share stories, join peer discussions, or engage in small group activities, they begin seeing themselves as capable rather than helpless. Baseline findings showed that only 17% of adolescents and youth felt included and empowered in climate-related decision-making. Empowerment was strongest at the family level (26%) but critically low at the community level (2%), indicating limited Power Within due to reduced self-belief and identity-based constraints such as gender and disability.

Power with refers to the strength gained through unity and collective action. For displaced adolescents who often face physical and social isolation, inclusive spaces are vital for building trust, working on shared goals, and strengthening community ties. Baseline data showed that peer-level inclusion was moderate (22%), while community-level inclusion was just 2%, limited by gendered norms, mobility restrictions, and the absence of youth-friendly spaces. The final evaluation explored how youth built peer-to-peer support systems, formed groups or clubs, and participated in community discussions or events.

Power to focuses on the ability to take action and create change. Displacement disrupts education, access to technology, and civic engagement, reducing agency. Rebuilding this power requires targeted skill-building, leadership opportunities, and access to resources. Baseline findings showed that only 8% had sufficient knowledge and preparedness on migration and climate risks, while just 16% had access to safe sports, revealing structural and environmental barriers to exercising their Power To act.

Power for reflects purpose and vision, driven by shared goals that transform lives and communities. Displaced youth are not passive victims; they are already advocating for climate justice, housing rights, and equality. When programs align with their goals rather than imposing external solutions, youth become genuine change-makers who influence the systems around them.

Together, these dimensions affirm that empowerment is not delivered as a product but emerges relationally and contextually. It is as much emotional and psychological as it is social and political. The framework emphasizes involving adolescents and youth as co-creators of solutions, valuing their insights, and supporting meaningful leadership. Using Rowlands' Empowerment Framework, section 5 of the evaluation report analyzed changes across these four dimensions: Power Within, Power With, Power To, and Power For.

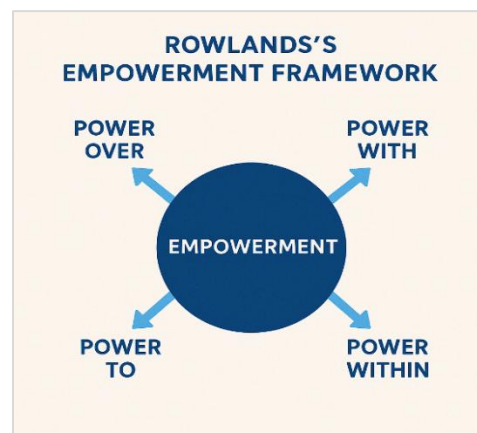


Image 3: Rowlands' Empowerment Framework

Lundy's Model of Child Participation

Lundy's Model of Child Participation offers a valuable framework to assess the quality and depth of adolescent and youth participation within the SPiRiT project, which targets displaced or climate-vulnerable populations in Kurigram district and Dhaka slums. The model helps to analyze not only whether adolescents were involved, but how meaningfully they were engaged would be an important dimension as the project moves toward final evaluation. Lundy's Model adds analytical depth by focusing on four interconnected components of participation: Space, Voice, Audience, and Influence. The final evaluation evaluated the changes at impact and outcomes level by comparing data with the baseline survey of the SPiRiT project.

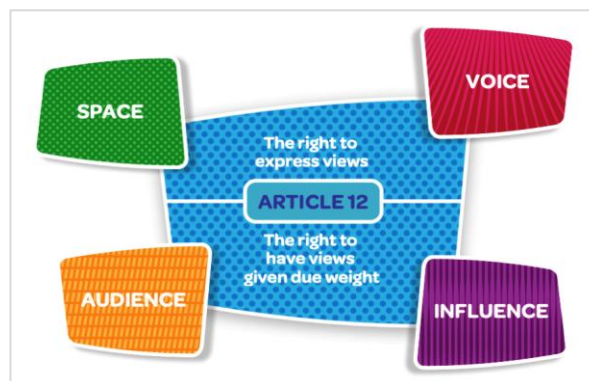


Image 4: Lundy's Model of Child Participation

SPACE: Opportunities for adolescents to form and express views

According to the baseline report of SPiRiT project, **only 17%** of adolescents and youth felt highly included and empowered in decision-making related to climate risks and displacement. Only **16%** of adolescents

had full access to safe sports facilities. While **32%** reported availability, only **1%** found them appropriate. The Space dimension of Lundy’s Model helped to assess whether the project created enabling environments where adolescents could participate physically, socially, and psychologically. This includes evaluating the inclusiveness and safety of platforms such as youth clubs, sports sessions, leadership trainings, and community dialogues.

VOICE: Support to express views openly

Baseline findings indicated barriers in knowledge, communication skills, and confidence, which limited the ability of adolescents to voice opinions. The Voice component focuses on how the project addressed these challenges through interventions like sport-based psychosocial support, life skills training, and participatory methodologies such as the “RIDE ON” toolkit. The final evaluation assessed whether adolescents were equipped and encouraged to express themselves spontaneously, and whether sports coaches, facilitators, and peer leaders provided the necessary guidance and motivation.

AUDIENCE: Being heard by the right people

At baseline, the feeling of inclusion at the community level was **only 2%** which clearly demonstrate that they were not being recognized at community-level decision-making. The Audience dimension prompts an examination of whether the project successfully linked adolescent voices with relevant duty bearers such as local authorities, teachers, parents, and community leaders. The final evaluation excavated whether the project establish any structured feedback channels, youth-led community forums, or consultation processes that ensured adult stakeholders listened and responded to adolescent and youth inputs.

INFLUENCE: Impact of adolescent views on decisions and actions

The baseline study of SPiRiT project showed that many adolescents felt their input made little or no difference. The Influence dimension evaluates whether adolescent participation translated into any concrete change either in project activities or in community practices. This involves tracing how youth feedback may have shaped sports sessions, protection strategies, or community awareness activities.

In the final evaluation, Lundy’s Model served as a strong analytical framework for assessing how the SPiRiT project enabled adolescent and youth voices to emerge, be heard, and lead to change. It has also guided to align project’s child protection and safeguarding principles. By applying this model, the evaluation went beyond surface-level indicators and capture the quality of engagement and empowerment experienced by adolescent and young people.

Mental Health and Psychosocial Support (MHPSS) Framework

Supporting the mental health and psychosocial well-being of adolescents, particularly those displaced or at risk due to climate and socio-economic vulnerabilities—requires more than service delivery. It calls for a comprehensive, rights-based, and context-sensitive framework that recognizes young people as active agents of change. The Terre des hommes (Tdh) MHPSS Framework offers such a model, integrating

psychosocial resilience, inclusive participation, and structural transformation as core pillars of practice. At the heart of the framework lies Psychosocial Resilience (PSR), a state that emerges through the interplay of internal capacities and external protective factors. PSR is nurtured through coping, adaptation and transformation- three interconnected capacities for managing immediate stress and challenges. These capacities are supported by Five Pillars of psychosocial well-being which are shown in the following diagram:

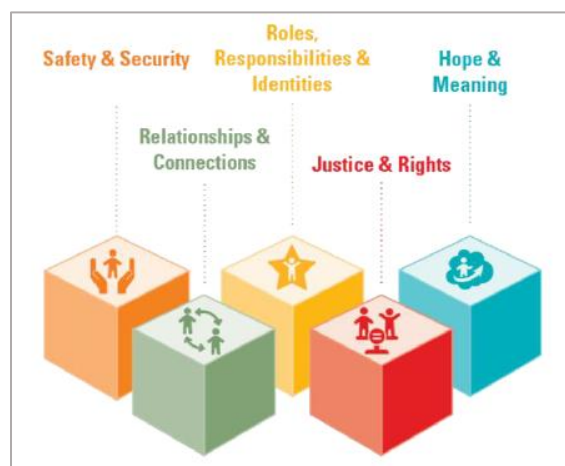


Image 5: Five Pillars of Psychosocial Well-being

According to the baseline study of the SPiRiT project, only 8% of adolescents reported a high level of psychosocial well-being. Contributing factors included insecurity, crime, communication gaps, fear of judgment, and low resilience. The SPiRiT Project leverages this potential through its three core outcomes:

- **Outcome 1** focuses on meaningful access to safe sports spaces for adolescents and youth. This directly supports the coping capacity, while addressing the Safety and Security, Social Connection, and Hope and Meaning pillars. Project participants were supposed to regularly participate in structured sports activities aiming to reduce stress levels, enhance peer engagement, and create a stronger sense of belongingness.
- **Outcome 2** emphasizes youth-led initiatives through Sports for Protection, fostering Transformative capacity and directly linking with roles and Identities, justice, and hope. Through these initiatives, adolescents are seen not just as participants but as local change agents who design and lead activities that benefit their peers and communities.
- **Outcome 3** targets the enabling environment, working with local, district, and national sports actors to institutionalize safe and inclusive practices. This supports both the Adaptive and Transformative capacities, while reinforcing systemic accountability tied to the Justice and Safety pillars.

The final evaluation of the SPiRiT project deeply explored how the Tdh Five Pillars were applied through different project activities for adolescents and youth. The evaluation examined whether the project has gone beyond just providing services to help build supportive systems, relationships, and a sense of identity that contribute to lasting resilience and empowerment. To do this, the evaluation used both qualitative

and quantitative tools, following the MHPSS framework, to capture a full picture of psychosocial changes beyond the surface-level results in order to understand how the lives of young people are being impacted.

Socio-Ecological Model (SEM)

The Social Ecological Model (SEM) is a powerful analytical tool that situates individual behavior and well-being within broader social, community, and institutional contexts. It emphasizes that change occurs through the interaction of multiple levels of influence, including individual, interpersonal, community, institutional, and policy. Represented as concentric circles, SEM helps explain how these layers shape a young person's overall well-being. Given SPiRiT's goal of promoting psychosocial well-being, empowerment, and social inclusion among climate-affected adolescents, SEM was an appropriate framework for guiding the evaluation.

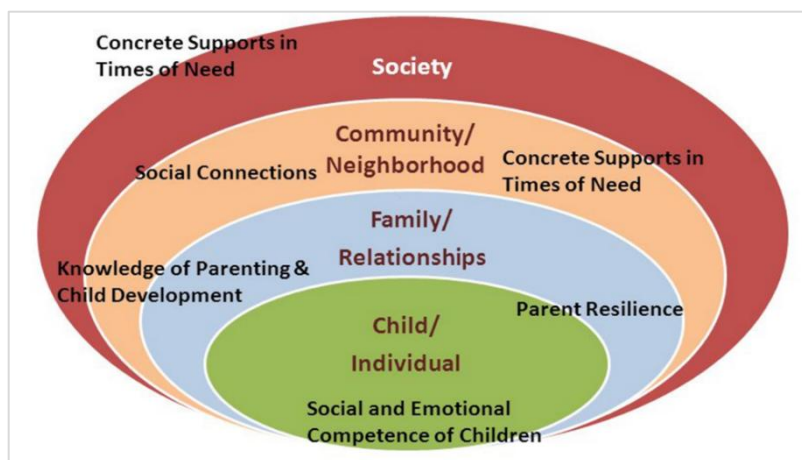


Image 6: Socio-Ecological Model of SPiRiT project

The project was grounded in SEM, recognizing that displaced adolescents live within complex systems shaped by peers, families, schools, communities, and institutions. At the individual level, the project aimed to improve coping skills, leadership, and self-confidence through safe sports. Baseline data revealed critical gaps, with only 17% feeling included and empowered in climate-related decisions and 8% reporting sufficient knowledge on migration and climate risks, highlighting limited agency. At the interpersonal level, the project sought to strengthen peer bonding and family support through group activities. Baseline findings showed peer-level inclusion at 22% and family-level inclusion at 26%, indicating modest trust among peers and limited parental approval for girls' outdoor participation.

At the community level, SPiRiT mobilized youth, parents, coaches, and leaders to promote inclusion. Baseline evidence revealed community-level inclusion at only 2%, reflecting restrictive norms, gendered mobility constraints, and a lack of youth-friendly spaces. At the institutional level, the project worked with schools, local clubs, and national actors, initiating dialogue with the Bangladesh National Olympic Association (NOA) and ministries to embed safe sports practices into systems.

SEM strengthened the project's rights-based approach by showing how power dynamics and discrimination operate across different levels, influencing girls, youth with disabilities, and marginalized

adolescents. It also complemented other frameworks such as Rowlands' Empowerment Framework, Lundy's Participation Model, and Tdh's MHPSS framework to ensure a holistic understanding of empowerment and protection outcomes.

The final evaluation used this multilevel lens to assess not only individual psychosocial well-being and leadership but also peer relationships, family support, and the enabling role of community and institutional actors. SEM helps explain how progress at the individual level, such as improved emotional regulation, depends on stronger peer groups, supportive families, safer community spaces, and responsive institutions. It also aligns with OECD-DAC criteria by situating relevance, effectiveness, and sustainability within the broader social context. By addressing baseline barriers such as fragmented peer networks, limited parental approval, and lack of safe spaces, the model ensures that SPIRiT's impact is understood not only in individual lives but also in the environments that sustain their well-being.

3. Methodology and ethical protocols

The final evaluation of the SPIRiT project was designed to generate robust, credible, and contextually grounded insights into how, and to what extent, the project contributed to improved inclusion, resilience, and psychosocial well-being among adolescents and youth affected by climate vulnerabilities and displacement. Recognizing the complexity of the intervention and the diversity of its target population, CQR adopted a mixed-methods approach to capture both quantifiable outcomes and lived experiences across different social, geographic, and institutional settings.

3.1 Mix methods evaluation design

The final evaluation of the SPIRiT project applied a theory-informed, participatory mixed-methods design to ensure both quantitative rigor and qualitative depth. The design enabled the CQR study team to capture outcome-level progress while contextualizing these shifts through community, institutional, and youth narratives. It was anchored in the project's theory of change and guided by the six OECD-DAC evaluation criteria: relevance, coherence, effectiveness, efficiency, impact, and sustainability.

The evaluation approach was comparative, integrating endline data with baseline benchmarks to assess progress and identify critical gaps. It employed an embedded framework strategy, drawing on Rowlands' empowerment framework, Lundy's model of child participation, the socio-ecological model (SEM), and the MHPSS framework to interpret both statistical trends and behavioral change patterns.

Quantitative data was collected using structured tools digitized through the Kobo platform, and analyzed in MS Excel and StataMP 17. Two types of measurement formulas were applied to compare impact indicators. For the assessment of the **impact indicator** (% of adolescents and youth displaced and at risk of displacement participating in Sport activities feel better included and empowered to play an active role in addressing the risks linked to climate change and migration /displacement in their living environment) and **outcome indicators** (1.1: No of adolescents and youths who have regular access to safe sports, 1.2: % of youth and adolescents who report improvement in their perceived psychosocial well-being following MHPSS programme completion, 1.3: % of sport coaches/ social workers/ community facilitators show

enhanced understanding and practical skills to accompany adolescents and youth in improving their psychosocial well-being and resilience through safe sport activities, and 2: % of adolescents and youths who report enhancement in their knowledge and preparedness on migration, displacement, and other climate induced vulnerabilities through participating in sports for protection and related activities), the following **formula (1)** was used:

$$\text{Total average (in \%)} = \frac{\Sigma \text{ of indicative responses on the defined set of questions}}{\Sigma \text{ of (number of questions in the set} \times \text{sample size)}} \times 100 \dots (1)$$

A set of questions was asked to sports actors (indicator 3: The extent to which sports actors reported sports for protection approach to be effective in promoting protection and wellbeing of adolescents and Youth) and their responses were captured on a 5-point Likert scale. Here the scale 5 denotes - to a great/high extent. The following **formula (2)** was used for the assessment of outcome indicator 3.1:

$$\text{Total average (in \#)} = \frac{\Sigma \text{ of weighted scores on defined set of questions}}{\Sigma \text{ of (number of questions} \times \text{sample size)}} \dots (2)$$

3.2 Sampling and respondents' profile

Demographic characteristics of adolescent and youth respondents disaggregated by location

Characteristic	Total (N=346)	Kurigram (N=265)	Dhaka (N=81)
Total respondents	346	265	81
Gender: Male	170	129	41
Gender: Female	176	136	40
Age 15–19	210	160	50
Age 20–24	136	105	31
Religion: Muslim	335	257	78
Religion: Hindu	11	8	3
Married	72	56	16
Unmarried	274	209	65
Disability in household	17	13	4

Table 1: Demographic characteristics of surveyed adolescent and youth respondents (disaggregated by location)

A total of **346 adolescents and youth** participated in the survey, with the majority from Kurigram (265) and a smaller proportion from Dhaka (81). Gender representation was balanced, with 170 males and 176 females. Most respondents were in the 15–19 age group (210), while 136 were aged 20–24.

The vast majority identified as Muslim (335), with a small number of Hindu respondents (11). In terms of marital status, 72 participants were married, while 274 were unmarried, a pattern more common in rural Kurigram. Additionally, 17 respondents reported having a person with a disability in their household, slightly higher in Kurigram compared to Dhaka. This profile reflects a diverse yet predominantly rural and young sample, providing a strong representation of the target population reached by the project.

Respondent type by sports activities	Male	Female	Total
Football for Protection	154	18	172
Handball for Protection	16	94	110
Traditional game for protection		64	64
ENGAGE curriculum	81	93	174
Total	170	176	346

Table 2: Respondents engagement in sports activities

All survey participants were directly engaged in the SPiRiT project and had 100% exposure to its activities of S4P, ensuring that the data reflects the experiences and outcomes of fully participating youth. The sampling strategy for both quantitative and qualitative components was purposive and stratified, ensuring representation across age, gender, location, disability status, and sports modality.

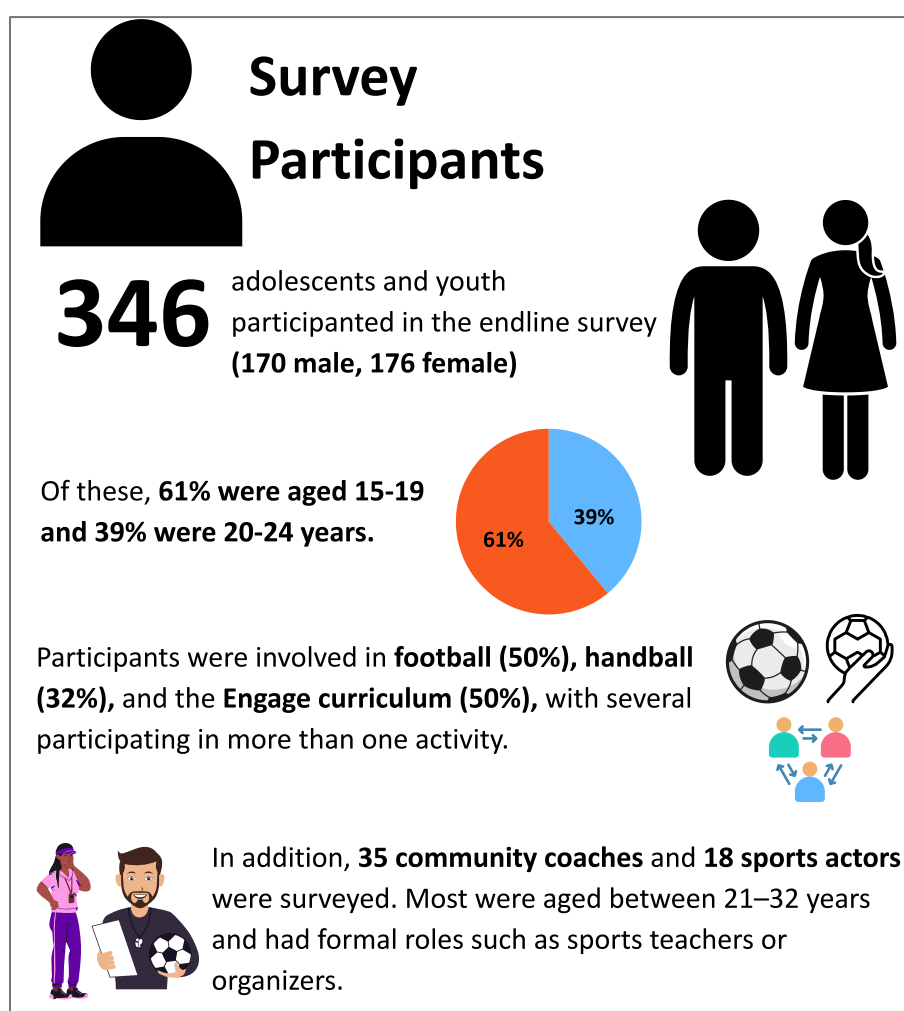


Image 7: Study participants at a glance

Special attention was given to include participants from households with persons with disabilities, and where feasible, adolescents and youth with disabilities themselves. For the qualitative study, the sampling ensured a wide range of perspectives by engaging diverse stakeholders through:

33 In-depth Interviews (IDIs) with adolescents and youth (ensuring gender and age balance). These 33 IDIs also distributed in the 6 unions in the Kurigram and in Beguntila and Bauniabadh in Dhaka.

Age Group	Female	Male	Total
Focus Group Discussion (FGD)			
15-19	23	8	31
20-24	7	16	23
25-35	10	5	15
36-46	3	2	5
47-57	2	3	5
58 and above		2	2
Total	45	36	81
In-depth Interview (IDI)			
15-19	8	9	17
20-24	7	9	16
Total	15	18	33
Participatory Learning and Action (PLA)			
15-19	26		26
20-24	5	10	15
Total	31	10	41
Key Informant Interview (KII)			
Total	1	13	14

Table 3: Respondents' profile for qualitative data collection

10 Focus Group Discussions (FGDs) with youth, parents, and community stakeholders by gender were conducted. The study team allocated the FGDs in the study unions purposively.

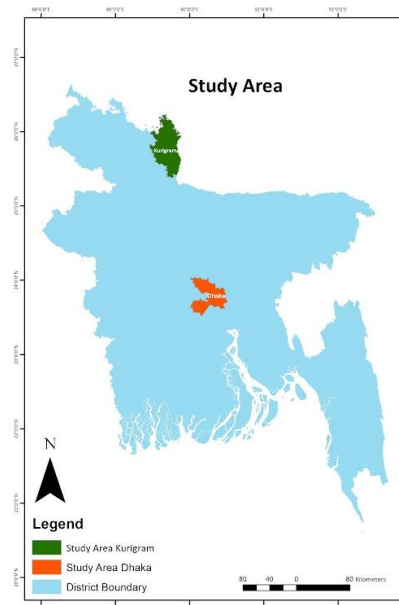
14 Key Informant Interviews (KIIs) with coaches, facilitators, local actors, youth leaders, and project staff were conducted for this final evaluation. The study team conducted these KIIs across the project areas.

04 Participatory Learning and Action (PLA) sessions were arranged with young participants to gather collective insights on community challenges, aspirations, and solutions. The study team conducted 3 before after assessment and a mobility assessment. Participants of PLA were selected according to age like 15-19 and 20-24. Moreover, the PLA sessions were arranged according to gender of participants like adolescent boys and girls as well as youth male and female.

Participants for these components were selected based on their involvement in different sports modalities (Football, Handball, Traditional Games), exposure to the ENGAGE curriculum, and their capacity to reflect on personal and community-level changes. Female enumerators conducted interviews with girls and women to ensure a safe and respectful environment.

Data collection sites

The study team collected data from SPiRiT project implementation sites. In Kurigram district, the locations included Sadar Upazila (Kurigram Pourashava and Panchgachi unions), Ulipur Upazila (Bazra and Buraburi unions), and Chilmari Upazila (Ramna and Ashtamir Char unions). In Dhaka, data collection took place in two urban slum areas, Beguntila and Bauniabadh. Rural and urban sites were selected to capture contextual differences in participation, accessibility, and program outcomes across diverse socio-economic and environmental settings.



14 key informant interviews with sports coaches, youth leaders, and stakeholders



33 in-depth interviews with adolescents and youth



10 focus group discussions with youth, caregivers, and community actors



04 Participatory Learning and Assessment (PLA) sessions with adolescent and youth

Image 8: Qualitative study participants

3.3 Data collection, analysis, and triangulation

Data collection was conducted throughout the last week of May 2025 in both Kurigram and Dhaka simultaneously. Trained research assistants were oriented on updated tools, ethics, and safeguarding aspects. Senior Qualitative researchers of CQR were engaged entirely in data collection, processing and analyzing the data. Tools were aligned with baseline instruments to ensure comparability.

Quantitative data was cleaned and analyzed using descriptive statistics, disaggregated by demographics.¹ Outcome and output Indicators were compared with baseline data. Coach-level outcomes were calculated using Likert-scale scoring.

Thematic analysis framework was used for qualitative data processing, coding and analyzing. The data were interpreted using Rowlands' power dimensions, MHPSS pillars, Lundy's participation components, and SEM layers. The coding process followed a systematic and iterative approach to ensure rigorous analysis of qualitative data collected through FGDs, IDIs, and KIIs. A master codebook was developed based on the evaluation matrix, key thematic areas and the guiding conceptual frameworks. Initial codes were generated deductively, with room for inductive refinement as transcripts were reviewed. The codebook was continuously updated through team discussions to ensure consistency, clarity, and contextual relevance. Final coding was conducted using a framework analysis method, allowing for comparison across locations, respondent groups, and evaluation dimensions.

Data triangulation

Triangulation occurred across multiple analytical dimensions, enabling the evaluation team to validate findings, uncover interconnections, and interpret context-specific variations more meaningfully:

- **Quantitative and qualitative sources:** Statistical data from the endline survey (e.g., increases in perceived empowerment from 17% to 64%) were cross-referenced with qualitative narratives captured through IDIs, FGDs, KIIs and PLAs. These narratives were coded using a structured thematic coding process guided by the master codebook, which was developed based on the evaluation matrix and refined iteratively during analysis. Themes such as trust-building, gender inclusion, emotional safety, and youth-led decision-making emerged consistently across data types, reinforcing key outcomes and contextual nuances.
- **Stakeholder types:** Data were collected from adolescents and youth, sports coaches, caregivers, community leaders, and implementing staff. Their perspectives were coded and compared to identify areas of alignment and divergence. For instance, the theme of coach-as-mentor emerged from both coach interviews and youth narratives, confirming that the coaching model went beyond physical instruction to emotional and social support.
- **Time points (baseline vs. endline):** Comparison between baseline benchmarks and endline data was complemented by reflective insights from youth participants who described how their confidence, relationships, and participation evolved over time. Coded sub-themes like "shift in

¹ Where relevant, statistical tests (primarily Chi-square) were applied to assess differences by gender, age, and location. Statistically significant differences ($p < 0.05$) are highlighted in the findings. In instances where directional trends were noted without statistical significance, this has been stated.

self-expression", "increased peer solidarity", and "community acceptance of girls" were aligned with measurable improvements in psychosocial well-being and inclusion.

- **Geographic contexts (Kurigram vs. Dhaka):** Thematic codes helped illuminate disparities in program implementation and outcomes across locations. In Kurigram, frequent codes around group bonding, caregiver encouragement, and safe participation contrasted with Dhaka codes such as irregular attendance, space limitations, and lack of continuity. This helped explain why rural participants scored higher on inclusion, group cohesion, and leadership confidence.
- Additionally, insights from the Participatory Learning and Assessment (PLA) sessions were incorporated as a critical layer of qualitative evidence. PLA activities allowed adolescents and youth to collectively map their challenges, resources, and aspirations, generating nuanced community-driven perspectives that enriched the understanding of program relevance and contextual barriers. These findings were systematically integrated into the thematic coding framework and triangulated with quantitative survey trends and individual narratives from IDIs, KIIs, and FGDs. By embedding PLA outcomes within the broader analysis, the evaluation ensured that youth voices were not only heard but directly shaped the interpretation of location-based disparities and the identification of feasible, locally grounded solutions.

3.4 Ethical protocol, safeguarding, and confidentiality

The evaluation followed **Tdh's safeguarding protocols** and child protection standards. Informed consent and assent were obtained, and all interviews were conducted in safe, and private spaces. Respondents could skip questions or withdraw at any time. Special attention was given to gender sensitivity and respect for local norms. Female enumerators were deployed to interview girls and female caregivers. Interviews involving married adolescents or youth with disabilities were handled with additional discretion. **Confidentiality** was ensured through anonymization of data, secure storage, and pseudonym use in reporting. Data sharing was limited to the core evaluation team, and all identifying information was removed before analysis. In both locations, with the direct support of BTS and SOLIDERITY, **referral systems** were in place to respond to any disclosures of violence or mental distress. No adverse events were reported during the data collection period.

3.5 Study limitations

The evaluation faced several limitations that influenced data collection and respondent representation. Despite deliberate efforts, the field team encountered significant challenges in reaching adolescents and youth with disabilities in person. The rainy season posed logistical difficulties, affecting travel to certain field sites and limiting the time available for in-depth engagement. After finishing in-person data collection, 3 IDIs were conducted over the phone with respondents with disabilities. Key Informant Interviews (KIIs) with some relevant government officials could not be conducted as many were unavailable due to official commitments and leave schedules surrounding the *Eid-ul-Adha* holiday. Additionally, although the project included participants from the third gender community in Kurigram, the evaluation team was unable to secure interviews with any third gender individuals despite multiple attempts as they were unavailable during the study period. This gap is acknowledged as a limitation in

fully capturing the perspectives of all beneficiary groups, particularly those at the intersection of multiple forms of marginalization.

4. Evaluation findings by OECD-DAC criteria

This chapter presents a structured synthesis of the SPiRiT project’s performance and outcomes, organized around the six internationally recognized OECD-DAC evaluation criteria.. Each criterion is examined using a combination of quantitative indicators and rich qualitative insights drawn from youth surveys, coach assessments, in-depth interviews, focus group discussions and PLA. The analysis is grounded in the project’s theory of change and interpreted through guiding frameworks and models which allowed not only to assess the degree to which intended results were achieved but also explores how contextual factors such as gender, geography, and institutional linkage influenced outcomes. This chapter aims to provide an integrated view of the project’s achievements, challenges, and the pathways through which change was experienced and sustained by adolescents and their communities.

4.1 Relevance: Addressing the needs of displaced and vulnerable adolescent and youth

This section assesses the relevance of the SPiRiT project by examining how well its design and interventions matched the needs and priorities of adolescents and youth facing climate-related risks, displacement, and social exclusion. Using data, the analysis explores how effectively SPiRiT addressed protection risks, promoted inclusion, and built resilience through sports. The findings show that access to safe spaces, flexible group activities, and gender-sensitive facilitation helped meet specific needs in both urban (Dhaka) and rural (Kurigram) settings.

4.1.1 Access to safe and supportive sports environment

At the baseline stage, **only 12%** of adolescents and youth reported regular access to sports spaces that were available, appropriate, and acceptable. By the endline, access had improved substantially, with **71%** of adolescents and youth reporting regular access to safe sports spaces. The most notable improvements were seen in the dimensions of acceptability (80%) and availability (77%), followed by appropriateness (56%).

Indicator 1.1:
Number of adolescents and youths who have regular access to safe sports

Disaggregated trends in access to safe sports by gender, age and location

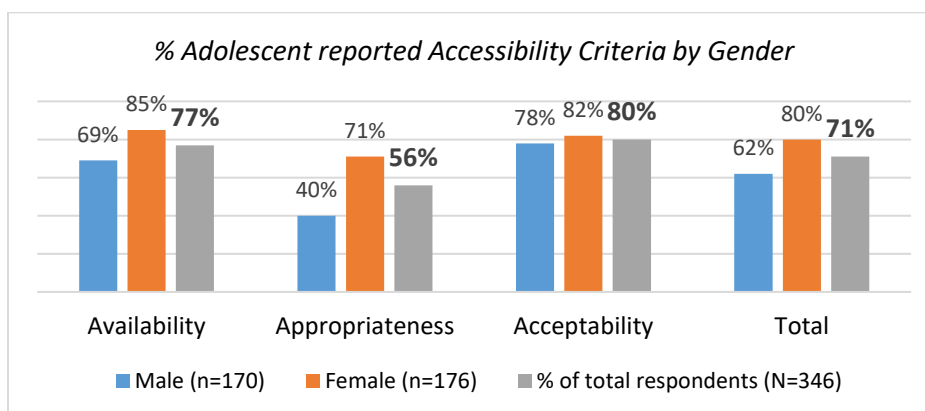


Figure 1: % Adolescent reported Accessibility Criteria by Gender

Female participants reported notably higher scores across all three criteria of access, safety, and appropriateness, with a particularly strong result in the area of appropriateness (71% for girls compared to 40% for boys), reflecting significant progress in creating more gender-sensitive sports environments. At the baseline stage, only 13% of girls and 19% of boys had regular access to safe sports facilities. By the final evaluation, this gender gap narrowed considerably, with 80% of girls and 62% of boys reporting regular and safe access to sports, indicating a substantial improvement in both availability and inclusivity.

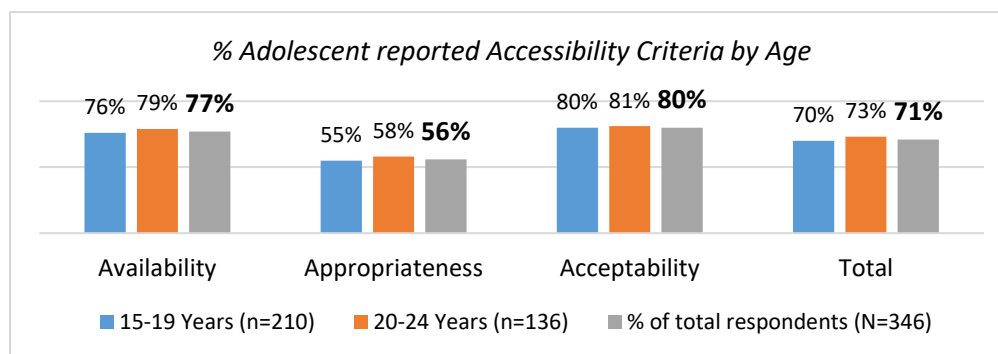


Figure 2: % Adolescent reported Accessibility Criteria by Age

Figure-2 presents perceptions of availability, appropriateness, and acceptability among adolescents and youth aged 15 to 19 and 20 to 24. Both groups' shared generally positive views, with the older group averaging 73% compared to 70% for the younger group. Availability was high for both, with 76% of adolescents and 79% of youth reporting accessible services. Appropriateness, or how well services matched participant needs, was rated moderately at 55% for adolescents and 58% for youth. Acceptability, reflecting cultural and personal relevance, received the highest ratings, with 80% of the younger and 81% of the older group reporting positive experiences.

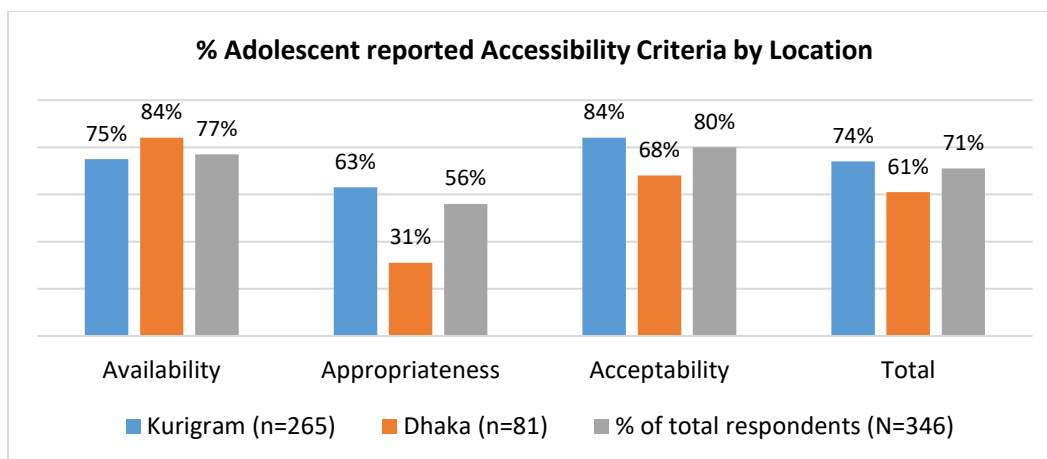


Figure 3: % Adolescent reported Accessibility Criteria by Location

Figure-3 presents adolescents' and youth's perceptions of accessibility across availability, appropriateness, and acceptability by location. Overall, respondents from Kurigram reported more favorable experiences, with an average score of 74% compared to 61% in Dhaka. Availability was relatively high in both areas (75% in Kurigram and 84% in Dhaka). However, a clear gap appeared in appropriateness, with 63% in Kurigram finding services suitable, compared to only 31% in Dhaka. This suggests interventions in Dhaka were perhaps require further adaptation to local needs. Acceptability was also higher in Kurigram (84%) than in Dhaka (68%). Qualitative findings echo these patterns, with Dhaka participants highlighting challenges such as overcrowded spaces, competing responsibilities, and limited safe venues, while Kurigram respondents described services as more relevant and easier to access within their community context.

Case insight: Inclusive access for youth with disabilities

Bidhu (pseudonym), a 19-year-old boy born with curved arms and legs, found new meaning in sports after years of stigma and isolation. The project provided a wheelchair to enable his participation as a goalkeeper and arranged for his daily commute with the help of a coach. These seemingly modest logistical adjustments created profound psychological shifts.

"I used to cry alone in my room. Now I chase my dreams on the football field every day," he said.

For Bidhu, the football field became a space of courage, inclusion, and social recognition. Beyond playing, he became a valued team member and began dreaming of becoming a doctor to help others like him.

This case underscores how physical access, paired with consistent adult support and emotional safety, can turn exclusive environments into platforms of dignity and possibility. It also highlights how simple, community-driven adjustments can bridge barriers for adolescents with disabilities in even the most resource-constrained urban settings.

4.1.2 Changes in access to safe and supportive sports environment before and during SPiRiT

Improvements were seen not only in physical infrastructure but also in adolescents' perceptions of safety and inclusion, signaling positive changes in both environment and social dynamics. The changed perception among adolescents was a shift from feeling excluded, unsafe, or overlooked in public spaces to feeling welcomed, emotionally secure, and socially valued in structured sports environments. They began to see sports not just as physical activity, but as a space for trust, peer connection, self-expression, and recognition. These results reflect progress at individual, community, and institutional levels. They underscore the project's success in expanding inclusive access to safe sports and its relevance to the lived experiences of displaced and marginalized adolescent and youth. Although some location-based and gender-specific barriers remain, the data indicates tangible advancement toward more inclusive, equitable, and protective systems that foster youth participation and resilience.

