



Umodzi Project: Men, Women, Boys and Girls in Alliance to Achieve Gender Equality

"The impact of a gender synchronized and transformational approach on accelerating and enhancing of integrated adolescent life skills and sexual reproductive health programming in Suza education Zone in Kasungu District, Central Region of Malawi".

End-line Impact Evaluation Report



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LIST OF ABBREVIATIONS USED

AGE	Adolescent Girls' Empowerment
AIDS	Acquired immune deficiency syndrome
CDM	Centre for Development Management
CSPro	Census Survey Processing System
DHS	Demographic and Health Survey
DID	Difference in Difference or Double Difference
GEM	Gender Equitable Men scale
GBV	Gender Based Violence
GCP	Gender Conscious Practice
GoM	Government of Malawi
HIV	Human immunodeficiency virus
LSC	Life Skills Curriculum
LEZ	Linyangwa Education Zone
MoEST	Ministry of Education, Science and Technology
PCTFI	Patsy Collins Trust Fund Initiative
RTL	Real Time Learning
SEZ	Suza Education Zone
SRHR	Sexual Reproductive Health Rights
STI	Sexually Transmitted Infections
ToC	Theory of Change

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EXECUTIVE SUMMARY

In 2016, CARE Malawi selected Centre for Development Management (CDM) as a research partner on an action research project, Umodzi, which has been implemented in Suza Education Zone (SEZ) in Kasungu District in Central Region of Malawi. The aim of Umodzi Project was to test the effectiveness of adding gender conscious practice curriculum (GCP) and intergenerational dialogues on existing Auntie Stella life skills curriculum to accelerate and enhance adolescent life skills and sexual reproductive health programming. CARE Malawi contracted the CDM to implement the evaluation to compliment routine monitoring activities and establish the effectiveness of the gender synchronized approach. As part of its research activities, CDM implemented a baseline study in November 2016, a midline light assessment in July 2017 and an end-line evaluation in January 2018. This report presents the findings and conclusions of the end-line evaluation. The Umodzi evaluation was a quasi-experimental design where the Suza Education Zone was the treatment area and a gender synchronized approach was integrated into existing Sexual Reproductive Health Rights (SRH) activities in after-school teen clubs in primary schools. Linyangwa Education Zone (LEZ) was the comparison site where only the existing SRH activities in after-school teen clubs were implemented. The evaluation was conducted in 17 primary school teen clubs in the treatment area and 13 in the control area.

The overall GCP index had a negative difference in difference (DID), but a positive DID for GCP index on boys (both age categories, DID=0.5%) and older (15-19) girls (1.7%), which means that adding a GCP curriculum and intergenerational dialogue sessions to existing Auntie Stella life skills curriculum and implemented within two school calendars improves gender equitable knowledge, attitudes and behaviours across all domains amongst boys and older girls, but it does not do so for all 10-19 adolescent learners. Adding the GCP curriculum and intergenerational dialogues to Aunt Stella curriculum has most significant impacts on boys of the 15-19 age group, compared to boys of the 10-14 age group and girls of the 15-19 age group, which means that GCP and intergenerational dialogues has more impacts on older adolescents (15-19) than 10-14.

The level of knowledge on HIV transmission improved within the project area (SEZ), however it was not that different from the level of change observed in LEZ. More girls reported that they now know that a girl can fall pregnant at first sexual intercourse in the treatment area (69% at baseline to 74% at end line). Knowledge that the risk of HIV and STI transmission can be reduced by visiting STI and HIV clinics increased slightly from 85% at baseline to 88% at end line but the increase was marginally lower than in Linyangwa which had 86% at baseline and 89% at end line. From the end line survey fewer learners reported to have ever used family planning method at end line (21%) than at baseline (25%) with a huge drop amongst boys aged between 10-14 from 17% at baseline to 4% at end line, which might be due to increased knowledge and prevention activities.

Overall positive perceptions, attitudes and practices towards care and support improved. For example, overall, the percentage of learners who agreed that they would support a girl or a boy with homework even if she or he was not their relative increased from 95.4% at baseline to 98.4% at end line compared to from 95.2% to 98.3% in Linyangwa Zone. Similarly, perceptions and practices on division of labour at household Level increased more in SEZ than in LEZ with most learners in SEZ reporting that tasks such as sweeping, cooking and drawing water, which are traditionally done by women and girls should be shared between boys and

girls. In addition to improved attitudes about division of labour at household level, the evaluation found that more learners at end-line had accepting attitudes towards women and girls as leaders than at baseline. Learners also reported that they were more confident and able that they can decide about their future. In terms of communication and negotiation, the baseline had found that 72% of all learners were confident about communicating with each other, with more boys (84%) compared to girls (65%) being able to communicate in SEZ.

In general, the using the GCP index shows that adding UMODZI GCP curriculum and intergenerational dialogue sessions to the existing life skills curriculum (Auntie Stella) has had a positive effect on adoption of gender conscious knowledge, attitudes and practices amongst adolescents, especially on boys (both age categories) and older (15-19) girl, but not on all learners. Adding the GCP curriculum and intergenerational dialogues to Aunt Stella curriculum has most significant impacts on boys of the 15-19 age group, compared to boys of the 10-14 age group and girls of the 15-19 age group, which means that GCP and intergenerational dialogues has more impacts on older adolescents (15-19) than 10-14. The GCP index is a more complex measure combining many variables which may not change within a short period of time. Using the GEM scale, however, which has fewer variables, the data shows that the project has had positive impacts on all learners and on most domains, with least impacts on SRH domain.

Further, both the GCP and the GEM scale analysis shows that the Umodzi project has been effective, but the impacts are gender and age sensitive, with the project having specific impacts on boys and girls within different domains of change. Across domains, division of labour at household level, leadership & decision making, communication & negotiation, care and Support seem to have achieved greater impacts compared to SRH and gender based violence. Generally, adoption of behaviour and practice seems to be still limited across all domains more especially in the gender based violence and SRH domain because the implementation period was too short to influence behaviour and practices of the learners and the community. However, it is expected that the gains made in four domains (division of labour at household level, leadership & decision making, communication & negotiation, care and support) will contribute to incremental gains in SRH and GBV domains in the medium to long term. The evaluation has noted more impressive and observable changes seen in strengthening learners' communication and negotiation skills, with girls benefitting more than boys, which potentially empowers girls to negotiate their rights, especially SRH rights. Effective communication with the community and parents empowers girls to navigate and deny any negative traditional beliefs, customs and practices in the community/society that may negatively affect their education. Improved understanding of gender, sex and rights may have contributed and enhanced the capacity of learners, both boys and girls to communicate better.

In scaling up the initiative, more implementation time should be considered, and will more focus and intensity should be invested in the age group 10-14, while the current scale can be used for the 15-19 age group. For more impact, future projects should ensure more involvement of parents in GCP through the male championship initiative to support the changes experienced by the adolescents and begin to make them culturally acceptable. There is also need to conduct operational research to find out the effects of the extended education school timetable on effectiveness of extra curricula activities including teen clubs and use findings to inform policy advocacy. It is also important to closely supervise delivery of GCP sessions and intergenerational dialogues in teen clubs in the project zone.

1 INTRODUCTION

1.1 Purpose of this report

This document is a report of findings of an end line evaluation of the Umodzi Project implemented in Suza Education Zone in Kasungu District in the Central Region of Malawi. Data collection and analysis for the end line evaluation took place in February 2018 while the report was compiled in March 2018. The end line evaluation was part of evaluation activities for the project, which were subcontracted to CDM to support learning.

1.2 Background to the Umodzi Project

1.2.1 Project objectives

Umodzi Project: Men, Women, Boys and Girls in Alliance to Achieve Gender Equality, was a research project, whose aim was to test the effectiveness of adding gender conscious practice curriculum (GCP) and intergenerational dialogues on existing Auntie Stella life skills curriculum to accelerate and enhance adolescent life skills and sexual reproductive health programming. The project was implemented in Suza Zone. CARE Malawi, in collaboration with the Ministry of Education, Science and Technology (MoEST) at district level, had already been working in Suza and Linyangwa Zones to implement an enhanced life skills curriculum that was being implemented by public school teachers in two zones in Kasungu District. The initiative was supported by PCTFI under the CARE Malawi Adolescent Girls' Empowerment (AGE) program.

Under the Umodzi project, therefore, the idea was to test the effectiveness of adding a gender conscious practice curriculum to the existing life skills curriculum. Therefore, the main activity that was implemented under the project was the delivery of a gender synchronized intervention through the **Gender Conscious Practice** (GCP) curriculum to the supplementary life skills curriculum that was delivered after school by trained teachers in Suza and Linyangwa Zones in Kasungu District. To enhance adoption of GCP, the project promoted intergenerational discussions through the **Working with Men and Boys to Advance Gender Equality and SRH** (WMB/SRH) manual targeting mostly older men, commonly called 'Male Champions of gender' that were recruited through the Pathways program.

The expected outcomes of the Umodzi project were as follows:

- Adoption of gender-equitable attitudes and behaviours among adolescent boys and girls in primary school aged 10 – 19 years.
- Improved health and development knowledge, attitudes, self-efficacy and self-care practices among adolescent boys and girls in primary school aged 10 to 19 years.
- Increased evidence on the efficacy of a gender-synchronized model to foster gender equitable knowledge, attitudes, and practices and increased LS/SRH knowledge, attitudes and positive behaviours among adolescents.

1.2.2 Research questions

The research question that has been addressed by the scope of work for CDM was:

What is the effect of adding Umodzi (GCP + intergenerational dialogues) to PCTFI on:

- Gender conscious attitudes; and
- Knowledge of GCP curriculum.

1.2.3 Evaluation limitations

The major limitation experienced during the survey at end line was that there was high attrition rate for both qualitative and quantitative surveys due to some learners transferring to other school or transitioning to secondary school or moved to other districts and couldn't be traced (314 learners); some have married/pregnant and dropped out of school (61 learners) while others were ill and temporarily not available for interviews (7 learners). The evaluation team followed up on the participants within reach e.g. those at secondary schools within the district, married and dropped out but traceable.

Secondly, it was generally more difficult to interview younger adolescents compared to older adolescents due to age and sensitivity of some questions.

2 METHODOLOGY

2.1 Research Design

The Umodzi project and therefore the evaluation study used a quasi-experimental design in which teen club members in SEZ were the project (treatment) group and received a dosage of the GCP curriculum and intergenerational dialogues for a period of about two school calendars, beginning September 2016 to April 2018. A quasi experimental design was chosen because, like experimental designs, it can test causal hypotheses. Quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics (Sabarwal, 2014). Therefore, learners from teen clubs in Linyangwa Education Zone (LEZ) were included as a comparison group and did not receive any of the GCP curriculum. The assumption was that the comparison group (LEZ) captured what would have been the outcomes if the Umodzi Project had not been implemented (i.e., the counterfactual). Hence, the Umodzi project could be said to have caused any difference in outcomes between the SEZ and LEZ (treatment and comparison groups).

Table 1: Interventions in Suza Zone (treatment) and Linyangwa Zone (Comparison Schools) Teen Clubs

Treatment Zone - Suza (17 schools)	Comparison Zone - Linyangwa (13 schools)
PCTFI delivering in-class and after school life skills education and supporting Teen Club activities	PCTFI delivering in-class and after school life skills education and supporting Teen Club activities
UMODZI = GCP + Intergenerational dialogues with Pathways Male Champions in Teen Clubs	Comparison group / teen club business as "usual"/ in PCTFI (<i>aka no UMODZI</i>)

Since the aim of the research was to assess the effect of adding UMODZI (GCP + intergenerational dialogues) to PCTFI (Life skills + SRH) on gender conscious attitudes, knowledge of GCP curriculum and SRH outcomes, the study was designed as a panel study (longitudinal study) and the same participants were interviewed at baseline in September 2016 and at end-line in February 2018, with an attrition rate of 27%.

2.2 Data Collection Methods

Tashakkori and Teddler (1998) and Patton (1990) argued that it is very important in social science research to focus on a research question and use pluralistic approaches and multiple data collection methods to derive knowledge about the research question. Based on this understanding and the need to track and measure behavioural outcome variables on six main GCP domains, a mixed methods approach involving both quantitative and qualitative methods was used. The first and the main method, was a quantitative structured questionnaire (Annex 2), which was administered to members of teen clubs (adolescent boys and girls between 10 and 19 years old). To allow for time series comparison and use of the difference in difference method (DID), the same questionnaire was used at baseline, midline and end line. The second method was qualitative survey which used focus group discussions and key informant interviews with learners and other stakeholders to collect data to triangulate with quantitative data.

2.2.1 Quantitative data collection methods

Israel (2003) recommended that if the population being studied is small and resources are available, it is better to use the entire population as the sample, which is called a census. A census eliminates sampling errors and provides data on all the individuals in the population (Israel, 2003). In this evaluation, the sampling frame was a list of all learners enrolled in teen clubs in public schools as at the time of baseline. The list was provided for by CARE Malawi Kasungu office.

A questionnaire (Annex 2) was developed based on the Umodzi project research questions, the GCP curriculum and experiences from other organisations on gender and SRH behavioural and communication surveys. The questionnaire was translated and administered in Chichewa. The questionnaire was uploaded on tablets using the Census Survey Processing System (CSPPro) and administered to each learner in a private and secure environment. Consent for interviews was obtained from parents through teachers, as well as from adolescents themselves. All interviewers and field researchers signed a CDM child protection policy, which is based on Save the Children International Child Protection Policies.

All data collectors were trained for five days in Lilongwe at CDM Offices, Area 15. The main topics of the training included background to the Umodzi Project, data collection techniques, use of tablets, techniques for interviewing adolescents, understanding the questionnaire and general ethics of working in rural areas in Malawi. All field team members signed a child protection policy committing them to protect and safeguard the rights of respondents at all times while in the field and under contract with CDM. A pre-test was done in Kasungu District, in a different zone from those in the evaluation. In addition to two field supervisors, two senior experts from CDM accompanied data collection teams in the field to ensure high quality data.

There were 20 enumerators (10 males and 10 females) in total, who were further divided into 4 teams of 5 people each. Each team had a supervisor/data quality control clerk, who observed interviews to ensure consistent interviewing across the enumerators. All teams met every evening to discuss progress, challenges and lessons learnt and plan for the next day. Data was collected through android tablets and synchronized with a CDM CSPPro based data server. Data cleaning and analysis was done using Stata Ver16. Tables, figures and charts were created in Microsoft Excel and presented either in word or PowerPoint formats.

Both descriptive and inferential statistics have been used to describe the Gender Conscious Practice (GCP) amongst adolescents enrolled in teen clubs. Selected indicators have been used to measure changes in the gender conscious practice of young people. In some domains, where it has been possible, an aggregate Gender Equitable Men's Scale has been developed and used as the main aggregate indicator to measure change in expected outcomes of the GCP curriculum.

2.2.2 Qualitative data collection methods

The longitudinal qualitative research was designed to complement the quantitative method by following the same individual participants over time to explore in greater detail their experience with the GCP curriculum from the process point of view and what they are getting out of it. The qualitative survey was conducted using: 1) the individual in-depth interviews and, 2) qualitative focus group discussions. The individual ethnographic component of the research, while not able to identify statistically significant results, was expected to provide rich and nuanced descriptions that may allow us to identify key mechanisms and processes underlying the observed changes in the larger quantitative sample. The number of KIIs and FGDs done for the baseline study are shown in Table 2 below

Table 2: Number of key informants and focus group discussions held

Table 3: Number of key informants and focus group discussions held

Zone	Zone	KIs			FGDs Participants		
		Male	Female	Total	Male	Female	Total FGDs
Baseline	Suza	30	30	60	30	30	6
	Linyangwa	15	15	30	15	15	3
	Total	45	45	90	45	45	9
Midline	Suza	22	26	48	30	30	6
	Linyangwa	11	9	20	15	15	3
	Total	33	35	68	45	45	9
End line	Suza	23	19	42	30	30	6
	Linyangwa	10	6	16	15	15	3
	Total	33	25	58	45	45	9

2.3 Analytical framework

2.3.1 Theory of Change

To understand how and if the Umodzi intervention is working, we planned to investigate how the activities of the intervention led to the desired domains of change: capacities (awareness, knowledge, abilities and skills)

- attitudes, norms and beliefs; and
- behaviours and practices

CDM adopted the Theory of Change (ToC) model, which includes both the causal pathway from activities to outputs to a sequence of outcomes to impact, and the causal assumptions showing why and under what conditions the causal pathways are expected to work (Mayne, 2015)¹. A theory of change is a description of how an intervention is supposed to deliver the desired results. It describes the causal logic of how and why a project, program, or policy will reach its intended outcomes. A theory of change is a key underpinning of any impact evaluation, given the cause-and-effect focus of the research. As one of the first steps in the evaluation design, a theory of change can help specify the research questions.

A Theory of Change depicts a causal package of activities plus assumptions that together are expected and are **sufficient** to contribute to the intended results. The expectation is also that the intervention activities are an essential—a **necessary**—part of this sufficient causal package. That is, without the intervention activities, realization of the causal link assumptions would not be sufficient to make contribution. To test whether intervention activities can then be said to

¹ Mayne, J. (2015). Useful Theory of Change Models. Canadian Journal of Program Evaluation.

be a **contributory cause** to the results, we adopted the model from Gertler, Martinez, Premand, Rawlings and Vermeersch, 2010²

$$\alpha = (Y | P = 1) - (Y | P = 0).$$

The model provides the answer to the basic impact evaluation question—What is the impact or causal effect of a program P on an outcome of interest Y? This formula says that the causal impact (α) of a program (P) on an outcome (Y) is the difference between the outcome (Y) with the program (in other words, when P=1) and the same outcome (Y) without the program (that is, when P=0). Because of the model adopted, CDM used the difference in differences method (DID), also known as the 'double difference' method, as opposed to single difference methods (SD), to compare the changes in outcomes over time between treatment (Suza Zone and comparison groups {Linyangwa Zone}) to estimate impact of the Umodzi Project. According to White and Sabarwal (2014), DID gives a stronger impact estimate than single difference, which only compares the difference in outcomes between treatment and comparison groups following the intervention (at t+1). Applying the DID method removes the difference in the outcome between treatment and comparison groups at the baseline, thereby attributing the remaining difference to the project. The theory of change for the Umodzi Project is depicted below:

²Gertler, Martinez, Premand, Rawlings and Vermeersch, 2011, Impact Evaluation in Practice, The International Bank for Reconstruction and Development / The World Bank, 1818 H Street NW, Washington DC 20433, Telephone: 202-473-1000 Internet: www.worldbank.org

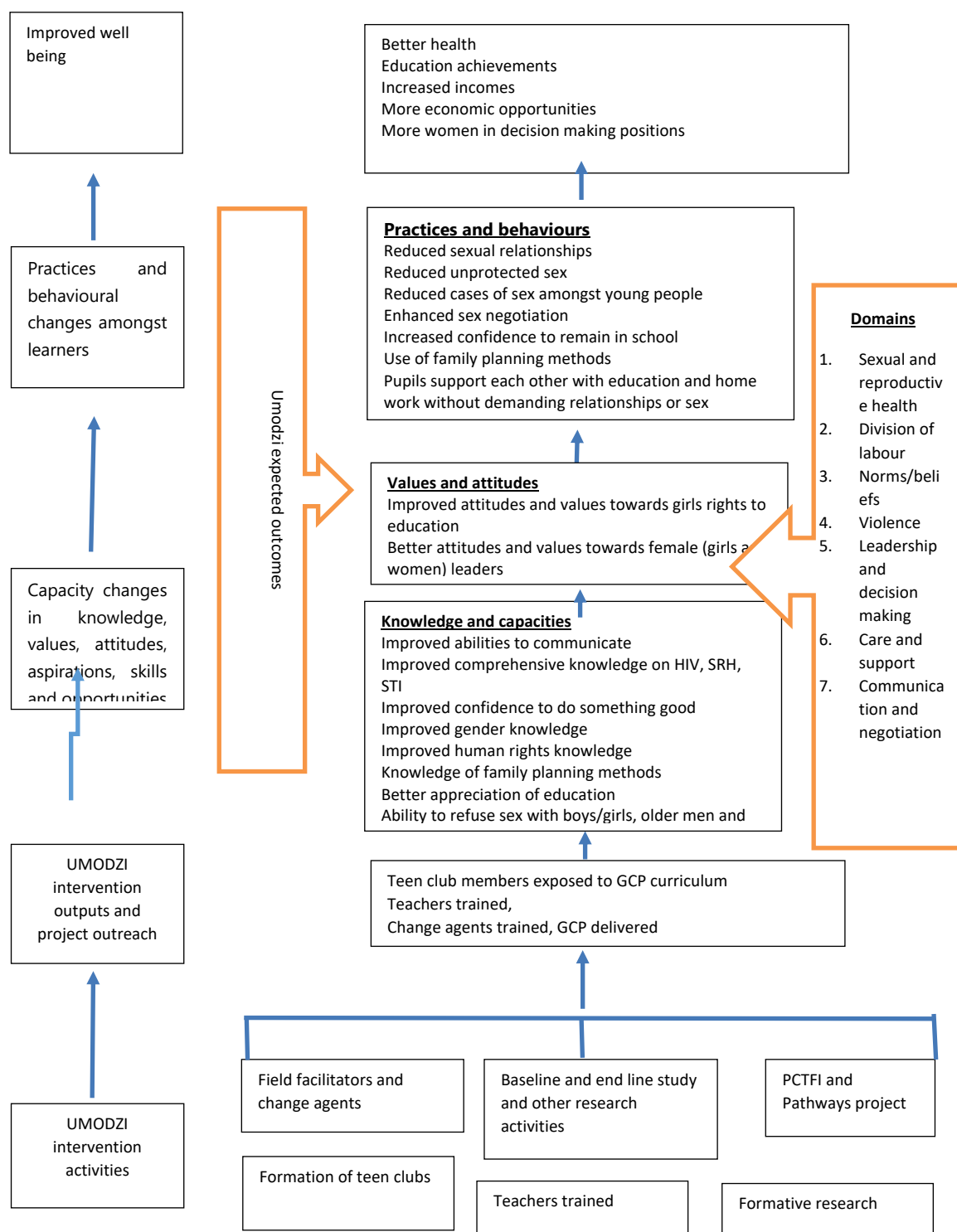


Figure 1: Umodzi Theory of change

2.3.2 GEM Scale

A Gender Equitable Men's (GEM) scale is summary index (expressed as percentage) that indicates the level of support for gender equitable practices and behaviours on the selected variables/domain. For equitable practices, the higher the index/percentage, the better, because it means more respondents support gender equitable practices and behaviours. For

inequitable norms, the lower the percentage the better, because it means fewer respondents support the negative practices. As used in this evaluation, the GEM scale is an aggregated indicator, but less robust than the GCP index, described below. GCP Index

The main outcome variable for the Umodzi Project was the GCP (gender conscious practice) index, the overall Umodzi project indicator. The end line evaluation designed an aggregated Gender Conscious Practice (GCP) Index to identify aggregated impacts of the project on learners across all domains. The index was developed from selected variables from the questionnaire that spanned across all the six domains of change.

To compute the GCP composite index, we used questions from sections C, D, E, F, G, H, I, J, and K (see Table 3 below) of the questionnaire. The number of questions used varied by section. We excluded all multiple response questions and questions that demanded the interviewer to insert a numeric response. The weight for each question used was based on the scale of the questions as was asked on the questionnaires. For each section, we generated a variable for the subtotal for each learner. The generated variables were further summed up to generate the overall total for each learner. The expected total for the sum of correct responses to the questions included in GCP calculation was 406. Then we calculated the GCP index by dividing the overall total score by 406 and multiplying the result by 100%. The GCP index was then tabulated by zone, age and sex or a combination of these at baseline and end-line evaluations.

Table 4: Questions included in the calculations of the GCP composite index for Umodzi project

Section in the Questionnaire	Questions	Number of questions	Total expected sum of question	Comment
C	1, 2, 3a, 3b, ...,3k	13	21	Questions 1 & 2 had weight of 5 each while the rest had a weight of 1 each
D	1,2,3,4,5,6,6b,...d24, d26	27	27	Weight of 1 for each question
E	1,2,...11, 3b,4b	13	65	Weight of 5 for each question
F	1,2,3,4,5	5	30	Weight of 6 for each question
G	1,2,3,...9	9	45	Weight of 5 for each question
H	1,2,3,...8	8	40	Weight of 5 for each question
I	1,2,3,...14	14	70	Weight of 5 for each question
J	1,2,3,...19	19	95	Weight of 5 for each question
K	1,2,3,...7,10,11,14,...,17	13	13	Weight of 1 for each question
Total		121	406	

The evaluation team then analysed the baseline and end line data to generate the GCP at two points from both zones. Data was disaggregated by zone, sex and age to identify where the project had the most impact.

3 FINDINGS

Evaluation findings are presented following the structure of the theory of change that has been explained in the preceding chapter of this report.

The domains of change shown in Box 1 represented the thematic areas or locus where changes in the outcomes are expected to occur due to the implementation of the GCP curriculum and intergenerational dialogues (Umodzi Project), as depicted in the theory of change in Figure 1. The domains were adapted from Nanda (2011). However, before thematic findings are presented, it is important to understand the demographic characteristics of teen club members, who were the main beneficiaries of GCP curriculum and intergenerational dialogues and respondents of the evaluation survey.

1. Sexual and reproductive health
2. Division of labour
3. Violence
4. Leadership and decision making
5. Care and support
6. Communication and negotiation

Box 1: Domains of change

3.1 Demographic characteristics of teen club members

Of the 1417 learners interviewed at baseline through the quantitative survey, 1035 learners (73%) were traced and successfully interviewed at end-line. About 73% and 72% of the learners who were interviewed at baseline were interviewed at end line in SEZ and LEZ respectively. Of the 90 learners interviewed at baseline through the qualitative in-depth interviews, a total of 58 learners were also traced and successfully interviewed at end line. From interviews with teachers and project staff, the main reasons for attrition of learners were transition to secondary school, migration to other areas, school dropout, while others could not just be traced.

3.1.1 Sex distribution

At end line, the distribution of learners by sex was similar to the baseline situation, where 63% of the learners interviewed at end line were girls while 37% were boys. In SEZ, 59% and 41% of learners interviewed through the quantitative survey were girls and boys, respectively. The situation was similar to LEZ, where 62% and 38% of learners interviewed were girls and boys respectively. The gender difference in terms of teen club membership may suggest that more girls preferred to join teen clubs than boys.

3.1.2 Average age

The average age of the learners interviewed was 14.7 years in SEZ and 15 years in LEZ. The average for boys and girls was 14.9 years and 14.5 years respectively in SEZ while it was 15.1 years and 14.8 years, respectively in LEZ. Analysed by age categories, the evaluation found that of all learners, 42% were young adolescents age between 10 and 14 years while 58% were between 15 and 19 years. About 48% of learners in SEZ were young ones in the age category of 10-14 years old while in LEZ, the same age group formed only 31% of the sample.

Table 5: Average age of learners by zone and sex

Age groups	SEZ						LEZ					
	Male		Female		Overall/Combined		Male		Female		Overall/Combined	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
10-14	12.8	0.1	12.5	0.1	12.6	0.5	13.0	0.1	12.8	0.1	12.8	0.1

15-19	16.1	0.1	15.6	0.1	15.8	0.1	16.0	0.1	15.5	0.1	15.7	0.1
	ENDLINE											
Age groups	SEZ						LEZ					
	Male		Female		Overall/Combined		Male		Female		Overall/Combined	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
10-14	13.2	0.1	12.9	0.1	12.9	0.1	13.4	0.1	13.3	0.1	13.3	0.1
15-19	16.7	0.1	16.2	0.1	16.4	0.1	16.8	0.2	16.4	0.1	16.6	0.1

3.1.3 Class distribution

Learners from standard 6 to standard 8 comprised 88% and 97% of teen club members in SEZ and LEZ, respectively.

Table 6: Description of some characteristics of the learners in Suza and Linyangwa zones in Kasungu, 2018

Indicator	Suza (n=627)						Linyangwa (n=408)					
	Boys		Girls		Total		Boys		Girls		Total	
	n	%	N	%	n	%	n	%	n	%	n	%
Total	255	100	372	100	627	100	154	100	254	100	408	100
Learner's class												
STD 4	2	1	8	2	10	2	0	0	0	0	0	0
STD 5	20	8	37	10	57	9	6	4	4	2	10	2
STD 6	46	18	76	20	122	19	22	14	28	11	50	12
STD 7	63	25	71	19	134	21	50	32	65	26	115	28
STD 8	124	49	180	48	304	48	76	49	157	62	233	57
Sex of HH head												
Male	219	86	289	78	508	81	131	85	211	83	342	84
Female	36	14	83	22	119	19	23	15	43	17	66	16
Age groups in years												
10-14	102	40	200	54	302	48	45	29	83	33	128	31
15-19	153	60	172	46	325	52	109	71	171	67	280	69

3.1.4 Learners household headship

Eighty-three and seventeen percent of learners were from male headed households (MHH) and female headed households (FHH) respectively. In SEZ, 81% of learners were from MHH while 84% of the learners in the LEZ were from MHH. By gender, in SEZ, 86% of the boys were from MHH while 78% of the girls were from MHH ($p=0.01$). In LEZ, there was similar proportion of boys and girls from MHH. Just like at baseline, findings from qualitative interviews with teachers and learners reported that, in general, children from FHH were more vulnerable socially and economically and were, therefore, likely to be more influenced by gender unconscious practices from peers and community members. One teacher reported that **"children, especially, that are stay with single mothers are very poor and often drop out because their mothers or guardians cannot afford basic needs. These drop out early"**. Qualitative interviews with girls reported echoed this and reported that girls from FHH are also likely to marry early, as one way of getting support from the prospective husband.

