



## Gender Parity and Achievement Scores in Community-Based Learning Centres for Refugee Girls in Burundi,

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**Published:** 11 August 2004 | **Received:** 17 April 2004 | **Accepted:** 06 July 2004

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**DOI:** [10.5281/zenodo.18797719](https://doi.org/10.5281/zenodo.18797719)

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### Abstract

Community-based learning centres have emerged as crucial educational interventions in refugee camps to support girls' education. A mixed-methods approach combining quantitative data from test scores and qualitative insights through interviews with educators and students to evaluate the effectiveness of these educational programmes in promoting gender equity and academic performance. There was a notable improvement in average test scores for girls enrolled in community-based learning centres compared to their peers not participating in such programmes, indicating a positive impact on achievement levels. The mixed-methods study underscores the effectiveness of community-based learning centres in enhancing academic outcomes and gender parity among Burundi refugee girls. Further research should explore long-term impacts and identify best practices for sustaining educational support within similar contexts. Community-based Learning Centres, Refugee Girls, Educational Impact, Gender Parity, Achievement Scores

**Keywords:** *Burundi, Community-Based Learning Centres, Quantitative Analysis, Qualitative Inquiry, Gender Studies, Educational Inequality, Mixed-Methods Studies*

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