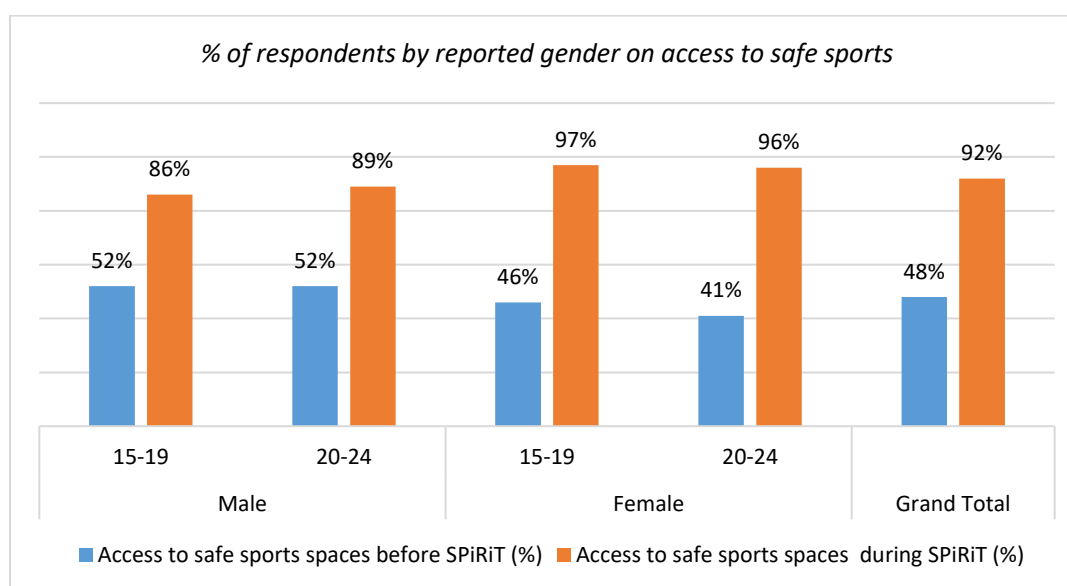


Figure 4: % of respondents by reported gender on access to safe sports

Figure 4 shows that access to safe and supportive sports environments for adolescents and youth improved significantly over the course of the SPiRiT project, rising from **48% at baseline to 92% at endline**. Before the SPiRiT program, there was a notable **gender gap** in access to safe sports spaces, with male respondents reporting 52% access compared to an average of 43.5% for female respondents (46% for 15-19 and 41% for 20-24 age groups). Before the intervention, access was highly uneven.

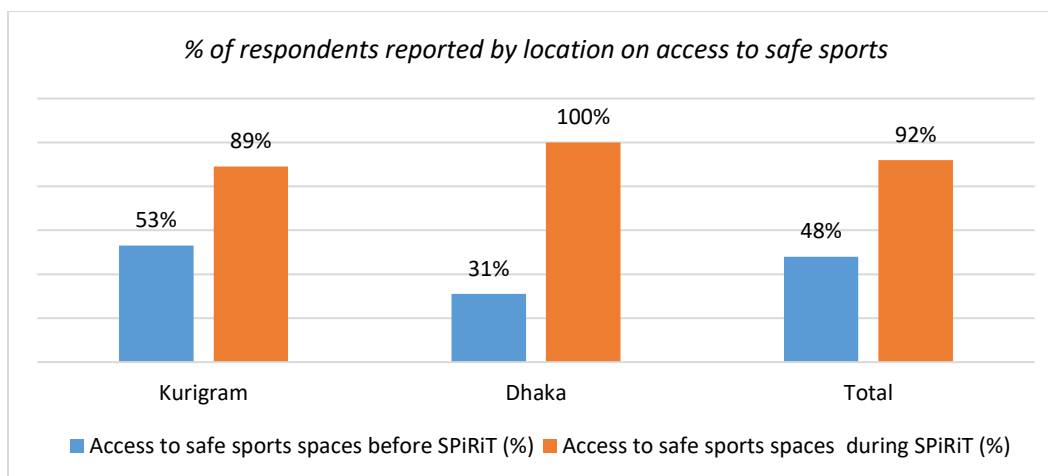


Figure 5: % of respondents reported by location on access to safe sports

Figure 5 indicates that **only 31%** of respondents in Dhaka reporting access to safe sports spaces compared to **53%** in rural Kurigram. These disparities reflected multiple urban constraints, including lack of dedicated open spaces, overcrowded environments, and safety concerns particularly for girls and displaced adolescents living in informal settlements which were explored more deeply in qualitative findings.

Through site-specific adaptations, the project addressed these barriers by facilitating school-based access, reorganizing session schedules, and ensuring the presence of trained coaches and peer leaders who could provide both physical safety and emotional support. By the endline, access had dramatically improved in both contexts: 100% of adolescents and youth surveyed in Dhaka and 89% in Kurigram reported having access to safe spaces for sports. This convergence illustrates the project's capacity to respond to contextual disparities through localized and participatory approaches. The endline evaluation surveyed 100% of project participants and this universal exposure naturally reflects the project's intended reach and confirms that project incorporated the respondents of the survey successfully.

4.1.3 Knowledge and preparedness on migration, displacement, and climate vulnerabilities

At the baseline stage, **only 8%** of adolescents and youth demonstrated basic awareness or preparedness around climate-induced risks and safe migration practices. By the endline, the combined % of adolescents and youth reporting improved knowledge and preparedness rose to **61%**. The following sections provide detailed explanation on that changes based on the endline evaluation findings.

Outcome Indicator 2.1: *The percentage of adolescents and youth who report enhanced knowledge and preparedness on issues related to migration, displacement, and other climate-induced vulnerabilities as a result of participating in sports-for-protection and related activities.*

Disaggregated patterns in knowledge and preparedness

<i>Evaluation criteria</i>	<i>Male (n=170)</i>	<i>Female (n=176)</i>	<i>% of total respondents (N=346)</i>
Knowledge	58%	67%	62%
Preparedness	58%	61%	60%
Total	58%	64%	61%

Table 4: Knowledge on Safe migration, displacement, climate vulnerabilities outcomes by gender

Table 3 presents gender-disaggregated outcomes on adolescents' and youth's knowledge and preparedness regarding safe migration, displacement, and climate-induced vulnerabilities. Overall, female participants demonstrated slightly higher outcomes (64%) compared to males (58%), with a notable difference in knowledge levels. 67% of females reported improved understanding versus 58% of males. Preparedness levels were more closely aligned, with 61% of females and 58% of males indicating readiness to respond to related challenges.

<i>Evaluation criteria</i>	<i>15-19 Years (n=210)</i>	<i>20-24 Years (n=136)</i>	<i>% of total respondents (N=346)</i>
Knowledge	62%	62%	62%
Preparedness	58%	62%	60%
Total	60%	62%	61%

Table 5: Knowledge on Safe migration, displacement, climate vulnerabilities outcomes by age group

In table 4, both age groups demonstrated similar levels of knowledge, with youth aged 20–24 showing slightly higher preparedness. This suggests that the sports-based awareness approach was generally effective across age groups. However, the marginal difference points to the need for reinforced, age-appropriate messaging and more practice-based learning strategies to help younger adolescents fully internalize preparedness measures.

<i>Evaluation criteria</i>	<i>Kurigram (n=265)</i>	<i>Dhaka (n=81)</i>	<i>% of total respondents (N=346)</i>
Knowledge	68%	44%	62%
Preparedness	65%	42%	60%
Total	66%	43%	61%

Table 6: Knowledge on Safe migration, displacement, climate vulnerabilities outcomes by location

Table 5 demonstrates that participants in Kurigram reported significantly higher levels of knowledge (68%) and preparedness (65%) compared to those in Dhaka slums, with score 44% and 42% respectively. Although the curriculum and facilitation were identical, rural participants in Kurigram demonstrated higher knowledge and preparedness due to more regular attendance, stronger community cohesion, and the direct relevance of recurring climate-induced displacement in their lives. In contrast, adolescents in Dhaka's urban slums faced challenges to continue sessions regularly, limited social networks, and competing daily urban stressors such as overcrowded living spaces, insecurity in shared public areas, noise, and the burden of household or income-generating work, which made it harder to retain and apply preparedness messages.

4.1.4 Addressing gaps in youth engagement

To assess the project’s alignment with the evolving needs and realities of adolescents and youth, especially in displacement-affected settings, qualitative data was used to capture how participants perceived the value and appropriateness of the interventions. The following findings reflect their voices on the contextual fit and responsiveness of the SPiRiT approach.

The SPiRiT project demonstrated strong alignment with the contextual needs of adolescents and youth experiencing climate displacement, poverty, and exclusion. Many participants highlighted how the project filled a critical gap in their lives by providing not just sports activities, but safe, inclusive, and emotionally meaningful engagement.

In rural Kurigram, adolescents described their daily lives before SPiRiT as monotonous and isolating, with limited opportunities for structured recreation or personal growth. The arrival of the program brought not only physical activity but also purpose and belonging. One of the adolescents stated:

“Before this project, we didn’t know what to do in the afternoons. We just stayed at home or wandered around. Now we have something meaningful. Everyone can join—even girls, who didn’t come out before, now come to the field and play. It feels like something important is happening here.” Adolescent Girl, age 15-19, Kurigram

This statement underscores how the project tapped into a previously unmet need for communal, inclusive activities that recognized young people as agents of participation rather than passive receivers.

4.1.5 Barriers and relevance in urban contexts

In contrast, adolescents in Dhaka’s slums described more fragmented experiences. While they appreciated the activities, they pointed to barriers rooted in the urban context: lack of time due to school or part-time work, security concerns in shared public spaces, and low parental approval for girls’ outdoor participation.

“We really enjoyed the sessions and wanted to come every time. But they often clashed with school hours or our household chores. Some girls had to stay home to help their mothers. And even if we managed to come, the field sometimes felt unsafe. Strangers from the neighborhood would gather and make comments. It was uncomfortable, and that made some girls stop coming.” Adolescent Girl, age 15-19, Dhaka

These reflections emphasize the need for location-specific adaptations. As the participant stated, “Some girls had to stay home to help their mothers,” highlighting how domestic responsibilities often took precedence. In addition, concerns about community judgment and reputational risk, particularly due to public exposure to unsolicited male attention, further limited parental support for girls’ outdoor

participation. This effectively placed the burden of male behavior on girls' mobility and autonomy. This reflects broader structural barriers where girls' rights to public spaces are curtailed in the name of family and community reputation. While the SPiRiT model was highly relevant in principle, its implementation in urban contexts required more flexible scheduling, better facility arrangements, and sustained family and community engagement to fully meet the needs of vulnerable adolescents. Together, the narratives validate the project's foundational relevance by prioritizing emotional connection, structured play, and social inclusion, but also signal the importance of refining design and delivery mechanisms to ensure accessibility and safety for all youth and engaging local influential people especially in complex urban environments.

4.2 Effectiveness: Measuring what changed for adolescents and youth

This section assesses the SPiRiT project's success in building adolescent and youth resilience, social inclusion, psychosocial well-being, and leadership. Using qualitative and quantitative data, it examines how sports intervention boosted life skills such as effective communication, teamwork and decision-making, emotional regulation, and community participation, and explored youth engagement through creating awareness and strengthening preparedness with climate vulnerability and migration risks. The analysis also covers barriers to adolescent involvement, including gendered mobility, disability exclusion, and urban infrastructure issues. It uses Lundy's Model to evaluate the quality and safety of youth participation, checking for their space, voice, audience, and influence. By combining insights from youth, coaches, and local actors, this chapter offers a thorough look at how SPiRiT fostered meaningful engagement and protective environments for vulnerable youth.

4.2.1 Inclusion and empowerment of adolescent and youth through S4P approach

At the baseline stage, **only 17%** of adolescents and youth felt highly included and empowered to engage in climate-related and displacement decision-making processes. By the endline, this perception of inclusion and empowerment increased significantly, with **64%** of adolescents and youth reporting improved inclusion and empowerment across **family, peers, and community levels**. The average inclusion rose to 67% at the family level, 70% at the peer level, and 56% at the community level compared to only 26%, 22%, and 2% respectively at baseline. These changes demonstrate an encouraging impact from the baseline. Gender differences persisted but narrowed slightly, with adolescent females showing greater gains, particularly at the peer and community.

Impact Indicator 1: % of adolescents and youth displaced and at risk of displacement participating in Sport activities feel better included and empowered to play an active role in addressing the risks linked to climate change and migration /displacement in their living environment

"Before this project, no one asked what I thought. In the family, decisions were made by adults, and we just listened. But after the sessions, even my father asked, 'What did you learn today?' That made me

feel different, now my thoughts matter. I'm not just a girl at home and I can also contribute." —
Adolescent Girl, age 15-19, Kurigram

Trends in inclusion and empowerment by gender, age and location

The following section presents an interpretation of Table 9, which outlines the distribution of quantitative respondents across different demographic groups and methods, offering a foundational lens for understanding the depth and diversity of adolescent and youth voices on inclusion and empowerment in the final evaluation process.

Evaluation criteria	Male (n=170)	Female (n=176)	% of total respondents (N=346)
Family Level	68%	67%	67%
Peer level	74%	66%	70%
Community Level	59%	53%	56%
Total	67%	62%	64%

Table 7: Levels of inclusion and empowerment by gender

Table 6 indicates that male participants experienced slightly higher inclusion at both peer (74%) and community levels (59%) compared to females, who reported 66% and 53% respectively. This difference may reflect ongoing gender-based barriers, as qualitative findings show that adolescent girls, particularly those living in conservative rural areas and displacement-affected urban slums, face mobility restrictions, community gossip, and safety concerns that limit their participation in public and community spaces. In contrast, boys have more freedom to engage socially outside the household, which helps explain their higher inclusion scores at peer and community levels. Despite these challenges, girls showed considerable progress in family-level inclusion, reaching 67%. This indicates that changes are happening within households.

Levels of inclusion and empowerment by age	15-19 Years (n=210)	20-24 Years (n=136)	% of total respondents (N=346)
Family Level	66%	70%	67%
Peer level	69%	71%	70%
Community Level	49%	67%	56%
Total	61%	69%	64%

Table 8: Levels of inclusion and empowerment by age

Table 7 indicates that youth aged 20–24 reported a higher level of inclusion (69%) compared to adolescents aged 15–19 (61%), with a particularly large gap at the community level (67% versus 49%). This difference underscores that leadership development which is a core outcome of S4P, was more visible among the youth. Youth appeared to benefit more from opportunities to take on leadership roles and participate in community-based actions. Qualitative data also reveals that youth, particularly those aged 20–24, actively translated their leadership skills into tangible community-level actions. These included organizing awareness sessions on drug prevention, gender-based violence, and climate risks; leading anti-drug rallies and tree-planting initiatives; and directly intervening in cases such as attempted child marriage by involving local authorities. They also facilitated group reflections, coordinated community mapping

activities, and engaged with teachers, religious leaders, and local officials to advocate for safer and more inclusive spaces for adolescents. On the other hand, the relatively lower score among younger adolescents, especially in terms of community inclusion, were linked to their limited roles in decision-making processes and cultural norms that restrict their active involvement. While they gained confidence through sessions, their leadership contributions remained largely informal or restricted to family and peer settings. These age-based differences suggest that while the program succeeded in fostering leadership among youth, there is a need to create more age-appropriate and structured pathways for younger adolescents to gradually build and practice leadership within safe, supported environments. The age-based differences also emerged clearly in the qualitative findings. Youth aged 20–24 described feeling more confident and capable of participating in decision-making spaces, often taking on facilitation roles or leading community awareness events.

This is consistent with quantitative findings showing that older youth had a higher average inclusion score (69%) compared to adolescents aged 15–19 (61%), with the most significant gap at the community level (67% vs. 49%). The data suggests that youth benefited more from leadership opportunities embedded in the program design.

<i>Evaluation criteria</i>	<i>Kurigram (n=265)</i>	<i>Dhaka (n=81)</i>	<i>% of total respondents (N=346)</i>
Family Level	74%	47%	67%
Peer level	74%	57%	70%
Community Level	63%	36%	56%
Average Total	70%	47%	64%

Table 9: Levels of inclusion and empowerment by location

At baseline, adolescents and youth in Dhaka reported higher inclusion and empowerment (28%) compared to those in Kurigram (9%), but by endline (see table 8), this trend reversed, with Kurigram participants reporting 70% inclusion and empowerment, significantly higher than Dhaka’s 47%. Rural youth showed stronger inclusion within both family and peer settings, with 74% in each category, suggesting deeper engagement in local social networks. In contrast, youth from urban slum areas like Bauniabadh and Beguntilla experienced lower community-level inclusion, with only 36% feeling actively involved. This may be due to the fact that they come from different regions of the country and feel less connected to the city.

Case insight: From isolation to leadership

Alo (pseudonym), a 19-year-old girl living with a physical disability in Dhaka, had long experience isolation, both physically and emotionally. Social stigma, mobility challenges, and a lack of supportive spaces had confined her to the margins of her community. “I didn’t have friends nearby. I only went to college when I absolutely had to. Most of the time, I stayed in,” she shared. Her disability was not only a physical barrier, but it was also socially amplified by harmful perceptions that questioned her very right to participate, study, or be visible.

The SPiRiT project marked a turning point. What began with her hesitant participation in traditional games evolved into a profound process of personal transformation through life skills and pillar sessions. She began reconnecting with others, learning to express herself, regulate emotions, and take initiative.

“Before, I would break things when I was angry. Now, I take a deep breath, I listen to music. I try to understand myself first,” she reflected.

Alo’s empowerment did not stop at self-awareness. As she grew more confident, she stepped into visible roles of leadership: helping to stop a child marriage, organizing anti-drug and tree-planting campaigns, and speaking in public meetings.

Most remarkably, her growing leadership influenced others. Community members began to recognize her as a change-maker. Her family, which once saw her as the youngest and most dependent, began consulting her on household decisions. “They used to think of me as the youngest. Now they say, ‘Ask her first,’ she said proudly.

Alo’s story is a compelling example of what inclusive, safe, and psychosocially supportive spaces can achieve when they center the voices of youth with disabilities. Through SPiRiT, she found not only a place to belong, but a platform to lead.

4.2.2 Trends in sports participation before, during, and after the SPiRiT project

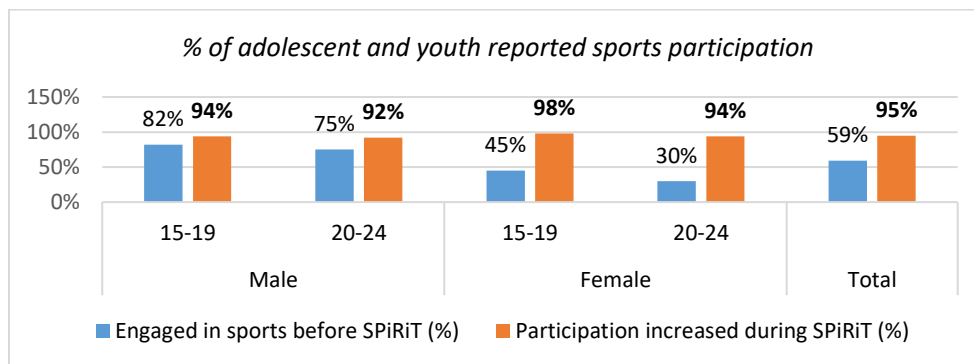


Figure 6: % of adolescent and youth reported sports participation

The SPiRiT project significantly boosted sports engagement, notably closing a pre-existing gender gap where male participation (75-82%) far outstripped female (30-45%). During the project, a remarkable 95% of adolescents and youth reported increased involvement, with 94% intending to continue sports post-project (see figure 6). This surge reflects enhanced confidence, agency, and motivation, aligning with "Power Within" and "Power To" dimensions.

The reduced gender disparity highlights the project's inclusive programming success, demonstrating not only immediate outcome-level effectiveness but also deeper shifts in gender norms and youth agency, indicating profound behavioral and social transformation. The strong intent for continued participation also signals early sustainability, crucial for the project's long-term goal of fostering resilience and ongoing engagement for youth in displacement-affected areas.

“Now they don’t say anything. When the girls win prizes and come back as champions, then the community doesn’t have anything to say. Then they praise—Wow, your daughter is doing well!” Parent, FGD, Kurigram

4.2.3 Barriers to inclusion and participation in urban Dhaka: insights from qualitative findings

To understand the effectiveness of the SPiRiT project in urban contexts, particularly in Dhaka’s slum communities, qualitative findings reveal a complex web of structural, environmental, and social challenges that shaped youth participation. In contrast to Kurigram, where consistent attendance and stable group dynamics fostered trust and emotional connection, Dhaka’s implementation was marked by challenges in regular participation due to urban stressors,, logistical conflicts, and less cohesive peer relationships. Key factors and contexts related to urban stressors are discussed in more detail later (see Section 4.2.5).

Disrupted group dynamics and emotional disconnect

One adolescent shared how the transient nature of group membership made it difficult to develop meaningful connections or engage in emotionally reflective dialogue:

“In our group, people came and left all the time. Some joined one day and never returned. Others came late or didn’t know what we had done before. We didn’t know each other well, and there wasn’t enough time to build a connection. It’s hard to talk about important things—like feelings or family issues—when the group keeps changing and you’re not sure who’s really listening.” Adolescent Boy, age 15-19, Dhaka

This quote highlights how the instability of peer groups disrupted trust-building and limited the psychological safety necessary for adolescents to engage in deeper conversations—key to achieving the project’s psychosocial and empowerment objectives. Further analysis of KIIs, FGDs, and IDIs reveals that the transient nature of group membership in Dhaka was shaped by multiple urban-specific barriers. Adolescents often faced competing demands such as school, informal work, or household chores, leading to irregular attendance. Frequent family relocations in informal settlements and eviction-related mobility meant that groups were constantly reshuffled. Moreover, safety concerns in shared public fields, parental restrictions, especially for girls, and weak institutional support from schools or local authorities further undermined consistent participation. Combined with the stress and social fragmentation of slum life, these factors disrupted trust-building and made it difficult for adolescents to sustain meaningful peer connections.

Everyday barriers faced by adolescent girls

Environmental insecurity and time poverty, especially in female-headed households or where girls bear domestic responsibility further limited inclusion despite high interest in the program. For many, even when sessions were physically accessible, the social and physical environments undermined their ability to participate fully.

“I learned many things, and I wanted to keep coming. But sometimes the sessions were too far, or they started late when my mother needed me at home. It wasn’t the project’s fault—but for girls like us, these small things become big barriers.” Adolescent Girl, age 15-19, Dhaka

Such reflections shed light on the lived realities of urban adolescents, where competing responsibilities, gendered mobility constraints, and safety concerns in public spaces become silent deterrents to regular attendance.

Together, these quotes offer a layered understanding of why community-level inclusion in Dhaka remained low, with only 47% overall inclusion and 36% at the community level, according to the quantitative data. The challenges faced were not merely programmatic but deeply embedded in the urban context which is clearly marked by overcrowding, insecurity, lack of flexible infrastructure, and gendered mobility constraints. To improve effectiveness and equity in such settings, the findings highlight the need for context-responsive adaptations. This includes flexible session scheduling, decentralized venues closer to homes, enhanced safety measures in public play spaces, and proactive family engagement strategies to reduce attendance barriers for girls and vulnerable youth.

4.2.4 Building emotional resilience and communication skills

To assess the outcomes related to emotional resilience and improved communication skills among adolescents and youth, a set of carefully designed, behaviorally grounded questions were included in the final evaluation. These questions went beyond surface-level responses and explored practical application, self-awareness, and interpersonal dynamics. The data presented in the following sections reflect not only the frequency of selected strategies and skills, but also the depth of emotional competence developed through the SPiRiT training. The multiple-response format enabled a nuanced understanding of how participants internalized and practiced various techniques highlighting the multifaceted impact of the intervention on their psychosocial resilience.

Trust-building skills learned

% of respondents responses on improved trust building skills by location (Multiple answer)	Kurigram (n=150)	Dhaka (n= 24)	Total (N=174)
Improved trust in peer relationships	72%	33%	67%
Learning to rely on teammates	65%	38%	61%
Building mutual respect	59%	54%	59%
Supporting others in a team	41%	25%	39%

Table 10: % of respondent’s responses on improved trust building skills by location

Overall, the activities of SPiRiT on trust-building proved effective in developing key interpersonal skills among adolescents and youth, as reflected in the total responses. Gender differences in responses were not significant, indicating that both male and female participants benefitted similarly from the trust-building sessions. Table 9 presents the self-reported skills gained by adolescents and youth on the trust-building activities of the SPiRiT project. As the question allowed multiple responses, each percentage

reflects the proportion of total responses selected by that particular skill, not mutually exclusive categories.

A majority of participants reported improved trust in peer relationships (67%), followed by learning to rely on teammates (61%), building mutual respect (59%) and supporting others in a team (39%). These outcomes highlight the project's strong contribution to fostering supportive peer connections, emotional safety, and teamwork, especially the critical components of psychosocial resilience and inclusion.

When disaggregated by location, a striking disparity emerges. Kurigram participants consistently reported higher outcomes across all trust-building indicators, suggesting stronger engagement with the sessions and possibly more cohesive group dynamics in the rural setting. For instance, 72% in Kurigram reported improved peer trust, compared to 33% in Dhaka. Likewise, outcomes such as learning to rely on teammates (65%) and supporting others in a team (41%) were more prominent in Kurigram.

These findings reflect challenges such as irregular attendance, limited community cohesion, or urban-specific stressors that hinder consistent engagement in group-based psychosocial learning. In sum, while the overall findings affirm the effectiveness of the SPiRiT training in strengthening trust and peer-based collaboration, the location-wise analysis signals the need for context-specific adaptations, especially in urban areas like Dhaka, to ensure equitable impact and deepen collective learning outcomes.

Communication and emotional regulation skills learned

The overall results demonstrate meaningful progress in building emotional communication skills among project participants. Gender differences in responses were minimal, suggesting that both male and female participants gained equally from the project activities. Yet the location-specific gap underscores the need for tailored facilitation strategies to ensure that vulnerable urban youth are not left behind in acquiring these essential life skills.

Evaluation criteria (multiple answer)	Kurigram (n=150)	Dhaka (n= 24)	Total (N=174)
Breathing and calming exercises	68%	38%	64%
Identifying and naming emotions	67%	33%	62%
Managing anger or frustration	52%	13%	47%
Supporting others emotionally	31%	21%	29%

Table 11: Improved communication and emotional regulation skills

Table 10 shows that the SPiRiT project significantly contributed to building effective communication and emotional regulation skills among adolescents and youths. At the total level, a high proportion of participants reported learning key techniques such as breathing and calming exercises (64%) and identifying and naming emotions (62%), which are fundamental components of self-awareness and emotional intelligence. Additionally, 47% of respondents reported gaining skills in managing anger or frustration, and 29% noted an improvement in their ability to support others emotionally.

A closer location-wise analysis reveals notable disparities in reported outcomes on improved communication and emotional regulation skills. In Kurigram, a majority of adolescents reported learning key emotional regulation techniques, with 68% citing breathing and calming exercises and 67% identifying and naming emotions. Similarly, over half noted improved ability to manage anger and frustration. These figures reflect strong uptake of self-regulation and emotional awareness skills, suggesting that the ENGAGE curriculum was effectively delivered and internalized in the rural context.

In contrast, participants from Dhaka reported considerably lower learning across all indicators, with 38% citing breathing techniques, 33% identifying emotions, and only 13% able to manage frustration. This variation reflects the complex urban context, where time poverty, environmental stressors, external obstacles to attend sessions regularly, and limited safe spaces likely affected learning absorption. While the training content was consistent across locations, these external and circumstantial challenges in Dhaka made it harder for adolescents to fully internalize and practice the techniques compared to their peers in rural settings.

Emotional management techniques

Evaluation criteria (multiple answer)	Kurigram (n=150)	Dhaka (n= 24)	Total (N=174)
Physical activity	65%	38%	61%
Social support seeking	59%	42%	56%
Problem-solving (collaborative solutions)	49%	29%	47%
Coming up with a new solution	20%	17%	20%
Mindfulness practices (grounding techniques, using 5 sense)	13%	29%	15%

Table 12: Emotional management techniques

The overall findings reflect significant improvement in the adoption of coping and emotional management techniques among adolescents and youth engaged in the SPiRiT project. Notably, participants demonstrated a strong uptake of physical activity, social support seeking, and collaborative problem-solving which are the key components of psychosocial resilience. Gender differences were minimal, indicating that both boys and girls benefited similarly from these interventions. However, the clear location-based disparity highlights the importance of adapting facilitation strategies to urban realities.

Table 11 presents insights into the coping and emotional management techniques adopted by adolescents and youth during the SPiRiT project. Overall, the most commonly reported strategies were physical activity (61%) and social support seeking (56%), indicating a strong emphasis on active and relational coping. These techniques align with the “safety and social connection” pillars of the MHPSS framework and reflect the project's success in promoting peer interaction and stress relief through structured activities. Problem-solving through collaborative solutions (47%) was also widely practiced, highlighting the project's impact on encouraging constructive thinking and teamwork. In contrast, fewer respondents reported using strategies that require higher self-awareness or introspection, such as mindfulness practices (15%) and coming up with new solutions (20%). These lower figures may suggest that such techniques demand more guided facilitation, repeated exposure, or personal reflection, which might have been limited by time or contextual factors.

A disaggregated analysis by location reveals a clear disparity in the adoption of emotional management techniques between Kurigram and Dhaka. Participants from Kurigram consistently reported higher uptake across nearly all indicators. For instance, 65% engaged in physical activity as a coping mechanism and 59% sought social support. This difference suggests a strong emphasis on active and relational strategies in the rural context. Similarly, 49% reported using collaborative problem-solving techniques, while 20% cited coming up with new solutions to challenges. These trends indicate effective internalization of the training content, likely facilitated by more stable group dynamics, consistent participation, and stronger emotional safety in Kurigram.

In Dhaka, responses were lower in most categories, with 38% practicing physical activity, 42% seeking social support, and 29% engaging in collaborative problem-solving. Interestingly, mindfulness practices stood out as a positive exception, reported by 29% of Dhaka respondents, which was more than double the figure in Kurigram. The comparatively lower engagement in other areas reflects the influence of urban stressors such as crowding, constant noise, heavy workloads, and limited facilitator continuity, which likely made it harder for adolescents to consistently apply and reinforce the emotional regulation strategies introduced by the program. These differences highlight the impact of external challenges rather than participants' capacity or willingness to learn.

Creative thinking or problem-solving abilities

Evaluation criteria (multiple answer)	Kurigram (n=150)	Dhaka (n= 24)	Total (N=174)
Decision making	82%	29%	75%
problem identification	74%	42%	70%
Where to go if I face any problem	56%	33%	53%
Leading a group or session	49%	21%	45%
Performing under pressure	20%	21%	20%

Table 13: Creative thinking or problem-solving abilities

Table 12 shows how adolescents and youth perceived improvements in their creative thinking and problem-solving abilities as a result of the SPiRiT training. The reported percentages correspond to the share of respondents selecting each skill or learning outcome, with multiple choices permitted. Given the minimal gender-based variation, data are shown in aggregate to represent overall trends. The data indicates that the SPiRiT training made a meaningful contribution to enhancing participants' creative thinking and problem-solving abilities. At the overall level, the most frequently reported outcomes were improvements in decision-making (75%) and problem identification (70%), suggesting that the training successfully strengthened foundational cognitive skills that are essential for youth resilience and leadership. Over half of the respondents (53%) also reported knowing where to seek help when facing a problem, indicating better awareness of support systems and resources.

Moderate levels of reported improvement were seen in leading a group or session (45%), pointing to growing confidence in leadership roles. However, only 20% of participants indicated they improved their ability to perform under pressure, suggesting that this more advanced skill might require more targeted or practice-based interventions to fully develop.

A location-wise analysis reveals a significant difference in reported improvements in creative thinking and problem-solving abilities between adolescents in Kurigram and Dhaka. Youth in Kurigram consistently demonstrated higher levels of skill acquisition across most indicators. Notably, **82%** of participants in

Kurigram reported improved decision-making skills, compared to **only 29%** in Dhaka. Similarly, **74%** of Kurigram respondents indicated they had developed the ability to identify problems effectively, while just **42%** of their Dhaka counterparts reported the same. Awareness of available support systems was also stronger in Kurigram, with 56% stating they knew where to go if they faced a problem, compared to 33% in Dhaka. Additionally, nearly half of the Kurigram respondents (49%) reported gaining confidence in leading a group or session which is more than double the proportion in Dhaka (21%).

Interestingly, the only indicator without a notable location-based gap was “performing under pressure,” where both groups reported relatively low and nearly identical outcomes (20% in Kurigram and 21% in Dhaka). This suggests that more advanced stress-coping and performance skills may require additional focus across both contexts.

The higher scores for problem identification (70%) and decision making (75%) reflect skills that were practiced through structured, facilitator-led activities, making them easier to grasp. In contrast, “coming up with a new solution” (20%) requires deeper creative thinking, confidence, and sustained practice, which was harder to achieve, especially in Dhaka where irregular attendance and urban stressors limited continuity. Thus, while youth could identify problems and decide among known options, generating entirely new solutions remained more challenging.

Overall, the data indicates that adolescents in Kurigram were more likely to internalize and apply critical thinking and leadership skills, likely supported by more consistent facilitation, group stability, and community engagement. In contrast, the comparatively lower scores in Dhaka may reflect the challenges of delivering structured learning in urban slum environments characterized by external stressors, and fewer leadership-building opportunities.

4.2.5 Understanding the location-based disparities: Insights from qualitative data

The significantly higher scores reported by participants in Kurigram across trust-building, communication, emotional regulation, and problem-solving reflect the presence of stable group dynamics, safer spaces, stronger community engagement, and supportive facilitators. In contrast, the consistently low scores in Dhaka point to a more complex environment shaped by irregular participation, weak institutional support, unsafe public spaces, and emotional fragmentation. This section presents a critical discussion to excavate the disparities based on qualitative findings.

Group cohesion and trust formation

In Kurigram, youth consistently reported feeling safe and supported by their peers. Structured, consistent attendance allowed them to develop trust and mutual understanding over time:

“Our group stayed the same every week. We knew each other well and trusted one another. If someone came in feeling sad or worried, others would listen and support them without judgment. It became a space where we could speak freely, whether it was about our dreams, our anger, or the challenges at home. We didn’t feel alone anymore, and that made all the difference.” Youth Female, FGD, Kurigram

In contrast, in Dhaka, trust-building was hampered by constantly shifting group composition:

“Sometimes our group didn’t feel the same each session. A few girls came only once or twice, some stopped coming after a break, and others would miss sessions because of exams or family work. When that happened, it was like starting over each time. We couldn’t build the same closeness, and it felt awkward to talk about personal feelings or problems when you weren’t sure who would be there next time.” Youth female, age 20-24, Dhaka

This instability severely undermined the formation of emotionally safe environments that was essential for practicing trust-based and collaborative behaviors.

Barriers to emotional expression and communication

Adolescents in Kurigram found SPiRiT activities effective in improving emotional regulation through breathing exercises, peer sharing, and reflective sessions. The rural setting offered relative calm and familiarity that enabled deeper emotional engagement:

“In the sessions, we practiced breathing and calming techniques. At first, it felt a bit unusual, but over time we started using them when we were angry or overwhelmed. If someone was upset, the others would sit beside them, let them speak, and offer comfort. We didn’t shout or fight like before. It helped us feel more in control of our emotions and taught us how to support each other.”, Community coach, Kurigram

Meanwhile, youths in Dhaka struggled to apply communication and regulation techniques due to environmental stressors:

“We learned about breathing and grounding techniques during the sessions, and I understood how they could help calm us down. But when I went home, it was a completely different world. The rooms are crowded, there’s constant noise like people arguing, children crying, televisions on. Sometimes my parents are stressed too, and everything feels tense.” —, Youth male, age 20-24, Dhaka

“I really liked the calming exercises and group sharing. During the sessions, I felt more relaxed and hopeful. But once I went home, it all disappeared. Our house is small and noisy, with people arguing, children crying, and no space to think quietly. I want to practice what we learn, but in that chaos, I forget everything. It’s not that I don’t care—it’s just hard to hold onto calmness in the middle of so much stress. —Adolescent girl, age 15-19, Dhaka

These quotes reflect how external stressors like noise, crowding, and domestic tension blunted the psychosocial impact among adolescent and youth in urban settings.

Facilitation skill disparities between Kurigram and Dhaka

While the SPiRiT project enhanced facilitation skills in both locations, qualitative data reveals notable differences in how these were applied in Kurigram and Dhaka. These disparities reflect variations in community context, session stability, infrastructure, and youth engagement.

In Kurigram, coaches worked in more stable settings with consistent attendance and stronger support from families and local leaders. This enabled predictable sessions, deeper trust-building, and effective reinforcement of life skills. As one coach described:

“In the seventh session, the girls chose to work on a nutrition garden as their community initiative. What stood out was that I didn’t need to assign tasks—they organized everything themselves. Some conducted household surveys, others spoke with the agriculture officer or coordinated with elders. It showed how much leadership and teamwork they had developed through earlier sessions. I simply observed and supported when needed.” Sports Coach, KII, Kurigram

Facilitators also found it easier to offer psychosocial support, aided by close community ties. As another coach noted:

“If someone was missing sessions, we visited the home, talked to parents, and tried to understand the reason—sometimes it was emotional stress. We were trained to provide initial support, and escalate if needed.” Sports Coach, KII, Kurigram

In contrast, Dhaka coaches faced high-pressure urban conditions like irregular attendance, limited field access, and fluid group composition often disrupted learning. They had to work harder to maintain discipline and ensure emotional safety. A female coach explained:

“The boys in my group were always eager to play and often lost interest during the discussion parts. They’d say, ‘Apa, let us just play first.’ So I had to adapt. I told them, ‘Let’s agree on today’s goal first—then we’ll play.’ That way, they felt included and began to see that the games had a purpose.” Sports Coach, KII, Dhaka

Logistical and social barriers further complicated participation, especially for girls. As one coach noted:

“Our girls had school until late in the afternoon, and since we used the school field, we weren’t allowed in during class hours. Sometimes we had to wait until evening. By then, many girls were tired or had household duties, which made regular attendance difficult.” Sports Coach, KII, Dhaka

These contrasts show that while the facilitation approach was consistent, its implementation varied by location. Kurigram’s cohesive environment supported smoother delivery, while Dhaka required greater adaptability. This highlights the importance of location-specific strategies and continued support for facilitators, especially in urban low-resource contexts.

4.3 Impact: Exploring the deeper transformations in youth lives

This section examines the social, emotional, and behavioral changes resulting from the SPiRiT project, with a focus on youth empowerment, gender norms, and community attitudes. Drawing on mixed-method findings, it illustrates how sports participation enhanced psychosocial well-being, leadership, and coping with climate-related risks. It also explores shifting perceptions among community members, caregivers, and institutions regarding adolescent engagement and gender inclusion. Through personal stories, indicator trends, and stakeholder input, the chapter shows how structured sports activities fostered both individual development and broader changes in attitudes and protective practices.

4.3.1 Psychosocial well-being after participation in MHPSS activities

At the baseline stage, only **8%** of adolescents and youth reported any noticeable improvement in psychosocial well-being, with limited availability of structured MHPSS interventions and high levels of emotional stress associated with displacement, poverty, and social marginalization. By the final evaluation, perceived improvements in psychosocial well-being rose substantially to **54% overall**. Among the two MHPSS pillars assessed, the highest perceived gain was reported under the second pillar (Relationship, bonds, network), with 56% of respondents noting better relational connections. The first pillar, reflecting emotional safety and a sense of stability, was close behind at 53%.

Outcome indicator 1.2:
The percentage of youth and adolescents who report improvement in their perceived psychosocial well-being following MHPSS programme completion

Disaggregated patterns in psychosocial well-being by gender, age and location

<i>Evaluation criteria</i>	<i>Male (n=170)</i>	<i>Female (n=176)</i>	<i>% of total respondents (N=346)</i>
P1 - Safety, security, and stability	52%	53%	53%
P2 - Relationship, bonds, network	55%	57%	56%
Total	53%	55%	54%

Table 14: Psychosocial wellbeing pillars by gender

Table 13 presents gender-disaggregated findings on two core pillars of psychosocial well-being as reported by adolescents and youth. Overall, the data shows a relatively balanced perception of psychosocial well-being across genders, with female participants reporting slightly higher scores in both domains.