3.2 Gender awareness and knowledge

Overall, there was an increase in understanding gender and its differences with sex. The percentage of learners who defined gender and sex correctly increased from 91% to 95% in SEZ compared to an increase from 91% to 93% in LEZ, which implies a positive contribution of delivering the GCP curriculum and intergenerational dialogues amongst learners. The change in percentage of learners who correctly defined gender and sex based on a standard definition provided in the questionnaire was higher in SEZ (3.3%) compared to Linyangwa Zone (2.6%), with a positive DID of 1.1%. When disaggregated by age, older adolescent learners (15-19) posted higher changes than the younger adolescent girls (10-14) and older adolescent boys (15-19).

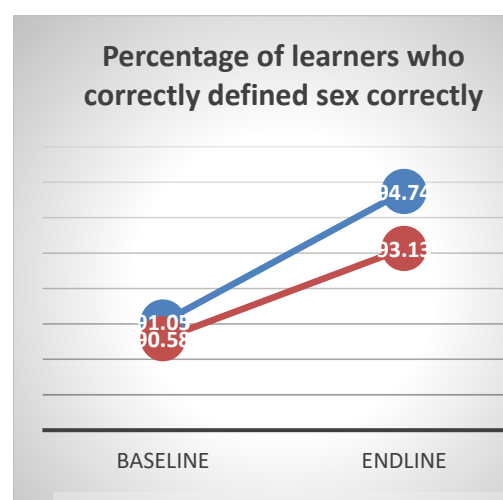


Figure 2: Percentage of learners who correctly defined gender and sex

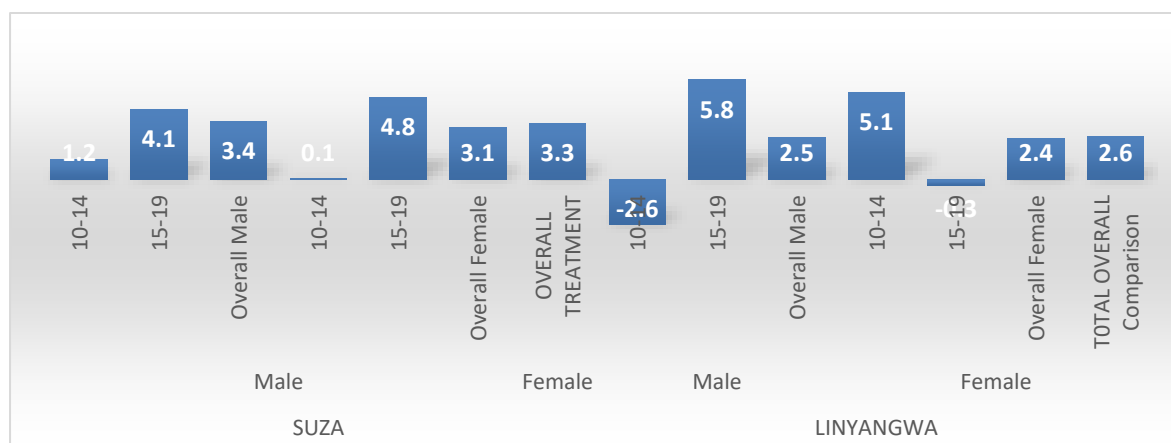


Figure 3: Magnitude of change in gender knowledge amongst learners (change in % of learners who correctly defined gender and sex)

3.2.1 GEM Scale³

The section below presents findings on GEM scales for the five domains: division of labour at household level, leadership, SRH equitable norms, SRH inequitable norms and violence as shown in Figure 4.

Division of labour at household level: The GEM Scale for division of labour at household level increased significantly from 49% at baseline to 62% at end line in SEZ (representing an increase of 13 percentage points) compared with an increase from 46% to 49% in LEZ, which is an increase of three percentage points.

³ Adapted from Reference for GEM: Nanda, G, 2011, Compendium of Gender Studies, Washington, DC: FHI 360/C-Change

Leadership: The GEM Scale for leadership increased from 82% at baseline to 85% at end line in SEZ compared with an increase from 80% to 81% in LEZ.

SRH inequitable attitudes: The data suggests that there was some increase in negative (inequitable) SRH attitudes, but the increase started slowing down a little after the midline. SRH inequitable norms increased from 45% to 50% in SEZ and from 42% to 45% in LEZ.

SRH equitable attitudes: The change from baseline to end line in both SEZ and LEZ in acceptable SRH domain was minimal compared with SRH inequitable norms. SRH equitable attitudes increased from 81% to 82% in SEZ and there was no change in LEZ.

Violence: The GEM Scale for violence increased from 39% at baseline to 44% at end line in SEZ compared with an increase from 40% to 43% in LEZ.

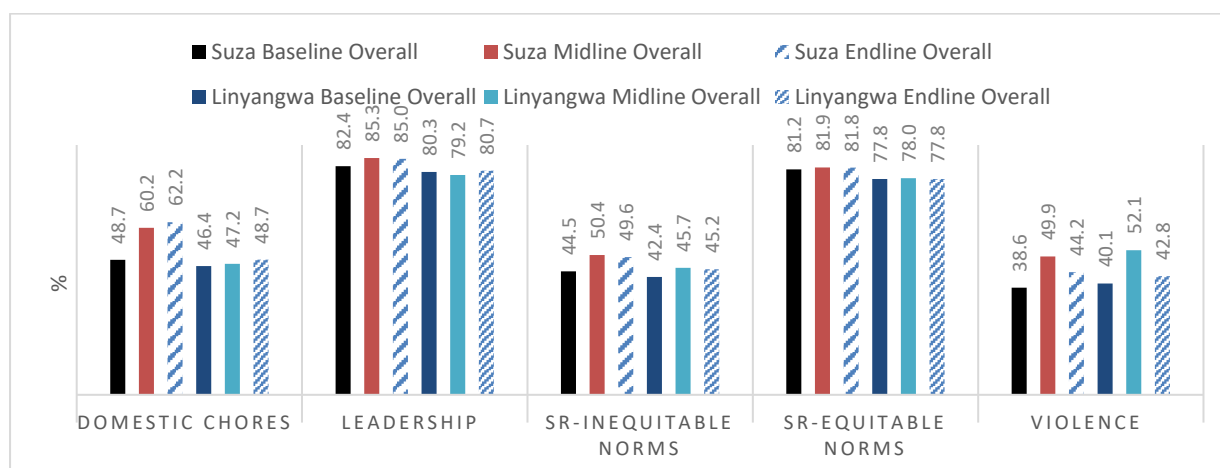


Figure 4: Summary GEM scales across domains

The data in general suggests a positive contribution of the GCP curriculum in regard to reported gender knowledge, attitudes and practices, as shown in Figure 5.

3.2.2 Gender Conscious Practice (GCP) Index

Results show the GCP index had a negative DID for the overall project, but the DID for GCP index on boys (both age categories, DID=0.5%) and older (15-19) girls (1.7%) was positive which means that the project managed to improve gender supportive knowledge, attitudes and behaviours across all domains amongst boys and older girls. The DID was highest amongst boys of the 15-19 age group, compared to boys of the 10-14 age group (1.3%) and girls of the 15-19 age group, which means that older adolescents especially boys, benefited more from the gender intervention than younger adolescents. This shows that lower dosage levels of the GCP curriculum negatively impacted the expected outcomes for the project

The message is that project impact is more on boys and older girls than the entire adolescent population. The other key message is that the project had influenced change in GC practices amongst boys more than girls, which in practice is good because, most gender inequalities arise from male domination.

Table 7: GCP Indices for Umodzi Project

	Boys (Both age groups), %			Boys (10-14), %			Boys (15-19), %		
	Suza Zone	Linyang wa Zone	Difference	Suza Zone	Linyang wa Zone	Difference	Suza Zone	Linyang wa Zone	Difference
Baseline	68	66	1.475	66	65	1.05	66	67	-0.62
End line	68	66	1.975	67	65	2.39	69	68	1.56
Change	0.705	0.205	0.5	0.94	-0.4	1.34	2.99	0.81	2.18
Difference in difference			0.5			1.3			2.2
	Girls (Overall)			Girls (10-14)			Girls (15-19)		
	Suza Zone	Linyang wa Zone	Difference	Suza Zone	Linyang wa Zone	Difference	Suza Zone	Linyang wa Zone	Difference
Baseline	63.9	62.6	1.32	63	62	1.03	65	63	1.61
End line	65.2	64.5	0.72	65	65	-0.34	66	64	1.78
Change	1.33	1.93	-0.6	1.4	2.77	-1.37	1.26	1.09	0.17
Difference in difference			-0.6			-1.37			0.17
	Overall (All learners)			Overall (All learners-10-14)			Overall (All learners-15-19)		
	Suza Zone	Linyang wa Zone	Difference	Suza Zone	Linyang wa Zone	Difference	Suza Zone	Linyang wa Zone	Difference
Baseline	65.4	63.9	1.48	64.3	63.1	1.16	66.5	63.1	3.36
End line	66.5	65.2	1.28	65.5	64.9	0.58	67.4	65.4	1.98
Change	1.115	1.315	-0.2	1.27	1.85	-0.58	0.96	2.34	-1.38
Difference in difference			-0.2			-0.58			-1.38

3.2.3 Adolescent boys and girls aged 10-19 that demonstrate gender equitable attitudes

The project results matrix specific indicator was the percentage of adolescent boys and girls aged 10-19 that demonstrate gender equitable attitudes. This was calculated using Section C of the questionnaire items 1 to 3. The percentage of learners that demonstrated knowledge of gender was 73%, those that demonstrated gender equitable attitudes was 60% and those with gender equitable practices and behaviours was 46%. Disaggregation by zone, age and sex is presented in Table 7 below.

Observable change	Measures
Knowledge of gender	An average of the measure items
Attitudes	Section C: 1 to 3 Section E: 5 to 11 Section F: 1 to 5 Section J: 1 to 20
Practices and Behaviours	Section K: 1 to 5

Table 8: Gender knowledge, attitude, practice and behaviour for learners in SEZ and LEZ in Kasungu district

Observable change	Age groups	Suza						Linyangwa					
		Baseline			Endline			Baseline			Endline		
		Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall
Knowledge of gender	10-14	73.9	73.3	73.6	73.8	74.6	74.2	72.5	74.1	73.3	70.2	73.1	71.7
	15-19	75.9	76.3	76.1	75.3	76.3	75.8	72.0	74.3	73.1	73.2	73.9	73.6
	Overall	74.9	74.8	74.8	74.5	75.5	75.0	72.3	74.2	73.2	71.7	73.5	72.6
Attitude	10-14	60.8	56.2	58.5	67.0	61.9	64.5	58.2	54.0	56.1	60.1	58.6	59.4
	15-19	63.5	57.4	60.5	67.3	62.3	64.8	60.9	55.1	58.0	63.9	58.1	61.0
	Overall	62.2	56.8	59.5	67.2	62.1	64.6	59.5	54.6	57.1	62.0	58.4	60.2
Practices and Behaviours	10-14	50.3	31.1	40.7	53.7	34.6	44.2	50.4	31.5	41.0	53.8	37.6	45.7
	15-19	56.3	34.2	45.2	56.3	34.8	45.6	54.3	35.7	45.0	54.3	36.7	45.5
	Overall	53.3	32.6	43.0	55.0	34.7	44.9	52.4	33.6	43.0	54.0	37.2	45.6

3.3 Sexual and reproductive health (SRH) rights

The evaluation selected some indicators to assess knowledge, attitudes and practices on sexual and reproductive health rights on SRH issues. Proxy outcome variables were knowledge, attitudes and practices on menstrual cycle and conception; ways to avoid pregnancy; methods of contraception; use of condoms; existence of sexually transmitted infections (STIs); means of transmission; and ways to avoid STIs. GEM scale findings for SRH are presented in Figure 4.

3.3.1 Knowledge of family planning (FP) methods

Overall, there was increasing trend in knowledge of family planning methods from baseline to end line (See Figure 1). The most commonly mentioned family planning methods were implants, male condoms, injectables and female condoms. Pills and IUCD were known but by less than a quarter of learners as shown in Figure 5 below.

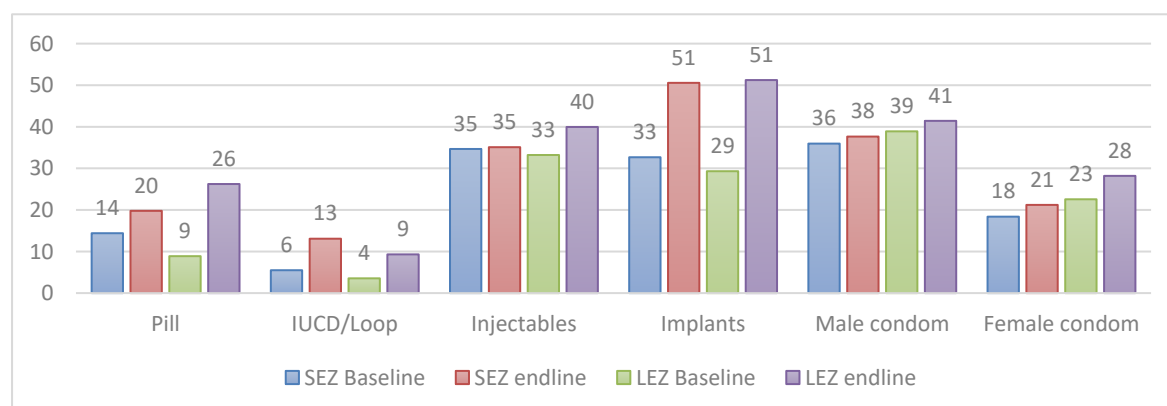


Figure 5: Knowledge levels of FP methods in Suza and Linyangwa Zones at baseline and end line

Within SEZ, it was noted that girls' knowledge of implant as FP method increased from 34% of girls at baseline to 57% at end line compared to from 30% at baseline to 42% at end line for boys. **The largest change (of 21%-point increment) was observed amongst girls of both age groups 10-14 and 15-19 in SEZ.** Just like at baseline, more boys were more knowledgeable of condoms as a FP method than girls.

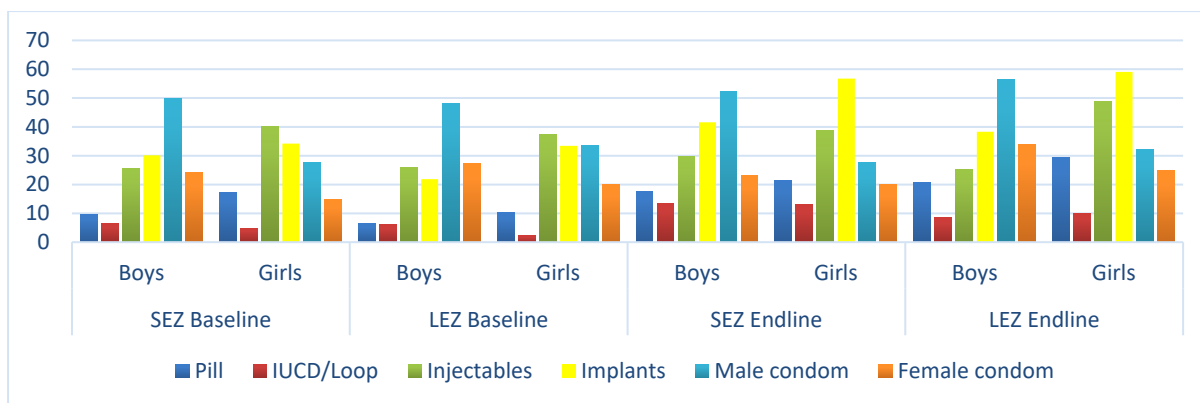


Figure 6: **Levels of knowledge level of FP methods between boys and girls in Suza and Linyangwa at baseline and end line**

What was worrying though was that there was almost one-third of the learners who did not know any of the family planning methods in both zones at baseline and end line.

3.3.2 Knowledge of HIV transmission

The level of knowledge on HIV transmission improved in the treatment area (SEZ). However it was not that different from the level of change observed in LEZ. The percentage of adolescents who said that even healthy people can have HIV increased both in SEZ and LEZ. This was expected as HIV and AIDS issues are covered in the Auntie Stella life skills curriculum. Knowledge that a person cannot get HIV through food sharing remained as high as at baseline. The indicator dropped slightly by 1 percent point from 84% at baseline to 83% at end line but it moved less slightly in Suza than in Linyangwa. Overall the project had a positive effect using the DID estimator of 5, meaning it had increased knowledge on how HIV is transmitted.

The quantitative data showed that there was improved knowledge amongst learners in both within the intervention group and the control group. More learners became aware that a healthy-looking person can have HIV. In Suza, the percentage of learners increased from 75% at baseline to 83% at end line compared to 75% at baseline and 85% at end line in Linyangwa. This signifies that overall the Umodzi project did not have significant effect on the changing the learners' knowledge as regards HIV transmission. The changes observed can be due to other factors.

3.3.3 Risks of getting pregnant at first sex

Learners showed improved knowledge of the risks of becoming pregnant even at first sexual encounter. The knowledge level amongst learners within the project area that a girl can become pregnant at first sexual intercourse increased from 69% at baseline to 74% at end line but the increase was lower than in LEZ (72% at baseline and 82% at end line). The percentage of boys who said girls can become pregnant even at first sex intercourse increase from from 70% at baseline to 73% at end line in Suza. The increase was more than that observed amongst girls. **The largest change was observed amongst boys between the ages of 10-14, which was from 57% at baseline to 71% at end line.** In most cases, girls do not have power, confidence, or communication skills to negotiate for safer sex. The decision is generally made by boys or men. In fact, Munthali, Chimbiri and Zulu (2004), quoting Save the Children who in 1999 reported that sexual activity is male dominated and controlled in Malawi and males

initiate sex in 92% of the relationships and girls often feel powerless to refuse sex or negotiate safer sex. A study by Pathfinder of 1998, found that most sexually active adolescent females report having had the first sexual intercourse with a man older than them; according to Pathfinder⁴, 56% of female adolescents experienced forced sex and 66% reported that they accepted money or gifts in exchange for sex.

3.3.4 Condoms and pregnancy

According to the quantitative data, the knowledge level among adolescents that a condom can effectively prevent pregnancy and STIs slightly reduced both in Suza (from 91% to 89%) and Linyangwa (from 93% to 89%). The incorrect knowledge that a condom can disappear in a girl's body decreased sharply within the project area but also in LEZ. The decrease may need further investigation to establish the possible causes for the decrease. Fewer learners in SEZ than LEZ felt that it was right for boys and girls to date, kiss, refuse to have sex with someone who is not prepared to use a condom, and girls being able to get pregnant at first unprotected sexual intercourse.

3.3.5 Knowledge of menstruation

The percentage of learners who agreed that 'it is normal for girls to menstruate when they reach puberty' increased in SEZ by 6% points, from 90% at baseline to 96% at end line, whereas in Linyangwa the indicator increased from 92% at baseline to 97% at end line (**Figure 6 below**). Knowledge of menstruation amongst boys is important because they can appreciate the biological nature of girls and women and therefore not bully them. Bullying girls for menstruating is common amongst boys and can lead to girls absenting themselves from school and eventually drop out.

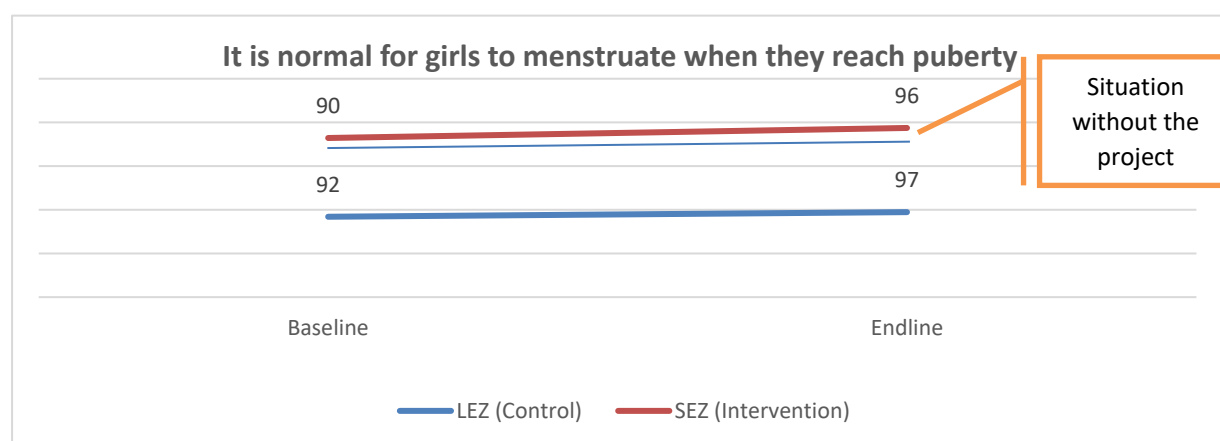


Figure 7: Is it normal for girls to menstruate

3.3.6 Learners that demonstrated knowledge of SRHR

The percentage of learners that demonstrated knowledge of SRHR was 71%, those that demonstrated supportive SRHR attitudes was 40% and those with supportive SRHR practices and behaviours was 46%. Disaggregation by zone, age and sex is presented in Table 8 below.

⁴ Pathfinder International, Assessment of Youth Reproductive Health Needs in Malawi, New Orleans, LA, USA: Tulane University School of Public Health, 1998.

Table 9: SRHR knowledge, attitude, practice and behaviour for learners in SEZ and LEZ

Observable change	Age groups	Suza						Linyangwa					
		Baseline			End line			Baseline			End line		
		Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall
Knowledge of SRHR	10-14	68.4	66.3	67.3	68.6	67.7	68.1	66.0	66.4	66.2	71.8	69.2	70.5
	15-19	75.1	69.6	72.3	72.8	71.6	72.2	70.0	66.8	68.4	73.3	70.8	72.1
	Overall	71.8	67.9	69.8	70.7	69.6	70.2	68.0	66.6	67.3	72.6	70.0	71.3
Attitude	10-14	45.5	44.8	45.2	35.9	39.2	37.5	46.6	37.8	42.2	36.4	39.6	38.0
	15-19	47.2	47.8	47.5	40.9	41.1	41.0	46.6	43.5	45.0	42.3	37.2	39.8
	Overall	46.4	46.3	46.3	38.4	40.1	39.3	46.6	40.6	43.6	39.4	38.4	38.9
Practices and Behaviours	10-14	24.6	47.1	35.8	25.3	45.1	35.2	23.0	45.8	34.4	18.8	42.7	30.8
	15-19	17.8	40.4	29.1	16.9	36.6	26.8	18.0	41.8	29.9	16.0	38.0	27.0
	Overall	21.2	43.8	32.5	21.1	40.9	31.0	20.5	43.8	32.2	17.4	40.3	28.9

3.3.7 Knowledge of importance of accessing SRH services

Knowledge that the risk of HIV and STI transmission can be reduced by visiting STI and HIV clinics increased slightly from 85% at baseline to 88% at end line in SEZ. The increase was marginally lower than in LEZ where knowledge increased from 86% at baseline to 9% at end line. By gender, 93% of boys at end line compared to 92% at baseline said that visiting HIV and STI clinics can reduce HIV and STI transmission; there was a 4% point drop amongst boys aged 15-19 from 97% at baseline to 93% at end line. The level of knowledge of the importance of accessing SRH rights services relatively low amongst girls (81% at baseline to 83% at end line) remained compared to that of boys though there was an increase from line. From the qualitative survey, when asked how they gained knowledge of importance of accessing SRHR services, 32 out of 40 said they gained knowledge from teen clubs. One learner in Suza reported that "I have learned from Auntie Stella which our patron was using that when you abstain you finish your school without disturbances like pregnancy."

3.3.8 Attitudes towards sexual and reproductive health rights

Overall, the percentage of learners in SEZ who think it is alright to date increased from 54% at baseline to 64% at end line. Older adolescents than younger adolescents of both age groups think it is alright to date and the statistics between the genders were quite similar (Box 1). The statistics are not quite different from LEZ.

Overall, the percentage of learners who thought that it was not alright to touch each other's private parts without consent remained almost the same (84% at baseline vs 83% at end line). Overall, 82% of boys at end line compared to 84% at baseline think that it was not alright to touch each other's private parts without consent. Attitudes of the learners both in treatment and control are supportive of adolescent girls accessing SRH services. They believe it is good for adolescent girls to visit SRH clinics/service providers so that they are more knowledgeable of the various SRH services available.

	Male			Female		
	10-14	15-19	Overall	10-14	15-19	Overall
Baseline	52	57	54	54	55	54
End line	62	67	65	62	66	64

Box 1 Percentage of boys and girls in Suza who think it is alright to date

- *SRH is a welcoming component because the introduction of contraceptives reduces the drop-out rates due to unplanned pregnancies.*
- *It is helping a lot of young of young people, currently there are few pregnancies at school than in the year 2013/2014 about 3 or 4 girls got pregnant but last year only 2 got pregnant and married*
- *It is good for adolescents because most adolescents are completing their education because they are not getting pregnant. For example, in 2017 there were only 2 girls who got pregnant, but they have not come back to school while in 2016 there was quite a number of them about 5 girls got pregnant*
- *It is good for adolescents they become knowledgeable. For example, a girl has started menstruating, if it happens to her at the teen club it is no longer strange because we have learnt about it*
- *It's good. Boys and girls can learn together equally and can find equal jobs, we should also know the types of contraceptives that people use.*
- *SRH issues seem too sexual in nature for young boys and girls. However, they are very necessary for young ones as it helps them to open up to one another. In the beginning, when my body would tremble whenever i touched a girl's skin but now I do not.*

Box 2: Attitudes of learners on SRH issues

The percentage of boys and girls who agreed with the statement that 'a girl can refuse to have sex with someone who is not prepared to use a condom' increased within the intervention area by 8% (from 78% at baseline to 86% at end line) in Suza but lower than in Linyangwa where the indicator moved from 75% at baseline to 89% at end line. Within intervention, it was noted that girls' perception increased from 75% to 86% compared to 4%-point increment amongst boys from 83% to 87%.

The evaluation found that more increased awareness and confidence about adolescents' sexual reproductive rights. Overall, the 52% of learners at end line said that adolescents have a right to decide on their sex life compared to 45% at baseline, representing an increase of 7% point. However, the indicator in the control group moved higher than in the intervention from 40% at baseline to 51% at end line.

There was significant increase in the awareness of the learners' rights about who to have sex with. Overall, the percentage of learners who said that they have a right to decide who to have sex with increased from 70% at baseline to 81% at end line in Suza which was slightly lower than in Linyangwa (71% at baseline and 83% at end line) as illustrated in Figure 7.

3.3.9 Sexual and reproductive health relationship practices

There was a decline among learners who visited a health care provider for SRHR services and both the end line and baseline showed that more boys than girls accessed SRHR services in both intervention and control. At end line 14% of boys said that they visited SRHR services compared to 18% at baseline with a big drop amongst boys aged 15-19 (decreased from 32% at baseline to 20% at end line).

From the end line survey fewer learners reported to have ever used a contraceptive method at end line (21%) than at baseline (25%) with a huge drop amongst boys aged 10-14 from 17% at baseline to 4% at end line. The trend was pretty much similar amongst girls. Five percent of girls at end line reported to have ever use family planning method compared to 10% at baseline with sharp decrease reported amongst girls aged 15-19 who reported 9% at end line compared to 35% at baseline. Learners could mention various contraceptive methods that are available for adolescents such as jadelle, norplant, loop and male and female condoms. In particular, the qualitative revealed that some of the learners now know that male/female condoms are part of contraceptive methods much as they are used as preventive measure for HIV/STIs as illustrated Box XX. Different views were only 3 out of 40 learners.

- *It is not right to be telling people in school about family planning methods like norplants because they have never given birth before. Someone can put norplants but that cannot prevent them from contracting AIDS. If you are still in school and you want to sleep with someone it is good to protect yourselves to avoid early pregnancies. It is very okay for people still in school to be taught about other sexual things but not family planning*
- *Would rather advise to abstain rather than use family planning methods because they are still young*
- *It is not good for boys and girls to visit health facilities to receive SRH services because that would mean they are indulging in sexual activities*
- *It means that they are not interested in school*

More learners at end line reported that their friends visited the SRHR services than at baseline in both SEZ and LEZ. The evaluation found that about the percentage of learners who reported that their friends visited a health centre for SRHR services increased from 26% at baseline to 31% at end line, however, the percentage increase in control was much higher. Out of those interviewed, very few learners visited a health care provider for SRHR.

3.3.10 Attitudes towards various SRH issues

In SEZ there were 12% in the proportion of girls not going to school when menstruating. In LEZ the drop in the proportion of girls not going to school when menstruating was 9%. The learners in SEZ had more accepting attitude towards girls that have given birth going back to school (10% drop since baseline) while the learners in LEZ had lower accepting attitude towards girls that have given birth going back to school (4% drop since baseline).

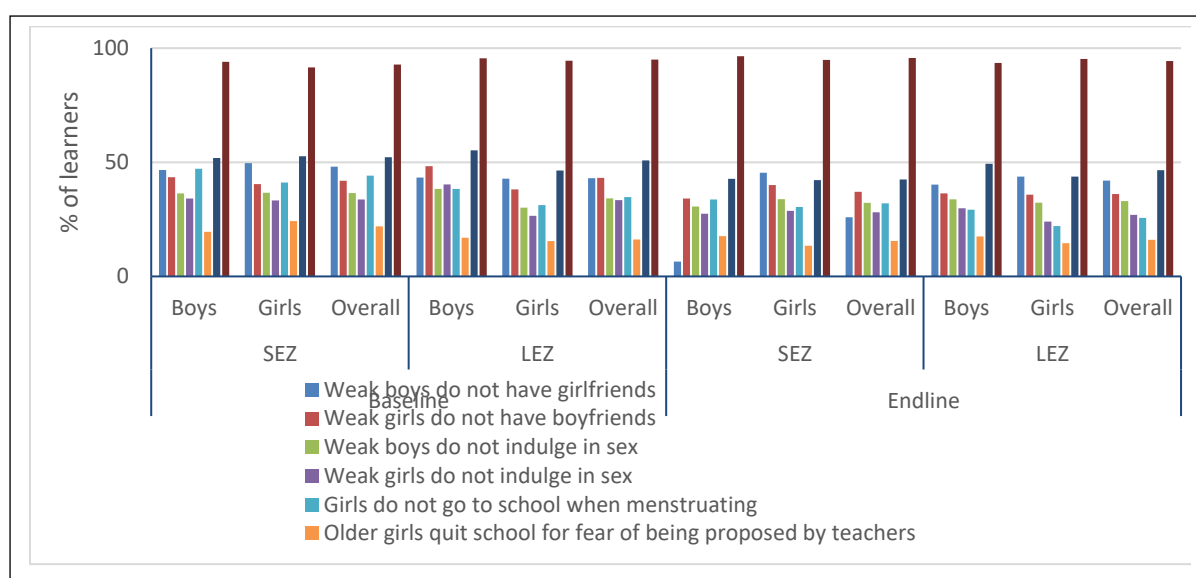


Figure 8: Proportions of learners reporting different attitudes of learners at baseline and end-line in SEZ and LEZ

3.4 Care and support

Under the care and support domain in the theory of change for the Umodzi, the end-line evaluation explored whether boys and girls that participated in GCP sessions and intergenerational dialogues, had developed perceptions, attitudes and practices to care and support each other without being related or asking for sexual favours.

3.4.1 Level of support towards each other

Overall, the percentage of learners who agreed that they would support a girl or a boy with homework even if she or he was not their relative increased from 95.4% at baseline to 98.4% at end line in Suza compared to from 95.2% to 98.3% in Linyangwa Zone. When disaggregated by gender and age groups, it is noted that in SEZ (Table CS-1), the attitude of caring and supporting each increased from 94.8% at baseline to 100% at end line amongst younger adolescent boys (age 10-14) and from 93.7% to 98% amongst girls of the same age group. The care and support attitude were generally high amongst the older adolescents (15-19 years) during baseline (99%) and did not change at end line. The data shows that attending GCP lessons and intergenerational dialogues mainly influenced the care and support attitudes of young adolescents (10-14 years), regardless of their gender.

3.4.2 Support with homework/education

When asked if boys or girls would support a girl or a boy with homework even without asking him/her for a relationship, results showed that this attitude improved amongst learners from 92.9% in Suza Zone at baseline to 97.7% at end line compared to an increase from 94.5% to 96.1% in Linyangwa Zone. The overall DID estimator was positive (3.5%) which means that attending GCP lessons and intergenerational dialogues had positively contributed to learners adopting the attitude. Most importantly the Umodzi project managed to influence boys to support girls without asking for relationship, which is common practice in Malawi context. Detailed data is in Table CS-2 in the Annex. These findings showed similar trends in the qualitative data. When asked if it was crucial for girls to support boys with homework, a boy from the treatment zone said:

"Yes, because they want everyone to know the concepts. After the project, boys and girls support each other more than before the project. Before the project if a girl and a boy were seen helping each other's homework, rumours would start spreading that they are dating which makes pupils of opposite sex to avoid supporting each other as much as possible"

From the qualitative survey focus group discussions in the treatment zone, the following informative reasons were given as to why learners would support a girl/boy with homework/assignment without asking for anything in return showing adoption of positive attitudes and values:

Reasons mentioned mainly by boys	Reasons mentioned mainly by girls
<ol style="list-style-type: none">1. It is not good to help someone in class and expect something in return simply because it is just class work.2. Yes, the girl is like me or like any other boy it can happen that maybe I have refused to help her then my sister or friend is seeking someone to help them with their homework, so I look at it that it is possible to help a girl without expecting anything from her. So that that girl should also help a friend or any person3. Yes- because I know I would also need help, I am not good at Maths and in our class, we have Esther Costa, she is good at maths but not so good at science and I am able to help her and she in return help me – boy4. Yes, I would help a girl because she also wants to learn and in so doing setting a platform for myself to be helped when I also need her help.	<ol style="list-style-type: none">5. Because all of us are students6. Because one day maybe I will also need help, so he will help me in future.7. That's what gender is all about – girl8. If the boy doesn't have sinister motives I can help, like if they want to be having sex.9. Because I want them to know the concepts as well.10. Because they are my friends and I am kind hearted – girl11. Because they might need help from me without any strings attached and I can help without wanting anything in return.12. Yes, because a girl can also be free with a boy.13. Yes, I can help a boy with his homework because a boy can also be my friend.14. Yes, because girls can also assist boys.

Box 3: Qualitative views of learners on care and support

Further, two case studies presented below are evidence of changing practices that are attributed to Umodzi Project at Chipanga school in Suza Zone which likely attributed to the GCP dose:

Case study: The project has helped her to work together with boys without being shy

A 12-year-old girl in standard 7 at Chipanga primary school under Suza zone said, "At first I used to be shy around boys but now I freely work together with them. Before the project, if a girl and a boy were working together, most people were thinking that they are in a relationship, but they cannot think like that now".

Case study: The project has helped him to communicate and associate with girls

A boy aged 16 in standard 8 at Chipanga primary school under Suza zone said, "Before the project we were not able to associate with girls because when seen around a girl, others were assuming that you are in a relationship. But now you can sit with a girl and help each other with homework without others suspecting anything."

Box 4: Case study of how the project has helped a boy to associate with girls

3.4.3 Protection against abuse

The percentage of boys and girls who would protect a boy or girl who is being abused increased from 91% at baseline to 96% in Suza Zone, compared to an increase from 92% to 98% in Linyangwa Zone. The overall DID estimator of -0.99% indicates, however, that there was more improvement in the comparison which could be due to other unobservable factors. However, the data shows a positive impact of the project on younger adolescent boys as well as young adolescent girls. One form of physical sexual violence is **touching girls' breasts without consent, which is** common in rural Malawian context, especially in schools. The end line noted that the project managed to change the mindset of boys of both age groups with more observable impact on the young ones (10-14) with a DID of 7.7% compared to 5.3% for the age group 15-19. The percentage of younger boys who agreed that they would not touch a girl's breast/body without their consent increased from 87% to 96% in Suza Zone with a DID of 7.7% indicating a positive contribution amongst learners who attended the GCP sessions and intergenerational dialogues. Confirming the impact, one respondent from the qualitative survey in Suza zone was quoted:

"Yes, the project has helped me a lot because as I have told you, I used to touch girls' breasts. It used to be a normal thing to me not knowing that I was violating girls' rights but because of my involvement in teen clubs, now I am confident of defending girls' rights and letting know my peers that by doing so we are violating girls' rights."

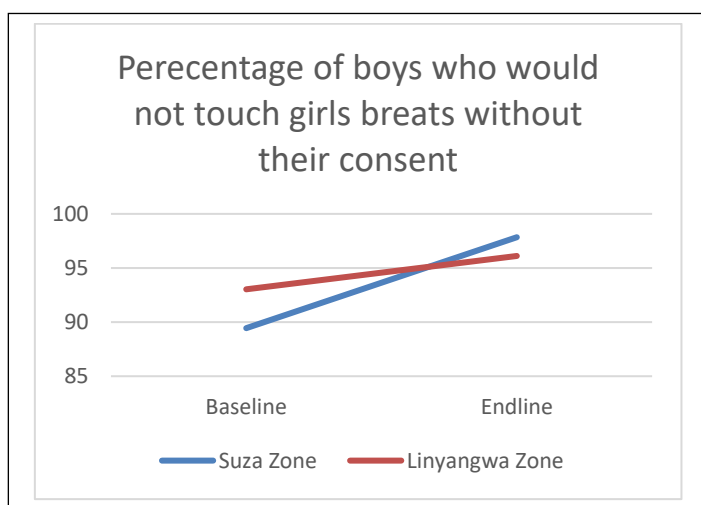


Figure 9: Percentage of boys who would not touch girls' breasts without their permission

3.4.4 Respect the rights of both boys and girls

The percentage of learners who reported that they respected the rights of both boys and girls, was already very high amongst all learners at baseline for both zones, which might have been due to the other projects, like PCTFI, which were implemented in the two areas. However, the evaluation found that

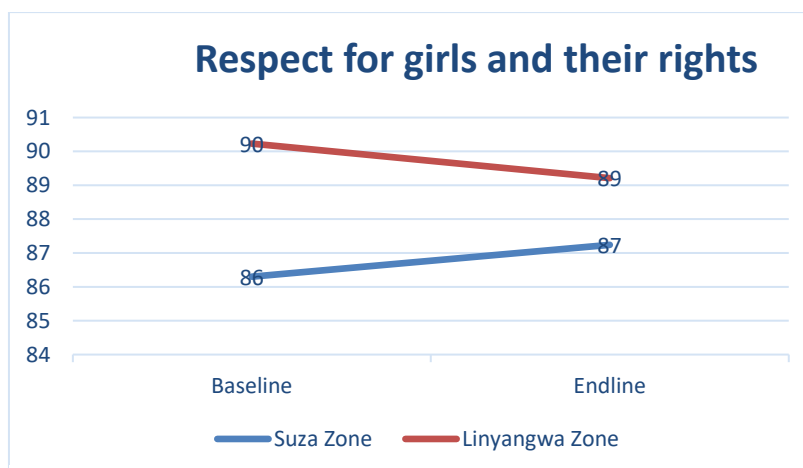


Figure 10: Percentage of boys who would respect girls' rights

in the intervention zone, the percentage of learners who respected the rights of their peers, girls, increased slightly from 86% to 87% in Suza Zone compared to Linyangwa Zone where the indicator dropped from 90% to 89%. With a DID estimator of 1.96%, the implication is that attending GCP sessions and intergenerational dialogue had a positive contribution to improving knowledge and respect for rights. It was also noted that the most significant change (DID=3) was amongst boys of the 15-19 age group. Details are in Table: CS-6:

3.5 Division of labour at household Level

In Malawi, the main cause of school drop-out is family responsibility, in which children, especially girls are required to perform domestic as well as farm and off-farm work (GoM, 2012).⁵ An equitable share of tasks between boys and girls could potentially contribute to reduction of school dropout by girls. The end line investigated learners' attitudes towards who should perform certain tasks at household level. Results showed that there was significant improvement in the perception of how chores should be distributed between boys and girls in the Suza zone compared to Linyangwa. The end line found that the majority of learners said that tasks such as sweeping, cooking and drawing water should be shared between boys and girls. The evaluation found that in the intervention area, the percentage of learners who said sweeping, cooking, and drawing water should be done by both boys and girls increased with a significantly high DID estimator of 12. (Refer to DL-1 in the Annex) On the other hand, the same indicators improved but very slightly in Linyangwa Zone, implying that attending GCP sessions and intergenerational dialogue had positive effects on how adolescent shared household chores.

⁵ GoM, 2012, Education Management Information System Report, Department of Education Planning Ministry of Education Science and Technology

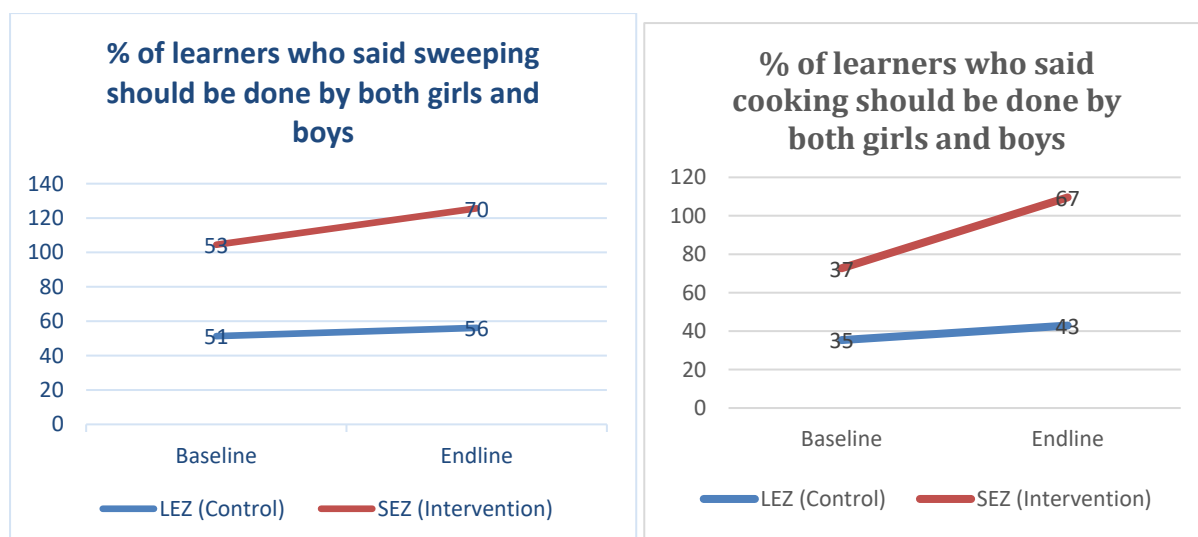


Figure 11: Perceptions of learners on tasks and who should do them

As shown in DID estimator of 12% (Table 8 below) or more shows that the project interventions had positive contribution to improving learners' perception of distribution of household labour between boys and girls. However, in reference to cooking, an activity that is still highly regarded as one that is delegated to females traditionally, 75% of boys at end line said that cooking should be done by both boys and girls compared to 42% at baseline. 61% of girls at end line said that cooking should be done by both boys and girls compared to 30% at baseline. Leaving most of the household chores to girls deprives them of time to study, play and rest. Detailed statistics are in Tables DL-1 in the annex.

Table 10: Perceptions of learners on tasks and who should do them

Indicator	Suza Zone		Linyangwa Zone		Differences		DID
	Baseline	End line	Baseline	End line			
Sweeping	53	70	51	56	16	5	12
Cooking	37	67	35	43	30	8	22
Drawing	45	72	40	50	27	10	17

When asked if during the last school session, boys did any work at home which is most often done by their sisters, we found that overall 92% at baseline and 98% at end-line said they offered help in the treatment zone, a 6% movement from the baseline. On the other hand, findings show a smaller increase from 93% at baseline to 94% at end line in SEZ. The DID

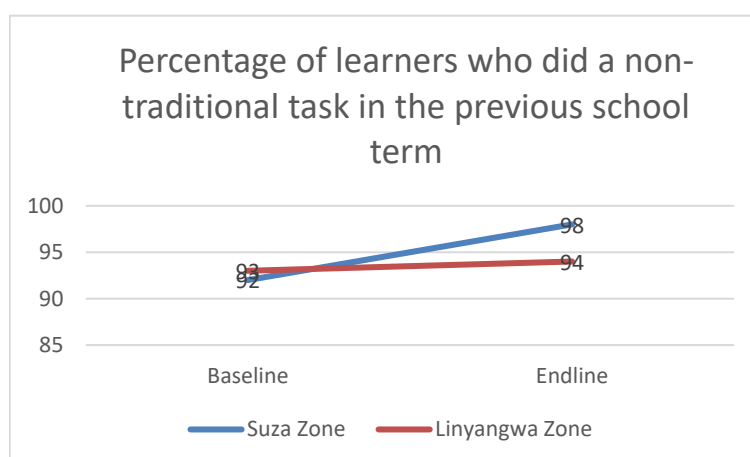


Figure 12: Learners involved in doing non-traditional tasks

estimator is 5, which indicates that attending GCP sessions and intergenerational dialogues had influenced the extent to which learners were supporting each other to do domestic roles without looking at themselves as being girls or boys' roles. This was confirmed, for example, by a case study below:

Case study: Girl supporting work normally done by boys at Katayanthona primary school in Suza zone

Triphonia reported that after learning about gender, she went ahead and constructed a bathroom with her sister at her home which everyone uses. She also dug a rubbish pit. When asked if she faced any opposition from her parents, she responded that her parents did not stop her because they also have some knowledge on gender equality, they went to school.

Box 5: Case study of changing gender roles

The learners have reported to be doing tasks that are traditionally associated with a specific gender. In general, girls reported to be doing tasks that are generally considered for boys and men such as herding animals, thatching houses, constructing washrooms while boys claimed that they can now cook, sweep, draw water and wash dishes. The baseline survey identified a gender divide on who should perform domestic tasks, as boys tended to think that these roles should be done by both girls and boys, while the majority of girls (62% for sweeping, and cooking and 59% for drawing water) felt that these tasks should be by girls only. **The end line has noted that this divide is narrowing, and the attitudes are changing to support equal division of labour, with boys taking girls tasks and vice versa.** The box below provides more qualitative evidence that learners in SEZ had more supporting attitude towards equal sharing of household chores than in LEZ, which supports the fact that attending GCP sessions and intergenerational dialogues through teen clubs had contributed to improved perception on division of chores at household level.

Do you think that there are some tasks meant only for boys or others meant only for girls? Why?	
Suza Zone	Linyangwa Zone
<ul style="list-style-type: none"> No (8 girls; 16 boys) No because both girls and boys are same, for example thatching a house can be done by a girl or a 	<ul style="list-style-type: none"> No (2 girls; 2 boy) No, because a boy can also cook, wash plates and a girl can also do what boys do i.e. build a house - girl

<p>boy, cleaning plates and sweeping can also be done by a girl and a boy - girl</p> <ul style="list-style-type: none"> • No but only sex roles but otherwise what a boy can do a girl can also do i.e. cooking, sweeping, mopping. Because we are all equal - boy • No. apart from sex roles but what a boy can do so can a girl. And some girls are even more wise and stronger than boys – boy. No, gender means everyone has the potential to perform a particular task - boy • No. what a boy can do a girl can do and vice versa i.e. cooking, sweeping, farm work, washing plates - boy • The main difference only comes when we are talking of sex roles. For example, a woman can give birth, breastfeed etc but a man cannot. But on the gender roles we can only have few differences of not more than five; for example, a woman would not be able to dig a pit latrine. that would be for men. – boy 	<ul style="list-style-type: none"> • Yes (4 girls; 6 boys) • Moulding bricks is just for boys because it requires a lot of strength - boy. • Yes, a woman cannot drill a borehole because men are more energetic than women and women have no keen interest to learn how to do some things that men are interested in doing, but with a keen interest I believe that women can do what men can also do and men can do what women do – boy. • There are duties only for boys like building a house a girl cannot, a girl cannot climb on the roof of the house and do the roofing work. – girl.
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Box 6: Qualitative evidence that learners in SEZ had more supporting attitude towards equal sharing of household chores

3.6 Leadership and decision-making

Under the leadership and decision-making domain, the end-line evaluation explored whether boys and girls who attended GCP sessions and intergenerational dialogues had developed positive perceptions, attitudes and practices about themselves to enhance their leadership and decision-making skills. In addition, the end line investigated how boys as well as girls would perceive women and girls as leaders in their local context.

3.6.1 Perceptions and attitudes towards women and girls as leaders

Overall, results of the end line in Table LD-1 in the annex show that the percentage of learners who agreed that a girl can be a head prefect, or a school captain increased from 93.6% at baseline to 95.7% at end line in Suza Zone compared to from 94.0% to 95.8% in Linyangwa Zone which shows a positive contribution of the GCP curriculum and intergenerational dialogues as promoted by the Umodzi concept. Data further shows a positive double in difference of 0.3% which suggests that the GCP sessions had some impact on the extent to which learners perceived girls as suitable to be head prefects or school captains. The DID was much higher amongst the boys (21.4%) aged 10-14 and girls (3.2%) again aged 10-14, which shows that the project had more impacts on the 10-14 age group for both boys and girls for this measure. The end line results show a reduction in gender stereotyping, which is a major cause of persistent under-representation of women in leadership positions (Goslin and Kluka, 2014)⁶. When adolescent boys adopt positive attitudes towards girls and women taking leadership positions, they will easily support girls with education, respect girls more and bully them less. Consequently, girls will stay longer in school and their opportunities to take up leadership and decision-making positions will increase.

The findings in Table LD-1 in the Annex, are supported by qualitative data which showed most respondents would accept a girl or a woman to be a leader or a prefect. When asked this question, all the 42 individual in-depth interview respondents in SEZ reported accepting attitudes and perceptions towards women and girls as leaders.

⁶ Women and sport leadership: perceptions of Malawi women educated in sport business leadership

When asked if a girl can be chairperson of a committee or a club, the evaluation found that overall, the percentage of learners who agreed that a girl can be chairperson of a committee or a club increased slightly from 94.9% at baseline to 95.5% at end line in Suza Zone compared to from 93.6% to 96.3% in Linyangwa Zone which shows a positive contribution of the GCP curriculum. Data, however, shows a negative overall DID -2.03, which provides further evidence of unobservable factors in Linyangwa Zone affecting the project. But the data shows the DID was positive for boys (5.7%) aged 15-19, an indication that gender and age had specific impact that had mainly benefitted older adolescent males. Table LD-3 in the Annex shows detailed results of the evaluation.

When asked if a girl can be chairperson of a committee or a club, the evaluation found that overall, the percentage of learners who agreed that a girl can be chairperson of a committee or a club increased slightly from 94.9% at baseline to 95.5% at end line in Suza Zone compared to from 93.6% to 96.3% in Linyangwa Zone which shows a positive contribution of the GCP curriculum. Data, however, shows a negative overall DID -2.03, which provides further evidence of unobservable factors in Linyangwa Zone affecting the project. But the data shows the DID was positive for boys (5.7%) aged 15-19, an indication that gender and age had specific impact that had mainly benefitted older adolescent males. Table LD-3 in the Annex shows detailed results of the evaluation.

When asked if men can be heads of households then women should also be heads of households, the study shows that overall, the percentage of learners who agreed with this statement increased from 52.1% at baseline to 62.7% at end line in Suza Zone compared to from 40.3% to 47.3% in Linyangwa Zone which shows a strong positive contribution of the project. Data further shows a positive double in difference of 3.59 which suggests that the project had significant impact on the extent to which learners perceived women as suitable to be heads of households just like men. The DID was much higher amongst the boys (8.2) aged 10-14 and girls (1.68) aged 15-19, which shows that the project had more impacts on the 10-14 age group for boys and 15-19 age group for girls for this measure. The implications of this shift in attitudes about women being leaders at household level would also lead to improved participation of women to make decisions that affect their personal circumstances is essential for their own empowerment and serves as an important factor in national development (NSO, 2011)⁷.

The findings in table LD-4 were supported by qualitative data which showed about 50% of the key informant interview respondents would feel good if women were household heads while the rest said it would not be good for various reasons. This, however, shows positive impacts of the GCP curriculum, although qualitative as well as quantitative data still show gender unsupportive attitudes and perceptions, indicating that changing attitudes and perceptions on gender takes a long time. When asked this question, 41 of the 42 respondents interviewed through key informant interviews and focus group discussions in Suza zone said the following positive and negative responses (Box 13 below).

What is your perception on women being household heads? (Suza zone)	
1. Positive (11 girls; 9 boys) ✓ It can be a good thing for a woman being the head of the family because sometimes when a woman is fully dependent on her husband children get affected. For	2. Negative (8 girls; 13 boys) ✓ A woman should not be a family head, because its man's responsible. But they can

⁷ NSO, 2011, Malawi Demographic and Health Survey 2010, National Statistical Office, Zomba, Malawi, ICF Macro Calverton, Maryland, USA, September 2011

<p>instance, if the kids have no note books and the man has no money the woman will just wait for the man until he gets the money so that the kids should go back to school - boy</p> <ul style="list-style-type: none"> ✓ I perceive that a woman can equally be the head of the family and can also manage to carry out the tasks done by men – boy ✓ A woman can be a household head and can take care of the family. When men have money they just give women a little of it to use for household needs and most of them is being misused but a woman knows how to manage the available resources wisely - girl ✓ A woman can be a household head because some men are silly (opepera) and fear their wives - girl ✓ Anyone can be a household head so long he/she is providing to the household i.e. my auntie her husband is a drunkard and last growing season she decided to grow tobacco on a hectare and she managed to get MK 2 million of which she has used part of the money to buy a plot of land at Chitete T.C and from her I have learned that women can also be household head and make big decisions that can change their household. – boy ✓ It is possible for a woman to be a household head depending on the situations in the household. For example, if a woman is educated and a man is not, that means a woman is the one providing for the family, therefore should be the head of the house. For instance, in our family, my father is disabled because he has one functional leg and it is my mother who provides for the family. In this instance my mother is the head of the family – boy 	<p>also be so that they buy clothes for children and teach them household chores. - boy</p> <ul style="list-style-type: none"> ✓ I feel that it is not good to have a woman as a household head. - boy ✓ It is not good for a woman to be the household head because there are certain things and situations that will require a man - boy ✓ I would not comfortable because both man and woman can be helping/heading the household together by making decisions together – girl ✓ It cannot be good because she cannot manage to do what men do – girl ✓ I can't feel good because where will she be getting money from? She will be cheating. It depends on a woman if she has a job I will be fine with it but not a poor woman like me she will be cheating on her man to bring money in the house - boy ✓ It's very rare. It cannot work for me - boy ✓ I don't think women should be household heads because they cannot be able to find money to take care of the whole family. Even if they find money, it's not appropriate for women to be house hold heads because naturally household heads are supposed to be men despite all the gender issues. Men are the ones who bring women into their homes, so they are supposed to take care of them not vice versa. - girl ✓ Women cannot be head of the household because a woman cannot rule a man. There are some things they can rule but not being household heads because it is men who make decisions. Men can manage more being head of the household than women - girl
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Box 7: Adolescents perceptions on women being household heads

3.6.2 Decision making by women and girls

Overall, the percentage of learners who agreed that they are able and confident that they can decide about their future increased from 96.6% at baseline to 97.1% at end line in Suza Zone compared to from 97.3% to 99.0% in Linyangwa Zone which shows a positive contribution of the GCP curriculum and intergenerational dialogues promoted by Umodzi. Data, however, shows a negative DID of -1.16%. Analyzed by gender and age, the end-line found that the DID was positive amongst older adolescent girls (15-19), which is an important finding because it shows that the project has strengthened self-confidence and decision-making capabilities amongst older adolescent girls. The implication is that confident girls can ably make decisions that support their aspirations and challenge aspects of culture that negatively impact their ability to excel with their education. Table LD-5 in the summarizes the end line evaluation findings.

When triangulated with another question on whether learners are able and confident that they can decide on their own about their future partner, the evaluation found that overall, the

percentage of learners who were confident about making their own decision about their future partner increased from 76.5% at baseline to 83.7% at end line in Suza Zone compared to from 76.9% to 88.7% in Linyangwa Zone. Data, however, shows a negative double in difference of -4.5%. However, a positive DID of 3.9% was found amongst girls aged 15-19, which means that GCP sessions and intergenerational dialogues helped to build self-confidence of older adolescent girls. Table LD-6 in the annex provides more detailed data.

When asked if learners are able and confident that they can refuse a boy or girl who wants to have sex with them, the evaluation study (Table LD-7) shows that the percentage of learners who were confident that they could refuse a boy or girl who wanted to have sex with them increased from 85.6% at baseline to 91.4% at end line in Suza Zone compared to from 84.5% to 91.8% in Linyangwa Zone which shows a positive contribution of the GCP curriculum and intergenerational dialogues, although due to unobservable factors there was more improvement in Linyangwa Zone. Data, however, shows a negative double in difference of -1.33, but a positive DID for younger male and female adolescents (10-14) suggesting the gender and age specific impact of Umodzi GCP curriculum.