In Pillar 1, which reflects feelings of safety and stability in their surroundings, 52% of males and 53% of females expressed positive perceptions, resulting in an overall response of 53% across the total sample.

In Pillar 2, which assesses the strength of relationships and social connections, 55% of males and 57% of females reported positively, with a combined result of 56%.

The average across both pillars stands at 54% for the total respondent group (N=346), indicating a moderate level of psychosocial well-being among adolescents and youth overall. The consistently higher scores among females suggest that they may be experiencing slightly stronger social bonds and a greater sense of emotional security than their male counterparts. These findings highlight the importance of maintaining gender-responsive approaches to psychosocial programming while continuing to strengthen relational support systems for all youth.

<i>Evaluation criteria</i>	<i>15-19 Years (n=210)</i>	<i>20-24 Years (n=136)</i>	<i>% of total respondents (N=346)</i>
P1 - Safety, security, and stability	53%	53%	53%
P2 - Relationship, bonds, network	53%	61%	56%
Average Total	53%	57%	54%

Table 15: Psychosocial wellbeing pillars by age group

Table 14 presents age-disaggregated findings on two key pillars of psychosocial well-being as reported by adolescents aged 15–19 years and youth aged 20–24 years. For Pillar 1, both age groups reported identical perceptions, with 53% of respondents in each group indicating a sense of safety and stability in their environment. However, a notable difference appears in Pillar 2, where 61% of the 20–24 age group reported strong social bonds and relational support, compared to 53% among the 15–19 age group.

As a result, the overall psychosocial well-being score was slightly higher for the youth group (57%) than for adolescents (53%), leading to a total average of 54% across all respondents. These findings suggest that while perceptions of environmental safety are consistent across age groups, youth tend to feel more connected and supported socially. This highlights the need for age-sensitive approaches—particularly in strengthening peer support and relational networks among younger adolescents to enhance their overall psychosocial resilience.

<i>Evaluation criteria</i>	<i>Kurigram (n=265)</i>	<i>Dhaka (n=81)</i>	<i>% of total respondents (N=346)*</i>
P1 - Safety, security, and stability	61%	27%	53%
P2 - Relationship, bonds, network	59%	46%	56%
Average Total	60%	36%	54%

Table 16: Psychosocial wellbeing pillars by location

The table presents location-wise findings on two key pillars of psychosocial well-being reported by adolescents and youth from Kurigram and Dhaka. Respondents from Kurigram reported significantly higher overall well-being (60%) compared to Dhaka (36%). In Pillar 1, which covers personal safety, emotional security, and environmental stability, 61% in Kurigram responded positively, while only 27% did so in Dhaka. Pillar 2 focuses on social relationships and supportive connections. Here too, Kurigram scored higher at 59% compared to 46% in Dhaka, although the gap is narrower. Combined, 54% of respondents across both locations reported positive psychosocial well-being.

These findings reveal a clear rural-urban disparity. Youth in Kurigram reported greater safety, stability, and connection. In contrast, lower scores in Dhaka, particularly in safety and stability, suggest urban

stressors, limited social networks, or limited support systems. This points to the need for targeted urban psychosocial support that promotes environmental security and stronger social relationships.

Understanding the concept of well-being in daily life

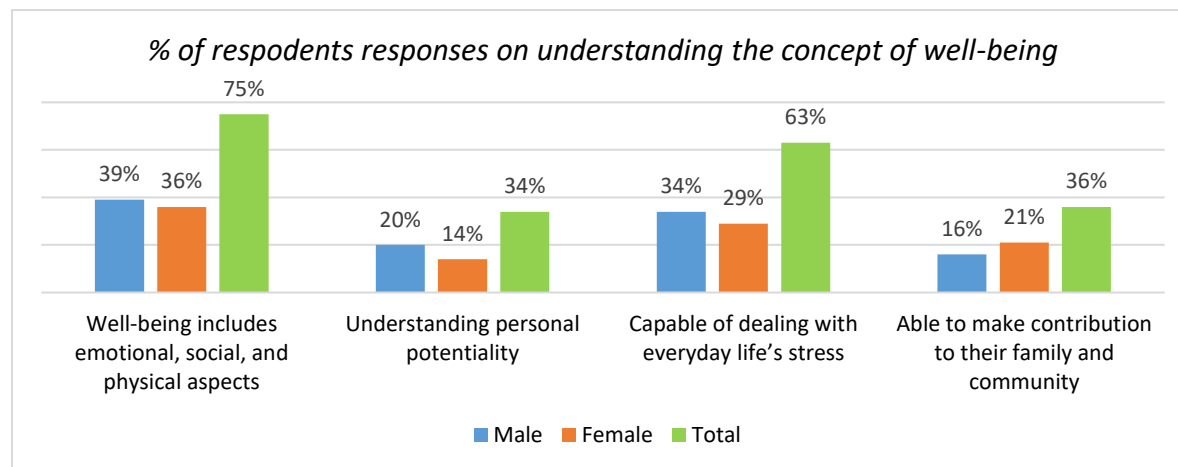


Figure 7: % of respondents' responses on understanding the concept of well-being

The data shows that the SPiRiT project effectively strengthened participants' understanding of well-being as a core concept in youth development. A large majority (75%) recognized that well-being includes emotional, social, and physical aspects, indicating a solid grasp of multidimensional wellness, which supports self-care and resilience.

Additionally, 63% of participants felt more capable of handling daily stress, suggesting improved coping skills. About 36% said they are now better able to contribute to their family and community, reflecting greater confidence and civic engagement. However, only 34% reported recognizing their personal potential, pointing to a gap in self-reflection and identity development that may need more attention in future sessions.

Responses were generally **balanced across genders**, with both male and female participants showing similar benefits. Females slightly outpaced males in reporting contributions to family and community (21% vs. 16%), while males showed marginally higher confidence in stress management and personal growth. These small differences may reflect social roles but do not indicate major disparities in outcomes.

Overall, the findings reflect solid progress in promoting holistic youth well-being. While core knowledge and coping skills were effectively built, placing greater emphasis on self-awareness could further support youth leadership and long-term resilience.

4.3.2 Youth capacity development through ENGAGE curriculum

In addition to the general assessment of emotional resilience and communication skills, a dedicated set of questions was asked exclusively to participants of the ENGAGE Curriculum. A total of 176 respondents participated in the survey from the ENGAGE curriculum among them 150 from Kurigram and 26 from Dhaka. Among them, 81 were male and 93 were female. These specific questions aimed to explore deeper

outcomes related to youth-led action, leadership confidence and knowledge, life skill enhancement, and community engagement.²

Life skills improvement

Evaluation criteria	Male		Female		Total
	15-19	20-24	15-19	20-24	
Communication	51%	53%	47%	26%	45%
Cooperation	19%	15%	21%	19%	19%
Emotional management	9%	6%	13%	10%	10%
Creative problem-solving	6%	12%	0%	13%	6%
Responsibility	9%	6%	3%	3%	5%
All of the above	6%	9%	16%	29%	14%

Table 17: Life skills improved through the ENGAGE curriculum sessions

The Engage training sessions contributed notably to life skills development among adolescents and youth, with communication (45%) and cooperation (19%) emerging as the most frequently improved skills. These gains indicate enhanced interpersonal abilities, which are closely tied to the Social Connection pillar of the MHPSS Framework. However, only 14% of participants reported improvement across all listed life skills, which included emotional management, creative problem-solving, and responsibility.

Gender and age-based differences were also apparent. Girls aged 20–24 were the least likely to report improvement in communication skills, with only 26% indicating progress in this area. This points to potential barriers in peer interaction or limited opportunities for expressive engagement within training settings. In contrast, boys and younger adolescents seemed to benefit more from participatory formats. While the program successfully supported basic interpersonal skill development, it may require deeper, more sustained engagement to build higher-order skills like emotional regulation and problem-solving.

Responsibilities and accountability

Evaluation criteria	Male	Female	Total
<i>Learning to rely on teammates</i>	36%	28%	64%
<i>Building mutual respect</i>	32%	28%	60%
<i>Improved trust in peer relationships</i>	24%	26%	51%
<i>Developing honesty in group settings</i>	13%	12%	25%

Table 18: Responsibilities taken and accountability learned

The SPiRiT training helped adolescents and youth understand accountability through teamwork and shared responsibility. Relying on teammates (64%) and building mutual respect (60%) were the most common experiences, showing strong peer collaboration and trust. Gender patterns were generally consistent, though males slightly exceeded females in relying on teammates (36% vs. 28%) and building

² The improvements described in this section are based on participants' self-reported changes, as baseline data for ENGAGE-specific indicators was not collected. This approach captures perception shifts rather than comparison with baseline scores.

respect (32% vs. 28%). Improved trust in peer relationships (51%) was reported equally by both groups, reflecting the success of group-based trust activities. However, only 25% mentioned developing honesty in group settings, indicating that deeper aspects of accountability may need more focus.

Overall, these findings align with the **“Power With”** dimension of empowerment, as participants engaged in respectful, cooperative roles. Strengthening reflection on responsibility and honesty could further enhance youth accountability in future programs.

Knowledge on engaging communities and stakeholders

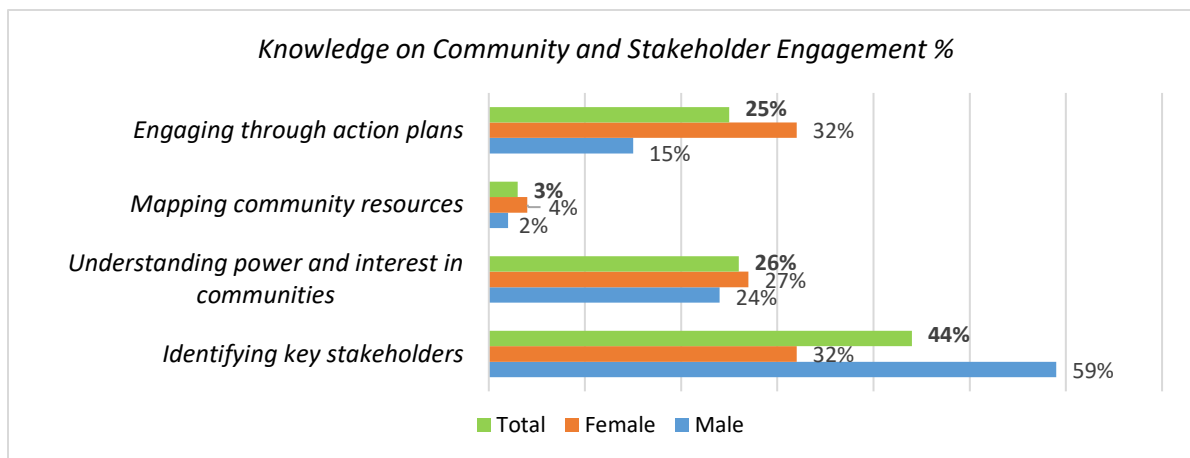


Figure 8: Knowledge on Community and Stakeholder Engagement %

The data highlights varied levels of knowledge among *ENGAGE curriculum* participants regarding community and stakeholder engagement. Overall, 44% of participants identified key stakeholders, making it the most commonly understood aspect of engagement. This indicates a foundational awareness of who holds influence and decision-making power in their communities. However, the gender breakdown reveals a notable gap: 59% of male participants reported this understanding compared to only 32% of females, suggesting a need to further strengthen girls’ exposure to stakeholder analysis and external networking.

Meanwhile, 26% of participants demonstrated an understanding of power and interest dynamics in communities, with comparable responses across genders. This suggests a moderate level of awareness about how influence operates within community systems, but points to the need for deeper learning around power structures and advocacy strategies. More advanced or applied components showed lower overall uptake. Only 3% of respondents mentioned mapping community resources, indicating limited familiarity with identifying and leveraging local assets—an essential skill for planning effective community initiatives. Similarly, 25% reported knowledge of engaging through action plans, with a significantly higher proportion of females (32%) than males (15%), hinting at a stronger involvement of female participants in planning exercises or practical group work.

Confidence in planning youth-led initiatives

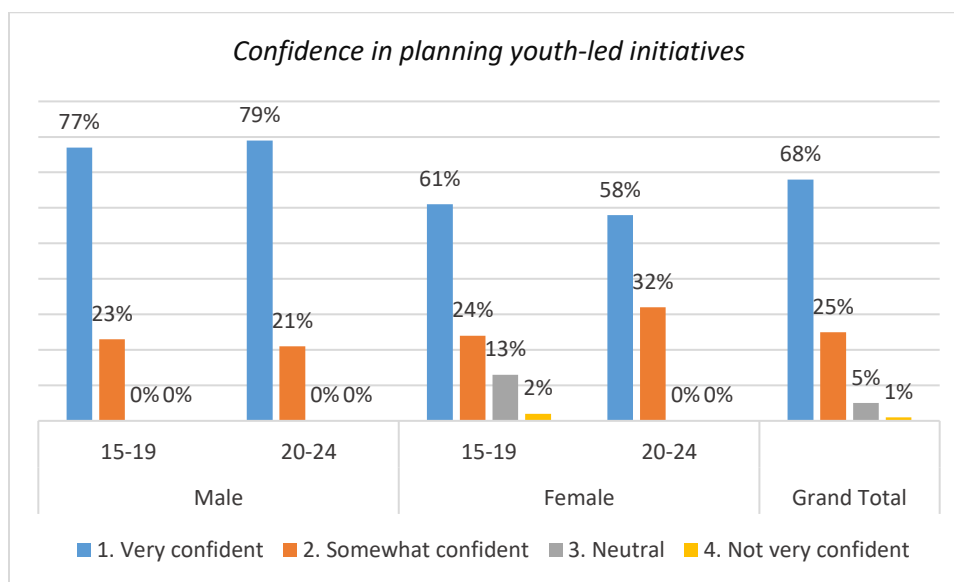


Figure 9: Confidence in planning youth-led initiatives

Final evaluation data indicates a high level of confidence among respondents in their ability to plan youth-led initiatives aimed at addressing community well-being challenges. A significant majority, 68%, reported feeling very confident, while another 25% expressed being somewhat confident. This suggests that the *ENGAGE curriculum* was successful in equipping adolescents and youth with the necessary knowledge, planning skills, and motivation to take initiative in their communities. Only a small portion of respondents expressed lower confidence, with 5% remaining neutral and just 2% stating they were not very confident. These low figures indicate that barriers to leadership or uncertainty in planning were relatively uncommon among the group.

Overall, the responses reflect strong program effectiveness in fostering youth leadership and empowerment, aligning well with the project's goals of promoting active youth participation and ownership in addressing local challenges. This high confidence also signals potential for sustainability, as motivated and capable youth are more likely to continue engaging in community actions beyond the project's lifespan.

4.3.3 Addressing harmful behaviors: Qualitative insights

While the SPiRiT project was primarily designed to enhance psychosocial well-being and social inclusion through sports, qualitative findings reveal that its influence extended far beyond structured sessions. Across both urban and rural contexts, adolescents, youth leaders, and community members shared how participation in SPiRiT contributed to a visible reduction in harmful behaviors—ranging from drug use, mobile gambling, and excessive screen time to early marriage, child abuse, and unsafe practices within the community.

“Earlier, many youths in our area were getting into drugs and wasting time on mobile games. But after joining SPiRiT, they became more active—playing regularly, reflecting in groups, and staying away from bad habits. Now, they have less time for those things and more focus on doing something good together.” Community Support Group Member, FGD, Bauniabadh

This shift from passivity to purpose was also evident in rural Kurigram, where youth took the initiative to prevent child marriage:

“When we heard about a child marriage last month, we first spoke to the girl’s family. When they didn’t agree, we informed the authorities, and the marriage was stopped.” Youth Leader, KII, Kurigram

Such protective engagement extended beyond individual behavior change and led to organized collective actions by adolescents. In Bauniabadh, Dhaka, youth participants initiated and led a drug awareness rally under the theme “Prevent Drug Abuse for a Healthy Life.” As one youth leader explained,

“We identified drug addiction as a major issue. So, we organized a rally... I led that rally along with another girl. We also assigned different responsibilities to other members. All this became possible because of the SPiRiT project”. Youth Leader, KII, Dhaka

This level of ownership not only fostered leadership but also mobilized peers around a shared social concern. Echoing this shift, a community support group in Kurigram observed noticeable changes in how adolescents spent their time:

“Previously, they spent a lot of time on mobile phones. Now it’s not like that. They don’t watch their mobile all the time anymore. Now they are busy with games. That mobile time is gone.” Community Support Group member, FGD, Kurigram

Together, these reflections suggest that SPiRiT’s approach not only helped young people recognize risks like addiction but also equipped them to take positive action—replacing risky or isolating behaviors with structured, peer-driven activities that promote safety, connection, and self-discipline. Moreover, SPiRiT participants and community allies confronted broader protection risks, including child abuse and unsafe physical environments:

“Our children try to stop child marriage and they even called the administration to intervene. They also raise awareness against child abuse.” Community Support Group member, FGD, Kurigram

These narratives collectively illustrate how SPiRiT created supervised, emotionally safe spaces that allowed youth to develop protective routines and accountability toward themselves and their communities. By engaging regularly in purposeful group activities, adolescents improved their emotional

regulation, time use, and decision-making skills. These are the key components of psychosocial resilience as defined by the MHPSS framework.

Through the lens of Rowlands’ Empowerment Framework, these outcomes reflect a strengthening of both “Power Within” (enhanced confidence and self-worth) and “Power To” (capacity to act on behalf of oneself and others). The reduction in risky behaviors and increased community action affirm the value of SPiRiT as a holistic model for youth empowerment, protection, and behavior transformation.

4.4 Efficiency: Investing in sustainable youth support

Building the capacity of community-based coaches and facilitators was central to SPiRiT’s strategy for promoting youth psychosocial well-being and resilience. By training local adults with practical and theoretical tools, the project aimed to create lasting support systems in communities facing displacement, poverty, and climate risks. Efficiency referred not only to training delivery but also to how effectively these skills were applied and adapted in challenging contexts. Alongside strengthening adult facilitators, the program also focused on building the confidence and skills of adolescents and youth to plan and implement youth-led initiatives that addressed community well-being challenges. Evaluating efficiency therefore considered both coaches and youth, examining how knowledge and skills from the ENGAGE curriculum and sports sessions translated into tangible actions, and highlighting the rural-urban differences, gender patterns, and key enablers or barriers that shaped inclusive, healing-centered sports and youth-led initiatives.

4.4.1 Understanding and practical skills among sports coaches/facilitators

Aligned with the MHPSS Framework, the capacity building of coaches/facilitators aimed to equip them not only with theoretical knowledge but also with practical skills to create safe, healing-centered, and empowering environments for youth those affected by displacement and climate vulnerability.

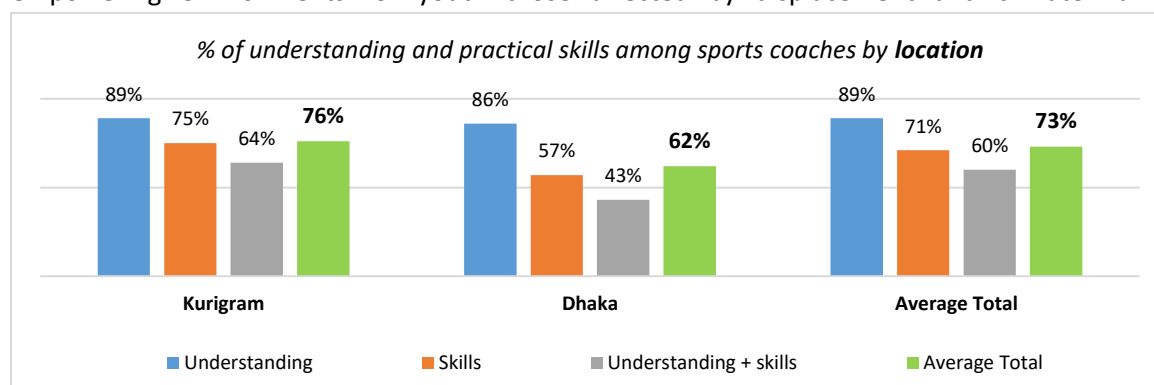


Figure 10: % of understanding and practical skills among sports coaches by location

At the baseline, only 14% of coaches and facilitators demonstrated strong knowledge and skills related to psychosocial well-being, revealing a substantial capacity gap at the onset of the SPiRiT project. By the final evaluation, however, the evaluation data reflects a notable shift in conceptual understanding, with 89% of coaches in Kurigram and 86% in Dhaka reporting a strong grasp of key concepts related to

psychosocial support, child protection, and inclusive coaching(see Figure 10). This marks a significant improvement, indicating that the training sessions were effective in delivering the theoretical components of the Sports for Protection (S4P) approach across both rural and urban settings.

Despite this encouraging progress in knowledge acquisition, a gap emerges in the translation of understanding into practical skills. Figure 10 shows that while 75% of Kurigram coaches expressed confidence in applying these skills in the field, only 57% of Dhaka-based coaches reported the same. This disparity suggests that coaches in rural areas were better able to internalize and implement the training content potentially due to more consistent session delivery, stronger community engagement, or closer mentorship support.

64% of coaches in Kurigram demonstrated proficiency in both domains, compared to only 43% in Dhaka. These figures point to a critical opportunities for improvement in implementation in urban areas, likely shaped by contextual barriers such as irregular participation, logistical challenges, or limited access to follow-up support.

On average, **73% of coaches** across locations performed well across key indicators of capacity, which reflects a strong foundation for psychosocially responsive coaching. However, this overall success also masks the need for more targeted, location-sensitive strategies, particularly in Dhaka. Addressing this gap may require tailored interventions such as refresher training, practical coaching labs, and on-the-ground mentoring, especially in high-pressure or underserved urban settings.

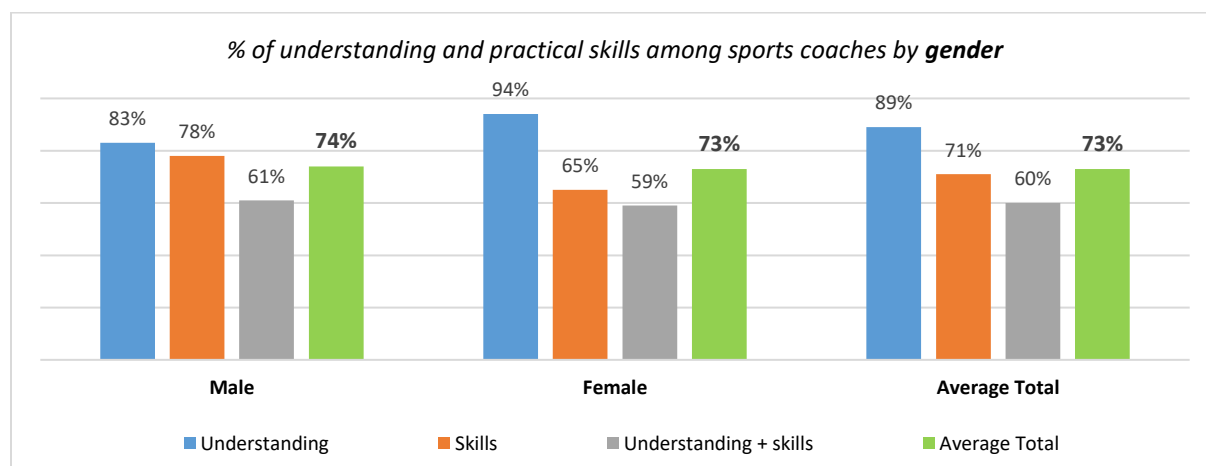


Figure 11: % of understanding and practical skills among sports coaches by gender

From a gender perspective, **female facilitators** showed higher conceptual understanding, with 94% demonstrating clarity on the S4P principles especially around emotional safety and child protection (see Figure 11). Yet, their practical skill levels were slightly lower at 65%, which may reflect structural limitations such as mobility restrictions or fewer opportunities for hands-on facilitation. Even so, the combined competency levels between genders were nearly equal 74% for males and 73% for females.

However, with **40% of coaches still reporting gaps** in either understanding or application, there remains a clear need for continued investment in field-based coaching support to ensure that all facilitators can consistently deliver high-quality, healing-centered sports activities for vulnerable youth.

4.4.2 Specific skill and knowledge gains among the coaches/facilitators

As part of the SPiRiT project’s final evaluation, coaches were asked to reflect on the specific skills and knowledge they found most useful in their work with adolescents and youth following their participation in project training. This analysis provides insight into the areas where the training was most impactful, as well as gaps that remain. Understanding these perspectives is crucial to assessing the effectiveness of the coach capacity-building component and identifying opportunities for strengthening future programming—particularly in relation to youth engagement, psychosocial support, and protection.

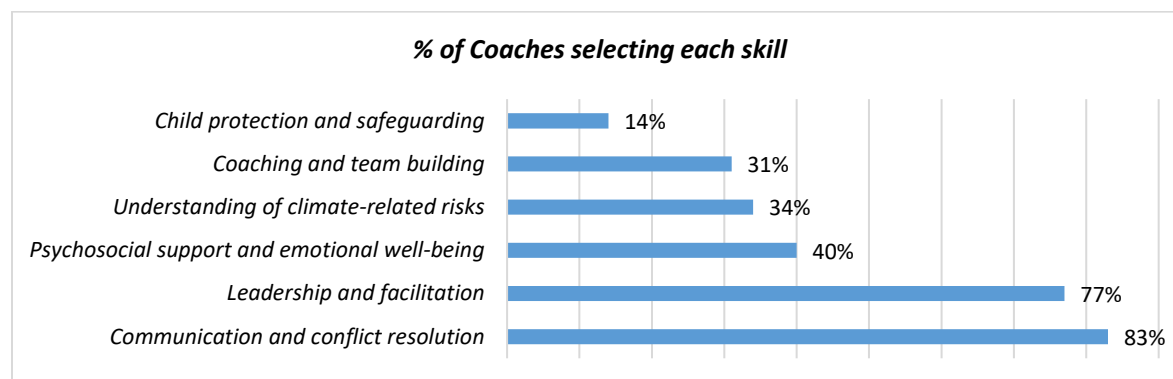


Figure 12: % of Coaches selecting each skill

The above data reflects the specific skills and knowledge areas that sports coaches found most useful in their work with adolescents and youth after participating in SPiRiT project training. The most commonly cited skill was communication and conflict resolution (83%), indicating that coaches prioritized the ability to engage effectively with youth and manage interpersonal dynamics. This is essential in building trust, reducing misunderstandings, and supporting inclusive group environments.

Leadership and facilitation were also widely reported as valuable by 77% of coaches, suggesting that the training successfully strengthened their capacity to guide, motivate, and organize youth activities with confidence. These top two areas reflect the central role coaches play not just in sports instruction, but also in shaping safe, participatory spaces. Psychosocial support and emotional well-being were selected by 40% of coaches, indicating a moderate uptake of mental health-related competencies. While encouraging, this also suggests there is room to further strengthen coaches' capacity in addressing emotional needs.

About one-third (34%) of coaches found the training on climate-related risks useful, which aligns with the SPiRiT project’s focus on building awareness and preparedness among youth. Similarly, coaching and team building (31%) was highlighted as a supportive skill, reinforcing the role of structured group activities in fostering peer engagement and resilience. Notably, only 14% of coaches mentioned child protection and safeguarding as a key takeaway. This low figure suggests the need for further emphasis on protection protocols and the coach's role in upholding safety standards for adolescent and youth from marginalized backgrounds.

4.4.3 Challenges faced by coaches/facilitators

The following narrative summarizes the challenges faced by coaches in applying the skills and knowledge gained through SPiRiT project training to support adolescents and youth. The most frequently reported barrier was time constraints or workload, cited by 60% of coaches. This suggests that balancing training responsibilities with other personal or professional duties remains a significant challenge, potentially limiting the consistency of support provided to youth.

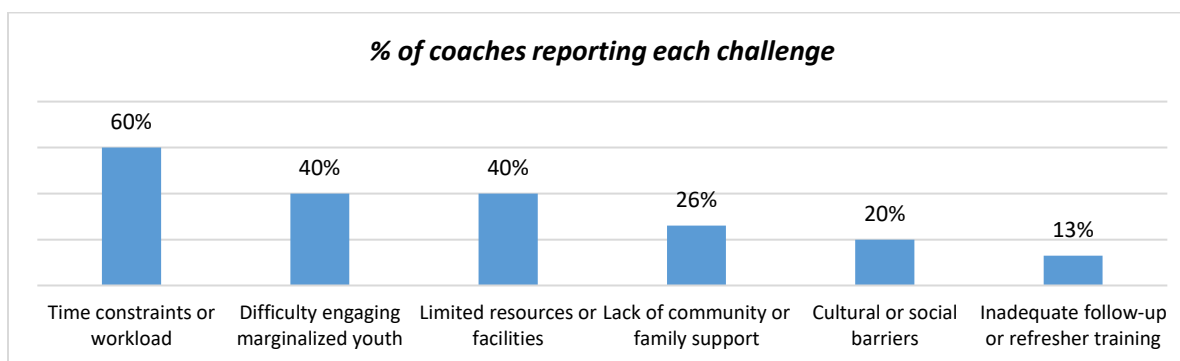


Figure 13: % of coaches reporting each challenge

Difficulty engaging in marginalized youth and limited resources or facilities were each reported by 40% of coaches. These findings reflect persistent structural and contextual barriers, especially in reaching out to girls, adolescents with disabilities, or those from displaced backgrounds. Lack of safe spaces, equipment, and inclusive outreach mechanisms may hinder full participation.

About 26% of coaches mentioned a lack of community or family support, indicating that while coaches may be motivated, broader community buy-in remains inconsistent. This gap can undermine efforts to sustain youth engagement, especially in settings where family approval is crucial. Cultural or social barriers (20%) further highlight the influence of local norms that may restrict participation, particularly for adolescent girls or youth from minority groups. This underscores the need for continuous community sensitization and parent engagement. Although only **13%** of coaches reported inadequate follow-up or refresher training as a challenge, indicating that while the initial training was effective, ongoing capacity-building is still essential to reinforce skills and respond to evolving field challenges.

4.4.4 Efficiency gains among adolescents and youth

While strengthening the capacity of coaches and facilitators was central to the SPiRiT project's efficiency strategy, the program also aimed to build the confidence and skills of adolescents to plan and implement youth-led initiatives addressing community well-being challenges. Evaluating youth efficiency shows how they translated knowledge and skills from the ENGAGE curriculum and sports sessions into actions, as well as the enablers and barriers that shaped their ability to sustain such efforts.

Confidence in Youth-Led Planning

Final evaluation data shows a high level of confidence among adolescents in planning youth-led initiatives. Across both locations, 68% reported feeling very confident, and 25% somewhat confident. Only 5% remained neutral, and just 3% expressed low confidence (see figure 9). These findings suggest the curriculum and participatory activities effectively built planning and organizational skills, alongside motivation to take initiative. As one Kurigram youth shared:

“Before, I never thought I could speak in front of others. After the sessions, I felt I could guide my friends and even organize small events. I realized my opinion matters.” Youth female, FGD, Kurigram

Skill gains supporting efficiency

The skills underpinning youth-led efficiency mirrored those reported by coaches. Adolescents highlighted communication, leadership, conflict resolution, and collaborative problem-solving as key areas of growth. These skills helped them organize peers, mobilize support, and address both psychosocial and community challenges.

In Kurigram, youth initiated small-scale actions such as awareness sessions on early marriage, clean-ups, or supporting younger children with emotional regulation. In Dhaka, while youth showed similar motivation, their initiatives were mostly project-supported, with fewer self-driven efforts due to competing responsibilities, irregular attendance, and contextual stressors. A Dhaka participant explained:

“I wanted to plan something for our area, but between school, home chores, and helping my mother with work, there was no extra time. I could join when the project organized things, but starting on my own was too hard.” IDI, Youth female, age 20-24 Dhaka

In contrast, a Kurigram youth described:

“We didn’t wait for the project to tell us. After learning about child marriage, we went as a group to talk to a family in our village and convinced them to stop it. The elders listened because they saw us working together.” Youth male, FGD, Kurigram

Urban-Rural and Gender Variations

Youth efficiency reflected the same rural-urban divide seen in coach performance. In Kurigram, stable community networks, regular schedules, and stronger parental support enabled adolescents to practice leadership. In Dhaka’s urban slums, overcrowding, economic pressures, and the need for young adolescents to engage in income-generating work constrained time and energy for youth-led initiatives. Gender also shaped opportunities. Girls showed strong conceptual clarity and motivation to lead but faced mobility restrictions, family disapproval, and community gossip, especially in Dhaka. As one participant said:

“My parents were proud that I learned new things, but they were afraid of what neighbors would say if I kept going out too often. They didn’t stop me completely, but they said, ‘Choose carefully how much you get involved.’” IDI, Youth female, age 20-24, Dhaka

Linking youth and coach efficiency

Youth efficiency was closely linked to coach performance. In Kurigram, consistent mentorship reinforced leadership confidence. In Dhaka, logistical and contextual barriers limited the continuity and depth of support available to youth. A Kurigram participant reflected:

“Our coach always checked on us and encouraged us to try new ideas. When we wanted to organize a street drama about child marriage, he helped us talk to the elders and made it happen.” Youth male, FGD, Kurigram

This highlights that youth efficiency depends not only on individual skills but also on the enabling environment shaped by coaches, families, and communities. Overall, the project enhanced the efficiency of both coaches and youth, creating a foundation for sustainable, youth-led community support. However, findings also show the need for tailored approaches to sustain youth-led initiatives in urban slums, including decentralized venues, stronger parental engagement, and continued mentoring support.

4.4.5 Operational challenges and constraints: Qualitative insights

Although the SPiRiT project made strong progress in building adolescent, youth, coach and facilitator’s capacity, qualitative data from KIIs and FGDs revealed several operational challenges affecting program efficiency. Coaches often struggled to translate training into consistent, high-quality support for youth. Despite gaining key knowledge and skills, they faced persistent barriers in applying them. These challenges spanned three areas: limited time, complex community dynamics, and inadequate infrastructure.

Time and workload pressures

Many coaches spoke of the difficulty balancing training facilitation with other professional or domestic responsibilities. This tension was particularly evident in urban settings where employment instability or long commute times made regular facilitation difficult.

“Sometimes we had back-to-back community duties and coaching. You can’t say no to either. But youth sessions got shortened or rushed.” Sports Coach, KII, Kurigram

Engaging marginalized youth

In both Dhaka and Kurigram, facilitators noted difficulty in maintaining the engagement of marginalized adolescents, especially girls and youth with disabilities. In several FGD sessions, youths shared that family disapproval or social stigma often led to dropout or irregular attendance.

“Our coach tried to involve girls more. He encouraged us and even adjusted the time so we could attend. But in our village, some families don’t allow it—especially after dark or if boys are around. They think it’s unsafe or inappropriate for girls to play in public. Even if we want to join, we have to listen to our parents. Some girls stopped coming because their families didn’t agree.” Youth female, FGD, Kurigram

Resource constraints

A recurring theme across KIIs was the lack of adequate sports materials and safe physical spaces, particularly in slum areas of Dhaka. Coaches expressed frustration with field sharing, unexpected evictions from community grounds, and broken equipment.

Limited community and institutional support

Several facilitators and project staff emphasized that without consistent institutional support from local authorities, parents, or schools, the project risked becoming isolated. Even when coaches were well-trained, they faced resistance when community norms clashed with inclusive sporting practices.

“I can coach well. But if the parents say ‘No, you don’t go,’ the girl will stay home. We need more family meetings.” Community Leader, KII, Kurigram

This highlights the need for multi-layered support to sustain youth engagement. At the community level, parents and local leaders need to actively encourage participation, reduce stigma around girls’ involvement, and help address safety concerns. At the institutional level, schools can align schedules, endorse youth initiatives, and integrate psychosocial learning into extracurricular activities, while local authorities can provide formal recognition, secure safe venues, and mediate resource-sharing in contested spaces. Such coordinated efforts would legitimize inclusive practices, ensure continuity, and enable both coaches and youth to translate their skills into sustainable community action.

Gaps in urban vs. rural implementation

The contrast between Kurigram and Dhaka emerged clearly in both facilitator reflections and youth experiences. In Kurigram, coaches had better access to facilities and experienced comparatively stronger community ownership. Sessions followed regular schedules, and local governance structures, such as union parishad representatives and community leaders, generally supported youth engagement by legitimizing activities and providing venues. However, even in rural areas, deep-seated social norms sometimes limited participation for girls and marginalized groups, highlighting the need for continued parental and community sensitization.

Conversely, in Dhaka, efficiency was hampered by the transient nature of informal settlements, shared or contested sports grounds, and limited institutional presence. Coaches and youth faced disrupted sessions, security risks, and weak parental approval. In addition, adolescents in Dhaka often balanced school,

household chores, and income-generating activities, leaving less time and energy for consistent participation or youth-led initiatives.

“Many times, the field was occupied or unsafe. We came, waited, and hoped things would work out. But some days, we had to leave without completing the session.” Youth Leader, KII, Dhaka

This operational unpredictability in urban Dhaka affected both coach morale and youth motivation, risking a breakdown of the psychosocial gains the project aimed to nurture. The fragmented urban ecosystem, coupled with the lack of government-recognized recreational space and competing daily priorities, made efficiency in Dhaka less attainable without tailored institutional arrangements.

4.5 Coherence: Connecting with broader systems

Despite lacking explicit instructions within the final evaluation methodology to assess the SPiRiT project's coherence, the evaluation team utilized qualitative data to explore how well the project complemented existing initiatives and integrated into both formal institutional frameworks and informal community structures. Thus, the coherence of the SPiRiT project reflects how well its strategies and partnerships aligned with local systems, community structures, and other priorities.

4.5.1 Alignment with local institutions: Opportunities and gaps

Qualitative findings demonstrate that the SPiRiT project has potentialities to establish strong coherence with local institutions and community mechanisms, particularly in rural areas like Kurigram. These partnerships could enable SPiRiT to become embedded within existing governance and social structures, rather than functioning as an isolated intervention.

“Different types of linkages are made. We are forming a committee with schoolteachers, imams, and community reps to monitor youth engagement.” Sports Coach, KII, Kurigram

While institutional alignment in Kurigram was relatively strong, with committees formed and shared use of community spaces, this did not fully address household-level and cultural barriers. Deep-seated norms still limited the participation of girls and marginalized youth, highlighting that formal linkages alone were not sufficient to ensure equitable engagement. In several locations, SPiRiT sessions were held on school premises or in community fields jointly used by government and NGO programs. This shared use of space and community infrastructure reflected a practical form of alignment. Moreover, the project's emphasis on psychosocial well-being, gender inclusion, and child protection aligned well with local values around discipline, moral guidance, and care for vulnerable groups.

“Our religious leaders started supporting girls' playtime after they saw what the coach explained during Friday prayers.” Community Support Group Member, FGD, Kurigram

SPiRiT youth were invited to speak at meetings, contribute to planning activities, and represent their peer groups which clearly indicate the early signs of vertical coherence between grassroots initiatives and informal governance structures.

However, while local government Sports officers acknowledged the conceptual alignment between SPiRiT and national youth policy, their practical involvement remained limited. Implementation often occurred in parallel to sub-district or municipal level programs, without formal referral systems or co-planning mechanisms with grassroots.

“Yes, the program aligned... but our involvement was very little. You and I may plan together in a meeting, but unless we see it happen in the field, we can’t say for sure.” District Sports Officer, KII, Kurigram

These observations point to the need for more formal partnerships, especially in complex urban environments, where system-wide coordination is crucial for sustained engagement. Integration with youth departments, city corporations, or education authorities could enhance SPiRiT’s visibility and scalability in such contexts.

Importantly, SPiRiT is also reshaping expectations of project participants and stakeholders. The project has introduced a sense of aspiration among many adolescents and youth, particularly around leadership, education, and future livelihoods. However, this growing sense of possibility is not yet matched by clear institutional pathways. Many youths now dream of becoming coaches, social workers, or community leaders, but lack access to follow-up training, vocational skills, or economic opportunities to realize these ambitions. Without structured linkages to existing programs in vocational education, ICT training, mobile servicing, tailoring, or enterprise development, these aspirations risk becoming sources of frustration.

4.5.2 Complementarity with other programs and services

The SPiRiT project was widely perceived by stakeholders, youth, parents, and local officials as a complementary initiative that addressed critical gaps left unfilled by existing programs. This added value was especially visible in urban slum contexts like Bauniabadh in Dhaka, where adolescents and caregivers had limited access to safe, engaging, and emotionally supportive environments.

“Before SPiRiT, no one came to our area with this kind of idea. We had education programs, but nothing for sports or mental support.” Parent, FGD, Dhaka

For many participants, SPiRiT represented the first time they experienced sports as more than just physical exercise. The project’s emphasis on emotional safety, inclusive facilitation, and life skill development through games and reflection sessions distinguished it from other local initiatives.

In rural areas like Kurigram, SPiRiT aligned well with local priorities and filled institutional voids in youth development. Schools and community leaders welcomed the project’s focus on vulnerable groups who

are often excluded from mainstream recreational or civic opportunities. However, even in these areas, the absence of formalized partnerships with local institutions occasionally limited the project’s reach and visibility within the government system.

“No, we had no official agreement with them... they focused more on working with girls in remote or vulnerable areas.” District Sports Officer, KII, Kurigram

This quote reflects a common issue raised in several KIIs: although SPiRiT aimed to align with local actors and sectoral goals, the absence of formal agreements or referral systems sometimes led to parallel efforts or missed collaboration. Coordination with youth clubs, education offices, and Upazila sports bodies was mostly informal, limiting shared resources and joint monitoring.

In Dhaka, some respondents noted occasional overlap with other youth programs focused on vocational or health messaging. While these overlaps were usually complementary, they highlighted the need for better mapping and coordination, especially in crowded urban areas with many actors.

Despite these gaps, SPiRiT was viewed as non-competitive and welcomed by both government and community stakeholders. Its participatory and rights-based approach, including the use of Lundy’s Model, helped position it as an inclusive and context-responsive initiative filling gaps left by mainstream programs.

4.5.3 Institutional integration and exit planning

While SPiRiT successfully established meaningful linkages with local actors, the level of institutional embedding and sustainability planning varied across implementation sites. In Kurigram, a number of youth groups took steps toward formal recognition by registering as community-based clubs under the Youth Development Department. These developments show promising early steps toward system-level continuity, especially in rural areas where local government actors are more accessible and engaged in community life. Informal collaboration with Upazila departments and follow-up by coaches and staff supported these linkages. However, in urban Dhaka, community members raised concerns that the lack of structured handover mechanisms could weaken SPiRiT’s momentum. While youth enthusiasm and community support remained strong, there were fears that without leadership support and material inputs, youth groups might lose direction after the project ends.

“We have no financial capacity or infrastructural scope so we can’t take full ownership unless someone trains the next batch of youth leaders or helps with equipment.” Community Support Group member, FGD, Dhaka

“Yes, this model can be included in government policy... but the coordination must start from the Ministry so that field-level implementation becomes our responsibility.” District Sports Officer, KII, Kurigram

Despite repeated acknowledgment of SPiRiT’s relevance to youth development and protection goals, public institutions were not sufficiently prepared or mandated to assume stewardship of the model after the project’s close. Furthermore, SPiRiT sparked aspirations among adolescents and youth particularly those interested in becoming coaches, mentors, or local change makers. However, the absence of structured links to skills training, vocational education, or economic pathways created a disconnectedness between new ambitions and actual opportunities.

“After we finish school, we want to do something more—maybe coaching, maybe computer or tailoring training. But we don’t know where to go or how to apply.” Adolescent Girl, FGD, Kurigram

If these emerging aspirations are not met with enabling environments and tangible next steps such as access to government youth schemes, TVET, mobile servicing, IT training, or entrepreneurship support, they may turn into frustration or disappointment, particularly for youth nearing adulthood. Thus, while SPiRiT has built strong foundations for community ownership, psychosocial wellbeing and youth leadership, the next phase of sustainability requires institutional linkages. This will ensure that the energy SPiRiT has introduced in young people leads to durable empowerment, not just temporary engagement.

4.6 Sustainability: Will the change last?

This section draws on a combination of quantitative survey data and qualitative insights from key informant interviews with sports coaches, facilitators, and community actors across Kurigram and Dhaka. It examines how the Sports for Protection (S4P) approach was received, interpreted, and practiced by frontline sports personnel. Through triangulation of baseline and final evaluation data, the analysis captures changes in knowledge, motivation, and institutional commitment among local actors, who are central to sustaining and mainstreaming the project’s protective and inclusive goals.

4.6.1 Sports Actors’ perceptions of the effectiveness of the S4P approach

The long-term impact of the SPiRiT project relies on local sports actors³, who serve as both facilitators and community influencers. Their perception of the S4P approach’s effectiveness is critical not only as an indicator of program success but also as a driver of sustainability, since their willingness to adopt and continue these practices beyond the project period determines whether the change will last. At the baseline, findings revealed limited awareness or conceptual clarity among sports actors regarding the Sports for Protection approach. Only a small number of them had any exposure to using sports as a psychosocial or protective tool. Their roles were largely transactional focused on competition, training, or event coordination, rather than rights-based facilitation. While most actors acknowledged the emotional benefits of sports, few were able to articulate or implement structured inclusion strategies, especially those sensitive to gender, displacement, or trauma. By the final evaluation, this picture had changed significantly.

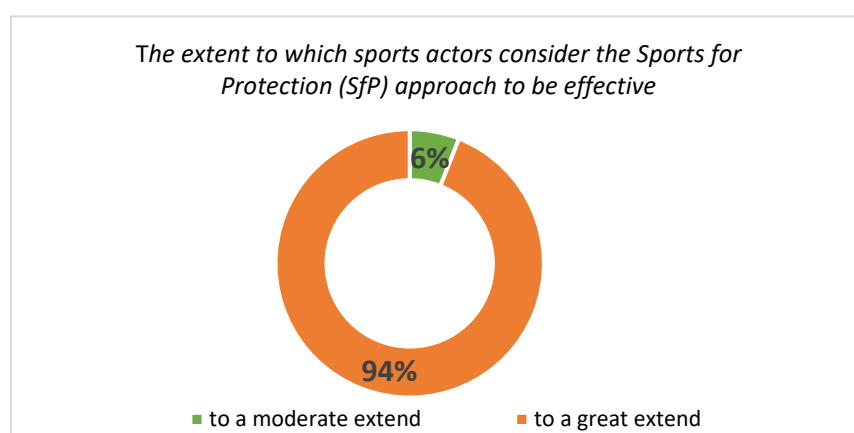


Figure 14: Assesses the extent to which sports actors consider the S4P approach to be effective

All participating sports actors (100%) expressed high willingness to adopt the S4P approach in their work with adolescents and youth. During the interview, they were asked “*To what extent are you willing to adopt the 'Sports for Protection' approach to enhance the protection and wellbeing of adolescents and youth?*”- in response to this question, **94% of sports actors** reported believing that the approach was effective “to a great extent” in promoting youth protection and well-being, while the remaining 6% endorsed it “to a moderate extent.” Additionally, the calculated average rating on a five-point Likert scale was **4.68**, indicating near-universal affirmation of the approach’s perceived effectiveness.

All sports actors across both Kurigram and Dhaka expressed strong willingness to adopt the S4P approach to support adolescent well-being. In Dhaka, **100%** of respondents endorsed the approach “to a great extent,” highlighting its strong acceptance even in complex urban contexts. In Kurigram, while the

³ Sports actors at local, sub-district, district and national levels, government District Sports Associations, District sports office, National Olympic Committee (NOC) of Bangladesh, sports teachers, Sports federations, and their associations – who have a role in creating an enabling environment for the participation of adolescents and youth in safe sports even after the phase-out of the project.

majority (93%) also expressed strong support, a small portion (7%) indicated only moderate willingness, possibly reflecting concerns about long-term sustainability or resource constraints in rural areas.

These shifts clearly reflect success across multiple **OECD-DAC criteria**, particularly **effectiveness, impact, and sustainability**. The transformation in sports actors' attitudes from baseline to final evaluation suggests that SPiRiT not only introduced a new paradigm but succeeded in embedding it within the belief systems and day-to-day practices of local sports actors. This is critical for sustainability, as these individuals are likely to remain embedded in their communities beyond the life of the project and can serve as long-term champions of inclusive youth engagement.

4.6.2 Sustainability of outcomes and stakeholder commitment

This analysis is derived through a triangulation of qualitative data collected through Participatory Learning Assessment (PLA), Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) across Kurigram and Dhaka. By integrating multiple perspectives and geographic contexts, the findings offer a nuanced understanding of the project's sustainability prospects. The insights reflect how community members and youth perceive their readiness and capacity to continue SPiRiT-supported activities, and how varying levels of institutional linkage, community ownership, and youth leadership influence the likelihood of long-term continuation and social inclusion. The themes below synthesize this triangulated evidence into two dimensions: institutional/community readiness and youth-led continuity.

Institutional and community readiness for continuity

The SPiRiT project placed strong emphasis on fostering community ownership from the outset, and the final evaluation findings suggest moderate to high potential for institutional and informal continuation of its key components. Particularly in rural Kurigram, there was visible evidence of community-level commitment to sustain adolescent engagement through sports and protective dialogue, even beyond the project period.

“We used to see youth sitting idle, wasting time in mobile. Now they play, they talk, they plan things. We feel it’s our responsibility to help keep this going.” Parent, FGD, Kurigram

“We even adjusted our courtyard area and asked neighbors to keep it free during sessions. If this helps the children, why not support?” Community Support Group Member, Kurigram

Community leaders and parents in Kurigram noted that their engagement was not limited to passive observation. They actively adjusted schedules, offered physical spaces (such as yards or school fields), and even mediated with resistant family members to help adolescents, especially girls, continue participating.

Moreover, several KIIs highlighted emerging collaborations between youth groups and institutional actors such as teachers, local council members, and imams, who were beginning to recognize the broader social value of sports for protection. This is a key step in localizing responsibility for adolescent well-being.

“Different types of linkages are made. We are forming a committee with schoolteachers, imams, and community reps to monitor youth engagement.” Sports Coach, KII, Kurigram

In contrast, urban Bauniabadh presented a mixed picture. Although youth interest remained strong and some families reported increased appreciation for inclusive sports activities, sustainability efforts were undermined by several constraints. These included lack of consistent access to safe play areas, overcrowded community spaces, and weak institutional presence to formally take over facilitation roles.

“In the beginning, we thought this was just for some months. But now that our children have changed! They use less mobile than before, they go outside to play. We worry what will happen when this stop. Will anyone take it forward?” Parent, FGD, Dhaka

Despite this, community support groups and some proactive families were exploring ways to bridge the gap. For example, a group of parents in Bauniabadh discussed converting a nearby alley into a semi-formal play space during certain hours, supported by a neighborhood-based watch group.

“We are discussing with local shops to sponsor small snacks or equipment. If a few parents help, maybe we can keep the sessions alive.” Community Support Group Member, FGD, Dhaka

These efforts indicate incipient local innovations, though still fragile and dependent on continued motivation and guidance. Overall, institutional and community readiness was stronger in rural contexts, where community coherence and trust in youth leadership were more embedded. Urban sustainability, while promising, requires external support mechanisms to stabilize and reinforce early progress.

Youth readiness and leadership for long-term engagement

The SPiRiT project achieved notable success in nurturing youth leadership and peer support networks, particularly in Kurigram. Adolescents were not only participants but also emerging facilitators—taking on roles in session planning, resolving peer conflicts, and encouraging attendance among their peers. These competencies, when embedded through consistent mentoring, are indicators of lasting empowerment.

“Before, I couldn’t speak in front of others. Now I lead group warm-ups, and even plan games. It feels good when others listen to me.” Adolescent Girl, FGD, Kurigram

Youth shared how they began leading initiatives such as local clean-up efforts, organizing friendly matches, and advocating for continued group meetings. These small but meaningful steps represent the internalization of SPiRiT’s empowerment and participation goals.

“We started a girls’ team ourselves. It was small but felt like a real team. We even solved a fight between two members just like the coach did.” Youth male, FGD, Kurigram

Qualitative data also suggests that the concept of responsibility among youth evolved during the project—from passive attendance to active contribution. Several youths described supporting peers who were shy or excluded, introducing elements of horizontal leadership and mutual care, hallmarks of protective peer environments.

In Dhaka, the situation was more influenced by external factors. While youth enthusiasm remained high, irregular session delivery, social stigma, and fewer structured leadership pathways meant that skills often remained latent or underused. Female adolescents in particular expressed desire to take initiative but noted barriers such as parental hesitation, safety concerns, and lack of facilitation continuity.

“If we don’t have someone to guide or call us regularly, it may stop. Some girls already dropped out.” Youth female, FGD, Dhaka

The insights suggest that rural youth are currently better positioned to sustain SPiRiT-like activities due to stable support structures, stronger community bonding, and access to trusted adult mentors. However, urban youth demonstrated high potential, and with targeted activities such as seed funding for youth-led initiatives, peer facilitation kits, or community anchor mentors, continuity could also be realized.

5. Empowerment: A Rowlands' framework analysis

Empowerment of adolescents and youth in the SPiRiT project was viewed as a layered, transformative process shaped by gender, age, location, and displacement. Using Rowlands' Empowerment Framework, the evaluation assessed changes across four dimensions: Power Within, Power With, Power To, and Power For. Drawing on both quantitative data and qualitative themes such as self-worth, trust, voice, and barriers, the analysis examined the extent of empowerment. Gains were stronger in Kurigram, supported by stable facilitation, safe spaces, and community acceptance. In contrast, Dhaka's urban stress, limited space, and weaker institutional ties hindered progress, especially for younger girls.

Power Within: Strengthening internal confidence and emotional resilience

'Power Within' refers to the development of self-awareness, emotional strength, and a sense of worth. At baseline, only 17% of adolescents reported feeling highly included and empowered, with the lowest scores among girls, married adolescents, and youth with disabilities. SPiRiT's design intentionally addressed this by embedding emotional check-ins, reflective games, and verbal affirmation exercises into every sports session.

By final evaluation, **64%** of participants reported feeling included and empowered, with scores rising to 67% at the family level and 70% at the peer level. Thematic analysis revealed that regular participation in emotionally safe spaces allowed girls and quiet adolescents to develop confidence and express themselves:

"Before this project, no one asked what I thought. But after the sessions, even my father asked, 'What did you learn today?' That made me feel different. Now my thoughts matter." Adolescent boy, age 15-19, Kurigram

Urban youth in Dhaka, however, faced frequent disruptions, limited privacy, and external stress, which hindered sustained personal growth:

"I want to practice what we learn, but in that chaos, I forget everything." Adolescent boy, age 15-19, Dhaka

Coded themes such as "emotional block", "unsafe space", and "short-lived connection" were more frequent in Dhaka narratives, highlighting how structural barriers undercut internal empowerment.

Power With: Building solidarity and shared identity

‘Power With’ involves building trust, group identity, and mutual support. In Kurigram, peer group consistency and the use of team games, group decision-making, and shared celebrations fostered genuine emotional connection:

“We knew each other well and supported each other. It became a space where we could talk about anything—dreams, anger, or family issues.” Youth Female, FGD, Kurigram

This dynamic was reinforced by caregivers and community facilitators, who respected group space and supported participation. Quantitative data supports this: 70% of adolescents felt included by peers by final evaluation, with Kurigram scoring significantly higher than Dhaka.

However, the evaluation also uncovered persistent “Power Over” dynamics that constrained the full realization of shared identity and support systems, particularly in urban settings like Dhaka. Structural power imbalances, including gendered mobility restrictions, lack of support from school authorities, community-level surveillance of girls, and unstable group membership, undermined the continuity and safety required for deeper peer bonding. For instance, girls often dropped out due to community scrutiny or domestic responsibilities, while adolescents reported feeling emotionally unsafe when group composition was inconsistent. These barriers, rooted in broader social norms and institutional apathy, limited group cohesion and psychological safety. This highlights that “Power Over” challenges remained a significant obstacle in certain contexts, particularly for girls, married adolescents, and youth with disabilities. Addressing these dynamics requires not only inclusive programming but also active engagement with gatekeepers who hold authority over adolescents’ participation.

Power To: Expanding leadership, decision-making, and voice

‘Power To’ reflects the capacity to act, make decisions, and assert voice. Final evaluation data showed marked improvements in leadership confidence particularly among youth (20–24) and males. 69% of youth in this group reported feeling empowered at the community level, compared to 49% of younger adolescents. SPiRiT’s *Engage Youth Curriculum*, community mapping, and peer-led sessions provided authentic platforms for voice and leadership development:

“I coordinated part of our community mapping activity. That experience made me realize I have something real to offer.” IDI, Youth Male, Dhaka

Despite urban constraints, some Dhaka youth still accessed empowering roles. However, female leadership in Dhaka remained limited due to gatekeeping by institutions, lack of parent buy-in, and weak peer support. In Kurigram, girls increasingly took initiative to mediate conflicts, run sessions, and speak publicly, showing clear gains in agency.

Power For: Collective purpose and community transformation

‘Power For’ is about collective action and influence over broader social or institutional structures. In Kurigram, adolescents initiated girls’ teams, led neighborhood clean-ups, and facilitated dialogues with parents—actions coded under “community change”, “girls’ leadership”, and “visible youth contribution”. These activities signal the formation of youth-led social capital:

“We started a girls’ team ourselves. It was small but felt like a real team.” Adolescent girl, FGD, Kurigram

In Dhaka, this dimension was more fragile. Youth efforts to organize or advocate were often dismissed or unrecognized by schools and local authorities:

“We asked to use the school field, but they said no. We felt like outsiders in our own space.” IDI Adolescent Girl, age 15-19, Dhaka

Qualitative evidence shows that ‘Power For’ outcomes remain highly context-dependent, requiring enabling environments and supportive adults to flourish.

These youth-led initiatives also contributed to a gradual shift in how communities understood existing power structures, particularly those associated with “Power Over.” In Kurigram, when girls formed teams, organized clean-up drives, and intervened in child marriage cases, they began to challenge social norms that typically reserved leadership and public action for adults, especially men. Their visibility and initiative created opportunities for parents, teachers, and religious leaders to reconsider who has the right to speak, act, and lead in community spaces. These actions helped disrupt traditional hierarchies and demonstrated that adolescents, including girls, could exercise collective agency for community benefit. In Dhaka, although youth efforts to organize were often blocked or dismissed, these experiences raised awareness among adolescents themselves about how institutional and social gatekeepers maintain control over public spaces. Even in rejection, these attempts helped spark critical conversations around rights, recognition, and the barriers youth face in accessing communal resources and influence.

Forward-looking considerations

The final evaluation confirms that the SPiRiT project contributed to meaningful empowerment across all four dimensions of Rowlands’ framework. Gains were especially strong in ‘Power Within’ and ‘Power With’, with ‘Power To’ rising among older and more confident youth. ‘Power For’, while promising in some rural groups, remained dependent on systemic support and institutional openness.

These forward-looking considerations pave the way for the next chapter, which distills the key lessons learned and good practices that emerged from the SPiRiT project, offering practical insights for scaling and adapting similar initiatives in diverse contexts.

6. Lessons learned and good practices

The SPiRiT project showed that sports, when combined with community and psychosocial support, can drive adolescent empowerment, inclusion, and well-being. A key lesson was the impact of layering sports with life skills and MHPSS, which strengthened emotional resilience and trust, especially among girls and marginalized youth. Stable facilitation and group continuity in rural Kurigram supported deeper empowerment, while Dhaka's fragmented groups highlighted the need for more flexible, context-based models. These lessons stress the value of multi-layered, locally grounded, and youth-centered approaches in future sport-for-protection efforts.

6.1 Contextual barriers shaping project outcomes in Dhaka

The SPiRiT project outcomes were strongly shaped by the **contrasting rural and urban contexts** in which it was implemented. In Kurigram, relatively stable communities, safer physical spaces, and stronger family and institutional support created an enabling environment where adolescents and youth could participate regularly, build trust with peers, and gradually take on leadership roles. By contrast, the urban slum settings of Dhaka introduced a different set of **structural and psychosocial challenges**. Overcrowded living conditions, frequent population mobility, competing priorities such as school, part-time work, or household responsibilities, and the limited availability of safe, consistent play areas often disrupted attendance and reduced group cohesion. These dynamics, reflected consistently in both qualitative and quantitative data, limited the depth of emotional and social benefits that participants could derive from the program.

Beyond logistical and physical constraints, the broader **urban environment** in Dhaka created a more fragmented emotional and cognitive context for learning and engagement. Many adolescents were balancing the constant pressures of economic insecurity, safety concerns, and social stigma. A significant proportion of young adolescents in Dhaka were also **engaged in income-generating activities** such as tutoring, tailoring, or assisting in family businesses to support their households. These additional responsibilities not only reduced their availability for regular sessions but also heightened their stress and fatigue, leaving less mental bandwidth to fully engage in structured learning or reflective discussions.

While in rural Kurigram the sessions often served as a welcome reprieve from routine hardship and reinforced community connections, in Dhaka they had to compete with more immediate survival needs, ongoing neighborhood instability, and the unpredictability of daily life in densely populated settlements.

This difference also translated into the strength of peer relationships and the continuity needed for trust-building. Rural participants, who lived in close-knit communities and had long-standing social ties, were able to sustain connections beyond the sessions. This created a sense of predictability and psychological safety that encouraged emotional openness and greater uptake of key skills. In Dhaka, however, group composition was more fluid, with participants joining or leaving sporadically due to family relocations, conflicting schedules, or economic and social pressures. This **instability** limited the sense of belonging necessary for deeper reflection, emotional sharing, and leadership development.

Gendered vulnerabilities added another layer of complexity in the urban context. Families in Dhaka were often more cautious about girls' participation due to concerns about safety, community gossip, and the appropriateness of playing in public or semi-public spaces. While families in Kurigram gradually became more accepting as they observed community-level support for the program, the urban context provided fewer opportunities for such collective reinforcement.

The uneven engagement of local institutions further amplified these differences. In Kurigram, schools, local leaders, and community members increasingly acted as informal allies to the project, offering legitimacy and continuity beyond the scheduled sessions. In Dhaka, institutional engagement was more limited, with schools and local authorities facing competing priorities and changing local political and governance structures, which reduced the scope for building shared ownership of the program.

These **contextual factors** align with the overall trends observed in the study. For example, Kurigram participants consistently demonstrated higher levels of attendance regularity, stronger peer bonding, and greater confidence in decision-making and problem identification. In Dhaka, lower reported gains in these areas appear linked not to a lack of interest or capacity among participants but to the external pressures of urban slum life, including income-generating responsibilities that competed directly with time for learning and recreation.

Key factors influencing youth participation and program outcomes in both contexts:

Factors	Kurigram (Rural)	Dhaka (Urban Slum)
Group Cohesion	High: Groups stayed the same, so participants developed strong friendships over time.	Low: Frequent changes in group members due to mobility and competing responsibilities made it harder to build trust.
Emotional Safety	High: Youth felt safe to share their feelings in familiar surroundings with supportive peers and coaches.	Low: Overcrowded homes, constant noise, and lack of privacy created stress and limited emotional openness.
Institutional Support	Strong: Local leaders, schools, and parents actively supported regular participation.	Limited: Schools and community actors were less engaged, making it harder to sustain support.
Physical Environment	Stable: Open school fields and community yards provided safe, predictable spaces.	Unstable: Limited and shared spaces were often noisy, unsafe, or unavailable.
Facilitator Engagement	Reliable: Coaches were embedded in the community and could easily encourage participation.	Challenged: Coaches faced city traffic and competing duties, causing delays or missed sessions.
Attendance Regularity	High: Children had fewer conflicting responsibilities and could attend regularly.	Low: Youth often had to balance household chores, school, part-time jobs, and economic contributions to their families, leading to missed sessions.

Community Ownership	Growing: Families and neighbors became gradually more involved and supportive.	Weak: Families were interested but busy with city life, leaving fewer resources for collective support.
Youth Leadership	Visible: Young adolescents actively organized games and led awareness activities.	Less visible: Irregular attendance and fragmented groups limited leadership opportunities.
External Stressors	Lower: Fewer external pressures allowed greater focus on learning and play.	Higher: Urban life brought multiple stressors, including overcrowding, insecurity, long work hours, and economic pressures, making it harder to apply learned skills.
Parental Support	High: Parents encouraged participation and adjusted routines to support sessions.	Mixed: Some parents supported, while others prioritized safety, household work, or income needs over participation.
Motivation to Continue	Strong: Youth felt included and eager to return regularly.	Weaker: Motivation declined with irregular timing, unsafe spaces, competing demands, and the need to contribute to family income.

Overall, while the SPiRiT model was effective in both rural and urban settings, the stability of Kurigram provided more favorable conditions for regular participation, stronger peer bonding, and visible youth leadership. In Dhaka, the realities of urban slum life, including irregular attendance caused by school, work, household responsibilities, and income-generating activities, along with limited safe spaces, required more flexible approaches and additional resources. Addressing these urban-specific barriers, such as decentralizing session venues, enhancing parental engagement, and securing safe, dedicated spaces, would be essential to achieving similar levels of cohesion, trust, and empowerment in urban contexts.

6.2 Effective strategies in sports for protection

The SPiRiT project successfully demonstrated how structured, inclusive, and community-embedded sports interventions can address multiple dimensions of adolescent and youth vulnerability—ranging from psychosocial stress to social exclusion. The following strategies emerged as most effective:

Layering sports with psychosocial support (MHPSS)

Integrating emotional regulation techniques, reflective group discussions, and trauma-sensitive coaching into sports sessions helped youth build trust, manage stress, and foster peer connectedness. This strategy was particularly effective for both adolescent girls and younger boys who previously lacked safe outlets for emotional expression.

Context-sensitive facilitation and localized coaching

Engaging community-based facilitators—many of whom were known to youth—ensured consistency, cultural fit, and relational trust. In Kurigram, this model was critical to ensuring high participation, group cohesion, and youth-led continuity.

Gender-responsive adaptations

Creating separate changing spaces, aligning session timing with school and household routines, and training female facilitators proved essential for improving girls' participation—evidenced by the closing gender gap in safe access to sports (from 13% baseline to 80% at final evaluation for girls).

Youth participation in planning and decision-making

The project helped creating a space for adolescents to influence session topics, group dynamics, and community awareness events. This participatory approach increased ownership and motivation, especially among youth.

Combining traditional and formal sports

The inclusion of culturally relevant traditional games alongside football and handball ensured broader reach, especially among girls and adolescents in conservative rural settings.

6.3 Innovations worth scaling or replicating

Several innovations from the SPiRiT project show strong potential for replication or adaptation in similar high-risk or low-resource contexts:

ENGAGE curriculum for life skills through sports

This curriculum effectively linked sports sessions with discussions on mental health, climate resilience, and life skills. Participants reported improved decision-making, peer support, and preparedness for climate-related displacement. The modular, adaptable format makes it suitable for integration into schools and youth clubs.

Coach mentorship and psychosocial facilitation model

Training coaches to serve as mentors and emotional guides proved to be a high-impact innovation. The 60% increase in coaches demonstrating both knowledge and applied skills suggests that this model can be replicated with short, targeted training and refresher sessions.

Community action planning (CAP)

Involving adolescents, parents, and community leaders in jointly identifying problems and designing local solutions (e.g., safer playgrounds, girl-friendly scheduling) fostered shared ownership. CAP proved to be a scalable method for turning passive communities into co-implementers.

Low-cost improvements to sports environments

Simple yet strategic infrastructure adjustments for instance fencing, landfilling, signposting, and sanitation access were instrumental in increasing the perceived safety and acceptability of sports spaces, particularly in slum areas.

Use of peer-led groups to sustain momentum

In Kurigram, peer groups formed during sessions continued to meet and organize events after the project phase-out. These informal youth groups are promising entry points for longer-term youth engagement strategies.

6.4 Reflection on the Theory of Change

Following the lessons and good practices identified, it is equally important to consider how the outcomes align with the project's original Theory of Change (ToC) and whether the envisioned pathways of change unfolded as anticipated. This reflection revisits the ToC to see how the actual processes of change matched the project's theoretical roadmap and to identify the social and institutional factors that shaped its results.

Upholding the core pathways of change

The endline evaluation indicates that the ToC remained a valid framework, offering a logical sequence for achieving improvements in adolescent well-being, inclusion, and resilience. The project anticipated that creating welcoming and inclusive spaces for sports would positively influence the lives of adolescents affected by displacement and social vulnerability. Evidence showed this pathway was effective, with access to safe sports spaces rising **from 16% at baseline to 92% at the endline**, and 80% of girls reporting regular safe participation. In several locations, measures such as recruiting female coaches and establishing girl-friendly teams helped overcome cultural hesitations and encouraged broader acceptance within families.

In urban areas, although participation increased, adolescents often had to balance sessions with household tasks, schoolwork, or informal jobs. Limited secure community grounds and discomfort caused by unwanted attention in public fields reduced girls' attendance over time. Parents were also hesitant to allow regular participation due to reputational concerns. **These social dynamics highlight how the pathway to improved access and inclusion remained valid but required more flexibility and dialogue to address competing priorities in denser urban environments.**

Youth empowerment, leadership, and inclusion

The second pathway of the ToC envisioned that through structured activities, adolescents would strengthen life skills, gain confidence, and contribute actively within their communities. This pathway was well supported by the findings: perceived **inclusion and empowerment rose from 17% to 64%**, and knowledge and preparedness on climate-related risks increased from **8% to 61%**. Adolescents developed practical skills for communication, problem-solving, and leadership that helped them navigate daily challenges. Many also applied these skills beyond the sessions, for example by organizing awareness activities and intervening in community issues.

Yet, the depth of empowerment sometimes varied depending on the environment in which adolescents lived. In Dhaka, several participants described how external stressors made it difficult to retain or practice what they learned. One adolescent girl shared, "I really liked the calming exercises and group sharing. During the sessions, I felt more relaxed and hopeful. But once I went home, it all disappeared. Our house

is small and noisy, with people arguing, children crying, and no space to think quietly. I want to practice what we learn, but in that chaos, I forget everything. It's not that I don't care—it's just hard to hold onto calmness in the middle of so much stress." This contrasted with the steadier rural rhythm, where sessions were not only learning opportunities but also safe emotional outlets. **Such differences suggest that fostering leadership and emotional resilience requires not only quality facilitation but also an enabling home and community environment where new skills can be reinforced.**

Psychosocial well-being and gender norms

Another key pathway emphasized improving psychosocial well-being while challenging restrictive gender norms and ensuring inclusion of marginalized groups. This pathway saw substantial gains: psychosocial well-being increased from **8% at baseline to 54%** at the final evaluation. Youth and adolescent girls particularly reporting stronger emotional regulation, better peer relationships, and a heightened sense of belonging, aligning well with the Mental Health and Psychosocial Support (MHPSS) framework. Gender-responsive approaches created safer avenues for girls to participate, while youth with disabilities experienced enhanced self-confidence and meaningful inclusion through adapted facilitation.

However, shifting deeply rooted norms takes time and collective effort. In urban environments, mobility restrictions for girls were often reinforced by family concerns about public exposure and community judgment. Domestic responsibilities frequently took precedence over attending sessions, and unwanted attention in public spaces made girls feel unsafe. In contrast, rural settings benefited from more stable social networks and supportive peer relationships, allowing adolescents to experience greater emotional safety and consistency in participation. **These nuances show that while the inclusion pathway worked, urban contexts required deeper engagement with parents, community leaders, and local influencers to sustain these shifts.**

Capacity building and institutional linkages

The final pathway focused on strengthening coach and facilitator capacity while building institutional linkages for sustainability. Significant progress was achieved, with coaches demonstrating both theoretical and practical competencies increasing from **14% at baseline to 60% at the endline**. Female facilitators showed strong conceptual clarity but needed more practical mentoring. In some locations, youth groups advanced toward formal registration as community-based clubs, indicating emerging ownership and continuity.

The project also engaged institutions at multiple levels. Local leaders, schools, and community sports clubs in Kurigram provided safe spaces and mobilized parents, which improved attendance and community support. At the national level, dialogues were initiated with the Bangladesh National Olympic Association (NOA) to explore integrating the Sports for Protection approach into youth sports programs and with ministries such as Youth and Sports and Social Welfare to increase visibility of adolescent rights.

Despite these efforts, broader institutional support remained limited, as initial dialogues with NOA and relevant ministries did not progress into formal agreements, and urban schools and local leaders showed lower engagement compared to the stronger support seen in rural areas. At the session level, variations in coach capacity directly shaped the quality of psychosocial integration—stronger facilitators consistently

linked sports activities with calming exercises, reflective group discussions, and trust-building techniques, creating healing-centered, emotionally safe spaces. **In contrast, where facilitators had gaps in skills, sessions tended to focus more on the physical game itself, with fewer opportunities for adolescents to practice emotional regulation, share experiences, or build peer cohesion, which limited the deeper resilience and leadership outcomes envisioned in the S4P model.**

Still, there is a solid foundation for sustainability. All surveyed sports actors expressed willingness to continue applying the S4P model, and several local youth clubs showed interest in maintaining activities beyond the project phase.

Implications for future programming

The evaluation validates the original Theory of Change as a practical framework for enhancing psychosocial well-being, building trust, and fostering youth leadership through inclusive sports. At the same time, it reveals how environmental stress, competing demands, and social norms shaped participation and retention of new skills, especially in urban Dhaka. In locations with cohesive peer groups, safer spaces, and localized facilitation, the pathways were reinforced more strongly, while urban contexts highlighted the need for longer timelines, structured family engagement, flexible scheduling, and more secure venues. Strengthening partnerships with formal institutions and policy actors will also be key to sustaining and scaling these efforts. These insights create a bridge to the conclusions and recommendations, offering guidance on how to adapt and expand such approaches in diverse contexts.

7. Conclusion

The final evaluation of the SPiRiT project shows that structured, psychosocially grounded sports programming can significantly advance adolescent empowerment, inclusion, and resilience. It highlights both measurable progress and how factors like gender norms, location, and institutional support influence youth outcomes. Using OECD-DAC criteria and mixed-method analysis, this section summarizes key findings and offers practical recommendations to help partners, donors, and government sustain and scale effective approaches in youth development.

The final evaluation of the SPiRiT project provides strong evidence that structured, inclusive, and community-rooted sports programming can be a transformative tool for empowering adolescents and youth, particularly in contexts marked by climate vulnerability and social marginalization. The analysis, organized around the OECD-DAC criteria, highlights both achievements and areas needing continued attention.

Relevance: The project’s design closely aligned with the complex needs of displaced and at-risk youth in Kurigram and Dhaka. It addressed multiple vulnerabilities, including social exclusion, emotional stress, and lack of safe recreational opportunities—especially for girls and youth from low-income or displacement-affected families.

Effectiveness: SPiRiT achieved notable progress across key outcomes. Inclusion and empowerment rose from 17% to 64%, access to safe sports improved from 48% to 92%, and psychosocial well-being increased

from 8% to 54%. Qualitative insights further confirmed gains in communication, leadership, and trust-building. However, effectiveness varied across locations, with Kurigram performing more consistently due to stronger group cohesion and community trust.

Efficiency: Community-based coaches, low-cost infrastructure, and integrated group sessions contributed to cost-effectiveness. In contrast, Dhaka faced logistical challenges such as irregular attendance and limited facilitator availability which affected delivery efficiency.

Impact: Beyond outcome metrics, the project sparked meaningful shifts in youth self-perception and community dynamics. Girls reported greater confidence in public spaces, while boys demonstrated improved emotional control. Coaches transitioned into mentorship roles, and some youth groups initiated their own activities, reflecting a catalytic ripple effect.

Coherence: In rural areas, the project aligned well with existing community structures through school and caregiver engagement. However, institutional coordination in urban Dhaka was weaker. While SPiRiT reflected elements of national youth and sports policy, the absence of formal partnerships constrained broader strategic alignment.

Sustainability: Community ownership, especially in Kurigram, suggests moderate to high potential for continuity. All coaches surveyed expressed intent to continue using the Sports for Protection model. Yet in Dhaka, sustainability remains uncertain due to limited handover planning and local resource gaps. Continued institutional embedding and resourcing are essential for long-term impact.

In addition, the evaluation underscores the importance of context-specific adaptations what worked well in rural Kurigram cannot be directly replicated in complex urban environments without addressing structural and environmental barriers. This highlights the need for flexible program design, stronger institutional linkages, and inclusive urban policies that prioritize safe youth spaces.

The findings also suggest that scaling similar models requires multi-level collaboration between community groups, local government, and national policymakers to ensure that gains in youth empowerment and psychosocial well-being are not only sustained but also expanded to reach more marginalized adolescents. Embedding the Sports for Protection approach within formal education, youth policies, and climate resilience strategies can amplify its long-term transformative potential.

7.2 Recommendation

The recommendations below draw directly on the evaluation findings and lessons learned from SPiRiT's implementation in both rural and urban contexts. They aim to guide implementing partners, local actors, and policymakers in sustaining and scaling the SPiRiT model. Each phase builds on the previous, promoting continuity, youth engagement, and policy alignment.

Short-term actions (0–6 months): Strengthening closure and immediate continuity

- **Facilitate structured exit and transition planning:** Organize exit meetings and community dialogues with youth, parents, coaches, and local institutions to define shared ownership, clarify post-project roles, and prevent disengagement. This responds to findings on fragile community

and institutional support, especially in Dhaka, and the need for continued guidance highlighted by both coaches and youth.

- **Deliver targeted refresher training:** Conduct short, hands-on sessions on inclusive coaching, MHPSS, and child safeguarding for both facilitators and project staff to strengthen quality during transition and promote local accountability. This responds to findings on uneven translation of conceptual knowledge into practice, particularly among Dhaka-based facilitators, and the need for sustained mentorship to maintain quality.
- **Adapt session timing to local rhythms:** Align sports activities with youth availability (e.g., school breaks, Fridays, off-peak urban hours) to increase participation and reduce dropout, especially in slum areas. This addresses the finding that urban youth faced competing demands from school, household chores, and income-generating work, which limited consistent attendance.
- **Improve safety and accessibility of sports spaces:** Implement low-cost, rapid improvements such as field cleanup, boundary markings, sanitation, and lighting to ensure safer and more inclusive environments—especially for girls and children with disabilities. This builds on evidence that both coaches and youth reported disrupted sessions due to unsafe or contested spaces, particularly in Dhaka’s informal settlements.
- **Recognize youth contributions publicly:** Organize small events or provide certificates and local awards to honor adolescent leadership, build self-worth, and motivate continued engagement. This reflects findings that youth gained confidence and leadership skills but needed visible community recognition to sustain motivation and peer influence beyond the project period.