The evaluation (Table LD-8) found that the percentage of learners that were able and confident that they could say no to their parents if their parents wanted them to get married before they finish their education increased from 85.2% at baseline to 87.7% at end line in Suza Zone compared to from 86.5% to 89.7% in Linyangwa Zone which shows a positive contribution of the GCP curriculum. Data, however, shows a negative DID of -0.74 but more importantly, the data shows that the project had impacted positively on girls of both age groups by creating space for them to build their confidence and advocate for their rights to oppose forced married, which is more critical because it is often the girls that are sent into marriages by parents, if a household is faced with poverty and general deprivation.

The evaluation (Table LD-9) found that the percentage of learners that were able and confident that they could say no to their friends if the friends wanted them to go to places which are not safe for them or can negatively affect their education, increased from 87.6% at baseline to 90.9% at end line in Suza Zone compared to from 86.7% to 92.4% in Linyangwa Zone which shows a positive contribution of the GCP curriculum. Data, however, shows a negative double in difference of -2.41 which but the DID was positive (+5.75) amongst older adolescent girls (15-19), which suggests the attending GCP sessions and intergenerational dialogues mainly improved the self-confidence of older adolescent girls (15-19). This is important because older adolescent girls are at a higher risk of gender based violence, especially in areas where they may not get sufficient protection.

Do you feel confident to take up decision making positions and making decisions? (Suza zone)

- | | |
|--|---|
| 1. Yes (19 girls; 22 boys) | ✓ Yes, I am a sports captain and I make some decisions concerning the management of my team – girl |
| 2. Yes, right now I'm the head boy at the school. – boy | |
| 3. Yes, I am hard working and independent. – girl | ✓ Yes, I am currently a sports prefect - girl |
| 4. | ✓ Yes, even currently, I am the head girl - girl |
| 5. Yes, because am clever, can talk - girl | ✓ Yes, I am confident that I can be a leader given a chance and even make decisions for the mass i.e. in class and the whole school - boy |
| 6. Yes, because I am bold not timid - girl | |
| 7. Yes, because I also have the right of being a leader like anybody else - girl | |

8. <i>Yes, because there is nothing that can make me not to be a leader - girl</i>	✓ <i>Yes, I am very confident, and I speak my views every time and I believe one day I will be Member of Parliament for this area - boy</i>
9. <i>Yes, I am even a vice choir master at my church and I am able to make decisions - girl</i>	✓ <i>As a man I strongly believe in myself and I believe am confident of taking a position and expressing my views and decision - boy</i>
10. <i>Yes, because I am intelligent though I am quiet - boy</i>	✓ <i>Yes. I was a leader and I could make decisions and I was responsible for giving people punishment - boy</i>
11. <i>Yes, I am confident of taking up a position - boy</i>	✓ <i>I was a chair for our teen club at Katayanthona and our patron appreciated my leadership hence I am confident that I can lead and make decisions - boy</i>
12. <i>Yes, I have all the confidence and have the self-esteem too. – boy</i>	
13.	
14. No (1 boy)	
15. <i>No, because when a young boy is elected a class prefect when the names of the noise makers are submitted to the teacher, the noise makers beat up the class leader on the way home - boy</i>	

Box 8: Whether learners feel confident about taking take up decision making positions and making decisions

The study findings above are also consistently supported by qualitative data showing evidence of changing practices towards leadership and decision making which shows positive impacts of the GCP curriculum and intergenerational dialogues. When asked whether the learners have ever supported or proposed any girl to be in leadership positions, 33 of the 42 respondents representing 79% of those interviewed through key informant interviews in Suza zone reported that they ever supported/proposed some girls to be in leadership positions.

3.7 Gender based violence

Gender based violence (GBV) is defined as any act of violence, in public or private, which results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts and the coercion or arbitrary deprivation of liberty (NSO, 2011). The Government of Malawi (GoM) not only recognizes GBV as a severe impediment to poverty reduction, but also recognizes its impact on vulnerable groups in relation to the prevalence of HIV infection (NSO, 2011). Under the GBV domain, the end-line evaluation explored whether boys and girls that participated in teen clubs, have developed perceptions, attitudes and practices to prevent GBV especially violence that is targeted at girls.

3.7.1 Girls fear of being bullied by boys during menstruation

Girls often absent themselves from school when they are menstruating because of fear of being bullied by boys. As a proxy for measuring existence of this behaviour in schools, the end line asked learners if they agreed or disagreed with the notion that girls do not go to school when they are menstruating because of fear of being bullied by boys. Agreement meant that respondents agreed that girls indeed don't go to school out of fear of being bullied while disagreement meant the that respondents did not agree that girls don't go to school out of fear of being bullied.

Results in Table V1 in the annex showed that the percentage of learners who disagreed increased from 53.9% at baseline to 65.7% at end line in Suza Zone compared to from 64.5% to 73.8% in Linyangwa Zone which is a strong positive contribution of the GCP curriculum and intergenerational dialogues to changing attitudes about gender based violence. Data further shows a positive DID of 2.6 which shows that participating in GCP sessions and

intergenerational dialogues had a positive impact on changing learners' perception of girls not going to school when they are menstruating because of fear of being bullied by boys. The most significant impact was observed (higher DID) amongst the boys (9.5%) aged 10-14 and girls (4.3%) aged 15-19 compared to boys aged 15-19 and girls aged 10-14, which shows that GCP sessions and intergenerational dialogues had more impacts on the 10-14 age group for boys and 15-19 age group for girls for this measure.

Qualitative interviews with boys showed that they were becoming more supportive of girls who are menstruating at a time when they are attending school. It was reported that most learners would offer support if they came across a girl who is menstruating. For example, when boys were asked what their reaction would be should they come across a girl who is menstruating, their responses were as follows (Box 12 below). From the box it is clear that a lot of boys would support menstruating girls, which was different at baseline. Some boys reported the issue to female teachers so that they can help such girls. Others said they would call older women to help, while others said they would not bully them because, "*that is just natural for girls. I would not talk or laugh at her because I know that we are different, and our bodies are different. It would not be any strange to me because we learnt these things in our teen clubs.*" These statements that refer to teen clubs indicate the positive impact of the Umodzi Project.

Reactions of boys if they came across a girl who is menstruating (Suza zone)

- ✓ *I can help her by taking her to a place where she can be able to clean herself or to take her to women or her fellow girls to help. Because am also a person I know that maybe at some point I might need help and it will be the same person who will help me - boy*
- ✓ *If am the first one to see her, I would tell another girl who is close to her to help her change, because she would feel shy and ashamed if I am to tell her myself - boy*
- ✓ *If I am the first person to see her I would tell her in a friendly way to go and wash herself and would not tell anyone so that she is not laughed at- boy*
- ✓ *I would tell her to go and clean herself and I would not say a word to my peer because some can laugh at her condition - boy*
- ✓ *I can escort her home to change; because people can laugh at her, so I can escort her - boy*
- ✓ *I would tell her not to stop coming to school because of menstruation. There are some circles that say that a girl who is menstruating should not report to school, but I would advise her otherwise so that she does not miss school - boy*
- ✓ *I would feel sorry and if am the first to spot her I would tell her friends to help her by taking her to one of female teachers - boy*
- ✓ *I would call on the older women to give her a wrapper so that she covers herself until she gets to her home. I would do this to conceal the stains to prevent the younger kids from laughing at her. - boy*
- ✓ *I would not react in any way because that is just the nature in which girls are made. I would not talk or laugh at her because I know that we are different, and our bodies are different. It would not be any strange to me because we learnt these things. - boy*
- ✓ *If there is a house nearby, I can go and inform the older women so that they can help her. I would not laugh at her since it is natural for them to menstruate - boy*

Box 9: Learners reactions towards girls who are menstruating

3.7.2 Prevalence of bullying

When asked if during the last school session, boys bullied or teased any girls, results show that fewer learners bullied any girls at end line than at baseline with more substantive reduction to zero in Suza zone compared to Linyangwa Zone, suggesting a positive impact of the project. Overall, the percentage of boys who reported not to have bullied any girls increased from 93% at baseline to 100% at end-line (margin of 7%), in SEZ while in LEZ the percentage of boys who bullied some girls increased as well (but at a slower pace) from 89% at baseline to 94% at end line (margin of 5%). Across age groups, it was found that the percentage of boys who bullied some girls reduced

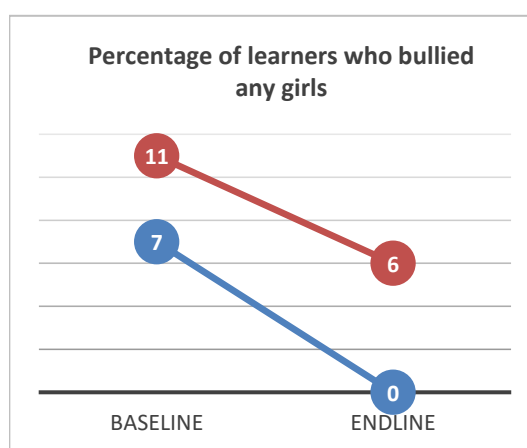


Figure 13 Prevalence of bullying of girls by boys

3.7.3 Acceptance of girls who return to school after giving birth

A similar question to the one asked about menstruation was asked to assess if girls who have given birth do not return to school out of fear of being abused by fellow girls, boys and teachers. Results showed that overall, the percentage of learners who disagreed with the notion that girls who have given birth do not return to school out of fear of being abused increased from 47.4% at baseline to 57.1% at end line in Suza Zone compared to from 50.1% to 53.4% in Linyangwa Zone which showed a strong positive contribution of the project. Data further shows a positive DID of 6.34% which suggests that the project had some significant impact on reducing of fears of being abused for young mothers to return to school.

The DID was much higher amongst the boys (10.98%) aged 15-19 and girls (13.24%) aged 10-14 than boys aged 10-14 and girls aged 15-19, which shows that the project had more impacts on the 15-19 age group for boys and 10-14 age group for girls for this measure. Generally, in a primary school environment, older boys tend to rule younger ones and if the attitudes of older boys are changed, it is likely that young mothers returning to school after giving birth are likely to remain and continue with school.

3.7.4 Accepting attitudes towards boys fighting

The evaluation found that the percentage of learners who disagreed that if someone insults a boy, he has to defend his reputation by fighting back increased from 65.2% at baseline to 69.5% at end line in Suza Zone compared to from 63.7% to 71.3% in Linyangwa Zone. Data, however, shows a negative DID of -3.2%, but there were observable impacts of the project amongst boys aged 10-14 (DID=0.5%) and girls 10-14 age group (DID=2.7%), suggesting that the project had more impact on the 10-14 age group for both girls and boys for this measure. When asked if violence was a natural reaction for boys, that it is something they cannot control, the study shows that overall, the percentage of learners who disagreed with this gender stereotype decreased from 56.1% at baseline to 52.2% at end line in SEZ compared to an increase from 55.8% at baseline to 57.4% observed in LEZ. The data shows a positive contribution of GCP sessions and intergenerational dialogues on perceptions that boys should be violent, which fuels gender based violence at household level.

3.7.5 Beating girls

The evaluation also asked whether there are times when a girl deserves to be beaten. Results showed an increase in the percentage of learners who disagreed with this statement decreased from 43.2% at baseline to 33.97% at end line in Suza Zone compared to from 31.6% to 25.7% in Linyangwa Zone which shows limited contribution of the project on this measure. Data further shows a negative overall DID of -3.31, but with a significant positive DID amongst boys (10.3%) aged 15-19 and 10-14 (9.8%) as well as girls (3.6%), indicating that attending GCP sessions and intergenerational dialogues positively influenced changing the commonly accepted norm that women or girls need to be beaten sometimes to correct them.

When asked if a girl is justified to be beaten in different kinds of circumstances, the evaluation found that the percentage of learners who agreed with the statement had reduced at end line compared to the baseline situation and end line as presented in Figure 15 below. The figure shows that participation in the GCP and international sessions contributed to improved attitudes in in seven out of 14 indicators that were assessed between baseline and end line.

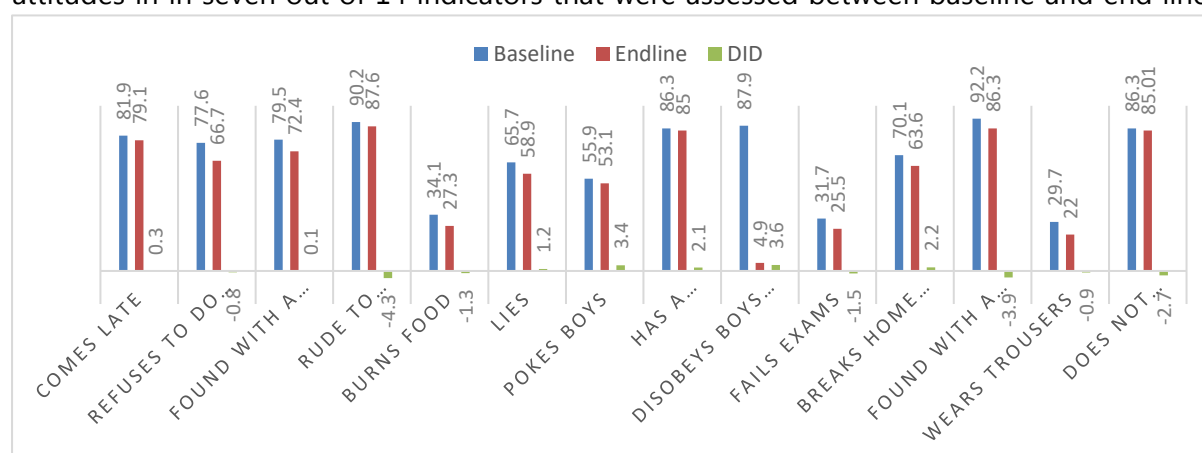


Figure 14: Changes in attitudes about beating girls

3.8 Communication and negotiation

In terms of communication and negotiation, the baseline had found that 72% of all learners were confident to communicate with each other, with more boys (84%) compared to girls (65%) having more confidence to communicate with each other in SEZ. At the end line, 85% of learners were more confident to to communicate to each other, with girls' confidence increasing by 11 percentage points from 65% to 76% in SEZ, which indicates that the attending GCP sessions and intergenerational dialogues had enabled girls to gain more confidence to communicate and negotiate with peers better. Using the DID, it was noted that the DID was positive 2, which means that the changes observed in SEZ can be attributed to the GCP and intergenerational sessions that leaners attended through the Umodzi project. Both age and gender groups benefited from the project, but girls benefitted more..

Table 11: Ability to communicate and negotiate

Time	Suza Zone (%)	Linyangwa Zone (%)	Difference (%)
Baseline	72	71	1
End line	85	82	3
Change	13	11	DID=2

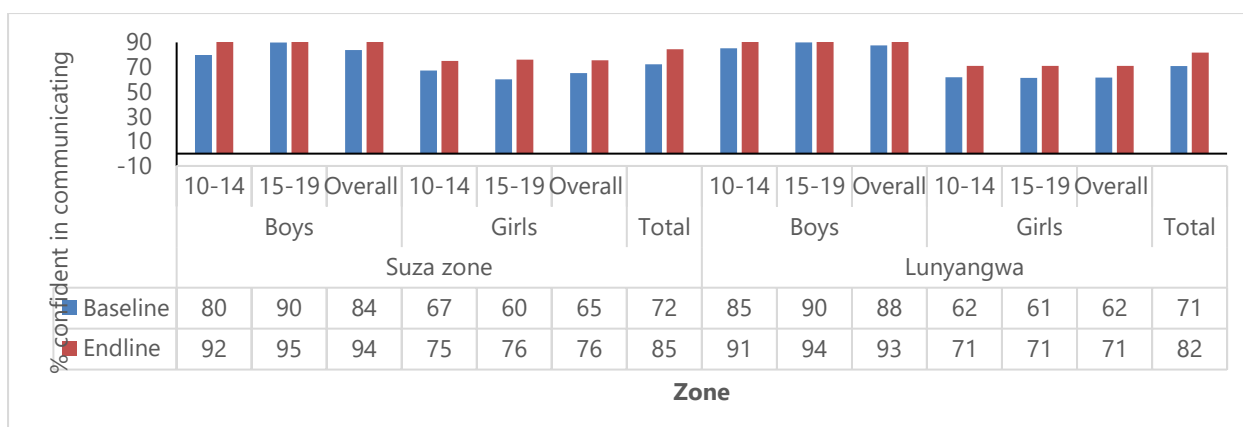


Figure 15: Showing communication and negotiation of learners in Suza and Linyangwa zones in Kasungu district

Key Informant Interviews and Focus Group Discussions revealed that girls are freer now to communicate and interact with boys than before, after attending GCP lessons. In a Focus Group done at Chanthunthu Primary School under SEZ both boys and girls reported that girls are no longer shy towards boys and it is the Teen club that has helped them to freely interact with each other. Again, KIIs and FGDs conducted in the SEZ and LEZ reported that both boys and girls acknowledged that the Teen clubs have given them a space to freely communicate with their peers, parents and other people in the community.

Case study on improved communication and negotiation

A form 1 boy aged 20 who used to go to Kamaliwa Primary school under SEZ said that if his parents wanted him to stop school and get married, he would tell them that, “everything in the marriage will look up to me. For example, I will need to source money for soap and when a child is sick...of which I am not ready for”. He confessed that if he had not joined the teen club he wouldn’t be able to stand up to his parents if they wanted him to stop school and get married. Another girl aged 11 in standard 5 at Kamaliwa Primary School under SEZ when asked if she could communicate to her parents if they wanted her to stop school and get married, she confidently responded that, “Yes, I can tell them that I don’t want to get married, if they insist I can report to my teachers or chiefs. If they can chase me, I can go to my relatives and continue school”.

Box 10: Case study on improved communication and negotiation

4.0 ASSESSMENT OF FACTORS THAT MAY HAVE AFFECTED IMPACT OF UMODZI PROJECT

The length of project implementation time was limited: The project was implemented in three terms which were spread across two academic calendars. Although this was the case, three terms were not adequate to influence change in deep rooted cultural norms and socialization processes that take almost a decade or more to instil in children as they are being brought up. It is also worth noting that the intergenerational dialogues did not begin at the same time as the GCP sessions as was planned in the design.

Change of government policy on school calendar: In September 2016, the Ministry of Education changed its policy on the school calendar from 5 hours 35 minutes to 7 hours of learning for the senior classes. The extended school timetable has been a major disruption to the smooth implementation of teen clubs as an extra curricula activity. Its affected attendance as learners are so hungry and yearn to go home at 2.30pm. For schools that do not have a school meals programme, the situation is even worse. Teachers said sometimes learners still leave school at 13:05 hours because they fail to cope with the extended learning time. Despite this challenge, Umodzi managed to achieve an approximate 60% of learners' attendance of at least 50% of the sessions in teen clubs although this was way lower than the expected 95% that was indicated in the Results Framework.

Limited incentives for participating teachers: The end line noted that some teachers were not willing to serve as patrons of Teen Clubs due to the extended timetable, without additional incentives. Such teachers perceived Teen club's activities as demanding a lot of effort from patrons compared to other extra curricula activities, without additional incentives.

Attrition rates for patrons and matrons: The end line noted that transfer of patrons/matrons has negatively affected continuity of teen club activities as other teachers are not willing to work beyond the designated teaching hours.

Limited participatory evaluation opportunities: The end line noted that patrons participated in some participatory evaluation activities of GCP. However, these were felt to be few and did not cascade to teen clubs at schools to help learners understand progress achieved and learn lessons to improve their performance

Weak linkage to intergenerational linkages initiative: The end line noted that that some school Teen Clubs were visited more by Male Champions and mother group members than others which meant unequal exposure to intergenerational issues. Learners for example from Chanthunthu school reported that their school did not have male champions within their vicinity and waited for male champions to visit them from distant places which resulted in limited exposure due to frequent absenteeism of the visiting male champions suspected to have been caused by the long-distance travels

Supervision was generally inadequate: Because the Umodzi Project targeted changes in deep rooted attitudes and beliefs on gender, it needed a very strong community based system of monitoring and supervision, supported by project support facilitators based in the community. This type of approach was limited in Umodzi and as a result, the end line noted that monitoring and supervision was generally weak and mainly skewed towards supporting schools that were nearer and more accessible to the project operational office at Kasungu Boma than distant schools resulting in laxity among distant school's teen clubs. The challenge was exacerbated by the fact that the project had only two project officers and generally limited engagement of PEAs in supervision of teen clubs, regular supervision could not be easy to achieve.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

The research design was based on two research questions. 1) What is the effect of adding UMODZI (GCP curriculum + intergenerational dialogues) to PCTFI on Gender conscious attitudes; Knowledge of GCP curriculum & Further outcomes based on the Theory of Change (thus impact); 2) How is UMODZI experienced in its implementation, including the exploration of (proof of consent) levels of dosage: How much of the GCP curriculum is actually being implemented? The end line was mainly contributing to the first research question as the second question was to be answered by CARE Malawi through internal monitoring process, which was not the role of CDM.

In general, the using the GCP index shows that adding UMODZI GCP curriculum and intergenerational dialogue sessions to the existing life skills curriculum (Auntie Stella) has had a positive effect on adoption of gender conscious knowledge, attitudes and practices amongst adolescents, especially on boys (both age categories) and older (15-19) girl, but not on all learners. Adding the GCP curriculum and intergenerational dialogues to Aunt Stella curriculum has most significant impacts on boys of the 15-19 age group, compared to boys of the 10-14 age group and girls of the 15-19 age group, which means that GCP and intergenerational dialogues has more impacts on older adolescents (15-19) than 10-14. The GCP index is a more complex measure combining many variables which may not change within a short period of time. Using the GEM scale, however, which has fewer variables, the data shows that the project has had positive impacts on all learners and on most domains, with least impacts on SRH domain.

Further, both the GCP and the GEM scale analysis shows that the Umodzi project has been effective, but the impacts are gender and age sensitive, with the project having specific impacts on boys and girls within different domains of change. Across domains, division of labour at household level, leadership & decision making, communication & negotiation, care and Support seem to have achieved greater impacts compared to SRH and gender based violence. Generally, adoption of behaviour and practice seems to be still limited across all domains more especially in the gender based violence and SRH domain because the implementation period was too short to influence behaviour and practices of the learners and the community. However, it is expected that the gains made in four domains (division of labour at household level, leadership & decision making, communication & negotiation, care and support) will contribute to incremental gains in SRH and GBV domains in the medium to long term. The evaluation has noted more impressive and observable changes seen in strengthening learners' communication and negotiation skills, with girls benefitting more than boys, which potentially empowers girls to negotiate their rights, especially SRH rights. Effective communication with the community and parents empowers girls to navigate and deny any negative traditional beliefs, customs and practices in the community/society that may negatively affect their education. Improved understanding of gender, sex and rights may have contributed and enhanced the capacity of learners, both boys and girls to communicate better. The project evaluations, found, for example, that learners understood sex better than gender at baseline, while at end line, the understanding of gender had improved.

While the GCP sessions and intergenerational dialogues have benefitted both boys and girls, boys seem to have benefitted more. Using the GCP index, which measures the overall impact

of the project, the main impacts have been observed with older adolescent boys (15-19), which is an important stage of growth for both boys and girls, because this a stepping stone towards achieving gender-equitable attitudes and behaviours. In turn and in the medium to long-term, deliberate targeting of boys (as done by Umodzi project), could prevent early marriages, unwanted pregnancies and provide more space for girls' education. Indirectly, the evaluation data seem to suggest that participation in Umodzi project has indirectly contributed to retention of members in teen clubs, as there were more dropouts of the younger learners in Linyangwa than in Suza Zone. Yet both Zones had teen clubs. This may suggest that the GCP curriculum was also motivating learners to remain in teen clubs and engage in extra-curricular activities, which could indirectly also lead to learners remaining in school and completing their primary education, without dropping out. In line with the above, participation/membership data shows that participation of younger adolescents in teen clubs is quite low. Classes standard 4 and 5 (mainly attended by the age group 10-14), were generally underrepresented in teen clubs as they only contributed less than 15% of club membership. The implication is that perhaps a new model targeting the younger (10-14) adolescents is required or that the teen club approach may not be the right vehicle to target young adolescents. The project has been implemented over two school calendars, which is not long enough to expect a lot of changes in practices and behaviours around gender, given the depth of culture in the country and in Kasungu. However, it is evident that the direction taken is progressive and that there are positive impacts of the GCP curriculum and intergenerational dialogues, although qualitative as well as quantitative data still show gender unsupportive attitudes and perceptions, indicating that changing attitudes and perceptions on gender takes a long time.

5.2 Recommendations

The data shows positive impacts of adding GCP curriculum and intergenerational dialogues to the existing Auntie Stella life skills curriculum is a good approach and beneficial to adolescents. It is therefore recommended that the project/idea is scaled up to benefit more learners. In scaling up the initiative, more focus and intensity should be invested in the age group 10-14, while the current scale can be used for the 15-19 age group.

For more impact, future projects should ensure more involvement of parents in GCP through the male championship initiative to support the changes experienced by the adolescents and begin to make them culturally acceptable. Parents need to accept and begin to internalize the lessons that adolescents are learning at school and create an environment that is conducive for boys and girls to thrive in their new experiences. The Ministry of Education should fully adopt these as extra-curricular activities to advance learning outcomes and create a gender-sensitive environment in schools and formalize the GCP curriculum.

There is also need to conduct operational research to find out the effects of the extended education school timetable on effectiveness of extra curricula activities including teen clubs and use findings to inform policy advocacy. It is also important to closely supervise delivery of GCP sessions and intergenerational dialogues in teen clubs in the project zone and also monitor activities being implemented in comparison zone in order to understand factors that affect project results. Further, there is need to strengthen exchange visits between teen clubs to enhance learning and sharing. This would create competitive spirit between schools. This should be combined with increased involvement of mother groups to work with teen clubs in local communities to enhance learning outcomes. Additional GCP training methods could also include open days to reach out to all learners at school with GCP knowledge, since not all learners are in teen clubs.

It is also important that projects such as Umodzi are also linked to other projects to support improved access and quality of education including improved infrastructure to enhance a conducive learning environment for learners to support GCP objectives.

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ANNEX 1: SUMMARY RESULTS MATRIX

	Indicator	Baseline value	Achievement at midline	Achievement at endline	Target	% achieved at Endline	Comments as at endline
j3=strongly agree	Percentage of boys and girls with accepting attitudes on leadership by girls	96%	99%	98%	90%	109%	614/627 boys and girls had accepting attitudes on leadership by girls
j15=strongly agree	Percentage of boys and girls with accepting attitudes on sexual relationships (both boys and girls are able to make decisions about sexual relationships)	71%	84%	82%	80%	102%	513/527 of the learners had accepting attitudes on sexual relationships
GEM scale	Comprehensive knowledge on gender	59%	66%	65%	90%	72%	407/627 learners had comprehensive gender knowledge
g3=agree, strongly agree	Ability of girls and boys to communicate and negotiate with peers	72%	91%	83%	85%	97%	519/627 learners are able to communicate with peers
h2=strongly agree if boys are responders	Abilities of boys and girls to support each other	93%	100%	97%	85%	114%	248/255 boys were able to support girls (Boys are a proxy)
h3=strongly agree if boys are responders	Level of societal support towards education for girls	91%	84%	98%	70%	140%	250/255 of boys are able to support girl education
e2=strongly disagree	Societal expectations that boys and girls should engage in relationships to show their strength (be ideal boys and girls)	75%	86%	83%	60%	139%	521/627 learners expected boys and girls to be in sexual relationships
comp_kn	Comprehensive knowledge on HIV	46%	54%	55%	80%	69%	347/627 learners had comprehensive HIV knowledge

d24	Level of uptake of contraceptive use among boys and girls	12%	10%	10%	40%	24%	61/627 learners accessed condoms
d7=T rue	Knowledge of pregnancy related issues among boys and girls	69%	75%	74%	80%	92%	461/627 of learners had knowledge on pregnancy related issues among boys and girls
G8=S trong ly agree	Ability to say no sex	94%	100%	96%	90%	107%	246/255 of the lerners had ability to say no to sex

ANNEX 2: EVALUATION/MIDLINE/BASELINE STUDY QUESTIONNAIRE FOR TEEN CLUB MEMBERS

Umodzi – Men, Women, Boys and Girls in Alliance to Achieve Gender Equality

BASELINE STUDY QUESTIONNAIRE FOR TEEN CLUB MEMEBERS

by

Centre for Development Management

P.O. Box 31810

Capital City



Introduction

ENUMERATOR: READ THE FOLLOWING INTRODUCTION TO THE INTERVIEWEE

My name is_____I am from Centre for Development Management. I am conducting a baseline study on behalf CARE Malawi as part of Umodzi Project, which is being implemented in Kasungu District. The aim of the study is to collect baseline data that will be used to design implement and monitoring interventions that support both girls' and boys' education in the district. You have been selected to participate in the study. I thank you in advance for accepting to participate in the study. The survey will take approximately 25 minutes to complete. It is completely confidential and voluntary. Your responses will not be quoted as individual responses in the report, but as a summary of all respondents. I will collect your name so that we can contact you later in case we need more information, but I will not record it in the tablet/questionnaire. There are no right or wrong answers to the questions, we are simply interested in your opinion. Should you have any queries about this interview then contact the following:

Bright Sibale, Centre for Development Management, P.O. Box 31810, Capital City, Lilongwe 3, Mobile: 0888839847/0999420034, Email: bbsibale@sdpn.org.mw

INFORMED CONSENT

Since, we cannot visit every pupil in the school, we have selected a sample, including yourself, to represent the whole school. I would therefore, like to request that you participate in the survey. I want you to know that if you decide to participate in this interview and answer questions, what you tell me will be kept private. All of the answers we get from various interviews will be put together so that no one will know what you told me. It is up to you to decide if you want to talk with me in this interview. If you decide to answer some questions today, you can still refuse to answer any questions you don't want to answer, or stop the questions completely at

any time. Because your answers are important and private, I would like to ask you to give me your true responses.