Medium-Term Actions (6–12 months): Embedding practices in community structures

- **Support youth-led initiatives with flexible resources:** Provide seed grants, sports kits, or campaign materials for adolescent groups to lead local awareness events, resilience actions, or inclusive sports days. This builds on findings that rural youth showed stronger initiative but urban youth needed additional support and resources to translate skills into self-driven actions.
- **Distribute user-friendly facilitation materials:** Co-develop simplified guides, checklists, and curricula with youth and coaches to ensure activities can be sustained without external support. This responds to the need for practical tools to help both coaches and adolescents maintain structured sessions after the project ends, especially in settings with weaker institutional backing.
- **Promote structured family and community engagement:** Introduce parent orientation sessions and joint family-youth events to increase local acceptance of sports participation, especially for girls and marginalized youth. This reflects evidence that even in supportive rural areas, social norms continued to limit girls’ participation, and in Dhaka these barriers were even stronger.
- **Launch Community Action Planning (CAP) processes:** Enable adolescents, parents, and community leaders to jointly identify protection gaps and develop localized action plans—building a foundation for collective ownership and responsiveness. This aligns with findings on the importance of multi-layered community support to sustain engagement and address resistance from households.
- **Initiate school and youth platform integration dialogues:** Collaborate with school management committees and youth forums to introduce sport-for-protection components into local education

and youth planning agendas. This draws on lessons that institutional linkages in Kurigram facilitated smoother implementation and could help embed the approach in existing governance and education systems. In Dhaka, where institutional presence was weaker and more fragmented, such integration would be critical to stabilize activities and formalize support within urban governance structures.

Long-Term Actions (12+ months): Institutionalizing the SPiRiT model

Building on the medium-term actions that strengthen community structures and local ownership, these long-term steps focus on embedding the SPiRiT model within formal systems and creating pathways for sustained youth leadership, institutional support, and policy integration.

- **Formalize partnerships with government institutions:** Engage education, youth, and sports departments at union and upazila levels to institutionalize SPiRiT into co-curricular frameworks, youth policy, and local development plans. This reflects lessons that stronger institutional linkages in Kurigram supported continuity, while Dhaka's fragmented governance limited sustainability, pointing to the value of more formal integration over time.
- **Transform youth groups into community-based clubs:** Facilitate the evolution of project-supported youth groups into formally recognized clubs affiliated with local government bodies or NGOs, enabling them to access public resources and sustain impact. This builds on encouraging signs of youth leadership in rural areas, while recognizing that urban youth may need more structured platforms and legitimacy to sustain their initiatives.
- **Establish a multi-tier coach development pipeline:** Work with national sports federations to create certification tracks for coaches, incorporating inclusive sports, MHPSS, and child protection to ensure professional and scalable coaching standards. This responds to findings that coaches showed strong conceptual growth but still needed ongoing practice-based learning, especially in complex urban settings.
- **Advocate for national policy uptake and scale-up:** Partner with donors, ministries, and civil society to integrate the Sports for Protection model into national policies on youth resilience, protection, and climate adaptation. Advocate for budgetary support to replicate and adapt the model in other regions. The SPiRiT experience demonstrated innovative practices with strong potential for replication in other high-risk or low-resource contexts, which could be strengthened through policy-level support and resourcing.
- **Initiate longitudinal tracking of youth groups:** Design a monitoring framework to follow SPiRiT alumni over time, assessing sustained leadership, social impact, and integration into civic life, to inform future youth development programming. This reflects the importance of ensuring that the empowerment achieved during the project translates into lasting community benefits and systemic change.

Annex 1: Indicator table

SI	Indicators	Baseline	Endline	Target
1	Impact Indicator 1: % of adolescents and youth displaced and at risk of displacement participating in Sport activities feel better included and empowered to play an active role in addressing the risks linked to climate change and migration /displacement in their living environment	17%	64%	100%
2	Indicator 1.1: Number of adolescents and youths who have regular access to safe sports (Target 10,000 = Kurigram 9000; Dhaka 1000)	16%	71%	100%
3	Outcome indicator 1.2: % of youth and adolescents who report improvement in their perceived psychosocial well-being following MHPSS programme completion	1%	54%	70%
4	Indicator 1.3: % of sport coaches/ social workers/ community facilitators show enhanced understanding and practical skills to accompany adolescents and youth in improving their psychosocial well-being and resilience through safe sport activities.	8%	73%	50%
5	Outcome indicator 2.1: % of adolescents and youths who report enhancement in their knowledge and preparedness on migration, displacement, and other climate induced vulnerabilities through participating in sports for protection and related activities)	8%	61%	80%
6	Indicator 3.1: The extent to which sports actors reported sports for protection approach to be effective in promoting protection and wellbeing of adolescents and Youth	14% (4.1)	100% (4.68)	5

Annex 2: Evaluation Planning Matrix

SL	Key Evaluation questions	Evaluation criteria (OECD-DAC)	Indicator	Method	Sources of information	Analysis questions/method
1	To what extent has the project been relevant to the needs of adolescents and youth, especially those at risk of displacement?	Relevance	Alignment of project objectives with community-identified needs and priorities	FGD, IDI, KII, Survey	Adolescents, Youth, Parents, Community Leaders, Baseline Report	Compare across data sources to assess whether project objectives reflected local priorities and risks
2	How effectively were youth, including girls and marginalized groups, engaged in the planning and implementation of the project?	Effectiveness	Level of youth participation in activities and decision-making	FGD, IDI, KII literature Review	Youth participants, Project staff, Activity reports	Triangulate narratives and emerging themes from adolescent, youth, staff, parents, community members, and records using
3	Did the project contribute to improved psychosocial well-being and empowerment among adolescents and youth?	Impact	Changes in confidence, decision-making ability, and social connection (linked to Rowlands' Empowerment Framework)	IDI, FGD, Survey	Youth participants, Baseline & Final data	Qualitative and comparative analysis to assess changes in 'power within', 'power to', and 'power with'
4	How efficiently were resources used to achieve project outcomes?	Efficiency	Cost-effectiveness and timeliness of implementation	KII	Project staff	Assess perception of project staff, government officials
5	Are the outcomes and structures established by the project likely to continue after project completion?	Sustainability, Coherence	Presence of community-led initiatives or government support mechanisms	IDI, KII, FGD	Community members, Local government, Youth groups	Assess continuation of activities and partnerships post-project using trend and thematic analysis
6	To what extent did the SPiRiT project improve adolescents' and youth's psychosocial well-being through sports activities?	Impact	% of youth reporting improved emotional confidence, teamwork, and community connectedness	Survey, IDI, FGD	Youth respondents, Coaches, Community members	Disaggregate results by gender, age, and location using thematic and frequency analysis

7	How inclusive and accessible were the sports facilities for adolescents and youth, including those with disabilities?	Relevance, Equity	% of respondents reporting safe and inclusive access to sports facilities (disaggregated by gender, age, disability)	Survey, KII, IDI, FGD, PLA	Adolescents, Coaches, Observational checklists	Compare facility ratings and accessibility responses; analyze qualitative data
8	How effective were the sports coaches and facilitators in supporting the psychosocial resilience of participants?	Effectiveness, Coherence	% of coaches reporting increased knowledge and application of psychosocial support techniques	Survey, KII	Coaches, Community facilitators, Project staff	Cross-validate skill application with youth feedback and training records
9	Did youth participants gain knowledge and preparedness for climate-induced risks, migration, and displacement?	Impact, Learning	% of youth demonstrating increased awareness and preparedness for displacement and climate risks	Survey, FGD	Youth participants, Curriculum records	Quantitative summary of awareness indicators and triangulation with narratives from FGDs
10	To what extent did the SPiRiT project promote youth leadership and participation in community decision-making?	Empowerment, Participation	% of youth reporting involvement in family, peer, and community decision-making processes	Survey, IDI, FGD, PLA	Youth respondents, Community leaders, Parents	Apply Rowlands' Empowerment Framework to assess shifts in 'power within' and 'power with'
11	What are community members' perceptions of the role and potential of sport in promoting social inclusion, resilience, and youth empowerment?	Relevance, Impact, Coherence, Sustainability	Community attitudes and beliefs about sport as a tool for social development	KII, FGD	Community members (including parents, local leader)	Explore shared beliefs, local narratives, and lived experiences of community-level changes

Annex 3: Codebook for qualitative transcripts

THEME	FRAMEWORK	PARENT CODE	CHILD CODE(can be added new)	INTERPRETATION of PARENT CODE
EMPOWERMENT	Rowlands	Power to (leadership)	Group leader role, Peer support coordination	Refers to adolescents' ability to take initiative, lead peer groups, and guide others in team or community settings.
EMPOWERMENT	Rowlands	Power within (confidence)	Self-esteem, Motivation to join, Decision-making, Resistance from conservative actors, Changing community attitudes	Represents internal self-worth, belief in one's abilities, and a sense of personal value developed through participation.
EMPOWERMENT	Rowlands	Power within (self-reflection & resilience)	Self-confidence, Expression of opinions in family, Self-awareness	Captures self-awareness and the ability to bounce back from emotional or social challenges.
EMPOWERMENT	Rowlands	Power to (individual action)	Conflict resolution, Community mobilization, participation in campaign, Public speaking	Reflects the confidence and capacity to act independently, solve problems, or influence outcomes.
EMPOWERMENT	Rowlands	Confidence building	Oral expression, Argument articulation, Group facilitation, can communicate clearly	Processes that enhance self-esteem and self-expression in both personal and social contexts.
INCULSION	Rowlands	Safe space for participation	Field access and security, Protection from teasing or harassment, Role of community Support group, Actions taken to protect adolescent girls	Refers to intentionally created environments both physical and social. Adolescents, especially girls and marginalized youth, feel emotionally and physically safe to participate, express themselves, and engage without fear or judgment.
INCLUSION	SEM and Rowlands orss-cutting	Safe space	Protected environment, Female-friendly space, Trusted adult presence, increased family support	Refers to physical or social environments that are perceived as non-threatening, inclusive, and respectful.
INCLUSION	SEM and Rowlands orss-cutting	Displacement and instability	Relocation, migration, adaptation, any collective community action	Addresses challenges faced by youth due to climate-induced migration, housing insecurity, or socio-political volatility.
INCLUSION	SEM and Rowlands orss-cutting	Institutional measures	Flexibility in session timing for school-going youth,	Structural or procedural adaptations within the project or community to support long-term access and equity.
INCLUSION	SEM and Rowlands orss-cutting	Gender Inclusion in Sports	Girls' participation in football/handball, Overcoming community stigma for girls in jerseys, Inclusion of married girls or mothers,	Captures efforts to ensure equal participation opportunities in sports for girls, addressing

			Girls playing with boys, social stigma around gender, married girls in sports	community stigma, restrictive norms, and logistical barriers that prevent their involvement.
INCLUSION	SEM and Rowlands orss-cutting	Inclusion of marginalized groups	Youth from slums/char/hard to reach areas, member from diversified gender(Hijra, LGBTQ+) or minorities, Economically disadvantaged adolescents/youth,	Reflects the project's attempt to engage youth from socially, geographically, and economically excluded backgrounds such as slum areas, char regions, or displaced settings.
INCLUSION	SEM and Rowlands orss-cutting	Inclusion of marginalized groups	Adolescents/youth with disability (if any evidence found only then)	Project's attention to equity by identifying and including adolescents and youth who face structural exclusion particularly those with disabilities
PSYCHOSOCIAL WELLBEING	MHPSS	Social bonding	Friendship; Peer connection; Group identity, group sports	Formation of meaningful connections, friendships, and peer support through shared experiences.
PSYCHOSOCIAL WELLBEING	MHPSS	Emotional regulation	Stress management, sadness and anger control, sharing problem with others	Youth's ability to understand and manage emotions like anger, anxiety, or frustration.
PSYCHOSOCIAL WELLBEING	MHPSS	Mental health stressors	Family conflict, Peer pressure, Community judgment, Drug use, Substance misuse awareness, Handling risky behaviors, Screen/mobile addiction; Social media pressure;	Internal or external factors that negatively impact adolescents' psychological wellbeing.
CHILD PARTICIPATION	Lundy	Voice	Speaking in meetings; Sharing learning; Public speaking, asking for opinion, family give more value, strong peer network,	Opportunities given to adolescents to express views, ideas, and lived experiences freely.
CHILD PARTICIPATION	Lundy	Space	Voluntary participation, Peer-referred entry points, Gender-sensitive spaces, Safe community meetings; Physical access to play spaces	Availability and accessibility of time, place, and facilitation for meaningful participation.
CHILD PARTICIPATION	Lundy	Audience	Family-level consultations, opinion express at community level, engagement with community leaders; Interaction with local govt. Authorities,	Adult stakeholders' willingness and effort to listen to youth voices and consider their opinions.
CHILD PARTICIPATION	Lundy	Audience/Structured feedback mechanisms	Youth feedback to facilitators or project staff, Regular youth reflection or feedback sessions, Complaint or suggestion boxes managed by adolescents	Systems or sessions where youth provide input and receive feedback from adults.
CHILD PARTICIPATION	Lundy	Influence	Decision-making in community action; Role in planning events,	The degree to which youth voices affect decisions or program implementation.

CHILD PARTICIPATION	Lundy	Influence/Youth-led advocacy and representation	Community forums led by youth; Youth presenting findings to adults; Youth in decision-making meetings	Instances where youth advocate for peer needs, lead campaigns, or represent their groups in forums.
CHILD PARTICIPATION	Lundy	Audience/Responsiveness from adults	Adults acknowledging youth input;	Adult behaviors that show acknowledgment and adaptation based on youth feedback.
CHILD PARTICIPATION	Lundy	Audience/Responsiveness from adults	Program adjustments based on youth feedback; Community action following adolescent recommendations	Parents, community leaders, teachers, and duty bearers—actively listen to, value, and respond to the voices and inputs of adolescents and youth.
INSTITUTIONAL SUPPORT	SEM	Stakeholder collaboration	Joint meetings; Role clarification; Stakeholder mapping, stakeholders engage in project activity	Active coordination among project staff, community actors, and institutions for shared goals.
INSTITUTIONAL SUPPORT	SEM	Government engagement	Official invitation; Event participation; Policy support	Involvement of local or national government actors in planning or supporting project activities.
COMMUNITY OWNERSHIP & INFRASTRUCTURE	SEM	Local problem-solving	Dustbin setup; Drain cleaning; Rally & street cleaning	Youth or community-driven actions that respond to local issues through awareness or infrastructure initiatives.
COMMUNITY OWNERSHIP & INFRASTRUCTURE	SEM	Environmental risks	Waterlogging; Fire hazards; Garbage mismanagement; Tree removal	Issues like poor drainage, flooding, and pollution affecting youth safety and wellbeing.
COMMUNITY OWNERSHIP & INFRASTRUCTURE	SEM	Collaboration	Working with ngos; Engaging local leaders; Girls Support Committee	Working jointly with community members, NGOs, or peers to achieve project outcomes.
COORDINATION AND LEADERSHIP	SEM	Project coordination role	Field-level oversight; Activity facilitation; Reporting duties	Youth or community members taking part in organizing, facilitating, or leading project tasks.
COMMUNITY OWNERSHIP	SEM	Local activism and agency	Protest culture; Community advocacy	Youth-initiated efforts to bring social change in their community.
RESISTANCE & SOCIAL NORMS	SEM / MHPSS	Cultural barriers to participation	Resistance to girls' sports; Conservative reactions	Norms or beliefs that limit adolescents—especially girls—from freely engaging in activities.
MINDSET SHIFT	SEM / MHPSS	Transformation in attitudes	Mindset change; Religious leader support	Positive change in how families or community perceive youth voice, gender roles, or sports.
COMMUNITY MOBILIZATION	MHPSS / Participation	Public engagement through sports	Large event turnout; Spectator inclusion; Awareness-raising	Using sports activities to promote inclusion, leadership, or awareness at the community level.
SUPPORT FOR ADOLESCENT GIRLS	SEM/Lundy	Gender-responsive inclusion	Girls' participation; Family permission; Separate space	Inclusive actions that address and accommodate gender-specific needs, roles, and restrictions.

INFRASTRUCTURE & NGO COLLABORATION	OECD-DAC	Partnership and resource mobilization	Joint funding; Facility sharing; Infrastructure inputs	Leveraging external support, funding, or actors to enhance project reach or depth.
RELEVANCE	OECD-DAC	Alignment with adolescent and youth priorities	Interested in sports and play-based learning, Topics on climate, migration, and psychosocial wellbeing, Use of traditional/local games, Session timing, participation/attendance	It indicates that the project reflects real needs identified by the target group.
RELEVANCE	OECD-DAC	Cultural and contextual fit	Use of traditional/local games, Sensitivity to gender, religion, and mobility constraints, Responsive session timing (e.g., around school, close to household)	Degree to which interventions are culturally acceptable and appropriate to the local setting.
COHERENCE	OECD-DAC	Aligned with adolescent and youth	Youth-led initiatives; Field coordination; Local problem-solving	Same as 'Aligned with adolescent and youth priorities'.
COHERENCE	OECD-DAC	Internal logic and integration	Cross-cutting themes like inclusion and resilience; Integration of MHPSS, sport, life skills and participation;	Reflects whether project components logically support one another for greater impact.
EFFECTIVENESS	OECD-DAC	Psychosocial outcomes	Improved emotional regulation, Better peer relationships, Reduced isolation or anxiety	Improvement in emotional, mental, and relational wellbeing.
EFFECTIVENESS	OECD-DAC	Empowerment and participation	Leadership in community actions; Confidence to express opinions; Youth-led awareness and decision-making	Degree to which adolescents feel capable and involved in shaping their environment.
EFFICIENCY	OECD-DAC	Timely execution of sessions and activities	Seasonal adaptation of sports events, Coordination across sessions (Engage curricula, handball, football)	Efficiency in implementing planned activities without delay.
EFFICIENCY	OECD-DAC	Child safeguarding	Preventing child marriage, child abuse; Community referral	Ensuring physical and emotional protection of children participating in the project.
EFFICIENCY	OECD-DAC	Use of local assets	Mobilization of peer leaders, Use of community volunteers or youth facilitators, Cost-effective activities like courtyard sessions	Utilization of community resources, youth leaders, or informal spaces to implement the project.
IMPACT	OECD-DAC	Social norm change	Shifting attitudes toward girls in sports, Reduction in teasing or harassment, Community recognition of youth leadership	Shift in community values, perceptions, or behaviors regarding youth, gender, or participation.
IMPACT	OECD-DAC	Systemic outcomes	Community actions for infrastructure (e.g., playground, sanitation etc.), Youth influencing family and community decision-making,	Broader effects of the project on institutions, community behavior, or policy engagement.

			Linkages to federation-level sports or career paths	
SUSTAINABILITY	OECD-DAC	Local ownership	Community-led committees; Peer-led awareness and training; Youth-led activities and follow-ups	Commitment of community or youth to continue efforts beyond project lifespan.
SUSTAINABILITY	OECD-DAC	Building institutional linkage	Engagement with educational institutions; Referral linkage with local government or authorities;	Establish formal and sustainable connections with institutions such as local government bodies, schools, sports associations, and NGOs.
INSTITUTIONAL ALIGNMENT	OECD-DAC / National Policy	Policy coherence	Alignment with Youth Policy; National coordination	Project alignment with national or local government policies.
HOLISTIC BENEFITS	MHPSS / OECD-DAC	Psychosocial and developmental gains	Health; Emotional well-being; Critical thinking	Benefits in personal growth, emotional stability, and learning outcomes.
SUGGESTIONS FOR EXPANSION	OECD-DAC / SEM	Scalability and integrated intervention	Expanding scope; Linking with other issues	Potential for replication or integration into broader systems.
CHALLENGES WITH EARLY MARRIAGE	OECD-DAC / Child Protection	Child safeguarding	Preventing child marriage; Community referral	Ensuring physical and emotional protection of children participating in the project.

Annex 4: Survey Questionnaire

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
1. Date	1. তারিখ			
2. Questions ID	2. প্রশ্নের আইডি			
3. Interviewer Name (s)	3. সাক্ষাৎকারগ্রহীতার নাম (গুলি)	Name list of enumerators	তথ্য সংগ্রহকারীর লিস্ট	
Greetings. I hope you are well. My name is I would like to talk to you about some of the projects undertaken on “Sports for Protection, Resilience, and Transformation (SPiRiT) project, livelihoods and child protection services”. This initiative is supported by Tdh in your area (Name of Tdh/BTS/SOLIDARITY) is being implemented by. We would like to ask some questions about the implemented project that you were involved in. The information you provide to us will be kept completely confidential and your name will not be used anywhere. You are completely free to refuse to participate in these discussions. If during the discussion you feel that you do not feel comfortable answering a question, we will not ask you any more questions if you let us know. If you agree, we will fill in your answers on a table. If you agree then we can start the discussion.	শুভেচ্ছা। আশা করি আপনি ভালো আছেন। আমার নাম " (SPiRiT) প্রকল্প সম্পর্কে আমি আপনার সাথে কথা বলতে চাই। এই প্রকল্পটি আপনার এলাকার Tdh (Tdh/BTS/SOLIDARITY) দ্বারা বাস্তবায়িত হচ্ছে। আপনি যে বাস্তবায়িত প্রকল্পে জড়িত ছিলেন সে সম্পর্কে আমরা কিছু প্রশ্ন জিজ্ঞাসা করতে চাই। আপনার দেওয়া তথ্য সম্পূর্ণ গোপন রাখা হবে এবং আপনার নাম কোথাও ব্যবহার করা হবে না। আপনি এই আলোচনায় অংশগ্রহণ করতে অস্বীকার করতে সম্পূর্ণ স্বাধীন। আলোচনার সময় যদি আপনি মনে করেন যে আপনি কোনও প্রশ্নের উত্তর দিতে স্বাচ্ছন্দ্য বোধ করছেন না, তাহলে আমরা আপনাকে আর কোনও প্রশ্ন জিজ্ঞাসা করব না যদি আপনি আমাদের জানান। আপনি যদি সম্মত হন, তাহলে আমরা একটি টেবিলে আপনার উত্তর পূরণ করব। আপনি যদি সম্মত হন তবে আমরা আলোচনা শুরু করতে পারি।			
4. Are you willing to participate in our survey?	4. আপনি কি আমাদের জরিপে অংশগ্রহণ করতে ইচ্ছুক?	1. Yes 2. No	1. হ্যাঁ 2. না	

5. Please sign (tab)	5. অনুগ্রহ করে স্বাক্ষর করুন (ট্যাব)			
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Section-B General Information

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
1. Recording Longitude and latitude	1. দ্রাঘিমাংশ এবং অক্ষাংশ রেকর্ডিং			
2. Type of respondents	2. উত্তরদাতাদের ধরণ	1. Youth Male (20-24) 2. Youth Female (20-24) 3. Adolescent boy(15-19) 4. Adolescent girls (15-19) 5. Sports coach 6. Community coach 7. Community facilitators 8. Sports actors	1. যুবক পুরুষ (২০-২৪) 2. যুবতী মহিলা (২০-২৪) 3. কিশোর ছেলে (১৫-১৯) 4. কিশোরী মেয়ে (১৫-১৯) 5. ক্রীড়া প্রশিক্ষক 6. সম্প্রদায় প্রশিক্ষক 7. সম্প্রদায়ের সহায়তাকারী 8. ক্রীড়া অভিনেতা	
3. Respondent Name	3. উত্তরদাতার নাম			
4. Gender	4. লিঙ্গ	1. Male 2. Female 3. Transgender/Hijra 4. Do not wish to answer	১ পুরুষ ২ মহিলা ৩ ট্রান্সজেন্ডার/হিজড়া ৪) উত্তর দিতে চান না	
5. Age	5. বয়স			
6. Religion	6. ধর্ম	1. Muslim 2. Hindu 3. Buddha 4. Christian 99. Other	1. মুসলিম 2. হিন্দু 3. বৌদ্ধ 4. খ্রিস্টান 99. অন্যান্য	
7. Phone number	7. ফোন নম্বর			

8. District	8. জেলা	1. Kurigram 2. Dhaka	1. কুড়িগ্রাম 2. ঢাকা	
9. Subdistrict	9. উপ-জেলা	1. Sadar 2. Ulipur 3. Chilmari 4. Beguntila 5. Bauniabadh 6. Others	1. সদর 2. উলিপুর 3. চিলমারী 4. বেগুনটিলা 5. বাউনিয়াবধ 6. অন্যান্য	
10. Union/thana	10. ইউনিয়ন/থানা	ইউনিয়ন তালিকা		
11. Municipality	11. পৌরসভা			
12. village	12. গ্রাম			
13. Name of partner NGO	13. অংশীদার এনজিওর নাম	1. BTS 2. SOLIDARITY		
14. Type of ethnicity	14. জাতিসত্তার ধরণ	1. Bengali 2. Chakma 3. Marma 4. Tripura 5. Tanchanjunga 6. Mro 7. Boam 8. Khumi 9. Khyang 10. Chuck 11. Lusai 12. Pangkhua 13. Rakhine 14. Khasia 15. Hajong 99. Other	1. বাংলা 2. চাকমা 3. মারমা 4. ত্রিপুরা 5. তঞ্চনজঙ্গা 6. ম্র 7. বোয়াম 8. খুমি 9. খিয়াং 10. চক 11. লুসাই 12. পাংখুয়া 13. রাখাইন 14. খাসিয়া	

			15. হাজং 99. অন্যান্য	
15. Other Specify	15. অন্যান্য উল্লেখ করুন			
16. Respondent Educational Qualification/ How far have you studied?	16. উত্তরদাতার শিক্ষাগত যোগ্যতা/ আপনি কতদূর পড়াশোনা করেছেন?	1. can sign 2. Elementary (Grades 1-5) 3. Secondary (Classes 6-9) 4. SSC/ Entry HSC/ Fazil 5. Bachelor 6. Masters + 7. Qawmi Madrasa 8. Aliya Madrasa 9. No formal education/or opportunity 99. Other	1. স্বাক্ষর করতে পারেন 2. প্রাথমিক (গ্রেড ১-৫) 3. মাধ্যমিক (শ্রেণী ৬-৯) 4. এসএসসি/প্রবেশ এইচএসসি/ফাজিল 5. স্নাতক 6. মাস্টার্স + 7. কওমি মাদ্রাসা 8. আলিয়া মাদ্রাসা 9. কোন আনুষ্ঠানিক শিক্ষা/অথবা সুযোগ নেই 99. অন্যান্য	
17. Are you married?	17. আপনি কি বিবাহিত?	1. Yes 2. No	1. হ্যাঁ 2. না	
18. Marital Status	18. বৈবাহিক অবস্থা	1. Single 2. Married 3. Divorced 4. isolated/separate 5. Widow	1. অবিবাহিত 2. বিবাহিত 3. তালাকপ্রাপ্ত 4. বিচ্ছিন্ন/আলাদা 5. বিধবা	
19. Following which group you are involved in-	19. আপনি কোন গোষ্ঠীর সাথে জড়িত-	1. Handball group 2. Football group 3. Traditional sports group	1. হ্যান্ডবল গ্রুপ 2. ফুটবল গ্রুপ 3. ঐতিহ্যবাহী ক্রীড়া গ্রুপ	

20. Attachment with sports bodies or organizations	20. ক্রীড়া সংস্থা বা সংস্থার সাথে সংযুক্তি	<ol style="list-style-type: none"> 1. No attachment with organizations 2. Attached with sub-district sports associations 3. Attached with district sports associations 4. Attached with sub-district sports federations 5. Attached with district sports federations 6. Attached with government level sports organizations 7. Attached with district level sports decision making committees 8. Attached with national level sports decision making committees 9. Others 	<ol style="list-style-type: none"> 1. সংগঠনের সাথে কোন সংযুক্তি নেই 2. উপ-জেলা ক্রীড়া সংস্থার সাথে সংযুক্ত 3. জেলা ক্রীড়া সংস্থার সাথে সংযুক্ত 4. উপ-জেলা ক্রীড়া ফেডারেশনের সাথে সংযুক্ত 5. জেলা ক্রীড়া ফেডারেশনের সাথে সংযুক্ত 6. সরকারী পর্যায়ের ক্রীড়া সংস্থার সাথে সংযুক্ত 7. জেলা পর্যায়ের ক্রীড়া সিদ্ধান্ত গ্রহণ কমিটিগুলির সাথে সংযুক্ত 8. জাতীয় পর্যায়ের ক্রীড়া সিদ্ধান্ত গ্রহণ কমিটিগুলির সাথে সংযুক্ত 9. অন্যান্য 	<p>Only for coach and actors Select multiple (if not response=1) Only for</p>
21. Current role or attachment with sports	21. খেলাধুলার সাথে বর্তমান সংযুক্তি বা ভূমিকা	<ol style="list-style-type: none"> 1. No attachment with sports 2. Serve as sports administrator 3. Serve as sports teacher 4. Serve as sports planner 5. Serve as sports organizer 6. Others 	<ol style="list-style-type: none"> 1. ক্রীড়ার সাথে কোন সংযুক্তি নেই 2. ক্রীড়া প্রশাসক হিসেবে দায়িত্ব পালন 3. ক্রীড়া শিক্ষক হিসেবে দায়িত্ব পালন 4. ক্রীড়া পরিকল্পনাকারী হিসেবে দায়িত্ব পালন 5. ক্রীড়া সংগঠক হিসেবে দায়িত্ব পালন 6. অন্যান্য 	<p>Only for coaches and actors Select multiple (if not response=1)</p>

22. Engagement (previous and/or current) with child protection (CP) or child development (CD) activity	22. শিশু সুরক্ষা (সিপি) বা শিশু বিকাশ (সিডি) কার্যকলাপের সাথে সম্পৃক্ততা (পূর্ববর্তী এবং/অথবা বর্তমান)	1. No attachment with CP or CD 2. Attached to a very limited extent 3. Attached to a moderate extent 4. Attached to a high extent	1. সিপি বা সিডির সাথে কোনও সংযুক্তি নেই 2. খুব সীমিত পরিমাণে সংযুক্ত 3. মাঝারি পরিমাণে সংযুক্ত 4. উচ্চ পরিমাণে সংযুক্ত	Only for coaches and actors Select multiple (if not response=1)
23. Residential status	23. আবাসিক অবস্থা	1. Temporarily migrated, and resides in same sub-district/slum 2. Temporarily migrated, and resides in same district 3. Permanently migrated, and resides in same sub-district/slum 4. Permanently migrated, and resides in same district 5. Origin and resides in same sub-district/slum 6. Origin and resides in same district	1. অস্থায়ীভাবে স্থানান্তরিত এবং একই উপ-জেলা/বস্তিতে বসবাস করেন 2. অস্থায়ীভাবে স্থানান্তরিত এবং একই জেলায় বসবাস করেন 3. স্থায়ীভাবে স্থানান্তরিত এবং একই উপ-জেলা/বস্তিতে বসবাস করেন 4. স্থায়ীভাবে স্থানান্তরিত এবং একই জেলায় বসবাস করেন 5. একই উপ-জেলা/বস্তিতে উৎপত্তি এবং বসবাস করেন 6. একই জেলায় উৎপত্তি এবং বসবাস করেন	

Section-C Information on personal socio-economic status.

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
24. Family Type/Category	24. পরিবারের ধরণ/বিভাগ	1. male dominant 2. female head	1. পুরুষ প্রধান 2. মহিলা প্রধান	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
25. Are you Head of the HH?	25. আপনি কি HH-এর প্রধান?	1. yes 2. no	1. হ্যাঁ, 2. না	
26. How many HH members do you have?	26. আপনার কতজন HH সদস্য আছেন?	Number_____	সংখ্যা_____	
27. Are there any person with disabilities in your family?	27. আপনার পরিবারে কি কোন প্রতিবন্ধী সদস্য আছেন?	1. yes 2. no	1. হ্যাঁ, 2. না	
28. If yes or if there is someone with a disability, whose age?	28. যদি হ্যাঁ হয় অথবা যদি কেউ প্রতিবন্ধী হয়, তাহলে তার বয়স?			
29. Type of his disability?	29. তার প্রতিবন্ধীতার ধরণ?	1. Autism or Autism 2. Spectrum Orders 3. Physical disability 4. Mental retardation 5. visual impairment 6. speech impediment 7. intellectual disability 8. hearing impairment 9. Vision-Hearing Impairment 10. cerebral palsy 11. Down syndrome 12. multidimensional disability 99. Other disabilities 13. No disability	1. অটিজম বা অটিজম 2. স্পেকট্রাম অর্ডার 3. শারীরিক প্রতিবন্ধীতা 4. মানসিক প্রতিবন্ধীতা 5. দৃষ্টি প্রতিবন্ধীতা 6. বাক প্রতিবন্ধীতা 7. বৌদ্ধিক প্রতিবন্ধীতা 8. শ্রবণ প্রতিবন্ধীতা 9. দৃষ্টি-শ্রবণ প্রতিবন্ধীতা 10. সেরিব্রাল পালসি 11. ডাউন সিনড্রোম 12. বহুমাত্রিক প্রতিবন্ধীতা 99. অন্যান্য প্রতিবন্ধীতা 13. কোন প্রতিবন্ধীতা নেই	
30. Occupation of your HH head	30. আপনার খানা প্রধানের পেশা	1. Day laborer 2. Job 3. Sweeper 4. Sweeper/Cleaner	1. দিনমজুর 2. চাকরি 3. ঝাড়ুদার	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
		5. Transport Worker (Bus/Track Helper) 6. Personal initiative 7. NGO worker 8. Housekeeper the teacher 9. Rickshaw/Van Motor vehicle driver 10. Tailor 11. Blacksmith 12. Barber 13. Shoemaker 14. Midwife 15. Kaviraj 16. Small scale industries or handicrafts 17. Petty traders 18. Big businessman 19. Fishermen (Owned water bodies) 20. Fish farming 21. Poultry rearing 22. Livestock rearing (cow/goat/sheep/pig) 23. housewife 24. unemployed 25. Retired 26. Physical/Mental Handicapped 99. Specify other	4. বাবুদার/পরিষ্কারক 5. পরিবহন কর্মী (বাস/ট্র্যাক হেল্পার) 6. ব্যক্তিগত উদ্যোগ 7. এনজিও কর্মী 8. গৃহকর্মী শিক্ষক 9. রিকশা/ভ্যান মোটর গাড়ি চালক 10. দর্জি 11. কামার 12. নাপিত 13. জুতা তৈরির কাজ 14. ধাত্রী 15. কবিরাজ 16. ক্ষুদ্র শিল্প বা হস্তশিল্প 17. ক্ষুদ্র ব্যবসায়ী 18. বড় ব্যবসায়ী 19. জেলে (মালিকানাধীন জলাশয়) 20. মাছ চাষ 21. হাঁস-মুরগি পালন 22. পশুপালন (গরু/ছাগল/ভেড়া/শুয়োর) 23. গৃহিণী 24. বেকার	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
			25. অবসরপ্রাপ্ত 26. শারীরিক/মানসিক প্রতিবন্ধী 99. অন্যান্য উল্লেখ করুন	

Respondents are Adolescent and Youth)

Impact Indicator 1: % of adolescents and youth displaced and at risk of displacement participating in Sport activities feel better included and empowered to play an active role in addressing the risks linked to climate change and migration /displacement in their living environment