Do you agree to talk with me and answer some questions today?

Yes _____ 1

No _____ 2 ⇒ END INTERVIEW

SECTION A: ADOLESCENTS/ADOLESCENTSINFORMATION PANEL /Adolescents

ADOLESCENTS/ADOLESCENTSINFORMATION PANEL	CODE
ZONE	SUZA.....1 LINYANGWA.....2
SURVEY ROUND/TYPE (CIRCLE AS APPROPRIATE)	BASELINE (2016)1 EVALUATION (2017)2
SCH1. School name: School names in normal font are treatment or project schools while those in italics are <i>comparison/control schools</i>	ENTER SCHOOL_____ CODE_____
INTERVIEW DATE:	Date: _ _ / _ _ /____ (dd/mm/yyyy)
Name of Enumerator _____	
EID: Enumerator ID:	— — —
CHEID: Checker ID:	— — —

RESPONDENT ID	CODE.....
DCLERK: Name of Data Entry Clerk _____	Signature ____ _

INTRODUCTION

I WILL START BY ASKING YOU SOME QUESTIONS ABOUT YOURSELF AND YOUR HOUSEHOLD SO THAT I KNOW YOU AS IT IS ALWAYS GOOD TO KNOW EACH BEFORE YOU CHAT. YOU ARE ALSO FREE TO ASK ME QUESTIONS ABOUT MYSELF.

SECTION B: BACKGROUND DEMOGRAPHIC DATA			
NO	QUESTIONS	RESPONSE	SKIP
1.	SEX	Male 1 Female 2	
2.	HOW OLD ARE YOU? (<i>IN COMPLETED YEARS</i>) KODI MULI NDI ZAKA ZINGATI?	Age /__ / __ / YEARS	
3.	IN WHICH CLASS ARE YOU? MULI SĪTANDADE CHANI?	STD 1..... 1 STD 2..... 2 STD 3..... 3 STD 4..... 4 STD 5..... 5 STD 6..... 6 STD 7..... 7 STD 8..... 8	

4.	HOW MANY PEOPLE LIVE IN THE HOUSEHOLD THAT YOU COME FROM. PLEASE INCLUDE YOURSELF? MNYUMBA MWANU MMAKHALAMO ANTHU ANGATI KUPHATIKIZA NDI IWEYO?	INSERT NUMBER BELOW TOTAL MALES FEMALES	
5.	HOW MANY OF THESE ARE BETWEEN 0 AND 17 YEARS OLD? NDI ANTHU ANGATI AMENE ALI NDI ZAKA ZOCHEPERA 17	INSERT NUMBER BELOW TOTAL MALES FEMALES	
6.	HOW MANY OF THOSE BETWEEN 0 AND 17 YEARS OLD ARE CURRENTLY IN SCHOOL? MWA ANTHU AMENE ALI OCHEPELA ZAKA 17, NDI ANGATI ALI PA SUKULU?	INSERT NUMBER BELOW TOTAL MALES FEMALES	

7.	WHAT IS THE SEX OF THE HEAD OF YOUR HOUSEHOLD? MUTU WA BANJA LINO NDI WAMAMUNA /WAMKAZI?	MALE.....1 FEMALE.....2	
----	--	--	--

NOW I AM GOING TO ASK YOU ABOUT HOW YOU UNDERSTAND GENDER AND. I WILL READ STATEMENTS AND ASK YOU WHTHERE YOU STRONGLY AGREE, AGREE, NEUTRAL, DISAGREE, STRONGLY DISAGREE OR DON'T KNOW)

SECTION C: AWARENESS AND KNOWLEDGE OF GENDER AND SEX			
NO	QUESTIONS	RESPONSE	SKIP
✓	SEX REFERS TO BIOLOGICAL ATTRIBUTES THAT MEN AND WOMEN ARE BORN WITH. THEY ARE UNIVERSAL AND GENERALLY PERMANENT, E.G. MEN CANNOT BREASTFEED; WOMEN MENSTRUATE.	STRONGLY AGREE.....55 AGREE.....44 NEUTRAL.....33 DISAGREE.....22 STRONGLY DISAGREE.....11 DON'T KNOW):.....00	

✓	GENDER REFERS TO THE SOCIALY ASSIGNED ROLES, NORMS AND RESPONSIBILITIES ASSIGNED TO MEN AND WOMEN BY SOCIETY.	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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✓	PLEASE INDICATE WHETHER EACH STATEMENT REFERS TO SEX OR GENDER.		
		SENTENCE	GENDER.....1 SEX.....2
		WOMEN CAN GIVE BIRTH BUT MEN CANNOT	GENDER.....1 SEX.....2
		GIRLS ARE GOOD IN MATH	GENDER.....1 SEX.....2
		WOMEN CAN BREAST FEED	GENDER.....1 SEX.....2
		MEN CANNOT BREASTFEED	GENDER.....1 SEX.....2
		GIRLS ARE MODEST, TIMID AND CUTE	GENDER.....1 SEX.....2
		BOYS ARE HARD AND TOUGH	GENDER.....1

		SEX.....2	
	SPORTS ARE MORE IMPORTANT FOR BOYS	GENDER.....1 SEX.....2	
	GIRLS NEED TO FIND A GOOD HUSBAND	GENDER.....1 SEX.....2	
	WOMEN CAN GET PREGNANT	GENDER.....1 SEX.....2	
	WOMEN DO NOT PUT UP THE ROOF TO A HOUSE	GENDER.....1 SEX.....2	
	A BOY'S VOICE BREAKS AT PUBERTY	GENDER.....1 SEX.....2	

NOW, I AM GOING TO ASK YOU ABOUT ISSUES RELATED TO HIV, AIDS AND SEXUAL AND REPRORUDTIVE HEALTH. THESE QUESTIONS ARE WEIGHTED QUESTIONS, ENUMERATOR SHOULD BE VERY CAREFUL ABOUT RECORDING THE ANSWERS

SECTION D: KNOWLEDGE OF SRH ISSUES			
N	QUESTIONS	RESPONSE	SKIP
	IT IS ALRIGHT FOR BOYS AND GIRLS TO DATE NKOYENERA ANYAMATA NDI ATSIKANA KUKHALA PACHIBWENZI?	True 1 False 2 DON'T KNOW99	
	IT IS ALRIGHT FOR BOYS AND GIRLS TO KISS NKOYENERA ANYAMATA NDI ATSIKANA KUMAPSYOPSYONANA?	True 1 False 2 DON'T KNOW99	
	IT IS ALRIGHT FOR BOYS AND GIRLS TO TOUCH EACH OTHER IN PRIVATE AREAS WITHOUT CONSENT? NKOYENERA ANYAMATA NDI ATSIKANA KUMAGWIRANA MALO OBISIKA?	True 1 False 2 DON'T KNOW99	

<p>IT IS ALRIGHT FOR A BOY AND GIRL TO HAVE SEX IF THE Y LOVE EACH OTHER?</p> <p>NKOYENERA MNYAMATA NDI MSTIKANA KUGONANA NGATI AKONDANA?</p>	<p>True 1</p> <p>False 2</p> <p>DON'T KNOW99</p>	
<p>IT IS POSSIBLE FOR GIRLS TO REMAIN VIRGINS UNTIL THEY MARRY?</p> <p>NDI ZOTHEKA MTSIKANA KUKHALA NAMWALI MPAKA KUDZALOWA M'BANJA/KUDZAKWATIWA?</p>	<p>True 1</p> <p>False 2</p> <p>DON'T KNOW99</p>	
<p>A BOY OR GIRL CAN REFUSE TO HAVE SEX WITH SOMEONE WHO IS NOT PREPARED TO USE A CONDOM MNYAMATA /MTSIKANA NDIKOTHEKA KUKANA KUGONANA NDI MUNTHU AMENE SAKUFUNA KUGWIRITSA NTCHITO KONDOMU?</p>	<p>True 1</p> <p>False 2</p> <p>DON'T KNOW99</p>	
<p>A GIRL CAN FALL PREGNANT AT FIRST SEXUAL INTERCOURSE?</p> <p>KODI MTSIKANA ANGATENGE MIMBA ATAGONANA NDI MWAMUNA KOYAMBA?</p>	<p>True 1</p> <p>False 2</p> <p>DON'T KNOW99</p>	

	A CONDOM CAN EFFECTIVELY PREVENT PREGNANCY AND STI'S? KONDOMU IMATHANDIZA KUTETEZA MATENDA A EDZI NDI MATENDA ENA OPATSIRANA POGONANA?	True 1 False 2 DON'T KNOW99	
	A CONDOM CAN DISAPPEAR IN A GIRL'S BODY? KONDOMU INGATHE KUSOWA M'THUPI LA MTSIKANA?	True 1 False 2 DON'T KNOW99	
	IT IS A MUST FOR BOYS AND GIRLS TO HAVE SEX IF THEY HAVE SEXUAL FEELINGS IN THEIR BODY? KODI NDIZOKAKAMIZA KUTI MNYAMATA NDI MTSIKANA AZIGONANA AKAFUNA KUGONANA?	True 1 False 2 DON'T KNOW99	
	IT IS NORMAL FOR GIRLS TO MENSTRUATE WHEN THEY REACH PUBERTY? KODI NDI MMENE ZIKUYENERA KUKHALIRA KUTI MTSIKANA AMAYENERA KUSAMBA AKATHA MSINKHU/KUPANGA PILIYODI?	True 1 False 2 DON'T KNOW99	

	<p>IT IS NORMAL FOR BOYS TO HAVE WET DREAMS WHEN THEY REACH PUBERTY?</p> <p>KODI NDI MMENE ZIKUYENERA KUKHALIRA KUTI MNYAMATA AKATHA MSINKHU AMALOTA MALOTO NGATI KUTI WAGONANA NDI MTSIKANA?</p>	<p>True 1</p> <p>False 2</p> <p>DON'T KNOW99</p>	
	<p>Can you reduce the risk of HIV and STI by visiting STI and HIV clinics?</p> <p>Kodi kupita kuchipatala komwe amapereka uphungu wa za matenda opatsirana pogonana ndi HIV kutha kuchepetsa chiopsezo chotenga HIV ndi matenda opatsirana pogonana?</p>	<p>Yes 1</p> <p>No 2</p> <p>DON'T KNOW99</p>	

	<p>CAN YOU AVOID CONTRACTING HIV AND OTHER STIS IF YOU ABSTAIN FROM SEX? ASK VERBATIM AND CIRCLE RESPONSES LISTED ADD ALL OTHER RESPONSES (Circle All that Apply)</p> <p>Kodi munthu angathe kupewa kutenga kachiroambo ka HIV komanso matenda opatsirana pogonana ngati sanagonane ndi munthu?</p>	<p>Yes 1 No 2 DON'T KNOW99</p>	
	<p>CAN THE RISK OF HIV TRANSMISSION BE REDUCED BY HAVING SEX WITH ONLY ONE UNINFECTED PARTNER WHO HAS NO OTHER PARTNERS?</p> <p>Kodi chiopsezo cha HIV chitha kuchepa utakhala kuti ukugonana ndi munthu mmodzi yemwe alibe kachilombo ndiponso sakugonana ndi anthu ena?</p>	<p>Yes 1 No 2 DON'T KNOW99</p>	

<p>Can the risk of HIV transmission be reduced by consistently and correctly using a condom during sex?</p> <p>Kodi chiopsezo cha HIV chitha kuchepa utakhala kuti ukugwiritisa ntchito bwino makondomu komanso nthawi zonse?</p>	<p>Yes 1</p> <p>No 2</p> <p>DON'T KNOW99</p>	
<p>Can a person get HIV by sharing his food?</p> <p>kodi munthu angatenge HIV pogawana zakudya?</p>	<p>Yes 1</p> <p>No 2</p> <p>DON'T KNOW99</p>	
<p>Can a healthy-looking person have HIV?</p> <p>Kodi munthu ooneka wathanzi atha kukhala ndi kachirobo ka HIV?</p>	<p>Yes 1</p> <p>No 2</p> <p>DON'T KNOW99</p>	
<p>Can a person get HIV from mosquito bites?</p> <p>Kodi munthu atha kutenga kachirobo ka HIV atalumidwa ndi udzudzu?</p>	<p>Yes 1</p> <p>No 2</p> <p>DON'T KNOW99</p>	

<p>Do adolescents have a right to decide on their sex life?</p> <p>Kodi achinyamata ali ndi ufulu opanga chiganizo zokhudza moyo wawo ogonana pa iwo okha?</p>	<p>Yes 1</p> <p>No 2</p> <p>DON'T KNOW 99</p>	
<p>Do adolescents have a right to decide when to have sex?</p> <p>Kodi achinyamata ali ndi ufulu opanga chiganizo nthawi yomwe angazayambe kugonana?</p>	<p>Yes 1</p> <p>No 2</p> <p>DON'T KNOW 99</p>	
<p>Do adolescents have a right to decide with whom to have sex?</p> <p>Kodi achinyamata ali ndi ufulu opanga chiganizo kuti agonane ndi ndani?</p>	<p>Yes 1</p> <p>No 2</p> <p>DON'T KNOW 99</p>	
<p>Have your friends visited a health centre for SRH services?</p> <p>Kodi alipo nzako wina aliyense anapitako kuchipatala kukalandira uphungu kapena chithandizo cha zakulera ndi zogonana?</p>	<p>Yes 1</p> <p>No 2</p> <p>DON'T KNOW 99</p>	

	Have you ever visited a health care provider for SRHR services? Kodi unapitako kwa azaumoyo kukalandira uphungu ndi chithandizo cha zolera ndi zogonana?	Yes 1 No 2 I can't remember.....97	
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	<p>TELL ME ALL FAMILY PLANNING METHODS THAT YOU KNOW</p> <p>NDIUZENI NJIRA ZAKULERA ZOMWE MMAZIDZIWA?</p>	<p>Female sterilization.....,.....A</p> <p>Male sterilization.....,.....B</p> <p>Pill.....C</p> <p>IUCD/Loop.....D</p> <p>Injectables.....E</p> <p>Implants.....F</p> <p>Male condom.....G</p> <p>Female condom.....H</p> <p>Emergency contraception.....I</p>	
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		Rhythm.....JJ Withdrawal.....K Folk method.....L DON'T KNOW ANY.....M	
	HAVE YOU EVER USED ANY OF THE ABOVE FAMILY PLANNING METHOD IN THE PAST TWELVE MONTHS? MUNAYAMBA MWAGWIRITSIKO NTCHITO NJIRAZI MUCHAKA CHANGOPITACHI?	Yes 1 No 2 I can't remember.....97	} SECTI ON E

	<p>WHICH ONES? NJIRA ZAKE ZITI?</p>	<p>Female sterilization..... A</p> <p>Male sterilization..... B</p> <p>Pill..... C</p> <p>IUCD/Loop..... D</p> <p>Injectables..... E</p> <p>Implants..... F</p> <p>Male condom..... G</p> <p>Female condom..... H</p> <p>Emergency contraception..... I</p>	
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		Rhythm.....JJ Withdrawal.....K Folk method.....L	
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IN THE NEXT SECTION, I AM GOING TO READ SOME STATEMENTS AND WOULD LIKE YOU TO TELL ME WHETHER YOU AGREE WITH THEM, OR YOU ARE NEUTRAL OR YOU DISAGREE WITH THEM

N	QUESTIONS	RESPONSE	SKIP
	SECTION E: VALUES, ATTITUDES/BELIEFS		
1.	BOYS WHO DO NOT HAVE SEX ARE WEAK BOYS VAF1 ACHINYAMATA AMENE SAPANGA ZOGONANA NDI WOFOOKA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	

2.	BOYS WHO HAVE NO GIRL FRIENDS ARE WEAK VAF2 ACHINYAMATA AMENE ALIBE CHIBWENZI NDI WOFOKA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
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3.	BOYS HAVE RIGHTS TO CHOOSE WHO THEY GET MARRIED TO VAF3 ACHINYAMATA ALI NDI UFULU OSANKHA AMENE ANGAMUKWATIRE?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
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4.	BOYS HAVE RIGHTS TO EDUCATION VAF4 ACHINYAMATA ALI NDI UFULU WA MAPHUNZIRO?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 <div>DON'T</div> KNOW):..... <div>.....0</div>	
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5.	<p>A GIRL CAN BE A HEAD PREFECT OR SCHOOL CAPTAIN</p> <p>GAD5</p> <p>MTSIKANA ATHA KUKHALA PULIFEKITI KAPENA KAPUTENI?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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6.	<p>A WOMAN CAN BE PRESIDENT OF ANY COUNTRY</p> <p>GAD6</p> <p>MZIMAYI ATHA KUKHALA PURESIDENTI M'DZIKO LILI LONSE?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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7.	BOYS ARE MORE IMPORTANT THAN GIRLS AT HOUSEHOLD LEVEL GAD7 ACHINYAMATA NDIWOFUNIKIRA KWAMBIRI PAKHOMO KUPOSA ATSIKANA?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
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8.	<p>WHEN THERE IS NO MONEY FOR EDUCATION, BOYS SHOULD BE GIVEN FIRST CHANCE TO LEARN THAN GIRLS GAD8</p> <p>ACHINYAMA AZIPATSIDWA MPATA OPHUNIZRA PAKHOMO PAKAKHALA KUTI PALIBE NDALAMA ZOKWANIRA KUPOSA ATSIKANA?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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9.	<p>A GIRL CAN BE A CHAIRPERSON OF A COMMITTEE OR CLUB AT SCHOOL</p> <p>GAD9</p> <p>MTSIKANA ATHA KUKHALA TCHEYA WA KOMITI KAPENA KALABU YA SUKULU?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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10.	<p>IF BOYS ARE ALLOWED TO HAVE MORE THAN ONE GIRLFRIEND , GIRLS SHOULD ALSO BE ALLOWED TO HAVE MORE THAN ONE BOYFRIEND</p> <p>GAD10</p> <p>ATSIKANASO AZILOLEDWA KUKHALA NDI ZIBWENZI ZINGAPO MONGA ACHINYAMATA AMALOLEDWA KUKHALA NDI ZIBWENZI ZINGAPO?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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11.	<p>IF MEN CAN BE HEADS OF HOUSEHOLDS THEN WOMEN SHOULD ALSO BE HEADS OF HOUSEHOLDS</p> <p>GAD11</p> <p>NGATI AZIBAMBO NDI MUTU WABANJA, AZIMAYISO AZIKHALA MUTU WABANJA?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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IN THE NEXT SECTION, I AM GOING TO ASK YOU ABOUT WHO SHOULD DO CERTAIN TASKS AT HOUSEHOLD LEVEL. I WILL ASK QUESTIONS/STATEMENTS AND YOU SHOULD TELL ME WHO SHOULD DO THEM:

SECTION F: DIVISION OF LABOUR AT HOUSEHOLD LEVEL			
NO	QUESTIONS	RESPONSE	SKIP

1.	SWEEPING SHOULD BE DONE BY AKUYENERA KUSESA PAKHOMO NDINDANI?	ONLYGIRLS.....1 ONLY BOYS..... ...2 BOTH BOYS AND GIRLS.....3 NEITHER GIRLS OR BOYS.....4 OTHERS.....5 DON'T KNOW):.....99	
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2.	COOKING SHOULD BE DONE AKUYENERA KUPHIKA NDINDANI?	ONLYGIRLS.....1 ONLY BOYS..... ...2 BOTH BOYS AND GIRLS.....3 NEITHER GIRLS OR BOYS.....4 OTHERS.....5 DON'T KNOW):.....99	
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3.	DRAWING WATER SHOULD BE DONE AKUYENERA KUTUNGA MADZI NDI NDANI?	ONLYGIRLS.....1 ONLY BOYS..... ...2 BOTH BOYS AND GIRLS.....3 NEITHER GIRLS OR BOYS.....4 OTHERS.....5 DON'T KNOW):.....99	
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4.	<p>HERDING CATTLE SHOULD BE DONE BY</p> <p>AKUYENERA KUKALISHA/KUWETA NG'OMBE NDI NDANI?</p>	<p>ONLYGIRLS.....1</p> <p>ONLY BOYS.....2</p> <p>BOTH BOYS AND GIRLS.....3</p> <p>NEITHER GIRLS OR BOYS.....4</p> <p>OTHERS.....5</p> <p>DON'T KNOW):.....99</p>	
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5.	EARNING MONEY FOR THE HOUSEHOLD SHOULD BE DONE BY KUPEZA NDALAMA ZOGWIRITSA NTCHITO PAKHOMO NDI NDANI?	ONLYGIRLS.....1 ONLY BOYS..... ...2 BOTH BOYS AND GIRLS.....3 NEITHER GIRLS OR BOYS.....4 OTHERS.....5 DON'T KNOW):.....99	
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I AM GOING TO READ A NUMBER OF STATEMENTS THAT DESCRIBE HOW YOU ARE TO COMMUNICATE WITH YOUR PEERS AND PEOPLE IN YOUR COMMUNITY.

SECTION G: SELF EFFICACY AND SKILLS OF TEEN CLUB MEMBERS TO COMMUNICATE WITH THEIR PEERS AND OTHERS IN THE COMMUNITY			
NO	QUESTIONS	RESPONSE	SKIP
1.	<p>I AM ABLE AND CONFIDENT THAT I CAN MAKE A DECISION ABOUT MY FUTURE.</p> <p>NDILINAKO KUTHEKERA KUTI NDITHA KUPANGA CHIGANIZO CHATSONGOLO LANGA?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	

2.	<p>FOR BOYS</p> <p>I AM ABLE AND CONFIDENT I CAN MAKE A DECISION ABOUT THE GIRL I WANT TO MARRY</p> <p>NDILINAKO KUTHEKERA/CHIKHULUPILIRO MWAINE KUTI NDITHA KUPANGA CHIGANIZO CHA MKAZI AMENE NDIDZAMUKWATIRE?</p> <p>FOR GIRLS</p> <p>I AM ABLE AND CONFIDENT I CAN MAKE A DECISION ABOUT THE BOY I WANT TO MARRY</p> <p>NDILINAKO KUTHEKERA/CHIKHULUPILIRO MWAINE KUTI NDITHA KUPANGA CHIGANIZO CHA MWAMUNA AMENE NDIDZAMUKWATIRE?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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3.	<p>FOR BOYS</p> <p>I AM ABLE AND CONFIDENT THAT I HAVE ABILITY TO COMMUNICATE EFFECTIVELY WITH GIRLS</p> <p>NDILINACHO CHIKHULUPILIRO MWAINI KUTI NDITHA KUYANKHULANA NDI ANYAMATA MOSAVUTA?</p> <p>FOR GIRLS</p> <p>I AM ABLE AND CONFIDENT THAT I HAVE ABILITY TO COMMUNICATE EFFECTIVELY WITH BOYS</p> <p>NDILINACHO CHIKHULUPILIRO MWAINI KUTI NDITHA KUYANKHULANA NDI ANYAMATA MOSAVUTA?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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4.	<p>I AM ABLE AND CONFIDENT THAT I CAN MAKE A DECISION ABOUT WHO TO HAVE SEX WITH</p> <p>NDILINACHO CHIKHULUPILIRO MWAINE KUTI NDITHA KUPANGA CHIGANIZO CHA AMENE NDINGAGONANE NAYE?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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5.	<p>FOR BOYS</p> <p>I AM ABLE AND CONFIDENT THAT I CAN REFUSE A GIRL WHO WANTS TO HAVE SEX WITH ME</p> <p>NDILINACHO CHIKHULUPILIRO MWAINE KUTI NDITHA KUKANA MTSIKANA YEMWE AKUFUNA KUGONANA NANE?</p> <p>FOR GIRLS</p> <p>I AM ABLE AND CONFIDENT THAT I CAN REFUSE A BOY WHO WANTS TO HAVE SEX WITH ME</p> <p>NDILINACHO CHIKHULUPILIRO MWAINE KUTI NDITHA KUKANA WACHINYAMA YEMWE AKUFUNA KUGONANA NANE?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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6.	<p>I AM ABLE AND CONFIDENT THAT I CAN SAY NO TO MY PARENTS IF THEY WANT ME TO GET MARRIED BEFORE I FINISH MY EDUCATION</p> <p>NDILINACHO CHIKHULUPILIRO MWAINE KUTI NDITHA KUKANA MAKOLO ANGA ATAFUNA KUTI NDIKWATIRE NDISAMALIZE MAPHUNZIRO ANGA?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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7.	<p>I AM ABLE AND CONFIDENT THAT I CAN SAY NO TO MY FRIENDS IF THEY WANT ME TO GO TO PLACES WHICH ARE NOT SAFE FOR ME OR CAN NEGATIVELY AFFECT MY EDUCATION</p> <p>NDILINACHO CHIKHULUPILIRO MWAINE KUTI NDITHA KUKANA AZIZANGA ATAFUNA KUTI NDIPITE NAWO KUMALO OSAKHALA BWINO AMENE ATHA KUONONGA TSONGOLO LANGA LA MAPHUNZIRO?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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8.	<p><u>FOR BOYS</u></p> <p>I AM ABLE AND CONFIDENT THAT I CAN BE FRIENDS WITH A GIRL WITHOUT ASKING FOR SEX FROM HER"</p> <p>NDILINACHO CHIKHULUPILIRO MWAINE KUTI NDITHA KUKHALA NDI NZANGA WACHITSIKANA OSAFUNA KUGONANA NAYE?</p> <p><u>FOR GIRLS</u></p> <p>I AM ABLE AND CONFIDENT THAT I CAN BE FRIENDS WITH A BOY WITHOUT HIM ASKING ME FOR/PRESSURING ME FOR SEX</p> <p>NDILINACHO CHIKHULUPILIRO MWAINE KUTI NDITHA KUKHALA NDI NZANGA WACHIINYAMATA OSAFUNA KUGONANA NAYE?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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IN THE NEXT SECTION, I am going to read a number of statements that describe HOW PEOPLE CAN CARE AND SUPPORT EACH OTHER IN VARIOUS ASPECTS OF LIFE AND I would like you to tell me whether you agree with them or not.

SECTION H: CARE AND SUPPORT

NO	QUESTIONS	RESPONSE	SKIP
1.	<p>FOR BOYS</p> <p>I CAN SUPPORT A GIRL WITH HOMEWORK, EVEN IF SHE IS NOT MY RELATIVE</p> <p>NDIKHOZA KUTHANDIZA MTSIKANA HOMU WEKI NGAKHALE SIM'BALE WANGA?</p> <p>FOR GIRLS</p> <p>I CAN SUPPORT A BOY WITH HOMEWORK, EVEN IF HE IS NOT MY RELATIVE</p> <p>NDIKHOZA KUTHANDIZA MNYAMATA HOMU WEKI NGAKHALE SIM'BALE WANGA?</p>	<p>STRONGLY</p> <p>AGREE.....</p> <p>.....5</p> <p>AGREE.....</p> <p>.....4</p> <p>NEUTRAL.....</p> <p>.....3</p> <p>DISAGREE.....</p> <p>.....2</p> <p>STRONGLY</p> <p>DISAGREE.....</p> <p>.....1</p> <p>DON'T</p> <p>KNOW):.....</p> <p>.....0</p>	

2.	<p>FOR BOYS</p> <p>I CAN SUPPORT A GIRL WITH HOMEWORK, EVEN WITHOUT ASKING HER FOR A RELATIONSHIP</p> <p>NDIKHOZA KUTHANDIZA MTSIKANA HOMU WEKI NGAKHALE POSAFUSIRA CHIBWENZI?</p> <p>FOR GIRLS</p> <p>I CAN SUPPORT A BOY WITH HOMEWORK, EVEN WITHOUT ASKING HIM FOR A RELATIONSHIP</p> <p>NDIKHOZA KUTHANDIZA NYAMATA HOMU WEKI NGAKHALE POSAFUSIRA CHIBWENZI?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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3.	<p>FOR BOYS</p> <p>I CAN SUPPORT GIRLS TO CONTINUE WITH THEIR EDUCATION</p> <p>NDITHA KUTHANDIZA MTSIKANA KUPITILIZA MAPHUNZIRO AKE?</p> <p>FOR GIRLS</p> <p>I CAN SUPPORT BOYS TO CONTINUE WITH THEIR EDUCATION</p> <p>NDITHA KUTHANDIZA MNYAMATA KUPITILIZA MAPHUNZIRO AKE?</p>	<p>STRONGLY AGREE.....</p> <p>.....5</p> <p>AGREE.....</p> <p>.....4</p> <p>NEUTRAL.....</p> <p>.....3</p> <p>DISAGREE.....</p> <p>.....2</p> <p>STRONGLY DISAGREE.....</p> <p>.....1</p> <p>DON'T KNOW):.....</p> <p>.....0</p>	
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4.	<p>FOR BOYS I CAN PROTECT A GIRL IF SHE IS BEING ABUSED BY SOMEONE NDITHA KUTETEZA MTSIKANA ATAPANGIDWA CHIPONGWE NDI MUNTHU?</p> <p>FOR GIRLS I CAN PROTECT A BOY IF HE IS BEING ABUSED BY SOMEONE NDITHA KUTETEZA MNYAMATA ATAPANGIDWA CHIPONGWE NDI MUNTHU?</p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
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5.	<p>FOR BOYS</p> <p>I WOULD NOT TOUCH A GIRL'S BREAST OR HER BODY WITHOUT HER CONSENT</p> <p>SIMUMGAGWIRE BERE MTSIKANA</p> <p>FOR GIRLS</p> <p>I WOULD NOT TOUCH A BOY'S BODY WITHOUT HIS CONSENT</p> <p>SIMUMGAGWIRE THUPI LA MNYAMATA POPANDA CHILOLEZO?</p>	<p>STRONGLY</p> <p>AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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6.	<p>FOR BOYS I RESPECT THE RIGHTS OF GIRLS MUMALEMEKEZA UFULU WA A MTSIKANA?</p> <p>FOR GIRLS I RESPECT THE RIGHTS OF BOYS MUMALEMEKEZA UFULU WA MNYAMATA?</p>	<p>STRONGLY AGREE.....55 AGREE.....44 NEUTRAL.....33 DISAGREE.....22 STRONGLY DISAGREE.....11 DON'T KNOW):.....00</p>	
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7.	<p>FOR BOYS I WOULD BE HAPPY IF GIRLS IN MY VILLAGE GET EDUCATED MUNGASANGALALE ATSIKANA AM'MUDZI MWANU ATAKHALA OPHUNZIRA?</p> <p>FOR GIRLS I WOULD BE HAPPY IF BOYS IN MY VILLAGE GET EDUCATED MUNGASANGALALE MNYAMATA AM'MUDZI MWANU ATAKHALA OPHUNZIRA?</p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
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8.	<p>FOR BOYS I WOULD NOT MIND IF A GIRL IS MY SCHOOL PREFECT SIMUMGADANDAULE MTSIKANA ATAKHALA SUKULU PULIFIKETI WANU?</p> <p>FOR GIRLS I WOULD NOT MIND IF A BOY IS MY SCHOOL PREFECT SIMUMGADANDAULE MNYAMATA ATAKHALA SUKULU PULIFIKETI WANU?</p>	<p>STRONGLY AGREE.....55 AGREE.....44 NEUTRAL.....33 DISAGREE.....22 STRONGLY DISAGREE.....11 DON'T KNOW):.....00</p>	
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IN THE NEXT SECTION, I AM GOING TO ASK YOU ABOUT CERTAIN FEARS WHICH BOYS AND GIRLS MAY HAVE IN YOUR COMMUNITY AND I WOULD LIKE YOU TO TELL ME WHETHER YOU AGREE WITH THEM OR NOT.

SECTION I: MANAGING FEARS AND PERCEIVED RISKS			
NO	QUESTIONS	RESPONSE	SKIP

✓	<p>BOYS HAVE GIRLFRIENDS BECAUSE THEY ARE AFRAID THE COMMUNITY MAY LOOK AT THEM AS BEING WEAK IF THEY DON'T HAVE A GIRLFRIEND</p> <p>ANYAMATA ALI NDI ZIBWENZI CHIFUKWA AMAOPA KUONEDWA NGATI OPUSA NDI ANTHU A M'MUDZI?</p>	<p>Yes.....1</p> <p>No.....2</p> <p>DON'T KNOW..... 99</p>	
✓	<p>GIRLS HAVE BOYFRIENDS BECAUSE THEY ARE AFRAID THEIR FRIENDS MAY LOOK AT THEM AS BEING NOT BEAUTIFUL IF THEY DON'T HAVE A BOYFRIEND</p> <p>AMTSIKANA ALI NDI ZIBWENZI CHIFUKWA AMAOPA KUONEDWA NGATI OPUSA NDI ANTHU A M'MUDZI?</p>	<p>Yes.....1</p> <p>No.....2</p> <p>DON'T KNOW..... 99</p>	
✓	<p>BOYS HAVE SEX WITH GIRLS BECAUSE THEY ARE AFRAID THE COMMUNITY MAY LOOK AT THEM AS BEING WEAK IF THEY DON'T</p> <p>ANYAMATA AMAGONANA NDI ATSIKANA KUOPA KUONEKA KUTI NDIOPUSA NDI ANTHU A M'MUDZI?</p>	<p>Yes.....1</p> <p>No.....2</p> <p>DON'T KNOW..... 99</p>	

✓	<p>GIRLS HAVE SEX WITH BOYS BECAUSE THEY ARE AFRAID THEIR FRIENDS MAY LOOK AT THEM AS BEING NOT BEATIFUL IF THEY DON'T</p> <p>ATSIKANA AMAGONANA NDI ATSIKANA KUOPA KUONEKA KUTI NDIOPUSA NDI ANTHU A M'MUDZI?</p>	<p>Yes.....1 No.....2 DON'T KNOW..... 99</p>	
✓	<p>GIRLS DO NOT GO TO SCHOOL WHEN THEY ARE MENSTRUATING BECAUSE OF FEAR OF BEING BULLIED BY BOYS</p> <p>ATSIKANA SAPITA KU SUKULU AKHALA KUTI ALI KUMWEZI/MSAMBO/PIRIYODI KUOPA KUNYOZEDWA NDI ANYAMATA?</p>	<p>Yes.....1 No.....2 DON'T KNOW..... 99</p>	
✓	<p>OLDER GIRLS DO NOT GO TO SCHOOL BECAUSE OF FEAR OF BEING PROPOSED TO BY TEACHERS AND BOYS</p> <p>ATSIKANA ACHIKULILE SAPITA KU SUKULU KUOPA KUFUNSIRIDWA NDI APHUNZITSI KOMASO ANYAMATA?</p>	<p>Yes.....1 No.....2 DON'T KNOW..... 99</p>	

✓	GIRLS WHO HAVE GIVEN BIRTH DO NOT RETURN TO SCHOOL OUT OF FEAR OF BEING ABUSED BY FELLOW GIRLS, BOYS AND TEACHERS ATSIKANA OMWE ABEREKA AKABWERELA KUSUKULU SAPITILIZA CHIFUKWA AMAOPA KUCHITILIDWA NKHANZA NDI ANYAMATA?	Yes.....1 No.....2 DON'T KNOW.....99	
	FOR THESE QUESTIONS, I WILL ASK AND LET ME KNOW IF YOU AGREE OR DISSGREE STRONGLY OR NOT		
✓	I RESPECT A BOY WHO WALKS AWAY FROM A FIGHT NDIMALEMEKEZA ANYAMATA AMENE AMATHAWA/KUCHOKA PA NDEWU?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	

✓	<p>IT IS NECESSARY FOR A BOY TO HAVE A MALE FRIEND TO TALK WITH ABOUT HIS PROBLEMS.</p> <p>NDIKOYENERA NYAMATA KUKHALA NDI NZAKE WACHINYAMATA OMOUZA MAVUTO AKE?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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✓	<p>IT IS IMPORTANT FOR A BOY OR A MAN TO BE ABLE TO EXPRESS HIS EMOTIONS, FOR EXAMPLE, TO CRY WHEN HE FEELS PAIN.</p> <p>NDIZABWINO KUTI NYAMATA KAPENA ABAMBO KUNKA ZAMMENE IYO AKUMVERA?MWACHITSANZO KULILA PAMENE AFUNA KULILA?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
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✓	<p>IT IS IMPORTANT FOR A BOY NOT TO ADMIT FAILURE IN PRESENCE OF GIRL FOR HE MAY BE SEEN AS A 'SISY'</p> <p>NDIZABWINO KWAMBIRI KWA NYAMATA KUSANENA KULEPHERA KWAKE PAMASO PA MTSIKANA?</p>	<p>DON'T KNOW.....0</p> <p>STRONGLY AGREE.....1</p> <p>AGREE.....2</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....4</p> <p>STRONGLY DISAGREE.....5</p>	
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✓	AN IDEAL BOY SHOULD NEVER CRY ESPECIALLY IN THE PRESENCE OF A GIRL MNYAMATA WENIWENI SALIRA PAMASO PA MTSIKANA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
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✓	<p>IF SOMEONE INSULTS A BOY, HE HAS TO DEFEND HIS REPUTATION BY FIGHTING BACK</p> <p>MUNTHU WINA AKACHITA CHIPONGWE MNYAMATA AZIBWEZERA?</p>	<p>DON'T KNOW.....0</p> <p>STRONGLY AGREE.....1</p> <p>AGREE.....2</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....4</p> <p>STRONGLY DISAGREE.....5</p>	
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✓	<p>VIOLENCE IS A NATURAL REACTION FOR BOYS – IT IS SOMETHING THEY CANNOT CONTROL</p> <p>CHIWAWA/NDEWU</p> <p>NDICHIKHALIDWE CHA</p> <p>CHINYAMATA, NDICHINTHU</p> <p>CHIMENE SANGALETSEKE?</p>	<p>DON'T KNOW.....</p> <p>.....0</p> <p>STRONGLY AGREE.....</p> <p>.....1</p> <p>AGREE.....</p> <p>.....2</p> <p>NEUTRAL.....</p> <p>.....3</p> <p>DISAGREE.....</p> <p>.....4</p> <p>STRONGLY DISAGREE.....</p> <p>.....5</p>	
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IN THE NEXT SECTION, I AM GOING TO ASK YOU ABOUT SOME BELIEFS THAT SOME PEOPLE AGREE WITH, AND WOULD LIKE YOU TO TELL ME HOW MUCH YOU AGREE WITH THESE BELIEFS

SECTION J: SOCIAL EXPECTATIONS, NORMS AND BELIEFS			
NO	QUESTIONS	RESPONSE	SKIP

1.	GIRLS CAN BE AS STRONG AS BOYS MTSIKANA ANGATHE KUKHALA WAMPHAVU NGATI MNYAMATA?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW).....0	
2.	GIRLS CAN BE AS INTELLIGENT AS BOYS MTSIKANA ANGATHE KUKHALA WANZERU NGATI MNYAMATA?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW).....0	
3.	A GIRL CAN BE A SCHOOL PREFECT MTSIKANA ANGATHE KUKHALA PULIFEKITI WAPA SUKULU?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW).....0	

4.	<p>GIRLS CAN PLAY OUTSIDE HOME FOR ANY AMOUNT OF TIME AND CAN PLAY WHEREVER THEY WANT</p> <p>MTSIKANA ANGATHE KUKASEWERA NTHAWI ILIYONSE NDIPOSO NDIKUMENE AKUFUNA KUKASEWERA?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
5.	<p>A GIRL CAN WEAR TROUSERS WITHOUT BEING REGARDED AS LOOSE</p> <p>MTSIKANA ATHA KUVALA TALAUZA POSATENGEDWA KUTI NDI WOPWEKA?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
	<i>INEQUITABLE GENDER NORMS</i>		

6.	IT IS THE BOY WHO DECIDES WHETHER A GIRL SHOULD HAVE SEX OR NOT NDI MNYAMATA AMENE AMAPANGA CHIGANIZO CHOGONANA NDI MTSIKANA KAPENA AYI?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
7.	AN IDEAL GIRL SHOULD BE A VIRGIN BEFORE GETTING MARRIED MTSIKANA WENIWENI AZIKHALA NAMWALI ASANAKWIWE?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	

8.	AN IDEAL BOY SHOULD HAVE SEX BEFORE MARRIAGE TO PREPARE HIM FOR MARRIAGE MNYAMATA WENIWENI AZIGONA NDI ATSIKANA ASANAKWATIRE KUKONZEKERA BANJA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
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9.	A GIRL'S MOST IMPORTANT ROLE IS TO HELP HER MOTHER TAKE CARE OF THE HOME AND COOK FOR THE FAMILY. NTCHITO YA MTSIKANA KUTHANDIZA AMAYI AKE KUSAMALIRA PAKHOMO NDIKUPHIKILA BANJA LONSE?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
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10.	<p>CHANGING NAPPIES, GIVING THE KIDS A BATH, AND FEEDING THE KIDS ARE THE WOMENS" RESPONSIBILITY. KUSINTHA MWANA THEWERA, KUSAMBITSA ANA, KUWADYETSA ANA NDI NTCHITO YA MZIMAYI?</p>	<p>DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5</p>	
11.	<p>GIRLS WHO CARRY CONDOMS ON THEM ARE REGARDED AS 'LOOSE' ATSIKANA OMWE AMATENGA MAKONDOMU AMATENGEDWA KUTI NDIWOPWEKA?</p>	<p>DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5</p>	

12.	IT IS A GIRLS'S RESPONSIBILITY TO AVOID GETTING PREGNANT. (GEM SCALE) NDI NTCHITO YA MTSIKANA KUTI ASATENGE MIMBA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
13.	A MAN OR A BOY SHOULD HAVE THE FINAL WORD ABOUT DECISIONS IN HIS HOME. ". (GEM SCALE) BAMBO KAPENA NYAMATA NDAMENE AZIPANGA CHIGANIZO PAKHOMO?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	

14.	<p>THERE ARE TIMES WHEN A GIRL DESERVES TO BE BEATEN.</p> <p>PALI NTHAWI IMENE MTSIKANA AMAYENERA KUMENYEDWA?</p>	<p>DON'T KNOW.....0</p> <p>STRONGLY AGREE.....1</p> <p>AGREE.....2</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....4</p> <p>STRONGLY DISAGREE.....5</p>	
	<i>EQUITABLE GENDER NORMS</i>		
15.	<p>A BOY AND A GIRL SHOULD DECIDE TOGETHER IF THEY WANT TO HAVE SEX.</p> <p>MNYAMATA KAPENA MTSIKANA AZIPANGA CHIGANIZO LIMODZI AKAFUNA KUGONANA?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	

16.	<p>IN MY OPINION, A GIRL CAN SUGGEST USING CONDOMS JUST LIKE A BOY CAN.</p> <p>MMAGANIZO ANGA, MTSIKANA ATHA KUGANIZA KUTI AGWIRITSE NTCHITO KONDOMU NGATI MMENE MNYAMATA ANGANIZIRE?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
17.	<p>BOYS CAN TAKE CARE OF CHILDREN JUST AS WELL AS GIRLS CAN.</p> <p>ANYAMATA ATHA KUSAMALIRA ANA NGATI MMENE ATSIKANA ANGACHITIRE?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	

18.	<p>A BOY AND A GIRL SHOULD DECIDE TOGETHER WHAT TYPE OF CONTRACEPTIVE TO USE.</p> <p>MNYAMATA NDI MTSIKANA AZIPANGA CHIGANIZO LIMODZI ZA NJIRA YOLERA IMENE ANGAGWIRITSE NTCHITO?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	
19.	<p>GIRLS HAVE THE SAME RIGHT AS BOYS TO STUDY AND TO PLAY.</p> <p>ATSIKANA ALI NDI UFULU WAMAPHUNZIRO NDIPOSO OSEWERA MOFANANA NDI UFULU WANYAMATA?</p>	<p>STRONGLY AGREE.....5</p> <p>AGREE.....4</p> <p>NEUTRAL.....3</p> <p>DISAGREE.....2</p> <p>STRONGLY DISAGREE.....1</p> <p>DON'T KNOW):.....0</p>	

20.

In your opinion, is a girl justified to be beaten: (*Read categories below*)
INTERVIEWER: PLEASE CIRCLE THE APPROPRIATE RESPONSE FOR QUESTION A THROUGH E (SOURCE FROM UNICEF, 2015, MALAWI)

NORMS	Yes=1	No=2	Don't know=99
✓ If she comes home late	1	2	99
✓ If she denies to do household chores	1	2	99
✓ If she is found in the presence of a boy	1	2	99
✓ If she is rude to parents	1	2	99
✓ If she burns the food	1	2	99
✓ If she tells lies	1	2	99
✓ If she makes fun of boys	1	2	99
✓ if she is in a boy/girl relationship	1	2	99
✓ if she does not speak well to elders	1	2	99
✓ if she refuses to obey a sexual command from a boy or older man	1	2	99
✓ if she fails exams	1	2	99

	✓ if she breaks home rules	1	2	99	
	✓ if she is found with a boy at night	1	2	99	
	✓ If she wears trousers	1	2	99	

21.	Sometimes boso and girls have different ideas about having sex. Do you agree or disagree with the following statements: (<i>Read categories below</i>)	PRACTICES/NORMS	YES	NO	
		A. MEN NEED MORE SEX	1	2	99
		B. MEN NEED OTHER WOMEN	1	2	99
		C. WOMEN SHOULD TOLERATE VIOLENCE	1	2	99

A) Boys need more sex than girls do
**ANYAMATA
AMAFUNA
ZOGONANA
KWAMBIRI
KUPOSA
ATSIKANA?**

B) A boy can have other girlfriends even if he has one and things are okay between them

	<p> MNYAMATA ATHA KUKHALA NDI ZIBWENZI NGAKHALE ALI NDI CHIBWENZI CHINAKALE NDIPOSO ZINTHU ZILI BWINO PAKATI PAWO? </p> <p> C) A girl should tolerate violence because she has no right to report MTSIKANA AZITILIDWA NKHAZA CHIFUKWA ALIBE UFULU OKANENA? </p>	
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	INTERVIEWER: PLEASE CIRCLE THE APPROPRIATE RESPONSE FOR QUESTION A THROUGH E (SOURCE FROM UNICEF, 2015, MALAWI)		
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IN THE NEXT AND FINAL SECTION, I AM GOING TO ASK YOU ABOUT SOME PERSONAL LIFE AND AS I SAID THIS IS VERY CONFIDENTIAL AND PLEASE FEEL VERY FREE TO TELL ME THE TRUTH

SECTION K: PRACTICES AND BEHAVIOURS			
NO	QUESTIONS	RESPONSE	SKIP
1.	DURING THE LAST SCHOOL SESSION DID YOU HELP ANY GIRLS WITH SCHOOL WORK LIKE HOME WORK? MU TEREMU YANGOTHAYI MUNATHANDIZAPO MTSIKANA PANKHANI YAKUSUKULU NGATI HOMU WEKI?	Yes.....1 No.....2 DON'T KNOW/can't remember..... 98	

2.	<p>DURING THE LAST SCHOOL SESSION, DID YOU HELP ANY BOYS WITH SCHOOL WORK LIKE HOME WORK?</p> <p>MU TEREMU YANGOTHAYI MUNATHANDIZAPO MNYAMATA PANKHANI YAKUSUKULU NGATI HOMU WEKI?</p>	<p>Yes.....1 No.....2 DON'T KNOW/can't remember..... 98</p>	
3.	<p><i>FOR BOYS ONLY</i></p> <p>DURING THE LAST SCHOOL SESSION DID YOU DO ANY WORK AT HOME WHICH IS MOST OFTEN DONE BY YOUR SISTER?</p> <p>MU TEREMU YANGOTHAYI, MUNAGWIRAKO NTCHITO PAKHOMO PANO ZOMWE AKAGWIRA NDI MCHEMWALI /MLONGO WANU?</p>	<p>Yes.....1 No.....2 DON'T KNOW/can't remember..... 98</p>	

4.	<p><i>FOR BOYS ONLY</i></p> <p>DURING THE LAST SCHOOL SESSION DID YOU BULLY OR TEASE ANY GIRLS?</p> <p>MUTEREMU YANGOTHAYI MUNAMENYAKO /KUCHITAKO NKHANZA KWA MTSIKANA?</p>	<p>Yes.....1</p> <p>No.....2</p> <p>DON'T KNOW/Can't remember..... 98</p>	
5.	<p><i>FOR GIRLS ONLY</i></p> <p>DURING THE LAST SCHOOL SESSION DID A BOY LAUGH AT YOU FOR STAINING YOUR DRESS WITH MENSTRUAL FLOW?</p> <p>MUTEREMU YANGOTHAYI MUNAYAMBA MWASEKEDWAKO NDI MNYAMATA CHIFUKWA CHOTI MUNAONONGERA DERESI LANU KAMBA KA NSAMBO/PILYODI?</p>	<p>Yes.....1</p> <p>No.....2</p> <p>DON'T KNOW/Can't remember..... 98</p>	
6.	<p>HAVE YOU EVER HAD A BOYFRIEND/GIRLFRIEND?</p> <p>MUNAYAMBA MWAKHALAKO NDI CHIBWENZI?</p>	<p>Yes.....1</p> <p>No.....2</p> <p>DON'T KNOW/Can't remember..... 98</p>	<p>q10</p>

7.	CURRENTLY DO YOU HAVE A BOYFRIEND/GIRLFRIEND? PANOPA MULI NDI CHIBWEZI?	Yes.....1 No.....2	SKIP TO Q11
8.	FOR BOYS, ONLY HOW MANY GIRLFRIENDS DO YOU HAVE? MULI NDI ZIBWEZI ZINGATI?	INSERT NO....., DON'T KNOW/Can't remember..... 98	
9.	FOR GIRLS ONLY HOW MANY BIYLFRIENDS DO YOU HAVE? MULI NDI ZIBWEZI ZINGATI?	INSERT NO....., DON'T KNOW/Can't remember..... 98	
10.	DO YOU WANT TO HAVE A BOYFRIEND/ GIRLFRIEND IN THE NEXT 6 MONTHS? MUKUGANIZA KUTI MUTHA KUPEZA CHIBWENZI M'MIYEZI 6 IKUDZAYI?	Yes.....1 No.....2 DON'T KNOW/Can't remember..... 98	
11.	HAVE YOU EVER HAD SEX MUNAYAMBA MWAGONANAPO?	Yes.....1 No.....2 DON'T KNOW/Can't remember..... 98	} Q14

12.	<p>WITH HOW MANY BOYS/GIRLS HAVE YOU HAD SEX WITH (HOW MANY SEXUAL PARTNERS HAVE YOU HAD)?</p> <p>MUNAGONANA NDI ANYAMATA/ATSIKANA ANGATI?</p>	<p>INSERT</p> <p>NO.....</p> <p>.....,</p> <p>DON'T KNOW/Can't remember 98</p>	
13.	<p>HOW MANY OF THESE PARTNERS DID YOU HAVE AT THE SAME TIME?</p> <p>MUNALI NDI ZIBENZI ZINGATI PA NTHAWI IMODZI?</p>	<p>INSERT</p> <p>NO.....</p> <p>.....,</p> <p>DON'T KNOW/Can't remember 98</p> <p>DOES NOT MANY GIRL/BOYFRIENDS AT THE SAME TIME</p> <p>.....</p> <p>.....95</p>	
14.	<p>FOR GIRLS HAS ANY OF YOUR TEACHERS EVER PROPOSED YOU FOR A RELATIONSHIP?</p> <p>APHUNZITSI ANAYAMBA AKUFUNSIRANKONI CHIBWENZI?</p>	<p>Yes.....1</p> <p>No.....2</p> <p>DON'T KNOW/Can't remember 98</p>	

15.	FOR GIRLS HAS ANY OF YOUR TEACHERS EVER HAD SEX WITH YOU? MUNAYAMBA MWAGONANAKO NDI APHUNZITI ANU?	Yes.....1 No.....2 DON'T KNOW/Can't remember..... 98	
16.	HAS ANY MAN MUCH OLDER THAN YOU EVER PROPOSED YOU FOR A RELATIONSHIP? MNYAMATA WAMKULU KUPOSA INU ANAYAMBA WAKUFUNSIRA NKONI CHIBWENZI?	Yes.....1 No.....2 DON'T KNOW/Can't remember..... 98	
17.	FOR GIRLS HAS ANY MAN MUCH OLDER THAN YOU EVER HAD SEX WITH YOU? MUNAYAMBA MWAGONANAPO NDI NYAMATA WANKULU KUPOSA INU?	Yes.....1 No.....2 DON'T KNOW/Can't remember..... 98	

18.	<p>FOR GIRLS IF YOU HAD SEX WITH A MAN MUCH OLDER THAN YOU, WHAT MADE YOU DO IT?</p> <p>NGATI MUNAGONANAPO NDI NYAMATA WANKULU KUPOSA INU CHINAKUPANGITSANI NDI CHANI?</p> <p>MULTIPLE RESPONSE QUESTION</p>	<p>He threatened me..... A I needed money for home useB I wanted money for personal use.....C My friends pressured me to.....D My parents pressured me to.....E I had to fulfil a cultural requirement.....F</p>	
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Enumerator should thank the respondent for taking part in the study!