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
31. Before SPiRiT, how often did you engage in physical activity or sports?	31. SPiRiT প্রকল্পের আগে আপনি নিয়মিত শারীরচর্চা বা খেলাধুলায় অংশ নিতেন?	1. Never 2. Rarely (less than once a week) 3. Occasionally (1–2 times per week) 4. Regularly (3–4 times per week) 5. Frequently (5 or more times per week)	1. কখনোই না 2. খুব কম (সপ্তাহে একবারের কম) 3. মাঝে মাঝে (সপ্তাহে ১-২ বার) 4. নিয়মিত (সপ্তাহে ৩-৪ বার) 5. প্রায় প্রতিদিন বা (সপ্তাহে ৫ বা তার বেশি বার)	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
32. Did your participation increase during the project?	32. প্রকল্প চলাকালীন আপনার অংশগ্রহণ কি বেড়েছে?	1. Yes, it increased a lot 2. Yes, it increased somewhat 3. No, it remained about the same 4. No, it decreased 5. Did not participate in any activities	1. হ্যাঁ, এটি অনেক বেড়েছে 2. হ্যাঁ, এটি কিছুটা বেড়েছে। 3. না, এটি প্রায় একই রকম ছিল। 4. না, এটি কমে গেছে। 5. কোনো কার্যক্রমে অংশগ্রহণ করিনি।	
33. Do you plan to continue sports/physical activities after the project ends?	33. প্রকল্প শেষ হওয়ার পর কি আপনি খেলাধুলা বা শারীরচর্চা চালিয়ে যেতে চান?	1. Yes, definitely 2. Yes, maybe 3. Not sure 4. Probably not 5. No, not at all	1. হ্যাঁ, নিশ্চিতভাবেই 2. হ্যাঁ, সম্ভবত 3. নিশ্চিত না 4. সম্ভবত না 5. না, একদমই না	
34. Do you feel that your participation in SPiRiT sports activities has helped you feel more included in the family decision making process?	34. আপনি কি মনে করেন যে SPiRiT ক্রীড়া কার্যক্রমে আপনার অংশগ্রহণ আপনাকে পারিবারিক সিদ্ধান্ত গ্রহণ প্রক্রিয়ায় আরও বেশি অন্তর্ভুক্ত করতে সাহায্য করেছে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
35. Has your involvement in the SPiRiT project encouraged your family to value your opinions on addressing climate or displacement risks?	35. SPiRiT প্রকল্পে আপনার অংশগ্রহণ কি আপনার পরিবারকে জলবায়ু বা স্থানচ্যুতির ঝুঁকি মোকাবেলায় আপনার মতামতকে মূল্য দিতে উৎসাহিত করেছে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
36. Do you feel that you have the capability to contribute to the family discussion (through providing ideas) in addressing the risks related to climate vulnerabilities or displacement risks?	36. আপনি কি মনে করেন যে জলবায়ু ঝুঁকি বা স্থানচ্যুতির ঝুঁকি মোকাবেলায় পারিবারিক আলোচনায় (ধারণা প্রদানের মাধ্যমে) অবদান রাখার ক্ষমতা আপনার আছে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
37. To what extent do you feel confident in active participation of your family decision-making processes in addressing the risks related to climate vulnerability?	37. জলবায়ু সম্পর্কিত ঝুঁকি মোকাবেলায় আপনার পারিবারিক সিদ্ধান্ত গ্রহণ প্রক্রিয়ায় সক্রিয় অংশগ্রহণে আপনি কতটা আত্মবিশ্বাসী বোধ করেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
38. Which of the following issues does your family value your opinion on?	38. নিম্নলিখিত কোন বিষয়ে আপনার পরিবার আপনার মতামতকে মূল্য দেয়?	1. What to do during flood/disaster 2. Where to move if need to migrate 3. What risk is involved in displacement 4. How to manage the risk related to displacement and climate vulnerabilities 5. Other_____	1. বন্যা/দুর্যোগের সময় কী করবেন 2. স্থানান্তরের প্রয়োজন হলে কোথায় স্থানান্তরিত হবেন 3. স্থানচ্যুতির ক্ষেত্রে কী কী ঝুঁকি থাকতে পারে 4. স্থানচ্যুতি এবং জলবায়ু ঝুঁকি সম্পর্কিত ঝুঁকি কীভাবে পরিচালনা করবেন 5. অন্যান্য_____	
39. Do your peers/friends include you to participate in the discussion in addressing the risks related to climate vulnerabilities or migration/displacement since participating in SPiRiT sports activities?	39. SPiRiT ক্রীড়া কার্যক্রমে অংশগ্রহণের পর থেকে আপনার সহকর্মী/বন্ধুরা কি জলবায়ু ঝুঁকি বা অভিবাসন/স্থানচ্যুতি সম্পর্কিত ঝুঁকি মোকাবেলায় আলোচনায় অংশগ্রহণের জন্য আপনাকে অন্তর্ভুক্ত করে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
40. To what extent do you feel confident in active participation of your peer decision-making processes in addressing the risks related to climate vulnerabilities or migration/displacement?	40. জলবায়ু ঝুঁকি বা অভিবাসন/স্থানচ্যুতি সম্পর্কিত ঝুঁকি মোকাবেলায় আপনার সহকর্মী/বন্ধুরা সিদ্ধান্ত গ্রহণ প্রক্রিয়ায় সক্রিয় অংশগ্রহণে আপনি কতটা আত্মবিশ্বাসী বোধ করেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
41. Do you feel that you have the capability to contribute to peer discussion (through providing ideas) in addressing the risks related to climate vulnerabilities or migration/displacement?	38. জলবায়ু ঝুঁকি বা অভিবাসন/স্থানচ্যুতি সম্পর্কিত ঝুঁকি মোকাবেলায় (ধারণা প্রদানের মাধ্যমে) সমকক্ষ/ বন্ধুদের আলোচনায় অবদান রাখার ক্ষমতা আপনার আছে বলে আপনি মনে করেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
42. To what extent – the ideas you provide in peer discussion are considered in addressing the risks related to climate vulnerabilities or migration/displacement?	39. সময়সি বা বন্ধুদের আলোচনায় আপনার দেওয়া ধারণাগুলি কতটা জলবায়ু বা অভিবাসন/স্থানচ্যুতি সম্পর্কিত ঝুঁকি মোকাবেলায় বিবেচনা করা হয়?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
43. Do you feel that the SPiRiT sports activities have made you feel more included in community efforts to address climate change or migration/displacement risks?	40. আপনার কি মনে হয় যে SPiRiT ক্রীড়া কার্যক্রম আপনাকে জলবায়ু পরিবর্তন বা অভিবাসন/স্থানচ্যুতির ঝুঁকি মোকাবেলায় এলাকার সকলের প্রচেষ্টায় আরও বেশি অন্তর্ভুক্ত করেছে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
44. Have community leaders or members asked you or discuss with you to address climate or displacement issues ?	41. এলাকার নেতারা বা সদস্যরা কি জলবায়ু বা স্থানচ্যুতির সমস্যা সমাধানের জন্য আপনার সাথে আলোচনা করেছেন বা জিজ্ঞাসা করেছেন?	1. Always 2. Most of the time 3. Sometimes 4. Never	1. সর্বদা 2. সপ্তাহে একাধিকবার 3. মাসে কয়েকবার 4. কখনও না	
45. To what extent – the ideas you provide in community discussion	42. জলবায়ু ঝুঁকি বা স্থানচ্যুতির সমস্যা সম্পর্কিত ঝুঁকি মোকাবেলায় সম্প্রদায়ের	1. Fully 2. Somewhat	1. সম্পূর্ণ	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
are considered in addressing the risks related to climate vulnerabilities or displacement issues?	আলোচনায় আপনার দেওয়া ধারণাগুলি কতটা বিবেচনা করা হয়?	3. Not at all 4. Not sure	2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
46. To what extent do you feel confident in active participation of your community decision-making processes in addressing the risks related to climate vulnerabilities or displacement issues?	43. জলবায়ু ঝুঁকি বা স্থানচ্যুতির সমস্যা সম্পর্কিত ঝুঁকি মোকাবেলায় আপনার এলাকায় সিদ্ধান্ত গ্রহণ প্রক্রিয়ায় সক্রিয় অংশগ্রহণের বিষয়ে আপনি কতটা আত্মবিশ্বাসী বোধ করেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	

Section-E (Respondent- adolescent and Youth)

Indicator 1.1 -Number of adolescents and youths who have regular access to safe sports (Target 10,000 = Kurigram 9000; Dhaka 1000)

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
47. Before the SPiRiT project, did you have access to a safe space to play sports or engage in physical activity?	47. SPiRiT প্রকল্পের আগে কি আপনার কাছে খেলাধুলা বা শরীরচর্চা এর জন্য নিরাপদ কোন স্থান বা মাঠে প্রবেশাধিকার ছিল	1. Yes, regularly 2. Yes, but not always safe or available 3. No, there was no safe or suitable space 4. Not sure	1. হ্যাঁ, নিয়মিত 2. হ্যাঁ, তবে সবসময় নিরাপদ বা সহজলভ্য ছিল না 3. না, নিরাপদ বা উপযুক্ত স্থান ছিল না 4. নিশ্চিত না	
48. During the SPiRiT project, did you have access to a safe and supportive environment for sports?	48. SPiRiT প্রকল্প চলাকালীন খেলাধুলার জন্য কি আপনার কাছে নিরাপদ ও সহায়ক পরিবেশ ছিল?	1. Yes, consistently 2. Sometimes 3. No, still not safe or accessible 4. I did not participate	1. হ্যাঁ, নিয়মিত ও ধারাবাহিকভাবে 2. মাঝে মাঝে 3. না, এখনও নিরাপদ বা সহজলভ্য নয়	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
			4. আমি অংশগ্রহণ করিনি	
49. What sports facilities are available do you have in your area?	49. আপনার এলাকায় কোন ক্রীড়া সুবিধা আছে?	1. Playing field 2. Indoor sports space 3. Stadium 4. Sports academy 5. Other	1. খেলার মাঠ 2. অভ্যন্তরীণ খেলার স্থান 3. স্টেডিয়াম 4. ক্রীড়া একাডেমি 5. অন্যান্য	
50. How often are those sports facilities (e.g., playing fields, open or indoor spaces) available for your use?	50. কত ঘন ঘন এই ক্রীড়া সুবিধাগুলি (যেমন, খেলার মাঠ, খোলা জায়গা বা ঘরের ভিতরের জায়গা) আপনার ব্যবহারের জন্য উপলব্ধ থাকে?	1. Always 2. Multiple times a week 3. Few times a month 4. Never	1. সর্বদা 2. সপ্তাহে একাধিকবার 3. মাসে কয়েকবার 4. কখনও না	
51. Do you have access to necessary sports equipment (e.g., balls, bat, board, nets, carom boards, etc) when participating in sports activities?	51. ক্রীড়া কার্যক্রমে অংশগ্রহণের সময় আপনার কি প্রয়োজনীয় ক্রীড়া সরঞ্জাম (যেমন, বল, ব্যাট, বোর্ড, নেট, ক্যারাম বোর্ড ইত্যাদি) ব্যবহারের সুযোগ আছে?	1. Always 2. Most of the time 3. Sometimes 4. Never 5. Have access on request	1. সর্বদা 2. সপ্তাহে একাধিকবার 3. মাসে কয়েকবার 4. কখনও না 5. অনুরোধ করলে সুযোগ পাওয়া যায়	
52. Is there any trained coach or facilitator available to guide your sports activities?	52. আপনার ক্রীড়া কার্যক্রম পরিচালনার জন্য কি কোন প্রশিক্ষিত কোচ বা ফ্যাসিলিটের পাওয়া যায়?	1. Always 2. Most of the time 3. Sometimes 4. Never	1. সর্বদা 2. সপ্তাহে একাধিকবার 3. মাসে কয়েকবার 4. কখনও না	
53. How far is the sports facility from your place of residence?	53. আপনার বাসস্থান থেকে ক্রীড়া সুবিধা কত দূরে?	1. Very close (less than 10 minutes travel) 2. Moderately close (10–15 minutes travel) 3. Far 10–20 minutes travel)	1. খুব কাছে (১০ মিনিটেরও কম দূরত্ব) 2. মাঝারি কাছাকাছি (১০-১৫ মিনিট দূরত্ব)	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
		4. Very far (more than 20 minutes travel)	3. অনেক দূরে ১০-২০ মিনিট দূরত্ব) 4. খুব দূরে (২০ মিনিটেরও বেশি দূরত্ব)	
54. What do you think about the safety and security of the sports facilities that are available in your area/community, especially for adolescents and youth girls?	54. আপনার এলাকা/সম্প্রদায়ে, বিশেষ করে কিশোরী এবং যুবতী মেয়েদের জন্য উপলব্ধ ক্রীড়া সুবিধাগুলির নিরাপত্তা এবং সুরক্ষা সম্পর্কে আপনার কী মনে হয়?	1. Very safe 2. Moderately safe 3. Not safe at all 4. Not sure	1. খুবই নিরাপদ 2. মাঝারিভাবে নিরাপদ 3. মোটেও নিরাপদ নয় 4. নিশ্চিত নই	
55. Do the sports facilities provide adequate sanitation facilities, including separate toilets for males, females, and persons with disabilities?	55. ক্রীড়া সুবিধাগুলিতে কি পুরুষ, মহিলা এবং প্রতিবন্ধী ব্যক্তিদের জন্য পৃথক টয়লেট সহ পর্যাপ্ত স্যানিটেশন সুবিধা রয়েছে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
56. Do sports facilities (venues, spaces, etc.) have accessibility features in place for people with disabilities, such as access ramps, handrails, and accessible seating?	56. ক্রীড়া সুবিধাগুলিতে (স্থান, স্থান ইত্যাদি) কি প্রতিবন্ধী ব্যক্তিদের প্রবেশের জন্য ব্যবস্থা রয়েছে, যেমন অ্যাক্সেস রাম্প, হ্যান্ড্রেল এবং অ্যাক্সেসযোগ্য আসন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
57. Have you or any of your friends ever experienced or witnessed any form of harm, abuse, or violence during sports activities in the facilities?	57. আপনি বা আপনার কোনও বন্ধু কি কখনও ক্রীড়া কার্যক্রমের সময় কোনও ধরণের ক্ষতি, নির্যাতন বা সহিংসতার সম্মুখীন হয়েছেন বা প্রত্যক্ষ করেছেন?	1. Never 2. Rarely 3. Sometimes 4. Frequently	1. কখনোই না 2. কদাচিৎ 3. মাঝে মাঝে 4. ঘন ঘন	
58. Do you feel that the sports activities/facilities are inclusive and welcoming to all participants (regardless of	58. আপনি কি মনে করেন যে ক্রীড়া কার্যক্রম/সুবিধাগুলি সকল অংশগ্রহণকারীদের জন্য অন্তর্ভুক্তিমূলক এবং স্বাগতপূর্ণ (লিঙ্গ, পটভূমি, বা পরিস্থিতি নির্বিশেষে)?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
gender, background, or circumstances?				
59. Are the sports activities offered at times that are convenient for you to participate regularly?	59. নিয়মিত অংশগ্রহণের জন্য কি আপনার জন্য সুবিধাজনক সময়ে খেলাধুলার কার্যক্রম পরিচালনা করা হয়?	1. Always convenient 2. Mostly convenient 3. Sometimes convenient 4. Never convenient	1. সর্বদা সুবিধাজনক 2. বেশিরভাগ ক্ষেত্রে সুবিধাজনক 3. কখনও কখনও সুবিধাজনক 4. কখনই সুবিধাজনক নয়	
60. Do the sports facilities (venues, spaces, etc.) have separate safe and secure changing rooms?	60. ক্রীড়া সুবিধাগুলিতে (ভ্যানু, স্থান, ইত্যাদিতে) কি আলাদা নিরাপদ এবং সুরক্ষিত পোশাক পরিবর্তনের ঘর আছে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
61. Have you faced any challenges or barriers that prevent you to get engaged in sports activities?	61. আপনি কি এমন কোন চ্যালেঞ্জ বা বাধার সম্মুখীন হয়েছেন যা আপনাকে খেলাধুলায় অংশগ্রহণ করতে বাধা দেয়?	1. No barriers 2. Barriers, to some extent 3. Barriers, to a high extent	1. কোন বাধা নেই 2. কিছু পরিমাণে বাধা 3. অনেক বেশি পরিমাণে বাধা	
62. Do you feel that the sports played in your community are a good fit for your interests and abilities?	62. আপনি কি মনে করেন যে আপনার এলাকায় যে খেলাধুলা হয় সেগুলোতে আপনার আগ্রহ আছে এবং আপনার জন্য উপযুক্ত?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
63. Are there any sports events in your area specifically organized for adolescents and youth who are displaced or at risk of displacement?	63. আপনার এলাকায় কি বিশেষভাবে কিশোর-কিশোরী এবং যুবকদের জন্য কোন ক্রীড়া ইভেন্ট আয়োজন করা হয়েছে যারা বাস্তুচ্যুত বা বাস্তুচ্যুতির ঝুঁকিতে রয়েছে?	1. Frequent events 2. Very few events 3. No events 4. Not sure	1. ঘন ঘন ঘটে যাওয়া ঘটনা 2. খুব কম ঘটনা 3. কোনও ঘটনা নেই 4. নিশ্চিত নই	

Outcome indicator 1.2- % of youth and adolescents who report improvement in their perceived psychosocial well-being following MHPSS programme completion

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
64. Since participating in the programme, do you feel more confident in managing your emotions (e.g., stress, anger, sadness)?	64. এই প্রোগ্রামে অংশগ্রহণের পর থেকে, আপনি কি আপনার আবেগ (যেমন, চাপ, রাগ, দুঃখ) পরিচালনা করার ক্ষেত্রে আরও আত্মবিশ্বাসী বোধ করছেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	Multiple
65. Do you feel that your basic needs, such as nutritious food, clean water, and clothing, are being met in an appropriate and respectful manner when you are at risk of climate displacement?	65. জলবায়ু স্থানচ্যুতির ঝুঁকিতে থাকাকালীন আপনার মৌলিক চাহিদা, যেমন পুষ্টিকর খাবার, বিশুদ্ধ পানি এবং পোশাক, যথাযথ এবং সম্মানজনকভাবে পূরণ করা হচ্ছে বলে কি আপনি মনে করেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
66. How well are you able to use positive coping mechanisms, such as having a support network or engaging in physical activity, to handle difficult situations related to climate-induced displacement or being at risk of displacement?	66. জলবায়ু-সৃষ্ট স্থানচ্যুতি বা স্থানচ্যুতির ঝুঁকিতে থাকা কঠিন পরিস্থিতি মোকাবেলা করার জন্য আপনি কতটা ইতিবাচকভাবে মোকাবেলা করার পদ্ধতি ব্যবহার করতে পারেন, যেমন একটি সহায়তা নেটওয়ার্ক থাকা বা শারীরিক কার্যকলাপে অংশগ্রহণ করা?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
67. How well can you identify and analyze potential risks, such as health risks, limited access to basic services, and displacement, considering the context of climate vulnerability?	67. জলবায়ু ঝুঁকির প্রেক্ষাপট বিবেচনা করে আপনি স্বাস্থ্য ঝুঁকি, মৌলিক পরিষেবাগুলিতে সীমিত প্রবেশের সুযোগ এবং স্থানচ্যুতির মতো সম্ভাব্য ঝুঁকিগুলি কতটা ভালভাবে সনাক্ত এবং বিশ্লেষণ করতে পারেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
68. How knowledgeable are you about the individuals or institutions who can provide support to your safety concerns when you are at risk or climate displacement?	68. ঝুঁকি বা জলবায়ু স্থানচ্যুতির সময় আপনার নিরাপত্তা সংক্রান্ত বিষয়ে সহায়তা প্রদান করতে পারে এমন ব্যক্তি বা প্রতিষ্ঠান সম্পর্কে আপনি কতটা অবগত?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
69. Do you think that you have access to accurate and reliable information regarding external	69. আপনার কি মনে হয় যে আপনার নিরাপত্তা এবং সুরক্ষার উপর প্রভাব ফেলতে	1. Fully 2. Somewhat 3. Not at all	1. সম্পূর্ণ 2. কিছুটা	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
factors (infrastructure vulnerability, environmental hazards, community resources, etc.) that could impact your safety and security?	পারে এমন বাহ্যিক কারণগুলি (অবকাঠামোগত দুর্বলতা, পরিবেশগত ঝুঁকি, সম্প্রদায়ের সম্পদ ইত্যাদি) সম্পর্কে সঠিক এবং নির্ভরযোগ্য তথ্য আপনার কাছে আছে?	4. Not sure	3. মোটেও না 4. নিশ্চিত নই	
70. Do you think that you have access to stable and reliable support systems or networks in your community when you need it?	70. আপনার কি মনে হয় যে আপনার সম্প্রদায়ের যখন প্রয়োজন তখন স্থিতিশীল এবং নির্ভরযোগ্য সহায়তা ব্যবস্থা বা নেটওয়ার্কগুলিতে আপনার অ্যাক্সেস আছে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নইনই	
71. Are there any significant disruptions or uncertainties in your daily life, specifically related to climate vulnerability, that affect your sense of stability?	71. আপনার দৈনন্দিন জীবনে কি এমন কোন উল্লেখযোগ্য ব্যাঘাত বা অনিশ্চয়তা আছে, বিশেষ করে জলবায়ু ঝুঁকির সাথে সম্পর্কিত, যা আপনার স্থিতিশীলতার অনুভূতিকে প্রভাবিত করে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
72. Do you think that the support-seeking skills during climate-vulnerable situations (e.g., identify the need for social support, how to communicate and how to engage with people from different backgrounds) grown after participating in the project?	72. আপনি কি মনে করেন যে জলবায়ু-ঝুঁকিপূর্ণ পরিস্থিতিতে সহায়তা-সন্ধানের দক্ষতা (যেমন, সামাজিক সহায়তার প্রয়োজনীয়তা চিহ্নিত করা, কীভাবে যোগাযোগ করতে হয় এবং বিভিন্ন পটভূমির মানুষের সাথে কীভাবে যোগাযোগ করতে হয়) প্রকল্পে অংশগ্রহণের পর বৃদ্ধি পেয়েছে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নইনই	
73. How much trust do you have in your family, peers, or community members to support you during displacement situation?	73. বাস্তবচ্যুতি পরিস্থিতিতে আপনার পরিবার, সহকর্মী বা সম্প্রদায়ের সদস্যদের উপর আপনার কতটা আস্থা আছে যে তারা আপনাকে সমর্থন করবে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
74. Does this project participation make you aware of any community-based child protection network (s)/committee(s) that are available and active in protecting children from violence, abuse, neglect and exploitation in course of climate vulnerable situations?	74. এই প্রকল্পে অংশগ্রহণ কি আপনাকে এমন কোনও সম্প্রদায়-ভিত্তিক শিশু সুরক্ষা নেটওয়ার্ক (গুলি)/কমিটি (গুলি) সম্পর্কে সচেতন করে তোলে যা জলবায়ু ঝুঁকিপূর্ণ পরিস্থিতিতে শিশুদের সহিংসতা, নির্যাতন, অবহেলা এবং শোষণ থেকে রক্ষা করার জন্য সহজলভ্য এবং সক্রিয়?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
75. I feel confident handling challenges in my daily life (e.g., school, family, or community issues) since completing the programme	75. প্রোগ্রামটি অংশগ্রহণ করার পর থেকে আমি আমার দৈনন্দিন জীবনের (যেমন, স্কুল, পরিবার, বা সম্প্রদায়ের সমস্যা) চ্যালেঞ্জগুলি মোকাবেলায় আত্মবিশ্বাসী বোধ করছি।	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
76. Participating in programme activities helped me to stay more positive about managing climate vulnerable or displacement situations?	76. প্রোগ্রামের কার্যক্রমে অংশগ্রহণ আমাকে জলবায়ু ঝুঁকিপূর্ণ বা স্থানচ্যুতি পরিস্থিতি পরিচালনার বিষয়ে আরও ইতিবাচক থাকতে সাহায্য করেছে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
77. I feel my relationship with peers/mates is now stronger due to participating in the programme?	77. প্রোগ্রামে অংশগ্রহণের কারণে আমার সহকর্মী/সাবানীদের সাথে আমার সম্পর্ক এখন আরও শক্তিশালী হয়েছে বলে আমি মনে করি?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
78. Since participating in the programme, I feel more comfortable working as part of a team or group?	78. প্রোগ্রামে অংশগ্রহণের পর থেকে, আমি একটি দল বা গোষ্ঠীর অংশ হিসাবে কাজ করতে আরও স্বাচ্ছন্দ্যবোধ করছি?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
79. Has participating in the programme helped you to feel more connected to your community and increased your participation in any activity related to climate vulnerabilities or displacement?	79. এই কর্মসূচিতে অংশগ্রহণ কি আপনাকে আপনার এলাকার সবার সাথে আরও কাছাকাছি নিতে সাহায্য করেছে এবং জলবায়ু ঝুঁকি বা স্থানচ্যুতি সম্পর্কিত কোনও কার্যকলাপে আপনার অংশগ্রহণ বৃদ্ধি করেছে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	

Section-G (Respondent- Sport coach, Community Coach)

Indicator 1.3- % of sport coaches/ social workers/ community facilitators show enhanced understanding and practical skills to accompany adolescents and youth in improving their psychosocial well-being and resilience through safe sport activities.

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
80. How confident are you in your understanding of the five pillars of psychosocial well-being (physical, emotional, social, cultural, spiritual) after participating in the SPiRiT project training?	80. SPiRiT প্রকল্প প্রশিক্ষণে অংশগ্রহণের পর মনোসামাজিক সুস্থতার পাঁচটি স্তরের (শারীরিক, মানসিক, সামাজিক, সাংস্কৃতিক, আধ্যাত্মিক) ধারণা সম্পর্কে আপনি কতটা আত্মবিশ্বাসী?	1. Very confident 2. Somewhat confident 3. Not very confident 4. Not confident at all	1. খুব আত্মবিশ্বাসী 2. কিছুটা আত্মবিশ্বাসী 3. খুব আত্মবিশ্বাসী নন 4. আত্মবিশ্বাসী নন	
81. Can you please mention - what are the key components that can help to understand the psychosocial well-being of adolescents and youth? [multiple response]	81. আপনি কি দয়া করে উল্লেখ করতে পারেন - কিশোর-কিশোরী এবং যুবক-যুবতীদের মনোসামাজিক সুস্থতা বুঝতে সাহায্য করতে পারে এমন মূল উপাদানগুলি কী কী?	1. Self-Esteem and confidence 2. Emotional resilience 3. Social connectedness and support 4. Sense of safety and protection 5. Participation and agency 6. Capable to plan the future 7. Access to services and resources 8. Cultural and identity acceptance	1. আত্মসম্মান এবং আত্মবিশ্বাস 2. মানসিক সহনশীলতা 3. সামাজিক সংযোগ এবং সমর্থন 4. নিরাপত্তা এবং সুরক্ষার অনুভূতি 5. অংশগ্রহণ এবং এজেন্সি 6. ভবিষ্যতের পরিকল্পনা করতে সক্ষম	

			<p>7. পরিষেবা এবং সম্পদের অ্যাক্সেস</p> <p>8. সাংস্কৃতিক এবং পরিচয় গ্রহণযোগ্যতা</p>	
<p>82. Can you please mention - what are the key stages of psychosocial resilience of adolescents and youth? [multiple response] Related to Understanding Correct responses: Coping capacity, adaptive capacity, and transformative capacity If the person points all 3 or 2 terms – then pick Option-3, if only one – pick Option-2, if none – pick Option-1</p>	<p>82. আপনি কি দয়া করে উল্লেখ করতে পারেন - কিশোর-কিশোরী এবং যুবক-যুবতীদের মনোসামাজিক সহনশীলতা র মূল পর্যায়গুলি কী কী?</p>	<p>1) Have no idea 2) Know some of the terms 3) Know most of the terms</p>	<p>1. কোন ধারণা নেই 2. কিছু জিনিস জানি 3. বেশিরভাগই জানি</p>	
<p>83. Can you please mention – what is the ‘feel of safety & security’ of adolescent and youth? [multiple response]</p>	<p>83. কিশোর এবং যুবকেরা 'শারীরিক এবং মানসিক নিরাপত্তার ধারণাটি বুঝে থাকে?</p>	<p>1. Feeling safe at home, school, and in the community 2. Being accepted and not judged by peers or adults 3. Knowing that support is available when needed (e.g., from teachers, parents, mentors) 4. Freedom from bullying, harassment, or discrimination 5. Having a trusted adult or friend to share problems with 6. Having access to basic needs like food, shelter, and health care 7. Feeling confident to express oneself without fear 8. Other (please specify):</p>	<p>1. বাড়িতে, স্কুলে এবং সমাজে নিরাপদ বোধ করা 2. সহকর্মী বা প্রাপ্তবয়স্কদের দ্বারা গৃহীত হওয়া এবং বিচার না করা 3. প্রয়োজনে সহায়তা পাওয়া যায় তা জানা (যেমন, শিক্ষক, পিতামাতা, পরামর্শদাতাদের কাছ থেকে) 4. ধমক, হয়রানি বা বৈষম্য থেকে মুক্তি 5. সমস্যাগুলি ভাগ করে নেওয়ার জন্য একজন বিশ্বস্ত প্রাপ্তবয়স্ক বা বন্ধু থাকা</p>	

			<p>6. খাদ্য, আশ্রয় এবং স্বাস্থ্যসেবার মতো মৌলিক চাহিদাগুলিতে অ্যাক্সেস থাকা</p> <p>7. ভয় ছাড়াই নিজেকে প্রকাশ করার জন্য আত্মবিশ্বাসী বোধ করা</p> <p>8. অন্যান্য (দয়া করে উল্লেখ করুন):</p>	
84. What will you do – when you will find any adolescents and youth in your group is isolated and vulnerable?	84. আপনার দলের কোনও কিশোর এবং যুবক যখন আলাদা থাকে এবং তাকে দুর্বল দেখতে পান তখন আপনি কী করেন?	<p>1. Try to talk to them privately and offer emotional support</p> <p>2. Inform a teacher, mentor, or responsible adult</p> <p>3. Encourage them to participate in group activities</p> <p>4. Try to understand the reason for their isolation before acting</p> <p>5. Connect them with a counselor or psychosocial support service</p> <p>6. Share the concern with peers and find ways to include them</p> <p>7. Avoid getting involved as it's not my responsibility</p> <p>8. Other (please specify)</p>	<p>1. তাদের সাথে একান্তে কথা বলার চেষ্টা করুন এবং মানসিক সহায়তা প্রদান করা।</p> <p>2. একজন শিক্ষক, পরামর্শদাতা, অথবা দায়িত্বশীল প্রাপ্তবয়স্ককে অবহিত করা।</p> <p>3. তাদের দলগত কার্যক্রমে অংশগ্রহণ করতে উৎসাহিত করা।</p> <p>4. কাজ করার আগে তাদের বিচ্ছিন্নতার কারণ বোঝার চেষ্টা করা।</p> <p>5. তাদের একজন কাউন্সেলর বা মনোসামাজিক সহায়তা পরিষেবার সাথে সংযুক্ত করা।</p> <p>6. সহকর্মীদের সাথে উদ্বেগ ভাগ করে নিন এবং তাদের অন্তর্ভুক্ত করার উপায় খুঁজে বের করা।</p>	

			<p>7. জড়িত হওয়া এড়িয়ে চলুন কারণ এটি আমার দায়িত্ব নয়।</p> <p>8. অন্যান্য (দয়া করে উল্লেখ করুন):</p>	
<p>85. What types of capacity/activities (coping, adaptive, transformative) were you offer to adolescents and youth for their psychosocial resilience - who have recently faced any shocks? Related to Skills Responses: Coping capacity to reduce immediate shocks and stresses. If the person points to cope capacity – then pick Option-3, if confused – pick Option-2, if can't say anything – pick Option-1</p>	<p>85. সম্প্রতি কিশোর-কিশোরী এবং যুবক-যুবতীদের কোন ধরনের সমস্যার সম্মুখীনি হলে তাদের মনোসামাজিক অবস্থা স্বাভাবিক করার জন্য আপনি কী ধরনের কার্যক্রম (মোকাবিলা, মানিয়ে নেওয়া, রূপান্তরকারী) গ্রহণ করেছিলেন?</p>	<p>1. Basic emotional support 2. Life skills Support (trust building, collaboration, communication, emotional management, creative thinking and problem solving, taking responsibility) -6 key aspects 3. Referral to mental health and social service 4. connecting with supportive network 5. Others (please specify)</p>	<p>১. সাধারণ মানসিক সহায়তা ২. জীবন দক্ষতা বিষয়ক সহায়তা ৩. মানসিক স্বাস্থ্য এবং সমাজসেবার জন্য রেফারেল করা ৪. সহায়ক নেটওয়ার্কের সাথে যুক্ত করে দেওয়া ৫. অন্যান্য (দয়া করে উল্লেখ করুন)</p>	
<p>86. The survival of children depends mostly on their caregivers or family members as a protective shield – this statement relates to the 'feel of safety & security'. What do you think?</p>	<p>87. শিশুদের বেঁচে থাকা মূলত তাদের যত্নকারীদের ওপর বা পরিবারের সদস্যরা কাজ করে একটি প্রতিরক্ষামূলক ঢাল হিসেবে - এই বিবৃতিটি 'নিরাপত্তার অনুভূতি' সম্পর্কিত। আপনার কী মনে হয়?</p>	<p>1. Not sure 2. Confused 3. Sure, to a high extent</p>	<p>1. নিশ্চিত নই 2. বিভ্রান্ত 3. অবশ্যই, অনেকাংশে</p>	
<p>87. Do you think that the lack of information on basic needs (e.g., food, healthcare, etc.) can significantly lead the adolescent and youth to feel instable and unsafe?</p>	<p>88. আপনার কি মনে হয় যে মৌলিক চাহিদা (যেমন, খাদ্য, স্বাস্থ্যসেবা ইত্যাদি) সম্পর্কে তথ্যের অভাব কিশোর এবং যুবকদের অস্থির এবং অনিরাপদ বোধ করাতে পারে?</p>	<p>1. Not sure 2. Confused 3. Sure, to a high extent</p>	<p>1. নিশ্চিত নই 2. বিভ্রান্ত 3. অবশ্যই, অনেকাংশে</p>	

88. Every adolescent and youth have the capacity and right to participate in sports activities. What do you think?	89. প্রতিটি কিশোর এবং যুবকের খেলাধুলা কার্যক্রমে অংশগ্রহণের ক্ষমতা এবং অধিকার রয়েছে। আপনার কী মনে হয়?	1. Not sure 2. Confused 3. Sure, to a high extent	1. নিশ্চিত নই 2. বিভ্রান্ত 3. অবশ্যই, অনেকাংশে	
89. How prepared do you feel to support adolescents and youth adapt with emotional vulnerability, such as worry, fear, and anxiety, during their developmental activities?	90. কিশোর এবং যুবকদের তাদের উন্নয়নমূলক কার্যকলাপের সময় উদ্বেগ, ভয় এবং উদ্বেগের মতো মানসিক দুর্বলতার সাথে খাপ খাইয়ে নিতে সহায়তা করার জন্য আপনি কতটা প্রস্তুত বোধ করেন?	1. Not sure 2. Confused 3. Sure, to a high extent	1. নিশ্চিত নই 2. বিভ্রান্ত 3. অবশ্যই, অনেকাংশে	
90. How willing are you to incorporate sports activities as a tool for promoting protection and wellbeing among adolescents and youth?	91. কিশোর-কিশোরী এবং যুবক-যুবতীদের মধ্যে সুরক্ষা এবং সুস্থতা বৃদ্ধির জন্য ক্রীড়া কার্যক্রমকে একটি হাতিয়ার হিসেবে অন্তর্ভুক্ত করতে আপনি কতটা ইচ্ছুক?	1. Not sure 2. Confused 3. Sure, to a high extent	1. নিশ্চিত নই 2. বিভ্রান্ত 3. অবশ্যই, অনেকাংশে	
91. Do you feel that the training improved your knowledge of positive youth development skills to support adolescents and youth?	92. আপনি কি মনে করেন যে প্রশিক্ষণটি কিশোর-কিশোরী এবং যুবক-যুবতীদের সহায়তা করার জন্য ইতিবাচক যুব উন্নয়নের দক্ষতা আপনার জ্ঞানকে উন্নত করেছে?	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree	1. দৃঢ়ভাবে একমত 2. একমত 3. একমতও নই, অসম্মতও নই 4. অসম্মতি 5. দৃঢ়ভাবে অসম্মত	
92. SPiRiT improved your ability to use coaching techniques (e.g., fostering teamwork, leadership or sportsmanship) to enhance the psychosocial well-being of adolescents and youth?	93. SPiRiT কিশোর-কিশোরী এবং যুবক-যুবতীদের মনোসামাজিক সুস্থতা বৃদ্ধির জন্য কোচিং কৌশল (যেমন, দলবদ্ধভাবে কাজ করা, নেতৃত্ব বা ক্রীড়াপ্রেম গড়ে তোলা) ব্যবহার করার ক্ষমতাকে উন্নত করেছে?	1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree	1. দৃঢ়ভাবে একমত 2. একমত 3. একমতও নই, অসম্মতও নই 4. অসম্মতি 5. দৃঢ়ভাবে অসম্মত	
93. To support youth during sports activities how often do you apply strategies learned in the SPiRiT project (e.g., motivational coaching, conflict resolution)	94. ক্রীড়া কার্যক্রমের সময় তরুণদের সহায়তা করার জন্য SPiRiT প্রকল্পে শেখা কৌশলগুলি আপনি কতবার প্রয়োগ করেন (যেমন, প্রেরণামূলক প্রশিক্ষণ, দ্বন্দ্ব সমাধান)	1. Always 2. Most of the time 3. Sometimes 4. Never	1. সর্বদা 2. বেশিরভাগ সময় 3. মাঝে মাঝে 4. কখনও না	

<p>94. Which activities do you follow into sports sessions to effectively integrate psychosocial support? (Multiple answer)</p>	<p>95. মনোসামাজিক সহায়তা কার্যকরভাবে সংহত করার জন্য আপনি ক্রীড়া অধিবেশনগুলিতে কোন ক্রিয়াকলাপগুলি অনুসরণ করেন? (একাধিক উত্তর)</p>	<p>1. Group discussion 2. Trust building exercise 3. Practicing Group task 4. Observe cultural occasions 5. Build team bonding 6. Other _____</p>	<p>1. দলগত আলোচনা 2. বিশ্বাস তৈরির অনুশীলন 3. দলগত কাজ অনুশীলন 4. সাংস্কৃতিক অনুষ্ঠান পালন 5. দলগত বন্ধন গড়ে তোলা 6. অন্যান্য _____</p>	
<p>95. Have you observed any improvements in the resilience or psychosocial well-being of adolescents and youth due to your coaching or facilitation?</p>	<p>96. আপনার প্রশিক্ষণ বা সহায়তার কারণে কিশোর-কিশোরীদের সহনশীলতা বা মনোসামাজিক সুস্থতার কোনও উন্নতি কি আপনি লক্ষ্য করেছেন?</p>	<p>1. Significant improvements 2. Some improvements 3. No improvements 4. I don't know</p>	<p>1. উল্লেখযোগ্য উন্নতি 2. কিছু উন্নতি 3. কোনও উন্নতি হয়নি 4. আমি জানি না</p>	
<p>96. What specific skills or knowledge gained from the SPiRiT project training have been most useful in your work with adolescents and youth? (Multiple answer)</p>	<p>97. SPiRiT প্রকল্প প্রশিক্ষণ থেকে অর্জিত কোন নির্দিষ্ট দক্ষতা বা জ্ঞান কিশোর-কিশোরী এবং যুবক-যুবতীদের সাথে আপনার কাজে সবচেয়ে কার্যকর হয়েছে? (একাধিক উত্তর)</p>	<p>1. Leadership and facilitation 2. Communication and conflict resolution 3. Psychosocial support and emotional well-being 4. Coaching and team building 5. Child protection and safeguarding 6. Understanding of climate-related risks 7. Other (please specify): _____</p>	<p>1. নেতৃত্ব এবং সহায়তা 2. যোগাযোগ এবং দ্বন্দ্ব সমাধান 3. মনোসামাজিক সহায়তা এবং মানসিক সুস্থতা 4. প্রশিক্ষণ এবং দল গঠন 5. শিশু সুরক্ষা এবং সুরক্ষা 6. জলবায়ু-সম্পর্কিত ঝুঁকি সম্পর্কে ধারণা 7. অন্যান্য (দয়া করে উল্লেখ করুন):</p>	
<p>97. What challenges, if any, do you face in applying the skills and knowledge from the training to support youth?(Multiple answer)</p>	<p>98. প্রশিক্ষণ থেকে প্রাপ্ত দক্ষতা এবং জ্ঞান যুবসমাজকে সহায়তা করার ক্ষেত্রে প্রয়োগ করার ক্ষেত্রে আপনি কোন কোন চ্যালেঞ্জের সম্মুখীন হন? (একাধিক উত্তর)</p>	<p>1. Limited resources or facilities 2. Lack of community or family support 3. Difficulty engaging marginalized youth</p>	<p>1. সীমিত সম্পদ বা সুযোগ-সুবিধা 2. সম্প্রদায় বা পারিবারিক সহায়তার অভাব</p>	

		<p>4. Inadequate follow-up or refresher training</p> <p>5. Time constraints or workload</p> <p>6. Cultural or social barriers</p> <p>7. Other (please specify): _____</p>	<p>3. প্রান্তিক যুবকদের সম্পৃক্ত করতে অসুবিধা</p> <p>4. অপরিাপ্ত ফলো-আপ বা পুনর্নবীকরণ প্রশিক্ষণ</p> <p>5. সময়সীমা বা কাজের চাপ</p> <p>6. সাংস্কৃতিক বা সামাজিক বাধা</p> <p>7. অন্যান্য (দয়া করে উল্লেখ করুন): _____</p>	
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Section-H (Respondent- adolescent and Youth)

Outcome indicator 2.1- % of adolescents and youths who report enhancement in their knowledge and preparedness on migration, displacement, and other climate induced vulnerabilities through participating in sports for protection and related activities)