END OF QUESTIONNAIRE

ANNEX 3: DATA TABLES

Table CS-1: percentage of learners who agreed that they would support a girl or a boy with homework even if she was not their relative

	Suza Zone (Project site)													
Categories	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	n	%	n	%	N	%	n	%	n	%	n	%	n	%
AGREE	44	22.8	27	20.93	71	22.05	99	26.12	35	22.88	134	25.19	205	24
STRONGLY AGREE	139	72.02	101	78.29	240	74.53	256	67.55	114	74.51	370	69.55	610	71.43
Totals (BL)	183	94.82	128	99.22	311	96.58	355	93.67	149	97.39	504	94.74	815	95.43

Endline	10-14		15-19		Overall Male		10-14		15-19		Overall Female		OVERALL TREATMENT	
	n	%	n	%	N	%	n	%	n	%	n	%	n	%
AGREE	51	50	58	37.91	109	42.75	87	43.5	70	40.7	157	42.2	266	42.42
STRONGLY AGREE	51	50	93	60.78	144	56.47	109	54.5	98	56.98	207	55.98	351	55.98
Totals (EL)	102	100	151	98.69	253	99.22	196	98	168	97.68	364	98.18	617	98.4

Linyangwa Zone (Comparison)														
Categories	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall comparison	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	23	24.21	18	16.98	41	20.4	44	19.56	40	29.2	84	23.2	125	22.2
STRONGLY AGREE	67	70.53	85	80.19	152	75.62	170	75.56	89	64.96	259	71.55	411	73
Totals (BL)	90	94.74	103	97.17	193	96.02	214	95.12	129	94.16	343	94.75	536	95.2
Endline	10-14		15-19		Overall Male		10-14		15-19		Overall Female		OVERALL CONTROL	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	19	42.22	35	32.11	54	35.06	30	36.14	77	45.03	107	42.13	161	39.46
STRONGLY AGREE	26	57.78	72	66.06	98	63.64	52	62.65	90	52.63	142	55.91	240	58.82
Totals (EL)	45	100	107	98.17	152	98.7	82	98.79	167	97.66	249	98.04	401	98.28
DID Estimator (Overall)		-0.08		-1.53		-0.04		0.66		-3.21		0.15		-0.11

Table CS-3: Attitudes and practices to support a girl or a boy with homework and with their education even without asking him/her for a relationship

Baseline	Suza Zone (Project site)														
Categories	Male							Female							
	10-14			15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	n		%	n	%	N	%	n	%	n	%	n	%	n	%
AGREE	51	26.42		25	19.38	76	23.6	103	27.18	46	30.07	149	28.01	225	26.35
STRONGLY AGREE	127	65.8		100	77.52	227	70.5	241	63.59	100	65.36	341	64.1	568	66.51
Totals (BL)	178	92.22		125	96.9	303	94.1	344	90.77	146	95.43	490	92.11	793	92.86
Endline	SUZA/TREATMENT														
Categories	Male							Female							
	10-14			15-19		Overall Male		10-14		15-19		Overall Female		OVERALL TREATMENT	
	n		%	n	%	N	%	n	%	n	%	n	%	n	%
AGREE	55	53.92		63	41.18	118	46.27	99	49.5	82	42.11	181	48.66	299	47.69
STRONGLY AGREE	43	42.16		87	56.86	130	50.98	96	48	87	53.22	183	49.19	313	49.92
Totals (EL)	98	96.08		150	98.04	248	97.25	195	97.5	169	95.33	364	97.85	612	97.61
	Linyangwa Zone (Comparison)														
Baseline	Male							Female							
	10-14			15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	n		%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	33	34.74		23	21.7	56	27.86	65	28.89	47	34.31	112	30.94	168	29.84
STRONGLY AGREE	57	60		79	74.53	136	67.66	149	66.22	81	59.12	230	63.54	366	65.01
Totals (BL)	90	94.74		102	96.23	192	95.52	214	95.11	128	93.43	342	94.48	534	94.85
Endline	Male							Female							
	10-14			15-19		Overall Male		10-14		15-19		Overall Female		OVERALL CONTROL	
	n		%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	55	53.92		63	41.18	53	34.42	27	32.53	72	42.11	99	38.98	152	37.25
STRONGLY AGREE	43	42.16		87	56.86	95	61.69	54	65.06	91	53.22	145	57.09	240	58.82

Totals (EL)		98	96.08	150	98.04	148	96.11	81	97.59	163	95.33	244	96.07	392	96.07
DID Estimator			2.52		-0.67		2.56		4.25		-2		4.15		3.53

Table CS-4: Attitudes and practices to protect each from abuse

Categories	TREATMENT													
	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	n	%	n	%	N	%	n	%	n	%	n	%	n	%
AGREE	60	31.09	25	19.38	85	26.4	127	33.51	48	31.37	175	32.89	260	30.44
STRONGLY AGREE	125	64.77	104	80.62	229	71.12	195	51.45	93	60.78	288	54.14	517	60.54
Totals (BL)	185	95.86	129	100	314	97.52	322	84.96	141	92.15	463	87.03	777	90.98
ENDLINE														
	SUZA/TREATMENT													
Categories	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		OVERALL TREATMENT	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	60	58.82	55	35.95	115	45.1	107	53.5	99	57.56	206	55.38	321	51.2
STRONGLY AGREE	40	39.22	97	63.4	137	53.73	82	41	62	36.05	144	38.71	281	44.82
Totals (EL)	100	98.04	152	99.35	252	98.83	189	94.5	161	93.61	350	94.09	602	96.02
	COMPARISON/CONTROL													
	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	24	25.26	20	18.87	44	21.89	75	33.33	54	39.42	129	35.64	173	30.73
STRONGLY AGREE	66	69.47	83	78.3	149	74.13	125	55.56	71	51.82	196	54.14	345	61.28
Totals (BL)	90	94.73	103	97.17	193	96.02	200	88.89	125	91.24	325	89.78	518	92.01

	LINYANGWA/CONTROL													
	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		OVERALL CONTROL	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	20	44.44	42	38.53	62	40.26	38	45.78	91	53.22	129	50.79	191	46.81
STRONGLY AGREE	24	53.33	67	61.47	91	59.09	42	50.6	76	44.44	118	46.46	209	51.23
Totals (EL)	44	97.77	109	100	153	99.35	80	96.38	167	97.66	247	97.25	400	98.04
DID Estimator		0.86		-3.48		-2.02		2.05		-4.96		-0.41		-0.99

	TREATMENT													
Categories	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	n	%	n	%	N	%	n	%	n	%	n	%	n	%
AGREE	60	31.09	25	19.38	85	26.4	127	33.51	48	31.37	175	32.89	260	30.44
STRONGLY AGREE	125	64.77	104	80.62	229	71.12	195	51.45	93	60.78	288	54.14	517	60.54
Totals (BL)	185	95.86	129	100	314	97.52	322	84.96	141	92.15	463	87.03	777	90.98

	ENDLINE													
	SUZA/TREATMENT													
Categories	Male				Female									
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		OVERALL TREATMENT	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	60	58.82	55	35.95	115	45.1	107	53.5	99	57.56	206	55.38	321	51.2

STRONGLY AGREE	40	39.22	97	63.4	137	53.73	82	41	62	36.05	144	38.71	281	44.82
Totals (EL)	100	98.04	152	99.35	252	98.83	189	94.5	161	93.61	350	94.09	602	96.02
COMPARISON/CONTROL														
Male							Female							
10-14		15-19		Overall Male			10-14		15-19		Overall Female		Overall	
n	%	n	%	n	%		n	%	n	%	n	%	n	%
AGREE	24	25.26	20	18.87	44	21.89	75	33.33	54	39.42	129	35.64	173	30.73
STRONGLY AGREE	66	69.47	83	78.3	149	74.13	125	55.56	71	51.82	196	54.14	345	61.28
Totals (BL)	90	94.73	103	97.17	193	96.02	200	88.89	125	91.24	325	89.78	518	92.01

LINYANGWA/CONTROL														
Male							Female							
10-14		15-19		Overall Male			10-14		15-19		Overall Female		OVERALL CONTROL	
n	%	n	%	n	%		n	%	n	%	n	%	n	%
AGREE	20	44.44	42	38.53	62	40.26	38	45.78	91	53.22	129	50.79	191	46.81
STRONGLY AGREE	24	53.33	67	61.47	91	59.09	42	50.6	76	44.44	118	46.46	209	51.23
Totals (EL)	44	97.77	109	100	153	99.35	80	96.38	167	97.66	247	97.25	400	98.04
DID Estimator		0.86		3.48		2.02		-2.05		4.96		0.41		0.99

Table CS-5: Tendency to touch girls' breasts with consent

Categories + A149:AC18A149:O178	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%

AGREE	45	23.32	21	16.28	66	20.5	103	27.18	48	31.37	151	28.38	217	25.41
STRONGLY AGREE	122	63.21	100	77.52	222	68.94	222	58.58	86	56.21	308	57.89	530	62.06
Totals (BL)	167	86.5	121	93.8	288	89.4	325	85.8	134	87.6	459	86.3	747	87.5
	SUZA/TREATMENT													
Categories	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		OVERALL TREATMENT	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	55	53.92	55	35.95	110	43.14	98	49	87	50.58	185	49.73	295	47.05
STRONGLY AGREE	43	42.16	90	58.82	133	54.7	87	43.5	77	44.77	164	44.09	297	47.37
Totals (EL)	98	96.08	145	94.77	243	97.84	185	92.5	164	95.35	349	93.82	592	94.42
	COMPARISON/CONTROL													
	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	22	23.16	21	19.81	43	21.39	62	27.56	48	35.04	110	30.39	153	27.18
STRONGLY AGREE	67	70.53	77	72.64	144	71.64	130	57.78	77	56.2	207	57.18	351	62.34
Totals (BL)	89	93.69	98	92.45	187	93.03	192	85.34	125	91.24	317	87.57	504	89.52
	LINYANGWA/CONTROL													
	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		OVERALL CONTROL	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	15	33.33	36	33.03	51	33.12	35	42.17	80	46.78	115	45.28	166	40.69
STRONGLY AGREE	28	62.22	69	63.3	97	62.99	45	54.22	84	49.12	129	50.79	226	55.39
Totals (EL)	43	95.55	105	96.33	148	96.11	80	96.39	164	95.9	244	96.07	392	96.08
DID Estimator		7.7		-2.9		5.3		-4.3		3.1		-1.0		0.4

Table: CS-6: Respect the rights of both boys and girls

	Suza (Project Site)													
Categories	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	69	35.75	32	24.81	101	31.37	132	34.83	43	28.1	175	32.89	276	32.32
STRONGLY AGREE	107	55.44	93	72.09	200	62.11	178	46.97	83	54.25	261	49.06	461	53.98
Total (BL)	176	91.19	125	96.9	301	93.48	310	81.8	126	82.35	436	81.95	737	86.3
	ENDLINE													
Categories	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		OVERALL TREATMENT	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	52	50.98	74	48.37	126	49.41	105	52.5	87	50.58	192	51.61	318	50.72
STRONGLY AGREE	40	39.22	72	47.06	112	43.92	62	31	55	31.98	117	31.45	229	36.52
Total (EL)	92	90.2	146	95.43	238	93.33	167	83.5	142	82.56	309	83.06	547	87.24
	Linyangwa (Comparision Zone)													
	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	32	33.68	26	24.53	58	28.86	83	36.89	56	40.88	139	38.4	197	34.99
STRONGLY AGREE	58	61.05	76	71.7	134	66.67	117	52	60	43.8	177	48.9	311	55.24
Total (BL)	90	94.73	102	96.23	192	95.53	200	88.89	116	84.68	316	87.3	508	90.23
	LINYANGWA/CONTROL													
	Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		OVEARLL CONTROL	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	21	46.67	40	36.7	61	39.61	37	44.58	81	47.37	118	46.46	179	43.87
STRONGLY AGREE	23	51.11	60	55.05	83	53.9	36	43.37	66	38.6	102	40.16	185	45.34
Total (EL)	44	97.78	100	91.75	144	93.51	73	87.95	147	85.97	220	86.62	364	89.21
DID Estimator		-4.04		3.01		1.87		2.64		-1.08		1.79		1.96

Leadership and decision domain

LD1: Whether a girl can be a head prefect or school captain

BASELINE

Categories	Suza Zone														Linyangwa Zone													
	Male						Female						Male						Female									
	10-14		15-19		Overall		10-14		15-19		Overall		Treatment Overall		10-14		15-19		Overall		10-14		15-19		Overall		Control Overall	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
STRONGLY DISAGREE	3	1.55	5	3.88	8	2.48	7	1.85	2	1.31	9	1.69	17	1.99	4	4.21	5	4.72	9	4.48	4	1.78	1	0.73	5	1.38	14	2.49
DISAGREE	10	5.18	3	2.33	13	4.04	15	3.96	5	3.27	20	3.76	33	3.86	3	3.16	1	0.94	4	1.99	2	0.89	5	3.65	7	1.93	11	1.95
Total (BL)	13	6.73	8	6.21	21	6.52	22	5.81	7	4.58	29	5.45	50	5.85	7	7.37	6	5.66	13	6.47	6	2.67	6	4.38	12	3.31	25	4.44
AGREE	59	30.57	33	25.58	92	28.57	116	30.61	45	29.41	161	30.26	253	29.63	23	24.21	24	22.64	47	23.38	58	25.78	41	29.93	99	27.35	146	25.93
STRONGLY AGREE	121	62.69	88	68.22	209	64.91	238	62.8	99	64.71	337	63.35	546	63.93	64	67.37	76	71.7	140	69.65	156	69.33	87	63.5	243	67.13	383	68.03
Total (BL)	180	93.26	121	93.8	301	93.48	354	93.41	144	94.12	498	93.61	799	93.56	87	91.58	100	94.34	187	93.03	214	95.11	128	93.43	342	94.48	529	93.96

ENDLINE

Categories	Male							Female							Male							Female										
	10-14		15-19		Overall			10-14		15-19		Overall			Treatment Overall		10-14		15-19		Overall			10-14		15-19		Overall			Control Overall	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
STRONGLY DISAGREE	1	0.98	1	0	2	0.78	2	1	1	0.58	3	0.81	5	0.8	0	0	1	0.92	1	0.65	1	1.2	0	0	1	0.39	2	0.49				
DISAGREE	0	0	1	0.65	1	0.39	5	2.5	2	1.16	7	1.88	8	1.28	6	13.33	1	0.92	7	4.55	4	4.82	2	1.17	6	2.36	13	3.19				
Total (EL)	1	0.98	2	0.65	3	1.17	7	3.5	3	1.74	10	2.69	13	2.08	6	13.33	2	1.84	8	5.2	5	6.02	2	1.17	7	2.75	15	3.68				
AGREE	58	56.86	76	49.67	134	52.55	92	46	82	47.67	174	46.77	308	47.85	17	37.22	52	47.71	69	44.81	27	32.53	78	45.61	105	41.34	174	42.65				
STRONGLY AGREE	42	41.18	73	47.71	115	45.1	99	49.5	86	50	185	49.73	300	47.85	21	37.78	55	50.46	76	49.35	51	61.45	90	52.63	141	55.51	217	53.19				
Total (EL)	100	98.04	149	97.38	249	97.65	191	95.5	168	97.67	359	96.5	608	95.7	38	75	107	98.17	145	94.16	78	93.98	168	98.24	246	96.85	391	95.84				

DiD Estimator	21.36	-0.25	3.04	3.22	-1.26	0.52	0.26
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LD2-Learners attitudes towards a woman as president

BASELINE

Categories	Suza Zone														Linyangwa Zone														Control Overall	
	Male						Female						Male						Female											
	10-14		15-19		Overall		10-14		15-19		Overall		Treatment Overall		10-14		15-19		Overall		10-14		15-19		Overall					
	n	%	n	%	n	%	n	%	n	%	n	%	N	%	n	%	n	%	n	%	n	%	n	%	n	%				
AGREE	52	26.94	33	25.58	85	26.4	107	28.23	52	33.99	159	29.89	244	28.57	27	28.42	27	25.47	54	26.87	54	24	41	29.93	95	26.34	149	26.87		
STRONGLY AGREE	119	61.66	89	68.99	208	64.6	232	61.21	94	61.44	326	61.28	534	62.53	58	61.05	70	66.04	128	63.68	149	66.22	81	59.12	230	63.54	358	63.59		
Total (BL)	171	88.6	122	94.57	293	91	339	89.44	146	95.43	485	91.17	778	91.1	85	89.47	97	91.51	182	90.55	203	90.22	122	89.05	325	89.88	507	90.06		

ENDLINE

	Suza Zone												Linyangwa Zone												Control Overall			
	Male						Female						Male						Female									
	10-14		15-19		Overall		10-14		15-19		Overall		Treatment Overall		10-14		15-19		Overall		10-14		15-19		Overall			
	n	%	n	%	n	%	n	%	n	%	n	%	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	58	56.86	72	47.06	130	50.98	93	46.5	84	48.84	177	47.58	307	48.96	17	37.78	47	43.12	64	41.56	30	36.14	85	49.71	115	456.28	179	43.87
STRONGLY AGREE	39	38.24	79	51.63	118	46.27	95	47.5	83	48.26	178	47.85	296	47.21	25	55.56	60	55.05	85	55.19	48	57.83	78	45.61	126	49.61	211	51.72
Total (EL)	97	95.1	151	98.69	248	97.25	188	94	167	97.1	355	95.43	603	96.17	42	93.34	107	98.17	149	96.75	78	93.97	163	95.32	241	505.89	390	95.59
DiD Estimator													-411.75															
	2.63		-2.54		0.05		0.81		-4.6				-0.46															

LD-3: Whether a girl can be a chairperson of a committee or club at school

BASELINE

Categories	Suza Zone														Linyangwa Zone													
	Male						Female						Male						Female									
	10-14		15-19		Overall		10-14		15-19		Overall		Treatment Overall		10-14		15-19		Overall		10-14		15-19		Overall		Control Overall	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	59	30.57	42	32.56	101	31.37	136	35.88	49	32.03	185	34.77	286	33.49	33	34.74	26	24.53	59	29.35	73	32.44	55	40.15	128	35.36	187	33.21
STRONGLY AGREE	121	62.69	78	60.47	199	61.8	228	60.16	97	63.4	325	61.09	524	61.36	55	57.89	76	71.7	131	65.17	132	58.67	77	56.2	209	57.73	340	60.39
Total (EL)	180	93.26	120	93.03	300	93.17	364	96.04	146	95.43	510	95.86	810	94.85	88	92.63	102	96.23	190	94.52	205	91.11	132	96.35	337	93.09	527	93.6

ENDLINE

Categories	Male						Female						Male						Female						Control Overall			
	10-14		15-19		Overall		10-14		15-19		Overall		Treatment Overall		10-14		15-19		Overall		10-14		15-19				Overall	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	65	63.73	73	47.71	138	54.12	99	49.5	81	47.09	180	48.39	318	50.72	21	46.67	54	49.54	75	48.7	33	39.76	92	53.8	125	49.21	200	49.02
STRONGLY AGREE	34	33.33	74	48.37	108	42.35	87	43.5	86	50	173	46.51	281	44.82	22	48.89	48	44.04	70	45.45	47	56.63	76	44.44	123	48.43	193	47.3
Total (EL)	99	97.06	147	96.08	246	96.47	186	93	167	97.09	353	94.9	599	95.54	43	95.56	102	93.58	145	94.15	80	96.39	168	98.24	248	97.64	393	96.32
DiD Estimator	0.87		5.7		3.67		-8.32		-0.23		-5.51		-2.03															

LD-4: Whether men can be heads of households then women should also be heads of households

BASELINE

Categories	Suza Zone														Linyangwa Zone														Control Overall	
	Male						Female						Male						Female											
	10-14		15-19		Overall		10-14		15-19		Overall		Treatment Overall		10-14		15-19		Overall		10-14		15-19		Overall					
	n	%	n	%	n	%	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
AGREE	48	24.87	34	26.36	82	25.47	99	26.12	3	21.57	13	24.81	21	25.06	20	21.05	14	13.21	34	16.92	42	18.67	32	23.36	74	20.44	108	19.18		
STRONGLY AGREE	52	26.94	40	31.01	92	28.57	100	26.39	3	25.49	13	26.13	23	27.05	18	18.95	25	23.58	43	21.39	52	23.11	24	17.52	76	20.99	119	21.14		
Total (EL)	100	51.81	74	57.37	174	54.04	199	52.51	7	47.02	27	50.94	44	52.15	38	40	39	36.79	77	38.31	94	41.78	56	40.88	150	41.43	227	40.32		

ENDLINE

Categories	Male						Female						Male						Female						Control Overall			
	10-14		15-19		Overall		10-14		15-19		Overall		Treatment Overall		10-14		15-19		Overall		10-14		15-19				Overall	
	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	44	43.14	70	45.75	114	44.71	85	42.5	64	37.21	149	40.05	263	41.95	192	42.22	254	22.94	447	28.57	283	33.73	565	32.75	847	33.07	128	31.37
STRONGLY AGREE	24	23.53	35	22.88	59	23.14	38	19	33	19.19	71	19.09	130	20.73	24	4.44	217	19.27	234	14.94	157	18.07	279	15.79	424	16.54	65	15.93
Total (EL)	68	66.67	105	68.63	173	67.85	123	61.53	97	56.47	220	59.14	393	62.68	216	46.66	461	42.21	671	43.51	435	51.8	834	48.54	126	49.61	193	47.3
DiD Estimator	8.2		5.84		8.61		-1.03		1.68		0.02		3.59															

LD-5: Whether learners are able and confident that they can make a decision about their future

BASELINE

SUZA/TREATMENT				LINYANGWA/CONTROL			
Categories	Male		Female		Male		Female

	14-Oct		15-19		Overall Male		14-Oct		15-19		Overall Female		Overall		14-Oct		15-19		Overall Male		14-Oct		15-19		Overall Female		Overall	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%	n	%	n	%
AGREE	34	17.62	25	19.38	59	18.32	79	20.84	31	20.26	110	20.68	169	19.79	13	13.68	16	15.09	29	14.43	13	13.68	26	18.98	66	18.23	95	16.87
STRONGLY AGREE	152	78.76	102	79.07	254	78.88	284	74.93	118	77.12	402	75.56	656	76.81	76	80	89	83.96	165	82.09	76	80	109	79.56	288	79.56	453	80.46
Total (BL)	186	96.38	127	98.45	313	97.2	363	95.77	149	97.38	512	96.24	825	96.6	89	93.68	105	99.05	194	96.52	89	93.68	135	98.54	354	97.79	548	97.33

ENDLINE

Categories	Male						Female						Male						Female						OVERALL COMPARISON			
	14-Oct		15-19		Overall Male		14-Oct		15-19		Overall Female		TREATMENT OVERALL		14-Oct		15-19		Overall Male		14-Oct		15-19				Overall Female	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%			n	%
AGREE	51	50	49	32.03	100	39.22	72	36	67	38.95	139	37.37	239	38.12	14	31.11	40	36.7	54	35.06	21	25.3	67	39.18	88	34.65	142	34.8
STRONGLY AGREE	48	47.06	101	66.01	149	58.43	118	59	103	59.88	221	59.41	370	59.01	31	68.89	69	63.3	100	64.94	60	72.29	102	59.65	162	63.78	262	64.22
Total (EL)	99	97.06	150	98.04	249	97.65	190	95	170	98.83	360	96.78	609	97.13	45	100	109	100	154	100	81	97.59	169	98.83	250	98.43	404	99.02
DiD Estimator		-5.64		-1.36		-3.03		-4.68		1.16		-0.1		-1.16														

LD-6: Whether learners are able and confident that they can make a decision about the boy or girl they want to marry

BASELINE

	SUZA/TREATMENT														LINYANGWA/CONTROL																	
Categories	Male							Female							Male							Female										
	10-14		15-19		Overall Male			10-14		15-19		Overall Female			Overall		10-14		15-19		Overall Male			10-14		15-19		Overall Female			Overall	
AGREE	47	24.35	31	24.03	78	24.22	85	22.45	36	23.53	121	22.74	199	23.3	19	20	17	16.04	36	17.91	47	20.89	36	26.28	83	22.93	119	21.14				
STRONGLY AGREE	104	53.89	83	64.34	187	58.07	182	48.02	85	55.56	267	50.19	454	53.16	53	55.79	73	68.87	126	62.69	113	50.22	75	54.74	188	51.93	314	55.77				
Total (BL)	151	78.24	114	88.37	265	82.29	267	70.47	121	79.09	388	72.93	653	76.46	72	75.79	90	84.91	162	80.6	160	71.11	111	81.02	271	74.86	433	76.91				

ENDLINE

[illegible]

LD-7: Whether learners are able and confident that they can refuse a boy or girl who wants to have sex with them

BASELINE

Categories	SUZA/TREATMENT														LINYANGWA/CONTROL																
	Male							Female							Male							Female									
	14-Oct		15-19		Overall Male			14-Oct		15-19		Overall Female			Overall		14-Oct		15-19		Overall Male			14-Oct		15-19		Overall Female			Overall
AGREE	51	26.42	36	27.91	87	27.02	89	23.48	40	26.14	129	24.25	216	25.29	28	29.47	21	19.81	49	24.38	43	19.11	37	27.01	80	22.1	129	22.91			
STRONGLY AGREE	117	60.62	81	62.79	198	61.49	220	58.05	97	63.4	317	59.59	515	60.3	57	60	68	64.15	125	62.19	147	65.33	75	57.74	222	61.33	347	61.63			
Total (BL)	168	87.04	117	90.7	285	88.51	309	81.53	137	89.54	446	83.84	731	85.59	85	89.47	89	83.96	174	86.57	190	84.44	112	84.75	302	83.43	476	84.54			

ENDLINE

[illegible]

[illegible]

BASELINE

Categories	SUZA/TREATMENT														LINYANGWA/CONTROL																
	Male							Female							Male							Female									
	14-Oct		15-19		Overall Male			14-Oct		15-19		Overall Female			Overall		14-Oct		15-19		Overall Male			14-Oct		15-19		Overall Female			Overall
AGREE	37	19.17	23	17.83	60	18.63	76	20.05	23	17.83	111	20.86	171	20.02	21	22.11	15	14.15	36	17.91	53	23.56	34	24.82	87	24.03	123	21.85			
STRONGLY AGREE	135	69.95	93	72.09	228	70.81	234	61.74	93	72.09	329	61.84	557	65.22	60	63.16	76	71.7	136	67.66	139	61.78	89	64.96	228	62.98	364	64.65			
Total (BL)	172	89.12	116	89.92	288	89.44	310	81.79	116	89.92	440	82.7	728	85.24	81	85.27	91	85.85	172	85.57	192	85.34	123	89.78	315	87.01	487	86.5			

LD-9: Whether learners are able and confident that they can say no to their friends if they want them to go to places which are not safe for them or can negatively affect their education

BASELINE

Categories	SUZA/TREATMENT														LINYANGWA/CONTROL														
	Male							Female							Male							Female							
	14-Oct		15-19		Overall Male			14-Oct		15-19		Overall Female			Overall	14-Oct		15-19		Overall Male			14-Oct		15-19		Overall Female		
AGREE	37	19.17	21	16.28	58	18.01	77	20.32	28	18.3	105	19.74	163	19.09	16	16.84	16	15.09	32	15.92	44	19.56	36	26.28	80	22.1	112	19.89	
STRONGLY AGREE	136	70.47	94	72.87	230	71.43	249	65.7	106	69.28	355	66.73	585	68.5	63	66.32	75	70.75	138	68.66	147	65.33	91	66.42	238	65.75	376	66.79	
Total (BL)	173	89.64	115	89.15	288	89.44	326	86.02	134	87.58	460	86.47	748	87.59	79	83.16	91	85.84	170	84.58	191	84.89	127	92.7	318	87.85	488	86.68	

ENDLINE

Categories	SUZA/TREATMENT													LINYANGWA/CONTROL													OVERALL COMPARISON	
	Male						Female							Male						Female								
	14-Oct		15-19		Overall Male		14-Oct		15-19		Overall Female		TREATMENT OVERALL	14-Oct		15-19		Overall Male		14-Oct		15-19		Overall Female				
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
AGREE	58	56.86	52	33.99	110	43.14	88	44	74	43.02	162	43.55	272	43.38	14	31.11	31	28.44	45	29.22	33	39.76	76	44.44	109	42.91	154	37.75
STRONGLY AGREE	36	35.29	92	60.13	128	50.2	84	42	86	50	170	45.7	298	47.53	26	57.78	69	63.3	95	61.69	46	55.42	82	47.95	128	50.39	223	54.66
Total (EL)	94	92.15	144	94.12	238	93.34	172	86	160	93.02	332	89.25	570	90.91	40	88.89	100	91.74	140	90.91	79	95.18	158	92.39	237	93.3	377	92.41
DiD Estimator							-																					
	-3.22		-0.93		-2.43		10.31		5.75		-2.67		-2.41															

Gender based violence domain tables

V1: Whether girls do not go to school when they are menstruating because of fear of being bullied by boys

	BASELINE																											
	TREATMENT														COMPARISON/CONTROL													
Categories	Male							Female							Male							Female						
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall		10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%	n	%	n	%	n	%	n	%	n	%
TRUE	98	50.78	54	41.86	152	47.2	158	41.69	617	39.87	2197	41.17	371	43.44	36	37.89	41	38.68	771	38.31	682	30.22	455	32.85	1132	31.22	190	33.75
FALSE	86	44.56	72	55.81	158	49.07	211	55.67	918	59.48	3027	56.77	460	53.86	53	55.79	65	61.32	118	58.71	153	68	92	67.15	2458	67.68	363	64.48
	ENDLINE																											
Categories	Male							Female							Male							Female						
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall		10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%	n	%	n	%	n	%	n	%	n	%

TRUE	3 7	36.2 7	4 9	32.0 4	86	33.7 3	76	38	37	21.5 1	113	30.3 8	19 9	31.7 4	1 2	26.6 7	3 3	30.2 8	45	29.2 2	24	28.9 2	32	18.7 1	56	22.0 5	10 1	24.7 5
FALSE	6 4	62.7 5	9 5	62.0 9	15 9	62.3 5	11 9	59.5	13 4	77.9 1	253	68.0 1	41 2	65.7 1	2 9	64.4 4	7 4	67.8 9	10 3	66.8 8	59	71.0 8	13 9	81.2 9	198	77.9 5	30 1	73.7 7
DiD estimator		9.54		- 0.29		5.11		0.75		4.29		0.97		2.56														

V2: Whether girls who have given birth do not return to school out of fear of being abused by fellow girls, boys and teachers

BASELINE																												
	TREATMENT														COMPARISON/CONTROL													
Categori es	Male						Female								Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall		10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
TRUE	92	47.67	75	58.14	167	51.86	195	51.45	85	55.56	280	52.63	447	52.34	53	55.79	58	54.72	111	55.22	94	41.78	74	54.01	168	46.41	279	49.56
FALSE	101	52.33	53	41.09	154	47.83	183	48.28	68	44.44	251	47.18	405	47.42	42	44.21	48	45.28	90	44.78	129	57.33	63	45.99	192	53.04	282	50.09

END-LINE																												
Categories	Male						Female								Male						Female							
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall		10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall	
	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
TRUE	45	44.12	64	41.83	109	42.75	86	43	71	41.28	157	42.27	266	42.66	23	51.11	53	48.62	76	49.35	40	48.19	71	41.52	111	43.71	187	45.83
FALSE	56	54.9	89	58.17	145	56.86	112	56	101	56.72	213	57.26	358	57.18	22	48.89	56	51.38	78	50.65	43	51.81	97	56.73	140	55.12	218	53.43
DiD estimator		-2.11		10.98		3.16		13.24		1.54		8		6.34														

V3: Whether someone insults a boy, he has to defend his reputation by fighting back

BASELINE

Categories	TREATMENT												COMPARISON/CONTROL															
	Male						Female						Male						Female									
	14-Oct		15-19		Overall Male		14-Oct		15-19		Overall Female		Overall		14-Oct		15-19		Overall Male		14-Oct		15-19		Overall Female		Overall	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
DISAGREE	70	36.27	45	34.88	115	35.71	132	34.83	60	39.22	192	36.09	307	35.95	28	29.47	25	23.58	53	26.37	84	37.33	44	32.12	128	35.36	181	32.15
STRONGLY DISAGREE	61	31.61	50	38.76	11	34.47	101	26.65	38	24.84	139	26.13	250	29.27	35	36.84	43	40.57	78	38.81	66	29.33	34	24.82	100	27.62	178	31.62

Total (BL)	13	67.8	9	73.6	22	70.1	23	61.4	9	64.0	331	62.22	55	65.2	6	66.3	6	64.1	13	65.1	15	66.6	7	56.9	228	62.98	35	63.7
	1	8	5	4	6	8	3	8	8	6			7	2	3	1	8	5	1	8	0	6	8	4			9	7

END-LINE

Categories	TREATMENT												COMPARISON/CONTROL															
	Male						Female						Male						Female									
	14-Oct		15-19		Overall Male		14-Oct		15-19		Overall Female		Overall		14-Oct		15-19		Overall Male		14-Oct		15-19		Overall Female		Overall	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
DISAGREE	2	1.96	3	1.96	5	1.96	7	3.5	1	0.56	8	2.15	35	55.82	1	2.22	1	0.92	2	1.3	1	1.2	1	0.58	2	0.79	23	57.11
STRONGLY DISAGREE	59	57.84	8	55.56	14	56.47	11	55.51	9	55.23	206	55.38	86	13.72	2	55.55	6	55.00	85	55.19	50	60.24	9	57.38	148	58.27	58	14.22
Total (EL)	61	59.8	8	57.58	14	58.49	11	59	9	55.76	214	57.53	43	69.56	2	57.78	6	55.91	87	56.49	51	61.44	9	57.89	150	59.06	29	71.33
DiD Estimator	0.45		-		-		2.74		-		-0.77		-		3.24													
			7.94		3.06				9.22																			

V4: Whether violence is a natural reaction for boys – it is something they cannot control

Categories	TREATMENT												COMPARISON/CONTROL															
	Male						Female						Male						Female									
	14-Oct		15-19		Overall Male		14-Oct		15-19		Overall Female		Overall		14-Oct		15-19		Overall Male		14-Oct		15-19		Overall Female		Overall	
	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%	n	%	n	%	n	%
STRONGLY AGREE	43	22.28	28	21.71	71	22.05	93	24.54	54	35.29	147	27.63	21	25.58	21	22.11	24	22.64	45	22.39	55	24.44	36	26.28	91	25.14	13	24.16

AGREE	34	17.6 2	16	12.4	50	15.5 3	71	18.7 3	23	15.0 3	94	17.67	14 4	16.8 6	13	13.6 8	11	10.3 8	24	11.9 4	43	19.1 1	28	20.4 4	71	19.61	95	16.8 7
Total (BL)	77	39.9	44	34.1 1	12 1	37.5 8	16 4	43.2 7	77	50.3 2	241	45.3	36 2	42.3 9	34	35.7 9	35	33.0 2	69	34.3 3	98	43.5 5	64	46.7 2	162	44.75	23 1	41.0 3
DISAGREE	51	26.4 2	42	32.5 6	93	28.8 8	12 4	32.7 2	46	30.0 7	170	31.95	26 3	30.8	31	32.6 3	24	22.6 4	55	27.3 6	65	28.8 9	39	28.4 7	104	28.73	15 9	28.2 4
STRONGLY DISAGREE	65	33.6 8	39	30.2 3	10 4	32.3	84	22.1 6	28	18.3	112	21.05	21 6	25.2 9	26	27.3 7	43	40.5 7	69	34.3 3	57	25.3 3	29	21.1 7	86	23.76	15 5	27.5 3
Total (BL)	11 6	60.1	81	62.7 9	19 7	61.1 8	20 8	54.8 8	74	48.3 7	282	53	47 9	56.0 9	57	60	67	63.2 1	12 4	61.6 9	12 2	54.2 2	68	49.6 4	190	52.49	31 4	55.7 7

END-LINE

[illegible]

V5: Whether boys bullied or teased any girls during the last school session

	BASELINE
1. What is the current status of the project?	
2. What are the key challenges or risks?	
3. How do you plan to address these challenges?	
4. What resources are required?	
5. What is the timeline for completion?	
6. How will progress be monitored?	
7. What is the expected outcome?	
8. Are there any dependencies?	
9. How will communication be managed?	
10. What is the budget for the project?	