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
98. Do you ever participate any training/activities related to increase your knowledge	99. আপনি কি কখনও আপনার জ্ঞান বৃদ্ধির সাথে সম্পর্কিত কোনও প্রশিক্ষণ/কার্যকলাপে অংশগ্রহণ করেছেন?	1. Yes 2. no	1. হ্যাঁ 2. না	If yes go to next
99. What is the training/sports activities that you participated? (multiple)	100. আপনি কোন প্রশিক্ষণ/ক্রীড়া কার্যক্রমে অংশগ্রহণ করেছেন?	1. Football for Protection 2. Engage Curriculum 3. Handball for Protection 4. Traditional game for protection	1. সুরক্ষার জন্য ফুটবল 2. ইঙ্গেজ কারিকুলাম 3. সুরক্ষার জন্য হ্যান্ডবল 4. সুরক্ষার জন্য ঐতিহ্যবাহী খেলা	If engage selected then 101 to 112 will open if no selected then go to 113
100. What lessons or skills did you learn from the trust-building sessions of the SPiRiT training? (Multiple answer)	101. SPiRiT প্রশিক্ষণের আস্থা তৈরির অধিবেশন থেকে আপনি কী শিক্ষা বা দক্ষতা শিখেছেন? (একাধিক উত্তর)	1. Learning to rely on teammates 2. Building mutual respect 3. Developing honesty in group settings	1. সতীর্থদের উপর নির্ভর করতে শেখা 2. পারস্পরিক শ্রদ্ধা গড়ে তোলা	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
		4. improved trust in peer relationships 5. Working towards a shared goal 6. Supporting others in a team 7. Understanding group strengths 8. Cooperating in stressful situations 9. Other (please specify)	3. দলগত পরিবেশে সততা বিকাশ 4. সহকর্মীদের সম্পর্কের উপর আস্থা বৃদ্ধি 5. একটি ভাগ করা লক্ষ্য অর্জনের জন্য কাজ করা 6. একটি দলের অন্যদের সমর্থন করা 7. দলের শক্তি বোঝা 8. অস্থির পরিস্থিতিতে সহযোগিতা করা 9. অন্যান্য (দয়া করে উল্লেখ করুন)	
101. What collaboration skills or experiences did you gain through group-based football activities? (Multiple answer)	102. দলভিত্তিক ফুটবল কার্যকলাপের মাধ্যমে আপনি কোন সহযোগিতামূলক দক্ষতা বা অভিজ্ঞতা অর্জন করেছেন? (একাধিক উত্তর)	1. Active listening skills 2. Understanding non-verbal signals 3. Speaking clearly and respectfully 4. Giving and receiving feedback 5. Other (please specify)	1. সক্রিয় শ্রবণ দক্ষতা 2. অ-মৌখিক সংকেত বোঝা 3. স্পষ্টভাবে এবং শ্রদ্ধার সাথে কথা বলা 4. প্রতিক্রিয়া প্রদান এবং গ্রহণ 5. অন্যান্য (দয়া করে উল্লেখ করুন)	
102. What did you learn about effective communication, such as active listening or body language? (Multiple answer)	103. সক্রিয় শ্রবণ বা শারীরিক ভাষা ইত্যাদি কার্যকর যোগাযোগ সম্পর্কে আপনি কী শিখেছেন? (একাধিক উত্তর)	1. Breathing and calming exercises 2. Identifying and naming emotions 3. Managing anger or frustration 4. Supporting others emotionally 5. Other (please specify)	1. শ্বাস-প্রশ্বাস এবং শান্ত করার ব্যায়াম 2. আবেগ সনাক্তকরণ এবং নামকরণ 3. রাগ বা হতাশা পরিচালনা	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
			<p>4. অন্যদের আবেগগতভাবে সমর্থন করা</p> <p>5. অন্যান্য (দয়া করে উল্লেখ করুন)</p>	
103.What emotional management techniques did you practice or find helpful in managing stress or conflict? (Multiple answer)	104. মানসিক চাপ বা দুন্দ্ব পরিচালনায় আপনি কোন মানসিক ব্যবস্থাপনা কৌশল অনুশীলন করেছেন বা সহায়ক বলে মনে করেছেন? (একাধিক উত্তর)	<p>1. Physical activity,</p> <p>2. Social support seeking</p> <p>3. Problem-solving (collaborative solutions)</p> <p>4. Mindfulness practices (grounding techniques, using 5 sense)</p> <p>5. Coming up with a new solution</p> <p>6. other Specify.....</p>	<p>1. শারীরিক কার্যকলাপ,</p> <p>2. সামাজিক সহায়তা চাওয়া</p> <p>3. সমস্যা সমাধান (সহযোগী সমাধান)</p> <p>4. মননশীলতা অনুশীলন (গ্রাউন্ডিং কৌশল, ৫টি ইন্দ্রিয় ব্যবহার করে)</p> <p>5. একটি নতুন সমাধান নিয়ে আসছে</p> <p>6. অন্যান্য উল্লেখ করুন.....</p>	
104.What are the skills you get from the training related to creative thinking or problem-solving abilities?	105. প্রশিক্ষণটি কীভাবে আপনার সৃজনশীল চিন্তাভাবনা বা সমস্যা সমাধানের ক্ষমতা উন্নত করতে সাহায্য করেছে? (একাধিক উত্তর)	<p>1. problem identification</p> <p>2. Decision making</p> <p>3. Leading a group or session</p> <p>4. Where to go if I face any problem</p> <p>5. Performing under pressure (চাপের মধ্যেও নৈপুণ্য প্রদর্শন)</p> <p>6. 5. Other (please specify)</p>	<p>1. শারীরিক কার্যকলাপ</p> <p>2. সামাজিক সহায়তা চাওয়া</p> <p>2. একটি দল বা অধিবেশন পরিচালনা করা</p> <p>3. দলের নিয়ম মেনে চলা</p> <p>৪. আমার নিজের কর্মকাণ্ডের উপর চিন্তা করা</p> <p>5. অন্যান্য (দয়া করে উল্লেখ করুন)</p>	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
105. What responsibilities did you take on during the training and how did it help you understand accountability? (Multiple answer)	106. প্রশিক্ষণের সময় আপনি কোন দায়িত্ব গ্রহণ করেছিলেন এবং এটি আপনাকে জবাবদিহিতা বুঝতে কীভাবে সাহায্য করেছে? (একাধিক উত্তর)	1. Learning to rely on teammates 2. Building mutual respect 3. Developing honesty in group settings 4. Improved trust in peer relationships 5. Other (please specify)	1. সতীর্থদের উপর নির্ভর করতে শেখা 2. পারস্পরিক শ্রদ্ধা গড়ে তোলা 3. গ্রুপ সেটিংসে সততা বিকাশ করা 4. সহকর্মীদের সম্পর্কের উপর উন্নত আস্থা 5. অন্যান্য (দয়া করে উল্লেখ করুন)	
106. What did you learn about the concept of well-being and its connection to youth development?	108. সুস্থতার ধারণা এবং যুব উন্নয়নের সাথে এর সংযোগ সম্পর্কে আপনি কী শিখেছেন?	1. Well-being includes emotional, social, and physical aspects 2. Understanding personal potentiality 3. Capable of dealing with everyday life's stress 4. Able to make contribution to their family and community 5. All of the above 6. Other (please specify)	1. সুস্থতার মধ্যে রয়েছে মানসিক, সামাজিক এবং শারীরিক দিক 2. নিজের সম্ভাবনা বুঝতে পারা 3. দৈনন্দিন জীবনের চাপ মোকাবেলা করা 4. নিজের ও পরিবারের জন্য অবদান রাখতে পারা 5. উপরের সমস্ত 6. অন্যান্য (দয়া করে উল্লেখ করুন)	
107. Which of the following well-being pillars did you explore and understand better during the training?	109. প্রশিক্ষণের সময় আপনি নিম্নলিখিত কোন সুস্থতার স্তম্ভগুলি অন্বেষণ করেছেন এবং আরও ভালভাবে বুঝতে পেরেছেন?	1. Feeling Safe 2. Feeling Connected 3. Feeling Worthy 4. Feeling Respected 5. Feeling Hopeful 6. All of the above	1. নিরাপদ বোধ করা 2. সংযুক্ত বোধ করা 3. যোগ্য বোধ করা 4. সম্মানিত বোধ করা 5. আশাবাদী বোধ করা	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
			6. উপরের সবগুলো	
108. How confident are you in planning youth-led initiatives to address community well-being challenges?	110. সম্প্রদায়ের সুস্থতার চ্যালেঞ্জ মোকাবেলায় যুব-নেতৃত্বাধীন উদ্যোগ পরিকল্পনা করার বিষয়ে আপনি কতটা আত্মবিশ্বাসী?	1. Very confident 2. Somewhat confident 3. Neutral 4. Not very confident 5. Not at all confident	1. খুব আত্মবিশ্বাসী 2. কিছুটা আত্মবিশ্বাসী 3. নিরপেক্ষ 4. খুব আত্মবিশ্বাসী নন 5. মোটেও আত্মবিশ্বাসী নন	
109. Which life skills do you think you have improved through the Engage training sessions?	111. এনগেজ প্রশিক্ষণ সেশনের মাধ্যমে আপনার কোন জীবন দক্ষতা উন্নত হয়েছে বলে আপনি মনে করেন?	1. Communication 2. Cooperation 3. Emotional management 4. Creative problem-solving 5. Responsibility 6. All of the above	1. যোগাযোগ 2. সহযোগিতা 3. আবেগগত ব্যবস্থাপনা 4. সৃজনশীল সমস্যা সমাধান 5. দায়িত্ব 6. উপরের সকল বিষয়	
110. What knowledge did you gain about engaging the community and key stakeholders for youth-led actions?	112. যুব-নেতৃত্বাধীন কর্মকাণ্ডে সম্প্রদায় এবং মূল অংশীদারদের সম্পৃক্ত করার বিষয়ে আপনি কী জ্ঞান অর্জন করেছেন?	1. Identifying key stakeholders 2. Understanding power and interest in communities 3. Mapping community resources 4. Engaging through action plans 5. Other (please specify)	1. মূল স্বাস্থ্যকর্মীদের চিহ্নিত করা 2. সম্প্রদায়ের ক্ষমতা এবং আগ্রহ বোঝা 3. সম্প্রদায়ের সম্পদের মানচিত্র তৈরি করা 4. কর্ম পরিকল্পনার মাধ্যমে জড়িত হওয়া 5. অন্যান্য (দয়া করে উল্লেখ করুন)	
111. Are you aware of the potential risks and dangers (trafficking, separation from family, physical or psychological health risk, discrimination, etc.) associated	113. অনিরাপদ অভিবাসন এবং জলবায়ু স্থানচ্যুতির সাথে সম্পর্কিত সম্ভাব্য ঝুঁকি এবং বিপদগুলি (পাচার, পরিবার থেকে বিচ্ছিন্নতা,	1. Fully know 2. Partially Know 3. Not at all 4. Not sure	1. সম্পূর্ণ জানি 2. কিছুটা জানি 3. কিছুই জানি না 4. নিশ্চিত নই	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
with unsafe migration and climate displacement?	শারীরিক বা মানসিক স্বাস্থ্য ঝুঁকি, বৈষম্য ইত্যাদি) সম্পর্কে আপনি কি সচেতন?			
112. Do you know the importance of having proper documentation and legal status during migration and climate displacement?	114. অভিবাসন এবং জলবায়ু স্থানচ্যুতির সময় সঠিক নথিপত্র এবং আইনি অবস্থা থাকা কতটা গুরুত্বপূর্ণ তা কি আপনি জানেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
113. Do you have the information about available support services for migrants and displaced individuals?	115. অভিবাসী এবং স্থানচ্যুত ব্যক্তিদের জন্য উপলব্ধ সহায়তা পরিষেবা সম্পর্কে আপনার কি তথ্য আছে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
114. Do you have any ideas about climate change and its impact?	116. জলবায়ু পরিবর্তন এবং এর প্রভাব সম্পর্কে আপনার কি কোন ধারণা আছে?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
115. Do you know how climate change can lead to increased vulnerabilities in communities?	117. জলবায়ু পরিবর্তন কীভাবে সম্প্রদায়গুলিতে ঝুঁকি বাড়াতে পারে তা আপনি কি জানেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
116. Are you familiar with the specific vulnerabilities that can arise from climate change, such as extreme weather events and natural disasters?	118. জলবায়ু পরিবর্তনের ফলে সৃষ্ট নির্দিষ্ট ঝুঁকিগুলি, যেমন চরম আবহাওয়ার ঘটনা এবং প্রাকৃতিক দুর্যোগ, সম্পর্কে আপনি কি জানেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
117. Do you understand the potential social, economic, and health impacts of climate-induced vulnerabilities?	119. জলবায়ু-সৃষ্ট ঝুঁকিগুলির সম্ভাব্য সামাজিক, অর্থনৈতিক এবং স্বাস্থ্যগত প্রভাবগুলি কি আপনি বোঝেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
			4. নিশ্চিত নই	
118. Are you aware of the necessary steps to prepare for climate-induced disasters?	120. জলবায়ু-সৃষ্ট দুর্যোগের জন্য প্রস্তুতির জন্য প্রয়োজনীয় পদক্ষেপগুলি সম্পর্কে আপনি কি অবগত?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
119. Have you participated in any training or programs that focus on disaster preparedness?	121. দুর্যোগ প্রস্তুতির উপর দৃষ্টি নিবদ্ধ করে এমন কোন প্রশিক্ষণ বা কর্মসূচিতে আপনি কি অংশগ্রহণ করেছেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
120. Do you know the importance of early warning systems and evacuation plans during climate-induced disasters?	122. জলবায়ু-সৃষ্ট দুর্যোগের সময় পূর্ব সতর্কতা ব্যবস্থা এবং স্থানান্তর পরিকল্পনার গুরুত্ব কি আপনি জানেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	
121. Have you participated in sports or related activities aimed at enhancing knowledge and preparedness on migration, displacement, and climate-induced vulnerabilities?	123. অভিবাসন, স্থানচ্যুতি এবং জলবায়ু-সৃষ্ট ঝুঁকি সম্পর্কে জ্ঞান এবং প্রস্তুতি বৃদ্ধির লক্ষ্যে আপনি কি খেলাধুলা বা সম্পর্কিত কার্যকলাপে অংশগ্রহণ করেছেন?	1. Fully 2. Somewhat 3. Not at all 4. Not sure	1. সম্পূর্ণ 2. কিছুটা 3. মোটেও না 4. নিশ্চিত নই	

Section-I (Respondent- Sports Actor)

Indicator 3.1- The extent to which sports actors reported sports for protection approach to be effective in promoting protection and wellbeing of adolescents and Youth

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
122. To what extent do you believe the sports for protection approach has been effective in	124. খেলাধুলার সময় কিশোর-কিশোরীদের জন্য নিরাপদ পরিবেশ (যেমন, ক্ষতি, অংশগ্রহণ)	1. Not at all 2. To a small extent 3. Partially Know	1. কিছুই জানি না 2. অল্প পরিমাণে	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
ensuring a safe environment (e.g., free from harm, abuse, or coherence) for adolescents and youth during sports activities?	অপব্যবহার বা সংগতিমুক্ত) নিশ্চিত করার ক্ষেত্রে সুরক্ষার জন্য ক্রীড়া পদ্ধতি কতটা কার্যকর বলে আপনি মনে করেন?	4. To a moderate extent 5. To a great extent	3. কিছুটা জানি 4. মাঝারি পরিমাণে 5. অনেকাংশে	
123. Do you feel the SPRIT project effectively helped to improving psychosocial well-being (for example, emotional safety, managing conflicts) of adolescent and youth through sports support?	125. আপনি কি মনে করেন যে SPRIT প্রকল্পটি ক্রীড়া সহায়তার মাধ্যমে কিশোর-কিশোরীদের মনোসামাজিক সুস্থতা (যেমন, মানসিক সুরক্ষা, দ্বন্দ্ব নিরসন) উন্নত করতে কার্যকরভাবে সাহায্য করেছে?	1. Not at all 2. To a small extent 3. Somewhat 4. To a moderate extent 5. To a great extent	1. মোটেও না 2. অল্প পরিমাণে 3. কিছুটা 4. মাঝারি পরিমাণে 5. অনেকাংশে	
124. To what extent do you believe sports support helped adolescents and youth in improving their psychosocial well-being (for example, emotional safety, managing conflicts, expressing feelings openly)?	126. আপনার কি মনে হয় খেলাধুলা সহায়তা কিশোর-কিশোরীদের মানসিক সুস্থতা (যেমন, মানসিক নিরাপত্তা, দ্বন্দ্ব পরিচালনা, খোলামেলাভাবে অনুভূতি প্রকাশ) উন্নত করতে কতটা সাহায্য করেছে?	1. Not at all 2. To a small extent 3. Somewhat 4. To a moderate extent 5. To a great extent	1. মোটেও না 2. অল্প পরিমাণে 3. কিছুটা 4. মাঝারি পরিমাণে 5. অনেকাংশে	
125. How effective do you believe sports promote the protection (e.g., providing safe spaces, building resilience, promoting self-esteem) of adolescents and youth?	127. আপনার কি মনে হয় খেলাধুলা কিশোর-কিশোরীদের সুরক্ষা (যেমন, নিরাপদ স্থান প্রদান, সহনশীলতা তৈরি, আত্মসম্মান বৃদ্ধি) বৃদ্ধি করে?	1. Not at all 2. To a small extent 3. Somewhat 4. To a moderate extent 5. To a great extent	1. মোটেও না 2. অল্প পরিমাণে 3. কিছুটা 4. মাঝারি পরিমাণে 5. অনেকাংশে	
126. How confident are you that sports support of the project helped adolescents and youth cope with physical safety and basic needs (for example, reducing potential physical dangers in their environment)?	128. আপনি কতটা নিশ্চিত যে প্রকল্পের ক্রীড়া সহায়তা কিশোর-কিশোরীদের শারীরিক নিরাপত্তা এবং মৌলিক চাহিদা (যেমন, তাদের পরিবেশে সম্ভাব্য শারীরিক বিপদ হ্রাস) মোকাবেলায় সহায়তা করেছে?	1. Not at all 2. To a small extent 3. Somewhat 4. To a moderate extent 5. To a great extent	1. মোটেও না 2. অল্প পরিমাণে 3. কিছুটা 4. মাঝারি পরিমাণে 5. অনেকাংশে	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
127.To what extent do you believe sports can help adolescents and youth cope with emotional instability (for example, worry, fear, and anxiety)?	129. আপনার মতে খেলাধুলা কিশোর-কিশোরীদের মানসিক ভোগান্তি (যেমন, দুশ্চিন্তা, ভয় এবং উদ্বেগ) মোকাবেলায় কতটা সাহায্য করতে পারে?	1. Not at all 2. To a small extent 3. Somewhat 4. To a moderate extent 5. To a great extent	1. মোটেও না 2. অল্প পরিমাণে 3. কিছুটা 4. মাঝারি পরিমাণে 5. অনেকাংশে	
128.How effective do you think sports can be in helping adolescents and youth cope with uncertainty (e.g., adapting to new social environments, dealing with unfamiliar challenges, navigating new experiences) and lack of information?	130 আপনার মতে খেলাধুলা কিশোর-কিশোরীদের অনিশ্চয়তা (যেমন, নতুন সামাজিক পরিবেশের সাথে খাপ খাইয়ে নেওয়া, অপরিচিত চ্যালেঞ্জ মোকাবেলা করা, নতুন অভিজ্ঞতা অর্জন করা) এবং তথ্যের অভাব মোকাবেলায় কতটা কার্যকর হতে পারে?	1. Not at all 2. To a small extent 3. Somewhat 4. To a moderate extent 5. To a great extent	1. মোটেও না 2. অল্প পরিমাণে 3. কিছুটা 4. মাঝারি পরিমাণে 5. অনেকাংশে	
129.How much do you believe sports helped in addressing isolation and separation among adolescents and youth?	131. কিশোর-কিশোরী ও তরুণদের মধ্যে বিচ্ছিন্নতা ও বিভেদ দূর করতে খেলাধুলা কতটা সাহায্য করেছে বলে আপনি মনে করেন?	1. Not at all 2. To a small extent 3. Somewhat 4. To a moderate extent 5. To a great extent	1. মোটেও না 2. অল্প পরিমাণে 3. কিছুটা 4. মাঝারি পরিমাণে 5. অনেকাংশে	
130.How effective do you believe sports can be in promoting healthier relationships (e.g., improved communication, conflict resolution, trust-building) among adolescents and youth?	132. কিশোর-কিশোরী ও তরুণদের মধ্যে সুস্থ সম্পর্ক (যেমন, উন্নত যোগাযোগ, দ্বন্দ্ব নিরসন, আস্থা তৈরি) গড়ে তোলার ক্ষেত্রে খেলাধুলা কতটা কার্যকর হতে পারে বলে আপনি মনে করেন?	1. Not at all 2. To a small extent 3. Somewhat 4. To a moderate extent 5. To a great extent	1. মোটেও না 2. অল্প পরিমাণে 3. কিছুটা 4. মাঝারি পরিমাণে 5. অনেকাংশে	
131.How much do you believe sports participation can reduce perceived helplessness (e.g., feelings of powerlessness, lack of control over personal	133. কিশোর-কিশোরী ও তরুণদের মধ্যে অনুভূত অসহায়তা (যেমন, শক্তিহীনতার অনুভূতি, ব্যক্তিগত পরিস্থিতির উপর নিয়ন্ত্রণের	1. Not at all 2. To a small extent 3. Somewhat 4. To a moderate extent 5. To a great extent	1. মোটেও না 2. অল্প পরিমাণে 3. কিছুটা	

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
situations) and dependency among adolescents and youth?	অভাব) এবং নির্ভরশীলতা কতটা কমাতে পারে বলে আপনি বিশ্বাস করেন?		4. মাঝারি পরিমাণে 5. অনেকাংশে	
132.To what extent are you willing to adopt the 'Sports for Protection' approach to enhance the protection and wellbeing of adolescents and youth?	134. কিশোর-কিশোরী ও তরুণদের সুরক্ষা এবং সুস্থতা বৃদ্ধির জন্য 'সুরক্ষার জন্য খেলাধুলা' পদ্ধতি গ্রহণ করতে আপনি কতটা ইচ্ছুক?	1. Not at all 2. To a small extent 3. Somewhat 4. To a moderate extent 5. To a great extent	1. মোটেও না 2. অল্প পরিমাণে 3. কিছুটা 4. মাঝারি পরিমাণে 5. অনেকাংশে	
133.How effective has the sports for protection approach been in enhancing the psychosocial well-being (e.g., emotional resilience, social connections) of adolescents and youth?	135. কিশোর-কিশোরী এবং যুবক-যুবতীদের মনোসামাজিক সুস্থতা (যেমন, মানসিক সহনশীলতা, সামাজিক সংযোগ) বৃদ্ধিতে সুরক্ষার জন্য ক্রীড়া পদ্ধতি কতটা কার্যকর?	1. Extremely effective 2. Very effective 3. Somewhat effective 4. Ineffective	1. অনেক বেশী কার্যকর। 2. বেশী কার্যকর। 3. মোটামুটি কার্যকর। 4. কার্যকর নয়।	
134.To what extent has the sports for protection approach helped create an enabling environment (e.g., inclusive, accessible, and supportive spaces) for safe sports participation?	136. নিরাপদ ক্রীড়া অংশগ্রহণের জন্য একটি সক্ষম পরিবেশ (যেমন, অন্তর্ভুক্তিমূলক, অ্যাক্সেসযোগ্য এবং সহায়ক স্থান) তৈরিতে সুরক্ষার জন্য ক্রীড়া পদ্ধতি কতটা কার্যকর?	1. Extremely effective 2. Very effective 3. Somewhat effective 4. Ineffective	1. অনেক বেশী কার্যকর। 2. বেশী কার্যকর। 3. মোটামুটি কার্যকর। 4. কার্যকর নয়।	
135.How effective has the sports for protection approach been in fostering collaboration among sports actors (e.g., coaches, community leaders, local authorities) to support youth and adolescents?	137. যুব ও কিশোর-কিশোরীদের সহায়তা করার জন্য ক্রীড়া অভিনেতাদের (যেমন, কোচ, সম্প্রদায়ের নেতা, স্থানীয় কর্তৃপক্ষ) মধ্যে সহযোগিতা বৃদ্ধিতে সুরক্ষার জন্য ক্রীড়া পদ্ধতি কতটা কার্যকর?	1. Extremely effective 2. Very effective 3. Somewhat effective 4. Ineffective	1. অনেক বেশী কার্যকর। 2. বেশী কার্যকর। 3. মোটামুটি কার্যকর। 4. কার্যকর নয়।	
136.What specific aspects of the sports for protection approach have been most effective in promoting the protection and well-being of adolescents and youth?	138. কিশোর-কিশোরী এবং যুবক-যুবতীদের সুরক্ষা এবং সুস্থতা প্রচারে সুরক্ষার জন্য ক্রীড়া পদ্ধতির কোন নির্দিষ্ট দিকগুলি সবচেয়ে কার্যকর হয়েছে?	Open ended		

Question (Included Question Number) English	Question (Included Question Number) Bangla	Choice (English)	Choice (Bangla)	Direction / Skip Logic
137. What challenges or limitations, if any, have you observed in implementing the sports for protection approach?	139. সুরক্ষার জন্য ক্রীড়া পদ্ধতি বাস্তবায়নে আপনি কোন চ্যালেঞ্জ বা সীমাবদ্ধতা লক্ষ্য করেছেন?	Open ended		

Annex 5: Qualitative Guidelines

A. In-depth interview guideline for adolescent and youth

Section 1: Relevance (needs, appropriateness, inclusiveness)

1. What types of problems have you experienced or observed due to climate change in your area?

- Probe: Any specific incidents (e.g., floods, river erosion, storms)?

আপনার এলাকায় জলবায়ু পরিবর্তনের কারণে আপনি কী ধরনের সমস্যা দেখেছেন বা অনুভব করেছেন?

- প্রোবঃ কোনও বিশেষ ঘটনা মনে আছে? যেমন বন্যা, নদীভাঙন বা ঝড়?

2. How has climate change affected your daily life, safety, or access to services (like education or health or loss of life of family member)?

- Probe: Differences for boys, girls, or youth with disabilities?

জলবায়ুর পরিবর্তনের কারণে আপনার দৈনন্দিন জীবন, নিরাপত্তা বা সেবা পাওয়ার ক্ষেত্রে কিভাবে প্রভাব ফেলেছে? (যেমন শিক্ষা, স্বাস্থ্য, পরিবারের কারো মৃত্যু এরকম কোন ক্ষতি হয়েছে কি)

- প্রোবঃ ছেলে/মেয়ে/ প্রতিবন্ধীদের ক্ষেত্রে কি আলাদা আলাদা সমস্যা হয়?

3. Do you think the SPiRiT project activities addressed the challenges you and your peers face?

- Probe: If yes, please explain
- Probe: Which activities felt most useful?

আপনার কি মনে হয় SPiRiT প্রকল্পের কার্যক্রমগুলো আপনার ও আপনার বন্ধুবান্ধবদের সমস্যা বা চ্যালেঞ্জগুলো মোকাবেলায় সহায়ক ভূমিকা রেখেছে?

- প্রোবঃ যদি হয় তাহলে ব্যাখ্যা করুন
- প্রোবঃ কোন কোন কার্যক্রমগুলো বেশি সহায়ক ভূমিকা রেখেছে?

4. How inclusive did you find the project? Were girls, children with disabilities, or marginalized youth equally involved?

- Probe: Any group that was left out or needed more attention?

আপনি মনে করেন এই প্রকল্পে সবার অংশগ্রহণ নিশ্চিত করা হয়েছিল? বিশেষ করে মেয়েরা, প্রতিবন্ধী শিশু বা পিছিয়ে পড়া তরুণরা কি সমানভাবে যুক্ত ছিল?

- প্রোবঃ কেউ কি উপেক্ষিত ছিল বা যাদের প্রতি বেশি মনোযোগ দরকার ছিল?

Section 2: Effectiveness (well-being, empowerment, knowledge, confidence)

5. Did you notice any improvement in your mental well-being since joining the project?

- Probe: Feeling more hopeful, less anxious, or more connected with others/peer?

এই প্রকল্পে অংশ নেওয়ার পর থেকে আপনার কি মনে শান্তি এসেছে বা আপনি কি মানসিকভাবে ভালো অনুভব করছেন?

- প্রোবঃ হতাশা কমেছে, প্রত্যাশা বেড়েছে, বা বন্ধুদের সঙ্গে সম্পর্ক ভালো হয়েছে?

6. What changes have you seen in your ability to cope with stress or challenges?

- Probe: Can you give an example?

মানসিক চাপ বা কোনো চ্যালেঞ্জ মোকাবেলা করার ক্ষেত্রে আপনি আপনার ভেতরে কী কী পরিবর্তন লক্ষ্য করেছেন?

- প্রোবঃ আপনি কি কোন উদাহরণ দিতে পারবেন?

7. How confident are you now in making decisions about your safety, education, or future?

- Probe: Did the project help build this confidence?

এখন কি আপনি নিজের নিরাপত্তা, শিক্ষা বা ভবিষ্যৎ নিয়ে সিদ্ধান্ত নিতে আগের চেয়ে বেশি আত্মবিশ্বাসী?

- প্রোবঃ এই আত্মবিশ্বাস কি SPiRiT প্রকল্পের কারণে তৈরি হয়েছে?

8. Have you gained any leadership skills from participating in the project?

- Probe: Have you led any activities or taken initiative in your community?

এই প্রকল্পে অংশ নেওয়ার মাধ্যমে আপনি কি কোনো নেতৃত্বদানের দক্ষতা অর্জন করেছেন?

- প্রোবঃ আপনি কি আপনার এলাকায় কোনো কার্যক্রমে নেতৃত্ব দিয়েছেন বা কোনো উদ্যোগ নিয়েছেন?

9. What new knowledge or skills did you learn about climate risks or disaster preparedness?

- Probe: Were there specific sessions or training that helped?

জলবায়ু পরিবর্তনের ঝুঁকি বা প্রাকৃতিক দুর্যোগ মোকাবেলার বিষয়ে আপনি নতুন কি কি শিখেছেন?

- প্রোবঃ কোনো প্রশিক্ষণ বা সেশন কি এতে সাহায্য করেছে?

10. What kinds of activities were you involved in under the project?

- Probe: Which ones did you like most and why?

আপনি এই প্রকল্পের অধীনে কোন ধরনের কার্যক্রমে অংশগ্রহণ করেছেন?

- প্রোবঃ কোন কার্যক্রমটি আপনার সবচেয়ে ভালো লেগেছে এবং কেন?

Section 3: Participation and empowerment (voice, agency, inclusion)

11. Were there spaces or opportunities for you to express your views in the project?

- Probe: Youth clubs, group meetings, sports discussions?

প্রকল্পে আপনার মতামত প্রকাশ করার জন্য কি কোনো ধরনের সুযোগ বা জায়গা ছিল?

- প্রোবঃ যুব ক্লাব, গ্রুপ মিটিং, খেলা বা আলোচনা?

12. Did you feel heard when you expressed your opinions?

- Probe: Did adults (teachers, parents, coaches) respond to your ideas?

আপনি যখন আপনার মতামত প্রকাশ করেছেন, তখন কি আপনি অনুভব করেছেন যে তারা আপনার কথা শুনেছে?

- প্রোবঃ শিক্ষক, অভিভাবক বা কোচরা কি আপনার আইডিয়াগুলোতে গুরুত্ব দিয়েছিলেন?

13. Have your views or feedback influenced any decisions in the project / or your community/ your Family?

- Probe: Any example where your opinion brought a change?

আপনার মতামত বা পরামর্শ কি প্রকল্পের কোনো সিদ্ধান্ত, আপনার এলাকার বা আপনার পরিবারের কোনো সিদ্ধান্ত পরিবর্তন আনতে সহায়ক হয়েছে?

- প্রোবঃ এমন কোনো উদাহরণ থাকলে ব্যাখ্যা করুন যা সিদ্ধান্ত পরিবর্তনে সহায়ক হয়েছে

14. Do you feel more respected, included, and valued now in your family or community?

- Probe: How has this changed from before? Can you give an example?

আপনার কি এখন মনে হয় যে পরিবার ও এলাকায় আপনাকে আগের চেয়ে বেশি সম্মান ও গুরুত্ব দেওয়া হয়?

- প্রোবঃ এ ই পরিবর্তনটি আগে থেকে কীভাবে আলাদা? কোনো উদাহরণ আছে?

15. Have you ever helped organize or lead any youth-led initiatives under the project?

- Probe: What was your role, and what did you achieve?

আপনি কি এই প্রকল্পে কোনো যুবকদের দ্বারা পরিচালিত কার্যক্রমে নেতৃত্ব দিয়েছেন বা আয়োজন করতে সাহায্য করেছেন?

- **প্রোব:** সেখানে আপনার ভূমিকা কী ছিল এবং আপনি সেখানে কি অর্জন করেছেন?

Section 4: Social connection and relationships

16. Did participating in the project help you build new friendships or strengthen existing ones?

- Probe: Any experience of group bonding, teamwork or collective action?

প্রকল্পে অংশ নেওয়ার মাধ্যমে আপনি কি নতুন বন্ধু পেয়েছেন বা আগের বন্ধুদের সঙ্গে সম্পর্ক আরও ভালো হয়েছে?

- প্রোব: কোনো দলগত বা একসঙ্গে কাজ করার কোন অভিজ্ঞতা এর উদাহরণ আছে?

17. How has your relationship with family, peers, or community changed since being part of the project?

- Probe: Do they treat you differently or support you more? Do you feel more respected?

এই প্রকল্পে অংশগ্রহণ করার পর আপনার পরিবার, বন্ধু বা এলাকার মানুষের সাথে আপনার সম্পর্ক কীভাবে পরিবর্তিত হয়েছে?

- প্রোব: তারা কি এখন আপনাকে আলাদাভাবে দেখে বা বেশি সহায়তা করে? আপনি কি বেশি সম্মানিত অনুভব করেন?

18. Were there activities that helped you feel more connected or hopeful?

- Probe: Sports sessions, community events?

প্রকল্পের কোনো কার্যক্রম কি আপনাকে আরও বেশি আশাবাদী বা সবার সঙ্গে যুক্ত মনে করতে সাহায্য করেছে?

- প্রোব: খেলাধুলার সেশন, কমিউনিটি ইভেন্ট ইত্যাদি?

Section 5: Access, barriers and inclusion

19. Did you face any difficulties in accessing sports or project activities?

- Probe: Gender restrictions, disability access, safety concerns?

আপনি কি খেলাধুলা বা প্রকল্পের কোনো কার্যক্রমে অংশ নিতে কোনো সমস্যা বা বাধার মুখোমুখি হয়েছিলেন?

- প্রোব: লিঙ্গভিত্তিক বাধা, শারীরিক অক্ষমতা, নিরাপত্তার সমস্যা?

20. Were the facilities (playgrounds, sanitation, equipment) appropriate and safe for all?

- Probe: Especially for girls and youth with disabilities?

21. খেলাধুলার মাঠ, টয়লেট বা সরঞ্জামগুলো কি সবার জন্য উপযুক্ত ও নিরাপদ ছিল?

- প্রোব: বিশেষ করে মেয়েদের ও প্রতিবন্ধী কিশোরদের জন্য?

22. Did you have your family's permission or support to join these activities?

- Probe: Was it harder for girls to participate?

এই কার্যক্রমগুলোতে অংশ নিতে আপনি কি পরিবারের অনুমতি বা সমর্থন পেয়েছেন?

- প্রোবঃ মেয়েদের জন্য কি অংশ নেওয়া তুলনামূলকভাবে কঠিন ছিল?

23. How accessible were the locations or venues used for project activities?

- Probe: In terms of distance, transport or timing?

প্রকল্পের যেসব জায়গায় কার্যক্রম হতো, সেসব জায়গায় কি সহজে যাওয়া যেত?

- প্রোবঃ দূরত্ব, যাতায়াত ব্যবস্থা বা সময়ের দিক থেকে সুবিধাজনক ছিল কিনা?

Section 6: Impact and sustainability

24. What lasting changes have you noticed in yourself after participating in the SPiRiT project?

- Probe: Confidence, decision-making, future goals?

SPiRiT প্রকল্পে অংশ নেওয়ার পরে আপনি নিজের মধ্যে কী কী ধরনের স্থায়ী পরিবর্তন দেখেছেন?

- প্রোবঃ আত্মবিশ্বাস, নিজের সিদ্ধান্ত নিজে নেওয়া, ভবিষ্যৎ লক্ষ্য ঠিক করা?

25. How do you plan to continue the skills or learnings from this project?

- Probe: Will you keep doing sports or help others in your community?

এই প্রকল্পে যে দক্ষতা বা শিক্ষা আপনি পেয়েছেন, তা কীভাবে ভবিষ্যতে ব্যবহার করতে চান?

- প্রোবঃ আপনি কি খেলাধুলা চালিয়ে যাবেন অথবা এলাকার অন্যদের সহায়তা করবেন?

26. What should be done to continue or improve this kind of project in your area?

এলাকায় এই ধরনের প্রকল্প চলমান রাখতে বা আরও ভালো করতে কি কি পদক্ষেপ নেওয়া উচিত?

- Probe: Who should be involved, and what should they do?

- প্রোবঃ কাদের এইখানে যুক্ত হওয়া উচিত? তারা কি কাজ করবে?

A. Key Informant interview guidelines

(A) KII Guideline for Youth Leaders

Experience and role

1. How did you participate in the SPiRiT project activities?

- Probe: When did you join the project?
- Probe: Were you involved in planning, implementing, or leading any events? IF yes, please share briefly.

আপনি কীভাবে SPiRiT প্রকল্পের কার্যক্রমে অংশগ্রহণ করেছেন?

- প্রোবঃ আপনি কখন এই প্রকল্পে যুক্ত হয়েছেন?
- প্রোবঃ আপনি কি কোনো ইভেন্টের পরিকল্পনা, বাস্তবায়ন বা নেতৃত্বে ছিলেন? যদি হ্যাঁ, তাহলে সংক্ষেপে শেয়ার করুন।

Empowerment and identity

2. In what ways did this project help you feel more confident or empowered?

- Probe: Did it change how you see yourself or your role in the community?

এই প্রকল্পটি কীভাবে আপনাকে আরও আত্মবিশ্বাসী বা শক্তিশালী হতে সাহায্য করেছে?

- প্রোবঃ এটি কি আপনার নিজের বা আপনার এলাকার প্রতি দৃষ্টিভঙ্গি বদলাতে সহযোগিতা করেছে?

Meaningful participation and inclusion

3. Did you feel you had space and support to express your views during the project?

- Probe: Were your suggestions taken seriously by project facilitators?

প্রকল্পের সময় আপনি কি মতামত প্রকাশ করার জন্য পর্যাপ্ত সমর্থন পেয়েছিলেন?

- প্রোবঃ আপনার পরামর্শগুলো কি প্রকল্পের facilitators গুরুত্ব সহকারে গ্রহণ করেছিলো?

4. Were youth from different backgrounds (girls, youth with disabilities, ethnic minorities) equally engaged?

- Probe: What challenges did they face?

বিভিন্ন ব্যাকগ্রাউন্ডের তরুণেরা (মেয়ে, প্রতিবন্ধী, সংখ্যালঘু) কি প্রকল্পে সমানভাবে অংশগ্রহণ করেছে?

- প্রোবঃ তারা কি কোন বিশেষ চ্যালেঞ্জের সম্মুখীন হয়েছিল?

5. Were you involved in leading any events, campaigns, or youth-led initiatives?

- Probe: Did you feel respected as a leader or peer mentor?

6. আপনি কি কোন ইভেন্ট, ক্যাম্পেইন বা যুব নেতৃত্বাধীন কার্যক্রমে নেতৃত্ব দিয়েছেন?