	TREATMENT														COMPARISON/CONTROL													
Categories	Male							Female							Male							Female						
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall TREATMENT		10-14		15-19		Overall Male		10-14		15-19		Overall Female		Overall COMPARISON	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Yes	27	13.99	21	16.28	48	14.91	0	0	0	0	0	0	48	14.91	15	15.79	8	7.55	23	11.44	0	0	0	0	0	0	23	11.44
No	166	86.01	108	83.72	274	85.09	0	0	0	0	0	0	274	85.09	80	84.21	98	92.45	178	88.56	0	0	0	0	0	0	178	88.56
ENDLINE																												
Categories	Male							Female							Male							Female						
	10-14		15-19		Overall Male		10-14		15-19		Overall Female		OVERALL TREATMENT		10-14		15-19		Overall Male		10-14		15-19		Overall Female		OVERALL COMPARISON	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Yes	8	7.84	16	10.46	24	9.41	0	0	0	0	0	0	24	9.41	3	6.67	7	6.42	10	6.49	0	0	0	0	0	0	10	6.49
No	93	91.18	135	88.24	228	89.41	0	0	0	0	0	0	228	89.41	42	93.33	102	93.58	144	93.51	0	0	0	0	0	0	144	93.51
DiD estimator		-3.95		3.39		-0.63		0		0		0		-0.629														

V6: Whether there are times when a girl deserves to be beaten

BASELINE																										
	Treatment/Project													Comparison/Control												
Categories	Male						Female							Male						Female						
	10-14		15-19		Overall		10-14		15-19		Overall		Treatment Overall	10-14		15-19		Overall		10-14		15-19		Overall		Control Overall
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%

STRONGLY AGREE	61	31.61	33	25.58	94	29.19	135	35.62	50	32.68	185	34.77	279	32.67	30	31.58	33	31.13	63	31.34	87	38.67	45	32.85	132	36.46	195	34.64
AGREE	50	25.91	32	24.81	82	25.47	126	33.25	47	30.72	173	32.52	255	29.86	2	29.47	1	17.92	47	23.38	74	32.89	43	31.39	117	32.32	164	29.13
Total (BL)	111	57.52	65	50.39	176	54.66	261	68.87	97	63.4	358	67.29	534	62.53	58	61.05	52	49.05	110	54.72	161	71.56	88	64.24	249	68.78	359	63.77
DISAGREE	41	21.24	39	30.23	80	24.84	72	19	37	24.18	109	20.49	80	24.84	14	14.74	22	20.75	36	17.91	33	14.67	22	16.06	55	15.19	91	16.16
STRONGLY DISAGREE	37	19.17	22	17.05	59	18.32	36	9.5	16	10.46	52	9.77	59	18.32	18	18.95	29	27.36	47	23.38	20	8.89	20	14.6	40	11.05	87	15.45
Total (BL)	78	40.41	61	47.28	139	43.16	108	28.5	53	34.64	161	30.26	139	43.16	32	33.69	51	48.11	83	41.29	53	23.56	42	30.66	95	26.24	178	31.61

ENDLINE

	Male						Female							Male						Female								
	10-14		15-19		Overall		10-14		15-19		Overall		Treatment Overall		10-14		15-19		Overall		10-14		15-19		Overall		Control Overall	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
STRONGLY AGREE	17	16.67	32	20.92	49	19.22	41	20.5	41	23.84	82	22.04	131	20.89	10	22.22	16	14.68	26	16.88	20	24.1	38	22.22	58	22.83	84	20.59
AGREE	36	35.29	46	30.07	82	32.16	95	47.5	85	49.42	180	48.39	262	41.79	22	48.89	48	44.04	70	45.45	46	55.42	93	54.39	139	54.72	209	51.23
Total (EL)	53	51.96	78	50.99	131	51.38	136	68	126	73.26	262	70.43	393	62.68	32	71.11	64	58.72	96	62.33	66	79.52	131	76.61	197	77.55	293	71.82
DISAGREE	42	41.18	64	41.83	106	41.57	49	24.5	34	19.77	83	22.31	189	30.14	9	20	29	26.21	38	24.68	16	19.28	32	18.71	48	18.9	86	21.08
STRONGLY DISAGREE	2	1.96	6	3.92	8	3.14	9	4.5	7	4.07	16	4.3	24	3.83	3	6.67	11	10.09	14	9.09	1	1.2	4	2.34	5	1.97	19	4.66
Total (EL)	44	43.14	70	45.75	114	44.71	58	29	41	23.84	99	26.61	213	33.97	12	26.67	40	36.3	52	33.77	17	20.48	36	21.05	53	20.87	105	25.74
DiD Estimator																												

	NO	28	27.45	76	49.67	104	40.78	26	13	35	20.35	61	16.4	165	26.32	6	13.33	50	45.87	56	36.36	17	20.48	39	22.81	56	22.05	112	27.45
	DiD Estimator		-3.36		-7.4		-7.24		10.48		-3.88		5.12		0.1														
	D) If she is rude to parents																												
Baseline	YES	172	89.12	105	81.4	277	86.02	338	89.18	142	92.81	480	90.23	757	88.64	77	81.05	72	67.92	149	74.13	200	88.89	115	83.94	315	87.02	464	82.42
	NO	21	10.88	23	17.83	44	13.66	41	10.82	11	7.19	52	9.77	96	11.24	18	18.95	33	31.13	51	25.37	25	11.11	21	15.33	46	12.71	97	17.23
Endline	YES	88	86.27	107	69.93	195	76.47	179	89.5	147	85.47	326	87.63	521	83.09	42	93.33	77	70.64	119	77.27	71	85.54	141	82.46	212	83.46	331	81.13
	NO	14	13.73	45	29.41	59	23.14	21	10.5	25	14.53	46	12.37	105	16.75	3	6.67	31	28.44	34	22.08	12	14.46	30	17.54	42	16.54	76	18.63
	DiD Estimator		-5.13		-4.19		-2.69		3.67		-5.86		0.96		-4.26														
	E) If she burns the food																												
Baseline	YES	37	19.17	24	18.6	61	18.94	165	43.54	65	42.48	230	43.23	291	34.07	23	24.21	24	22.64	47	23.38	87	38.67	61	44.53	148	40.88	195	34.64
	NO	156	80.83	105	81.4	261	81.06	213	56.2	87	56.86	300	56.39	561	65.69	71	74.74	82	77.36	153	76.12	138	61.33	76	55.47	214	59.12	367	65.19
Endline	YES	19	18.63	18	11.76	37	14.51	80	40	54	31.4	134	36.02	171	27.27	11	24.44	18	16.51	29	18.83	29	34.94	61	35.67	90	35.43	119	29.17
	NO	81	79.41	135	88.24	216	84.71	119	59.5	117	68.02	236	63.44	452	72.09	34	75.56	91	83.49	125	81.17	54	65.06	110	64.33	164	64.57	289	70.83
	DiD Estimator		-0.77		-0.71		0.12		0.19		-2.22		-.76		-1.33														
	F) If she tells lies																												
Baseline	YES	119	61.66	60	46.51	179	55.59	274	72.3	108	70.59	382	71.8	561	65.69	54	56.84	46	43.4	100	49.75	159	70.67	90	65.69	249	68.78	349	61.99
	NO	74	38.34	68	52.71	142	44.1	105	27.7	45	29.41	150	28.2	292	34.19	41	43.16	59	55.66	100	49.75	66	29.33	47	34.31	113	31.22	213	37.83
Endline	YES	54	52.94	71	46.41	125	49.02	138	69	106	61.63	244	65.59	369	58.85	25	55.56	48	44.04	73	47.4	55	66.27	92	53.8	147	57.87	220	53.92
	NO	47	46.08	81	52.94	128	50.2	60	30	66	38.37	126	33.87	254	40.51	20	44.44	60	55.05	80	51.95	27	32.53	79	46.2	106	41.73	186	45.59
	DiD Estimator		-7.44		-0.74		-4.22		1.1		2.93		4.7		1.23														
	G) If she makes fun of boys																												
Baseline	YES	99	51.3	50	38.76	149	46.27	232	61.21	96	62.75	328	61.65	477	55.85	44	46.32	45	42.45	89	44.28	137	60.89	75	54.74	212	58.56	301	53.46
	NO	93	48.19	78	60.47	171	53.11	143	37.73	55	35.95	198	37.22	369	43.21	51	53.68	61	57.55	112	55.72	88	39.11	62	45.26	150	41.44	262	46.54

Endline	YES	54	52.94	56	36.6	110	43.14	121	60.5	102	59.3	223	59.95	333	53.11	22	48.89	39	35.78	61	39.61	51	61.45	81	47.37	132	51.97	193	47.3
	NO	47	46.08	96	62.75	143	56.08	73	36.5	68	39.53	141	37.9	284	45.3	23	51.11	69	63.3	92	59.74	31	37.35	88	51.46	119	46.85	211	51.72
	DiD Estimator		-0.93		4.51		1.54		-1.27		3.92		4.89		3.42														
H) if she is in a boy/girl relationship																													
Baseline	YES	115	59.59	60	46.51	175	54.35	261	68.87	104	67.97	365	68.61	540	63.23	59	62.11	47	44.34	106	52.74	173	76.89	90	65.69	263	72.65	369	65.54
	NO	77	39.9	69	53.49	146	45.34	115	30.34	49	32.03	164	30.83	310	36.3	36	37.89	58	54.72	94	46.77	52	23.11	45	32.85	97	26.8	191	33.93
End line	YES	51	50	58	37.91	109	42.75	134	67	100	58.14	234	62.9	343	54.7	30	66.67	37	33.94	67	43.51	58	69.88	99	57.89	157	61.81	224	54.9
	NO	50	49.02	94	61.44	144	56.47	62	31	71	41.28	133	35.75	277	44.18	15	33.33	72	66.06	87	56.49	24	28.92	71	41.52	95	37.4	182	44.61
	DiD Estimator		-4.15		1.8		-2.37		5.14		-2.03		5.13		2.11														
I) if she does not speak well to elders																													
Baseline	YES	169	87.56	101	78.29	270	83.85	333	87.86	134	87.58	467	87.78	737	86.3	77	81.05	73	68.87	150	74.63	190	84.44	110	80.29	300	82.87	450	79.93
	NO	24	12.44	28	21.71	52	26.15	46	12.14	19	12.42	65	12.22	117	13.7	18	18.95	33	31.13	51	25.37	35	15.56	27	19.71	62	17.13	113	20.07
End line	YES	87	85.29	119	77.78	206	80.78	181	90.5	146	84.88	327	87.9	533	85.01	41	91.11	76	69.72	117	75.97	72	86.75	143	83.63	215	84.65	332	81.37
	NO	15	14.71	34	22.22	49	19.22	18	9	26	15.12	44	11.83	93	14.83	4	8.89	33	30.28	37	24.03	11	13.25	28	16.37	39	15.35	76	18.63
	DiD Estimator		-2.33		-1.36		-4.41		0.33		-6.04		-6.6		-2.73														
J) if she refuses to obey a sexual command from a boy or older man																													
Baseline	YES	10	5.18	10	7.75	20	6.21	31	8.97	14	9.15	48	9.02	68	7.96	12	12.63	4	3.77	16	7.96	24	10.67	18	13.14	42	11.6	58	10.3
	NO	182	94.3	119	92.25	301	93.48	343	90.5	136	88.89	479	90.04	780	91.33	83	87.37	101	95.28	184	91.54	200	88.89	119	86.86	319	88.12	503	89.34
Endline	YES	6	5.88	5	3.27	11	4.31	21	6.95	5	2.91	20	5.38	31	4.94	0	0	4	3.67	4	2.6	2	2.41	9	5.26	11	4.33	15	3.68
	NO	94	92.16	147	96.08	241	94.51	278	92.05	167	97.09	351	94.35	592	94.42	44	97.78	105	96.33	149	96.75	80	96.39	160	93.57	240	94.49	389	95.34
	DiD Estimator		13.33		-4.38		3.46		6.24		1.64		3.63		3.6														
K) if she fails exams																													
Baseline	YES	43	22.28	21	16.28	64	19.88	146	38.52	61	39.87	207	38.91	271	31.73	24	25.26	21	19.81	45	22.39	88	39.11	55	40.15	143	39.5	188	33.39
	NO	149	77.2	106	82.17	255	79.19	233	61.48	92	60.13	325	61.09	580	67.92	71	74.74	85	80.19	156	77.61	136	60.44	80	58.39	216	59.67	372	66.07

Endline	YES	18	17.65	22	14.38	40	15.69	70	35	50	29.07	120	32.26	160	25.52	7	15.56	14	12.84	21	13.64	33	39.76	63	36.84	96	37.8	117	28.68
	NO	83	81.37	130	84.97	213	83.53	128	64	121	70.35	249	66.94	462	73.68	38	84.44	95	87.16	133	86.36	50	60.24	108	63.16	158	62.2	291	71.32
	DiD Estimator		5.07		5.07		4.56		-4.17		-7.49		-95		-1.5														
	L) if she breaks home rules																												
Baseline	YES	131	67.88	65	50.39	196	60.87	282	74.41	121	79.08	403	75.75	599	70.14	67	70.53	52	49.06	119	59.2	160	71.11	97	70.8	257	70.99	376	66.79
	NO	62	32.12	64	49.61	126	39.13	95	25.07	32	20.92	127	23.87	253	29.63	28	29.47	54	50.94	82	40.8	65	28.89	40	29.2	105	29.01	187	33.21
Endline	YES	56	54.9	71	46.41	127	49.8	152	76	120	69.77	272	73.12	399	63.64	25	55.56	46	42.2	71	46.1	57	68.67	109	63.74	166	65.35	237	58.09
	NO	46	45.1	81	52.94	127	49.8	45	22.5	51	29.65	96	25.81	223	35.57	20	44.44	63	57.8	83	53.9	26	31.33	61	35.67	87	34.25	170	41.67
	DiD Estimator		1.99		2.88		2.03		4.03		-2.25		3.01		2.2														
	M) if she is found with a boy at night																												
Baseline	YES	172	89.12	112	86.82	284	88.2	355	93.67	148	96.73	503	94.55	787	92.15	88	92.63	79	74.53	167	83.08	210	93.33	121	88.32	331	91.44	498	88.45
	NO	21	10.88	17	13.18	38	11.8	24	6.33	4	2.61	28	5.26	66	7.73	7	7.37	26	24.53	33	16.42	15	6.67	16	11.68	31	8.56	64	11.37
Endline	YES	85	83.33	111	72.55	196	76.86	180	94.5	156	90.7	345	92.74	541	86.28	41	91.11	77	70.64	118	76.62	79	95.18	156	91.23	235	92.52	353	86.52
	NO	15	14.71	41	26.8	56	21.96	11	5.5	16	9.3	27	7.26	83	13.24	4	8.89	31	28.44	35	22.73	3	3.61	13	7.6	16	6.3	51	12.5
	DiD Estimator		-4.27		-0.38		-4.88		-1.02		-8.94		-89		-3.94														
	N) If she wears trousers																												
Baseline	YES	53	27.46	24	18.6	77	23.91	128	33.77	49	32.03	177	33.27	254	29.74	25	26.32	23	21.7	48	23.88	78	34.67	46	33.58	124	34.25	172	30.55
	NO	138	71.5	105	81.4	243	75.47	250	65.96	103	67.32	353	66.35	56	69.79	70	73.68	82	77.36	152	75.62	145	64.44	91	66.42	236	65.19	388	68.92
Endline	YES	18	17.65	20	13.07	38	14.9	65	32.5	35	20.35	100	26.88	138	22.01	15	33.33	16	14.68	31	20.13	22	26.51	44	25.73	66	25.98	97	23.77
	NO	84	82.35	132	86.27	216	84.71	134	67	134	77.91	268	72.04	484	77.19	30	66.67	91	83.49	121	78.57	59	71.08	125	73.1	184	72.44	305	74.75
	DiD Estimator		-16.82		1.49		-5.26		6.89		-3.83		1.88		-0.95														

Division of Labour

DL-1: Perceptions, Practices and Behaviours of Division of Labour at Household Level

3	Indicator		Baseline											
		Categories	Suza						Linyangwa					
			Boys			Girls			Boys			Girls		
			10-14	15-19	Overall	10-14	15-19	Overall	10-14	15-19	Overall	10-14	15-19	Overall
Sweeping should be done by?	Only girls	40	34	38	68	50	62	42	32	37	62	55	59	
	Only boys	4	1	2	2	1	2	8	4	6	3	1	2	
	Both boys and girls	53	62	57	29	47	34	45	58	52	33	41	36	
Cooking should be done?	Only girls	49	33	42	69	46	62	56	45	50	70	61	66	
	Only boys	1	0	0	1	0	1	1	0	1	0	0	0	
	Both boys and girls	42	60	49	24	46	30	39	48	44	27	37	31	
Drawing water should be done?	Only girls	43	33	39	63	46	58	44	39	41	66	58	63	
	Only boys	2	1	2	1	0	1	4	1	2	0	0	0	
	Both boys and girls	50	64	55	35	50	39	48	55	52	31	38	34	
Herding cattle should be done by?	Only girls	2	1	1	1	2	2	2	1	1	0	2	1	
	Only boys	80	71	76	84	82	83	83	76	80	90	81	87	
	Both boys and girls	15	22	18	9	9	9	12	18	15	7	12	9	
Earning money for the household should be done by?	Only girls	0	0	0	1	0	0	0	24	0	1	0	1	
	Only boys	22	26	23	29	26	28	25	0	24	31	42	35	
	Both boys and girls	8	12	9	6	11	7	6	10	8	5	4	4	
	Parents/guardians	69	60	66	64	61	63	68	66	67	64	55	60	

Endline

		Suza	Linyangwa
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		Boys			Girls			Boys			Girls		
		10-14	15-19	Overall	10-14	15-19	Overall	10-14	15-19	Overall	10-14	15-19	Overall
Sweeping should be done by?	Only girls	14	19	17	35	31	33	31	31	31	48	46	46
	Only boys	3	1	2	3	3	3	0	0	0	0	2	2
	Both boys and girls	81	79	80	60	65	62	67	66	66	51	50	50
Qf2. Cooking should be done?	Only girls	21	20	20	33	35	34	47	41	43	57	57	57
	Only boys	1	0	0	1	1	1	0	0	0	1	0	0
	Both boys and girls	72	76	75	59	64	61	47	54	52	37	37	37
Drawing water should be done?	Only girls	14	18	17	36	30	33	40	32	35	55	53	54
	Only boys	2	1	1	1	1	1	4	1	2	1	1	1
	Both boys and girls	82	81	82	62	69	65	53	64	61	43	44	44
Herding cattle should be done by?	Only girls	1	1	1	2	3	3	7	1	3	0	2	2
	Only boys	56	48	51	63	69	66	87	66	72	84	78	80
	Both boys and girls	33	41	38	26	24	27	4	24	18	10	15	13
Earning money for the household should be done by?	Only girls	1	1	1	1	0	1	0	0	0	2	0	1
	Only boys	10	9	9	9	14	11	13	6	8	12	14	13
	Both boys and girls	11	17	15	6	7	6	7	5	5	0	5	3
	Parents/guardians	78	71	74	83	78	81	80	89	86	82	80	81

Sexual relationships and reproductive health practices and behaviours

Indicator	Categories	Baseline											
		Suza						Linyangwa					
		Boys			Girls			Boys			Girls		
		10-14	15-19	Overall	10-14	15-19	Overall	10-14	15-19	Overall	10-14	15-19	Overall
It is alright for boys and girls to date	True	52	57	54	54	55	54	49	56	53	36	48	40
It is alright for boys and girls to kiss	True	35	36	36	31	27	30	38	33	35	17	24	20
It is alright for boys and girls to touch each other in private areas without consent	False	83	84	84	83	88	84	85	77	81	93	90	92
It is alright for a boy and girl to have sex if they love each other	False	42	47	44	52	56	53	47	43	45	73	69	72
It is possible for girls to remain virgins until they marry	True	58	64	60	58	73	62	48	59	54	68	66	67
A girl can refuse to have sex with someone who is not prepared to use a condom	True	78	89	83	74	77	75	71	73	72	76	78	77
A boy or girl can refuse to have sex with someone	True	77	89	82	72	72	72	66	73	70	71	63	68

who is not prepared to use a condom													
A girl can fall pregnant at first sexual intercourse	True	57	85	68	68	75	70	57	77	68	71	80	74
A condom can effectively prevent pregnancy and STIs?	True	93	93	93	88	92	89	95	92	94	92	91	92
A condom can disappear in a girl's body?	False	67	75	71	59	50	57	74	67	70	57	48	54
It is a must for boys and girls to have sex if they have sexual feelings in their body	False	59	61	60	57	65	54	56	57	56	80	68	75
It is normal for girls to menstruate when they reach puberty	True	87	95	90	89	94	90	81	95	89	93	96	94
It is normal for boys to have wet dreams when they reach puberty	True	86	94	89	84	95	87	83	94	89	84	91	87
Can you reduce the risk of HIV and STI by visiting STI and HIV clinics?	True	89	97	92	79	87	81	84	88	86	83	90	85
Can the risk of HIV transmission on be reduced by consistently and correctly use of condom	Yes	81	76	79	71	81	74	74	76	75	78	78	78

Can the risk of HIV transmission be reduced by having sex with only one uninfected partner who has no other partners?	Yes	85	85	85	74	79	76	81	85	83	78	81	79
Can the risk of HIV transmission be reduced by consistently and correctly using a condom during sex?	Yes	90	90	90	79	81	80	89	92	91	86	85	85
Can a person get HIV by sharing his food?	No	95	96	96	96	92	95	98	92	95	96	95	96
Can a healthy-looking person have HIV?	Yes	74	85	78	70	77	72	71	82	77	71	76	75
Can a person get HIV from mosquito bites?	No	76	77	76	77	76	77	72	76	74	82	86	84
Do young people have a right to decide on their sex life?	Yes	41	51	45	46	44	45	37	51	44	34	45	38
Do young people have a right to decide when to start having sex?	Yes	69	81	74	59	68	62	67	79	74	54	64	57
Do young people have a right to decide when to have sex?	Yes	52	61	56	48	49	49	67	58	63	47	49	48

Do young people have a right to decide with who to have sex?	Yes	72	80	75	64	75	67	78	77	78	78	68	67
Have your friends visited a health centre for SRH services?	Yes	23	42	30	20	31	23	28	29	29	18	19	18
Have you ever visited a health care provider for SRHR services?	Yes	9	32	18	6	12	8	11	17	14	6	4	5
Have you ever used any of the above family planning method in the past twelve months?	Yes	17	35	25	9	35	10	7	28	19	5	16	9

		Endline											
		Suza						Linyangwa					
		Boys			Girls			Boys			Girls		
		10-14	15-19	Overall	10-14	15-19	Overall	10-14	15-19	Overall	10-14	15-19	Overall
It Is alright for boys and girls to date	TRUE	62	67	65	62	66	64	67	69	68	66	61	63
It is alright for boys and girls to kiss	TRUE	25	42	36	40	29	34	51	42	45	36	31	33
It is alright for boys and girls to touch each other	FALSE	88	78	82	85	83	84	84	75	78	86	85	85

in private areas without consent													
It is alright for a boy and girl to have sex if the y love each other	FALSE	44	39	41	46	50	48	40	41	41	54	58	57
It is possible for girls to remain virgins until they marry	TRUE	66	69	67	65	72	68	51	69	64	61	75	71
A girl can refuse to have sex with someone who is not prepared to use a condom	TRUE	86	88	87	84	88	86	89	92	91	86	89	88
A boy or girl can refuse to have sex with someone who is not prepared to use a condom	TRUE	75	82	79	73	77	75	82	84	84	77	77	77
A girl can fall pregnant at first sexual intercourse	TRUE	71	76	74	64	64	73	78	83	81	71	88	82
A condom can effectively prevent pregnancy and STIs?	TRUE	88	91	90	85	91	88	80	93	89	87	91	90
A condom can disappear in a girl's body?	FALSE	52	52	52	53	37	46	62	47	55	51	35	39
It is a must for boys and girls to have sex if they	FALSE	46	47	47	49	49	49	44	49	47	57	54	55

have sexual feelings in their body													
It is normal for girls to menstruate when they reach puberty?	TRUE	93	97	95	95	99	37	96	95	95	98	99	99
It is normal for boys to have wet dreams when they reach puberty?	TRUE	85	95	91	86	94	89	89	94	92	86	95	92
Can you reduce the risk of HIV and STI by visiting STI and HIV clinics?	TRUE	92	93	93	80	92	85	89	94	92	87	87	87
Can the risk of HIV transmission on be reduced by consistently and correctly use of condom?	YES	82	81	82	83	83	83	82	85	84	76	77	77
Can the risk of HIV transmission be reduced by having sex with only one uninfected partner who has no other partners?	YES	90	90	90	80	87	83	84	92	90	76	87	83
Can the risk of HIV transmission be reduced by consistently and correctly using a condom during sex?	YES	91	90	91	85	84	85	84	91	89	87	82	84

Can a person get HIV by sharing his food?	NO	94	93	94	96	94	95	96	94	94	99	95	96
Can a healthy-looking person have HIV?	YES	79	86	83	77	88	82	89	87	88	83	82	83
Can a person get HIV from mosquito bites?	NO	82	79	80	82	80	81	82	81	81	89	77	81
Do young people have a right to decide on their sex life?	YES	44	58	53	45	61	52	38	61	54	48	50	50
Do young people have a right to decide when to start having sex?	YES	75	83	80	64	81	72	67	81	77	72	77	75
Do young people have a right to decide when to have sex?	YES	71	74	73	63	74	68	67	76	73	59	70	66
Do young people have a right to decide with who to have sex?	YES	77	77	84	77	82	79	84	90	88	82	80	80
Have your friends visited a health centre for SRH services?	YES	21	50	38	21	31	26	22	37	32	27	32	30
Have you ever visited a health care provider for SRHR services?	YES	4	20	14	5	9	7	7	14	12	4	9	7
Have you ever used any of the above family planning method in the past twelve months?	YES	4	32	21	1	9	5	6	35	27	4	10	8