- প্রোবঃ আপনি কি নেতৃত্বদাতা বা বন্ধুদের পরামর্শদাতা হিসেবে যথাযথ সম্মান পেয়েছিলেন?

7. Did the sports sessions or leadership activities help you build new friendships or support networks?

- Probe: If yes, can you share an experience?

খেলাধুলার সেশন বা নেতৃত্বের কার্যক্রম কি আপনার নতুন বন্ধু বা সমর্থনমূলক নেটওয়ার্ক তৈরি করতে সাহায্য করেছে?

- প্রোবঃ যদি হ্যাঁ, তাহলে একটি অভিজ্ঞতা শেয়ার করুন?

Skills, knowledge, and influence

8. What knowledge or skills did you gain from the project?

- Probe: Around leadership, resilience, decision-making, or advocacy?

এই প্রকল্প থেকে আপনি কী কী জ্ঞান বা দক্ষতা অর্জন করেছেন?

- প্রোবঃ এটি কি নেতৃত্ব, মানসিক সহনশীলতা, সিদ্ধান্ত গ্রহণ বা অধিকার রক্ষা সম্পর্কিত কিছু ছিল?

9. Did participating in the project help you better understand issues like climate change or displacement?

- Probe: Did it change how you view your future or your role in your community?

এই প্রকল্পে অংশগ্রহণ কি আপনাকে জলবায়ু পরিবর্তন বা বাস্তুচ্যুতি সম্পর্কিত বিষয়গুলি আরও ভালভাবে বুঝতে সাহায্য করেছে?

- প্রোবঃ এটি কি আপনার ভবিষ্যৎ বা এলাকাতে আপনার ভূমিকা সম্পর্কে আপনার দৃষ্টিভঙ্গি পরিবর্তন করেছে?

10. Did your opinions or leadership influence any project decisions or community responses?

- Probe: Were there cases where youth perspectives led to changes in activities or rules?

আপনার মতামত বা নেতৃত্ব কি প্রকল্পের কোনো সিদ্ধান্ত বা এলাকার কোন প্রতিক্রিয়ায় প্রভাব ফেলেছে?

- প্রোবঃ আপনার মতামত কোন কার্যক্রম বা নিয়মের মধ্যে পরিবর্তন নিয়ে এসেছে?

11. Did participating improve your emotional well-being or mental health?

- Probe: Did you feel safer, more hopeful, or less isolated during or after the project?

প্রকল্পে অংশগ্রহণ কি আপনার আবেগিক ও মানসিক স্বাস্থ্যের উন্নতি করেছে?

- প্রোবঃ আপনি কি প্রকল্পের সময় বা পরবর্তী সময় নিরাপদ, আশাবাদী, বা একাকীত্ব কম অনুভব করেছেন?

Barriers, continuity, and recommendations

12. What challenges did you or others face in participating fully in the project?

- Probe: Barriers from family, community norms, or lack of safety?

আপনি বা অন্যরা প্রকল্পে পূর্ণভাবে অংশগ্রহণ করতে কী কী ধরনের চ্যালেঞ্জের মুখোমুখি হয়েছিল?

- প্রোবঃ পারিবারিক বাধা, সামাজিক নিয়ম বা নিরাপত্তাহীনতা কি বাধা সৃষ্টি করেছিল?

13. Do you plan to continue any activities (sports, clubs, campaigns) after the project ends?

আপনি কি প্রকল্প শেষ হওয়ার পর খেলাধুলা, ক্লাব বা ক্যাম্পেইনের মতো কোন কার্যক্রম চালিয়ে যেতে চান?

14. What support would you need to sustain these activities?

- Probe: Facilities, peer networks, mentors, or partnerships?

এই কার্যক্রমগুলি চালিয়ে যেতে আপনার কী ধরনের সহায়তা প্রয়োজন?

- প্রোবঃ ফ্যাসিলিটিজ, বন্ধুদের সাথে নেটওয়ার্ক, পরামর্শদাতা বা পার্টনারশিপ এইগুলো কি প্রয়োজন হতে পারে?

15. What are your recommendations for similar projects in the future?

- Probe: More focus on leadership, outreach to girls, support from schools?

16. ভবিষ্যতে এই ধরনের প্রকল্পগুলোর জন্য আপনার কী কী পরামর্শ আছে?

- প্রোবঃ নেতৃত্বের উপর আরো জোর দেওয়া, মেয়েদের প্রতি আরো মনোযোগ, স্কুলগুলো থেকে আরো সহায়তা

17. Would you be willing to mentor or support other youth in future programs?

আপনি কি ভবিষ্যতের কোনো প্রোগ্রামে অন্যান্য যুবকদের পরামর্শ দিতে বা সহায়তা করতে আগ্রহী?

B. KII Guideline for Community Leaders

Awareness and role

1. Were you aware of or involved in the SPiRiT project?
 - Probe: What kind of engagement did you have, if any?

আপনি কি SPiRiT প্রকল্প সম্পর্কে জানতেন বা এতে কোনোভাবে যুক্ত ছিলেন?

 - প্রোবঃ যদি যুক্ত থাকেন, তাহলে কীভাবে যুক্ত ছিলেন?

Inclusion and social Change

2. What changes have you noticed in community attitudes toward youth participation or sports?
 - Probe: Are people more open to youth leadership or girls in sports?

তরুণদের অংশগ্রহণ বা খেলাধুলা নিয়ে আপনার এলাকাসবাসীর দৃষ্টিভঙ্গিতে কী ধরনের পরিবর্তন আপনি লক্ষ্য করেছেন?

 - প্রোবঃ মানুষ কি এখন তরুণ নেতৃত্ব বা মেয়েদের খেলাধুলায় অংশগ্রহণকে বেশি ইতিবাচকভাবে দেখছে?
3. Were vulnerable or marginalized youth (displaced, disabled, minorities) included in the project?
 - Probe: Any particular group left out or underrepresented?

প্রকল্পে কি প্রান্তিক ও ঝুঁকিপূর্ণ তরুণদের (বাস্তুচ্যুত, প্রতিবন্ধী বা সংখ্যালঘু) অংশগ্রহণ নিশ্চিত করা হয়েছিল?

 - প্রোবঃ কোনো নির্দিষ্ট গোষ্ঠী কি বাদ পড়ে গিয়েছিল বা কম অংশ নিয়েছে?
4. Did the project help reduce tensions, increase cooperation, or improve relationships in your community?

এই প্রকল্পটি কি আপনার এলাকায় সম্পর্ক উন্নয়ন, পারস্পরিক সহযোগিতা বৃদ্ধি বা বিরোধ কমাতে সাহায্য করেছে?

 - Probe: Any story of how youth or sports contributed to unity?
 - প্রোবঃ এমন কোনো গল্প আছে যেখানে তরুণেরা বা খেলাধুলা মানুষের মধ্যে ঐক্য এনেছে?
5. Have you seen greater respect for youth voices in community discussions or decisions since the project began?

এই প্রকল্প শুরুর পর থেকে কি এলাকার লোকজন তরুণদের মতামতকে আগের থেকে বেশি সম্মান বা গুরুত্ব দিচ্ছে?

Engagement and sustainability

6. How were community members involved in planning or delivering project activities?
 - Probe: Any joint events, volunteering, or local support?

প্রকল্পের কার্যক্রমগুলো পরিকল্পনার ক্ষেত্রে বা বাস্তবায়নের ক্ষেত্রে এলাকার মানুষজন কীভাবে যুক্ত ছিলেন?

 - প্রোবঃ কেউ কি স্বেচ্ছায় কোন কাজ করেছে বা সহযোগিতা করেছে বা স্থানীয়ভাবে কোন কিছু আয়োজন করেছে?
7. Were there any collaborative activities between schools, families, and youth clubs?
 - Probe: How were elders or parents engaged?

8. স্কুল, পরিবার আর ইয়ুথ ক্লাবের মধ্যে কি কোনো ধরনের যৌথ কার্যক্রম হয়েছিল?
 - প্রোবঃ পিতামাতা বা বয়স্করা কীভাবে এতে যুক্ত ছিলেন?
9. What do you think are the most important outcomes of the project for your community?
আপনার মতে এই প্রকল্প থেকে আপনার এলাকার মানুষের সবচেয়ে গুরুত্বপূর্ণ অর্জন বা ফলাফল কী?
10. Can community members sustain youth-led activities after the project ends?
 - Probe: Are there local leaders or groups ready to support this?
আপনার কাছে কি মনে হয়, প্রকল্প শেষ হওয়ার পর এলাকার মানুষজন কি তরুণদের নেতৃত্বে চলা কার্যক্রমগুলো চালিয়ে নিতে পারবে?
 - প্রোবঃ স্থানীয় নেতা বা কোন গ্রুপ কি আছে যারা তাদেরকে সমর্থন করতে আগ্রহী?
11. What support (government, NGO, or private sector) is needed to continue these initiatives?
এই উদ্যোগগুলো দীর্ঘমেয়াদে চালু রাখতে হলে সরকার, এনজিও বা প্রাইভেট সেক্টরগুলো কী ধরনের ভূমিকা রাখতে পারে বা কীভাবে সহযোগিতা করতে পারে?

Recommendations and future planning

12. What could have been done better to improve the project's reach and impact?
এই প্রকল্পটি আরও কার্যকর ও বিস্তৃত করতে হলে আর কী করলে ভালো হতো?
13. Are there any lessons you think future projects should consider in similar communities?
এই এলাকায় ভবিষ্যতে যদি আবার কোনো প্রকল্প করা হয়, তাহলে কী কী বিষয় মাথায় রাখা দরকার বলে আপনি মনে করেন?
14. Would you be willing to support youth-led initiatives in the future?
ভবিষ্যতে তরুণদের নেতৃত্বে পরিচালিত কোনো উদ্যোগে আপনি কি সহযোগিতা করতে আগ্রহী?
15. Should local councils or CBOs be more involved in supporting such programs?
আপনার কি মনে হয় স্থানীয় কাউন্সিল বা কমিউনিটি-ভিত্তিক সংগঠনগুলোর এমন প্রকল্পে আরও বেশি সহযোগিতা করা উচিত?
16. Do you believe the project influenced long-term community planning or inclusion strategies?
এই প্রকল্পের কারণে কি এলাকায় দীর্ঘমেয়াদি উন্নয়ন পরিকল্পনা বা সকলের অংশগ্রহণ নিশ্চিত করার উদ্যোগে কোনো পরিবর্তন এসেছে বলে আপনি মনে করেন?
আপনি কি বিশ্বাস করেন, এই প্রকল্প এলাকায় দীর্ঘমেয়াদি উন্নয়নে বা সকলের অংশগ্রহণ নিশ্চিত ইতিবাচক প্রভাব ফেলেছে?

C. KII Guideline for Sports Coaches

Involvement and role

1. What is your main profession?
আপনার প্রধান পেশা কী?
2. What was your role in the SPiRiT project?
 - Probe: Were you involved in planning or just delivery? Please explain your role in detail
 - Probe: Did you face any challenges to maintain your main profession and project role?
3. SPiRiT প্রকল্পে আপনার ভূমিকা কী ছিল?
 - প্রোবঃ আপনি কি প্রকল্প পরিকল্পনায় যুক্ত ছিলেন, নাকি শুধু কার্যক্রম বাস্তবায়ন করছিলেন? বিস্তারিত বলুন?
 - প্রোবঃ আপনার প্রধান পেশা এবং প্রকল্পের ভূমিকা একসাথে চালাতে কি কোনো সমস্যা হয়েছিল?

Inclusive coaching and youth transformation

4. How inclusive were the sports sessions for girls, youth with disabilities, and displaced youth?
 - Probe: Any accommodations made for marginalized youth?
খেলাধুলার সেশনগুলো কি মেয়েদের, প্রতিবন্ধী এবং বাস্তুচ্যুত তরুণদের জন্য সমানভাবে অন্তর্ভুক্তিমূলক ছিল?
 - প্রোবঃ বঞ্চিত তরুণদের জন্য কোনো বিশেষ ব্যবস্থা নেওয়া হয়েছিল কি?
5. What changes did you observe in the behavior or confidence of participating youth?
 - Probe: Any personal story you remember?
প্রকল্পে অংশ নেওয়া তরুণ-তরুণীদের আচরণ বা আত্মবিশ্বাসে আপনি কী ধরনের পরিবর্তন দেখেছেন?
 - প্রোবঃ বাস্তব উদাহরণ দিতে পারবেন?
6. Did youth help co-design or lead parts of the sports activities?
 - Probe: Were their ideas or suggestions included?
তরুণ-তরুণীরা কি খেলাধুলা কার্যক্রমের কোন পরিকল্পনায় সহায়তা করেছে বা নেতৃত্ব দিয়েছে?
প্রোবঃ তাদের পরামর্শ কি গুরুত্বসহকারে নেওয়া হয়েছিল?
7. Did the training you received cover psychosocial support and child safeguarding?
 - Probe: Was it sufficient and easy to apply?
আপনি যে প্রশিক্ষণ নিয়েছেন, তাতে কি মনসামাজিক সহায়তা ও শিশুদের সুরক্ষার বিষয়টি ছিল?

- প্রোবঃ এটিয়েছেয়ান্নার কাছে যথেষ্ট মনে হয়েছে বা প্রয়োগযোগ্য মনে হয়েছে?

Barriers, support, and community involvement

8. What challenges did you face in organizing inclusive and safe sports sessions?
 - Probe: Social norms specially for girls, playground or infrastructure, timing, etc.?
অন্তর্ভুক্তিমূলক ও নিরাপদ খেলাধুলার সেশন আয়োজন করতে গিয়ে আপনি কী কী ধরনের চ্যালেঞ্জের মুখোমুখি হয়েছেন?
 - প্রোবঃ মেয়েদের অংশগ্রহণে সামাজিক বাধা, মাঠের অভাব, অবকাঠামোগত বা সময়ের সীমাবদ্ধতা ইত্যাদি।
9. How were parents and community leaders involved in sports sessions?
খেলাধুলার সেশনগুলোতে অভিভাবক ও এলাকার স্থানীয় নেতারা কীভাবে যুক্ত ছিলেন?
10. Were the sports materials and spaces adequate to run effective sessions?
খেলাধুলার সেশনগুলো ভালোভাবে পরিচালনার জন্য যেসব উপকরণ ও মাঠ দরকার, সেগুলো কি পর্যাপ্ত ছিল?
11. What kind of support or supervision did you receive from the project team?
প্রকল্প টিমের পক্ষ থেকে আপনি কী কী ধরনের সহায়তা বা নির্দেশনা পেয়েছিলেন?

Sustainability and systemic change

12. Can these sports activities continue without project support? If yes, how? If no, why?
 - Probe: Are there trained peer coaches or local champions?
প্রকল্পের সহায়তা ছাড়া এই খেলাধুলার কার্যক্রমগুলো কি চালিয়ে যাওয়া সম্ভব? যদি হ্যাঁ, তাহলে কীভাবে? আর যদি না হয়, তাহলে কেন নয়?
▪ প্রোবঃ আপনার এলাকায় কি প্রশিক্ষণপ্রাপ্ত কোচ বা নেতৃত্ব দিতে পারে এমন কেউ আছে?
13. What are your suggestions for improving sports-based programs for displaced youth?
বাস্তুচ্যুত তরুণদের জন্য খেলাধুলাভিত্তিক প্রোগ্রামগুলো আরও উপযোগী করতে আপনি কী কী পরামর্শ দেবেন?
14. Are there opportunities for you or others to train future youth leaders or peer facilitators?
আপনি অথবা অন্যদের কি ভবিষ্যতে তরুণনেতা বা বন্ধুদের প্রশিক্ষক হিসাবে প্রশিক্ষণ দেওয়ার সুযোগ আছে?
15. Do you think the perception of sports as a tool for development has changed in your area?
আপনার এলাকায় কি মানুষ এখন মনে করে যে খেলাধুলা দিয়ে উন্নয়ন বা ভালো কিছু করা যায়?
16. Should this model be expanded to other areas or schools? Why?
আপনি কি মনে করেন, এই কার্যক্রমটা অন্য জায়গায় বা স্কুলে শুরু করা দরকার? কেন?

D. KII Guideline for Government Representatives

Awareness and Role

1. Please tell me about your current involvement.
এই প্রকল্পে আপনার বর্তমান সম্পৃক্ততা সম্পর্কে বলুন।
2. Were you aware of the SPiRiT project and its implementation in your area?
 - Probe: Have you attended or supported any events, training or visit?
আপনি কি SPiRiT প্রকল্প এবং আপনার এলাকায় এটার বাস্তবায়ন সম্পর্কে জানতেন?
 - প্রোবঃ আপনি সেখানে উপস্থিত ছিলেন বা কোন ইভেন্ট বা ট্রেনিং এর সময় পরিদর্শন করেছিলেন বা সহযোগিতা করেছিলেন?

Policy relevance and strategic alignment

3. How aligned was this project with national youth or sports policy frameworks (e.g., NYP 2017, SDGs)?
এটি জাতীয় যুব বা ক্রীড়া নীতিমালা (যেমন, NYP 2017, SDGs) এর সঙ্গে কতটা সঙ্গতিপূর্ণ ছিল?
4. How relevant was the project in addressing the needs of climate-displaced adolescents in your jurisdiction? Please share your opinion.
আপনার এলাকায় জলবায়ু পরিবর্তনের কারণে বাস্তুচ্যুত কিশোর-কিশোরীদের প্রয়োজন মেটাতে এই প্রকল্পটি কতটা প্রাসঙ্গিক ছিল? দয়া করে আপনার মতামত জানান।
5. Did the project support existing government efforts on youth development, resilience, or inclusion?
আপনি কি মনে করেন প্রকল্পটি সরকারের যুব উন্নয়ন, সহনশীলতা বা অন্তর্ভুক্তিমূলক কাজগুলোকে সহযোগিতা করেছে?
6. Did the project engage with any local or national departments through MOUs or formal meetings?
প্রকল্পটি কি স্থানীয় বা জাতীয় কোনো বিভাগ/দপ্তরের সঙ্গে আনুষ্ঠানিক চুক্তি (MOU) বা বৈঠকের মাধ্যমে কাজ করেছে?

Resource use, institutional linkage, and effectiveness

7. Were public resources (community fields, schools, volunteers) used effectively? Please share your opinion.
এই প্রকল্পে স্থানীয় সম্পদগুলো যেমন (মাঠ, স্কুল, স্বেচ্ছাসেবক) কি কার্যকরভাবে ব্যবহৃত হয়েছে? দয়া করে আপনার মতামত দিন?
8. Did the project help strengthen coordination among actors like schools, sports federations, or youth clubs?

- প্রকল্পটি কি স্কুল, ক্রীড়া ফেডারেশন বা যুব ক্লাবগুলোর মধ্যে সমন্বয় জোরদার করতে সাহায্য করেছে?
9. Have you seen improvements in youth participation, safety, or leadership as a result of the project?
এই প্রকল্পের ফলে কি আপনি তরুণদের অংশগ্রহণ, নিরাপত্তা বা নেতৃত্বে কোনো উন্নতি লক্ষ্য করেছেন?
10. Were you consulted in the planning, training or monitoring of the project at any point? Please share the experiences.
প্রকল্প চলাকালীন কোনো পর্যায়ে যেমন পরিকল্পনা, প্রশিক্ষণ, অথবা মনিটরিং এর সময় কি আপনার মতামত চাওয়া হয়েছিল?
যদি হ্যাঁ, তাহলে দয়া করে আপনার অভিজ্ঞতা বলুন।
11. In your opinion, were there any gaps in coordination that affected the implementation or impact?
আপনার মতে, প্রকল্পের কার্যক্রম চালাতে গিয়ে কোথাও কি সমন্বয়ের অভাব দেখা গেছে? এতে কি প্রকল্পের বাস্তবায়নে বা ফলাফলে কোনো প্রভাব পড়েছে?

Sustainability and system-level outcomes

12. Is there potential to institutionalize this project model in government youth/sports programs? Please share your opinion.
আপনার মতে, এই প্রকল্পের মডেলটি কি সরকারি যুব বা ক্রীড়া কার্যক্রমে স্থায়ীভাবে অন্তর্ভুক্ত (institutionalize) করা সম্ভব? দয়া করে মতামত দিন।
13. What would be needed to sustain or scale up similar initiatives through public systems?
এই ধরনের উদ্যোগকে সরকারিভাবে চালু রাখতে বা বিস্তৃত করতে কী কী প্রয়োজন?
14. In your opinion, has the project contributed to shifting community norms or increased government visibility?
আপনার মতে, এই প্রকল্পটি কি সমাজের প্রচলিত ধ্যান-ধারণায় কোনো পরিবর্তন এনেছে সরকারকে জনগণের কাছে আরও দৃশ্যমান করেছে?
15. What kind of capacity-building do local institutions need to sustain such initiatives?
এ ধরনের উদ্যোগ টিকিয়ে রাখতে স্থানীয় প্রতিষ্ঠানের কী ধরনের সক্ষমতা বৃদ্ধির প্রয়োজন?
16. What are your recommendations for integrating youth-led, sport-based programs into policy frameworks?
আপনার মতে, যুব নেতৃত্বাধীন খেলাধুলাভিত্তিক কার্যক্রমগুলো কীভাবে সরকারি নীতিমালায় অন্তর্ভুক্ত করা যেতে পারে?

E. KII Guideline for Project Staff

Role and involvement

1. What was your role in the SPiRiT project, and how long were you involved?
SPiRiT প্রকল্পে আপনার ভূমিকা কী ছিল এবং আপনি কতদিন ধরে এই প্রকল্পে যুক্ত ছিলেন?

Project Design, empowerment and inclusion

2. How was the project designed to address the needs of displaced or vulnerable adolescents and youth?
 - Probe: What assessments or feedback informed the design?
বাস্তুচ্যুত বা ঝুঁকিপূর্ণ কিশোর-কিশোরী ও তরুণদের প্রয়োজন মেটাতে প্রকল্পটি কীভাবে ডিজাইন করা হয়েছিল?
 - প্রোবঃ কোন ধরনের মূল্যায়ন বা মতামত এই ডিজাইনে সাহায্য করেছে?
3. How did you ensure gender equality and social inclusion in activities?
 - Probe: What tools or practices did you use?
আপনি কীভাবে কার্যক্রমগুলোতে লিঙ্গ সমতা ও সামাজিক অন্তর্ভুক্তি নিশ্চিত করেছেন?
 - প্রোবঃ কী ধরনের টুলস বা অনুশীলন কাজে লাগানো হয়েছিল?
4. How did the project support adolescent participation in decision-making?
 - Probe: Were there youth committees, feedback mechanism or consultations?
প্রকল্পটি কীভাবে কিশোর-কিশোরীদের সিদ্ধান্তগ্রহণ প্রক্রিয়ায় অংশগ্রহণে সহায়তা করেছে?
 - প্রোবঃ সেখানে কি কোনো তরুণ কমিটি, মতামত জানানোর ব্যবস্থা বা পরামর্শ ব্যবস্থা ছিল?
5. To what extent was the project aligned with national policies and strategies? (such as the National Youth Policy 2017, National Sports Policy 1998, SDGs, and the Eighth Five-Year Plan)
এই প্রকল্পটি জাতীয় নীতিমালার সঙ্গে কতটা সামঞ্জস্যপূর্ণ ছিল? (যেমন: জাতীয় যুবনীতি ২০১৭, জাতীয় ক্রীড়া নীতি ১৯৯৮, এসডিজি এবং অষ্টম পঞ্চবার্ষিক পরিকল্পনা)

Implementation, monitoring, and challenges

6. What were the key challenges in implementation, and how were they managed?
প্রকল্প বাস্তবায়নে প্রধান কী কী চ্যালেঞ্জ ছিল, এবং সেগুলো কীভাবে মোকাবিলা করা হয়েছে?
7. Were resources (budget, staff, materials) sufficient and efficiently used? Please share your opinion.

বাজেট, জনবল ও উপকরণগুলো কি প্রয়োজন অনুযায়ী যথেষ্ট ছিল এবং সঠিকভাবে ব্যবহার করা হয়েছিল? আপনার মতামত দিন।

8. Were there any opportunities to improve cost-effectiveness without compromising the quality of the project activities?
আপনি কি মনে করেন, কোনোভাবে প্রকল্পের কাজের মান ঠিক রেখে খরচ একটু কমানো যেত? যদি সেটা করা যেত তাহলে কীভাবে?
9. How was coordination managed with schools, government bodies, and communities at local and regional level?
এই প্রকল্পে স্থানীয় ও আঞ্চলিক পর্যায়ে স্কুল, সরকার বা এলাকার মানুষদের সঙ্গে কীভাবে কাজের সমন্বয় করা হয়েছিল?
10. What monitoring tools or indicators were used to track changes?
এই প্রকল্পের পরিবর্তনগুলো ট্রাক করার জন্য কী ধরনের মনিটরিং টুলস বা ইনডিকেটর ব্যবহার করা হয়েছিল?
 - Probe: Did they measure psychosocial well-being, empowerment, or inclusion? How? By whom?
 - প্রোবঃ তারা কি মনোসামাজিক সুস্থতা, ক্ষমতায়ন, বা সবার অন্তর্ভুক্তি মেজার করতো? করলে কীভাবে?
11. Were there adaptations made based on real-time feedback or field realities during the implementation of the project?
প্রকল্প চলাকালীন সময় মাঠের বাস্তব পরিস্থিতি দেখে কি কোনো ধরনের পরিবর্তন বা সংশোধন আনা হয়েছিল?

Impact, learning, and sustainability

12. Were the project's approaches appropriate for achieving the desired outcomes for adolescent and youth?
প্রকল্পের পদ্ধতিগুলো কি কিশোর-কিশোরী ও যুবকদের জন্য কাঙ্ক্ষিত ফলাফল অর্জনে উপযুক্ত ছিল?
 - Probe: What outcomes are you most proud of or found most meaningful in SPiRiT project?
 - Probe: Do you see any gaps in reaching out the project goal?
 - প্রোবঃ SPiRiT প্রকল্পের কোন ফলাফল যেটা আপনাকে সবচেয়ে গর্বিত করেছে বা যেটা আপনার কাছে সবচেয়ে গুরুত্বপূর্ণ মনে হয়েছে?
 - প্রোবঃ প্রকল্পের লক্ষ্য অর্জনে আপনি কি কোনো ঘাটতি দেখছেন?
13. Did the project trigger any systemic changes in the local or national landscape? If yes, please specify.
এই প্রকল্পটি কি আপনার এলাকায় বা দেশের কোনো কাজের পদ্ধতিতে কোনো বড় ধরনের পরিবর্তন নিয়ে এসেছে? আপনি মনে করেন?
14. How prepared are youth, communities, or institutions to sustain the project's efforts? Please share your opinion.
এই প্রকল্প শেষ হয়ে গেলেও এলাকার মানুষেরা, তরুণরা বা প্রতিষ্ঠানগুলো প্রকল্পটিকে চালিয়ে নেওয়ার জন্য কতটা প্রস্তুত?
15. What lessons did the team learn that could inform future programming?

এই প্রকল্পে কাজ করতে গিয়ে টিমের এমন কি কোন কিছু শেখা বা অভিজ্ঞতা হয়েছে, যেটা ভবিষ্যতে অন্য প্রকল্পে কাজে লাগতে পারে?

16. What recommendations would you make for future sport-based empowerment programs?
ভবিষ্যতে খেলাধুলাভিত্তিক ক্ষমতায়ন প্রোগ্রামের জন্য আপনার কী কী পরামর্শ থাকবে?

F. FGD Guideline for Adolescents and Youth

Introduction and rapport building

1. How did you first hear about the SPiRiT project?
আপনি প্রথম কীভাবে SPiRiT প্রকল্প সম্পর্কে শুনেছেন?
2. What motivated you to join the project activities?
এই প্রকল্পে অংশগ্রহণের জন্য আপনাকে সাধারণত কী উৎসাহিত করেছে?

Relevance and risk awareness

3. What kinds of climate-related problems (like floods or storms) have you seen in your area?
আপনার এলাকায় আপনি সাধারণত কী ধরনের জলবায়ু-সংক্রান্ত সমস্যা (যেমন বন্যা বা ঘূর্ণিঝড়) দেখেছেন?
4. How have these problems affected your life or your community?
এই সমস্যাগুলো কীভাবে আপনার বা আপনার এলাকার মানুষের জীবনকে প্রভাবিত করেছে?
5. Before the SPiRiT project, how did you and your peers try to cope with these challenges?
SPiRiT প্রকল্প শুরুর আগে আপনি ও আপনার বন্ধুরা কীভাবে এই সমস্যাগুলোর মোকাবিলা করতেন?

Empowerment and personal change

6. What changes have you noticed in yourself after participating in the SPiRiT project?
SPiRiT প্রকল্পে অংশ নেওয়ার পর আপনি নিজের মধ্যে কী ধরনের পরিবর্তন লক্ষ্য করেছেন?
7. Do you feel more confident making decisions about your safety, education, or future?
এখন কি আপনি নিজের নিরাপত্তা, শিক্ষা বা ভবিষ্যৎ নিয়ে সিদ্ধান্ত নিতে আগের চেয়ে বেশি আত্মবিশ্বাস অনুভব করেন?
8. Can you describe any activity where you took leadership or supported others?
আপনি কি এমন কোনো কাজের কথা বলতে পারেন যেখানে আপনি নেতৃত্ব দিয়েছেন বা অন্যদের সহায়তা করেছেন?

Participation and voice

9. Were you given chances to share your ideas or lead group activities?
আপনি কি কখনো কোনো দলীয় কাজে নেতৃত্ব দেওয়ার বা আপনার আইডিয়া শেয়ার করার সুযোগ পেয়েছেন?
10. Did adults or family members listen to your suggestions or support your involvement?
বড়রা বা পরিবারের সদস্যরা কি আপনার পরামর্শ শুনেছেন বা আপনাকে অংশগ্রহণে উৎসাহ দিয়েছেন?

11. Have you led or taken part in any community awareness activities since joining the project?

প্রকল্পে যোগদানের পর থেকে আপনি কি এলাকার সচেতনতামূলক কোন কার্যক্রমে নেতৃত্ব দিয়েছেন বা অংশগ্রহণ করেছেন?

Social relationships and well-being

12. Has this project helped you build new friendships or become closer to your peers?

এই প্রকল্পে অংশ নেওয়ার পর আপনার কি নতুন বন্ধুত্ব হয়েছে বা বন্ধুদের সঙ্গে সম্পর্ক আরও ঘনিষ্ঠ হয়েছে?

13. Have your relationships with your family or community improved?

আপনার সাথে আপনার পরিবারের বা এলাকার মানুষের সম্পর্ক কি আগের থেকে উন্নত হয়েছে?

14. Were there any group or sports activities that made you feel more connected to others?

এমন কোন দলীয় বা খেলাধুলা ভিত্তিক কাজ কি হয়েছিলো যা আপনাকে তাদের সাথে আরো বেশি সংযুক্ত করেছিলো?

Access, inclusion, and barriers

15. Did you or your friends face any difficulties in joining project activities or using the sports grounds?

প্রকল্পের কার্যক্রম বা খেলার জায়গায় যাওয়ার ক্ষেত্রে আপনি বা আপনার বন্ধুরা কি কোনো সমস্যা বা অসুবিধার মুখোমুখি হয়েছেন?

16. Were there any special challenges for girls or youth with disabilities?

মেয়েদের বা প্রতিবন্ধী তরুণদের জন্য কি কোনো বিশেষ সমস্যা বা বাধা ছিল?

17. Did your family support or question your participation in SPiRiT activities?

আপনার পরিবারের লোকজন কি আপনার SPiRiT প্রকল্পে অংশ নেওয়াকে স্বাগত জানিয়েছে, নাকি প্রশ্ন তুলেছে?

Learning outcomes and future practice

18. What are the most important things you learned from this project?

প্রকল্প থেকে আপনার সবচেয়ে বড় শিক্ষা কী?

19. Do you think you will continue practicing these skills or actions after the project ends?

আপনি কি মনে করেন, প্রকল্প শেষ হওয়ার পরও আপনি এই দক্ষতাগুলো বা আপনার শিখে নেওয়া কাজগুলো চালিয়ে যাবেন?

20. What kind of support do adolescents in your area need to continue such activities?

এই ধরনের কার্যক্রম চালিয়ে যেতে আপনার এলাকায় কিশোর-কিশোরীদের কী ধরনের সহায়তা প্রয়োজন?

Closing reflection

21. Is there anything else you would like to share about your experience with the SPiRiT project?

SPiRiT প্রকল্পে আপনার অভিজ্ঞতা সম্পর্কে আরও কিছু জানাতে চান?

G. FGD Guideline for Parents

Introduction and rapport building

1. How did you first learn about the SPiRiT project?
আপনি প্রথমে কীভাবে SPiRiT প্রকল্প সম্পর্কে জানতে পেরেছিলেন?
2. What motivated you or your child to participate? Please share briefly.
আপনাকে বা আপনার সন্তানকে প্রকল্পে অংশগ্রহণের জন্য কী অনুপ্রাণিত করেছিল? সংক্ষেপে বলুন

Relevance and context

3. What kinds of problems or risks (e.g., natural disasters, migration, poverty) do families face in your area?
আপনার এলাকায় পরিবারগুলো কী ধরনের ঝুঁকি বা সমস্যা ভোগে? (যেমন: প্রাকৃতিক দুর্যোগ, অভিবাসন, দারিদ্র্য)
4. How do these challenges affect your family's physical, mental, or psychosocial well-being?
এই চ্যালেঞ্জগুলো আপনার পরিবারের শারীরিক, মানসিক এবং মনোসামাজিক স্বাস্থ্যের উপর কীভাবে প্রভাব ফেলে?
5. How did you and your child become involved with this project?
আপনি এবং আপনার সন্তান কীভাবে এই প্রকল্পে যুক্ত হয়েছিলেন?
6. Did you find these sessions useful or eye-opening in any way?
আপনি কি মনে করেন এই সেশনগুলো আপনার জন্য উপকারী ছিলো বা কোন উপায়ে আপনার চোখ খুলে দিয়েছে?
7. Do you feel the project responded to your children's real needs?
আপনি কি মনে করেন প্রকল্পটি আপনার সন্তানের সত্যিকারের চাহিদাগুলো মেটাতে সক্ষম হয়েছে?

Effectiveness and outcomes

8. What positive changes have you seen in your child's behavior or mindset since joining the project? Please share briefly.

আপনার সন্তান প্রকল্পে যোগ দেওয়ার পর তার আচরণ বা চিন্তাভাবনায় কী ধরনের ইতিবাচক পরিবর্তন লক্ষ্য করেছেন? সংক্ষেপে বলুন

9. Any new interest in sports, teamwork, or community service?

খেলাধুলা, টিমওয়ার্ক বা সমাজসেবায় নতুন কোনো আগ্রহ পেয়েছে?

10. What challenges did you or your child face in attending or participating in the project?

আপনি বা আপনার সন্তান প্রকল্পে অংশগ্রহণ করতে গিয়ে কি ধরনের চ্যালেঞ্জের সম্মুখীন হয়েছেন?

11. What helped to overcome these challenges?

এই সমস্যাগুলো মোকাবেলা করতে কী ধরনের সহায়তা পেয়েছেন?

Participation and empowerment

12. Were you invited to share your thoughts or feedback as part of the project?

আপনাকে কি প্রকল্পের অংশ হিসেবে আপনার মতামত বা চিন্তাভাবনা জানানোর জন্য আমন্ত্রণ করা হয়েছিলো?

13. Have your views or feedback influenced any decisions in the project or your community?

আপনার চিন্তাভাবনা বা ফিডব্যাক কি প্রকল্পের বা এলাকার কোনো সিদ্ধান্তকে প্রভাবিত করেছিলো?

14. How do you usually involve your children in family or community discussions?

আপনি সাধারণত কীভাবে আপনার সন্তানদের পরিবার কিংবা এলাকার আলোচনা পর্বে যুক্ত করেন?

15. What prevents adolescents, especially girls, from participating in decisions at home or in the community? Please share briefly.

আসলে ঠিক কী কারণে কিশোর-কিশোরীরা, বিশেষ করে মেয়েরা, বাড়িতে কিংবা এলাকার সিদ্ধান্ত গ্রহণে অংশগ্রহণ করতে পারে না? সংক্ষেপে বলুন।

Social connection and community relationships

16. Do you see any changes in how your child expresses themselves since participating in the project? Please share briefly.

প্রকল্পে অংশ নেওয়ার পর আপনার সন্তান কীভাবে নিজের কথা বা মত প্রকাশ করে, তাতে কোনো ধরনের পরিবর্তন দেখেছেন? সংক্ষেপে বলুন।

17. Has the project contributed to improving relationships between the members in your community?

প্রকল্পটি কি আপনার এলাকার মানুষের মধ্যে পারস্পরিক সম্পর্ক উন্নত করতে সাহায্য করেছে?

18. Do you think the project strengthened connections between parents, children, or local leaders?

আপনি কি মনে করেন প্রকল্পটি বাবা-মা, সন্তান এবং লোকাল নেতাদের মধ্যে সম্পর্ক গড়তে বা শক্তিশালী করতে সাহায্য করেছে?

Inclusion, access, and safety

19. Did you or your child face difficulties accessing project activities?

আপনি বা আপনার সন্তান কি প্রকল্পের কার্যক্রমে অংশ নেওয়ার সময় কোনো সমস্যায় পড়েছেন?

20. Were the sports grounds, toilets, and other facilities safe and inclusive for all children?

আপনি কি মনে করেন খেলার মাঠ, টয়লেট এবং অন্যান্য সুবিধাগুলো সব ধরনের শিশুর জন্য নিরাপদ ও অন্তর্ভুক্তিমূলক ছিল?

21. What are your views about girls participating in sports in your area?

আপনার এলাকায় মেয়েদের খেলাধুলায় অংশগ্রহণ সম্পর্কে আপনার দৃষ্টিভঙ্গি কী?

22. What can families do to encourage girls' active involvement?

পরিবারগুলো মেয়েদেরকে খেলাধুলায় অংশগ্রহণ বাড়াতে কী কী করতে পারে?

23. Have you noticed any safety threats affecting your child's participation?

আপনি কি এমন কোন নিরাপত্তাজনিত হুমকি দেখেছেন যা আপনার সন্তানের অংশগ্রহণে প্রভাবিত করেছে?

Impact and sustainability

24. In your view, were the changes in your child's life meaningful and long-lasting?

আপনি কি মনে করেন আপনার সন্তানের জীবনে যে পরিবর্তন এসেছে তা দীর্ঘস্থায়ী এবং ফলপ্রসূ?

25. If the project ends, will you continue encouraging your child to participate in similar activities? Please share your opinion.

যদি প্রকল্প শেষ হয়, তখনও কি আপনি আপনার সন্তানকে এমন ধরনের কার্যক্রমে অংশ নিতে উৎসাহিত করবেন? আপনার মতামত জানান।

26. What more needs to be done in your area to support girls and vulnerable adolescents?

আপনার এলাকায় মেয়েরা ও ঝুঁকিপূর্ণ কিশোর-কিশোরীদের সহায়তা এর জন্য আরো কী কী করা প্রয়োজন?

Recommendations

27. Do you have any other comments or suggestions about how this project can be improved? Please share your opinion.

এই প্রকল্পকে আরও ভালো করার জন্য কী কী করা যেতে পারে বলে আপনি মনে করেন? আপনার মতামত দিন?