

PLAN PPA2 / BUILDING SKILLS 4 LIFE
YEAR 3 FORMATIVE REVIEW (Y3FR)
GLOBAL REPORT



Plan

Prepared by:

Gwendolyn Heaner, PhD (Lead Global/Qualitative Consultant)



GK CONSULTING

Mandy Littlewood (Global Quantitative Consultant)



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Executive Summary

Overview: The goal of the Programme Partnership Agreement 2 (PPA2) is for adolescent girls to enrol and complete quality lower secondary education; it is a specific programme within the broader Building Skills 4 Life (BS4L) Programme, beginning in 2011. PPA2 targets 9 countries, working through country offices and local implementing partners in Cambodia, El Salvador, Kenya, Malawi, Mali, Pakistan, Rwanda, Sierra Leone, and Zimbabwe.

The Year 3 Formative Review (Y3FR) involves three key elements: 1) Full final project end formative review for Sierra Leone and El Salvador; 2) Progress review and programmatic recommendations for seven extension countries; 3) Baseline data collection and analyses of baseline situation for three new indicators that will be used to measure progress in the extension phase (April 2014 – March 2016).

Both qualitative and quantitative research was conducted in two sampled communities per country, implementing the same research design as was utilised for baseline and mid-term evaluation (MTE) with some changes.

There are important limitations in the methodology; the results of the three survey waves need to be considered as three cohorts of respondents. We cannot refer to changing attitudes or opinions but instead need to present the findings and think about the findings in terms of the different or similar views expressed by the different cohorts interviewed at the different stages. Although comparing the views of adults and adolescents at different stages can indicate something about the progress and impact of the programme, it is important to note that some changes may be due to differences in the sample of people interviewed at the three stages. During the report, where we believe that there are clear sampling/design effects we have highlighted these. Also, we rely heavily on qualitative data in assessing change over time in order to make insightful and actionable observations.

Outcome Indicators: Overall, there are positive changes for all measures since baseline except Outcome 3 (retention) and Specific Outcome A3*.

Table 1: Logframe Specific Outcome Indicator Values measured in Y3FR; Quantitative only

Outcome	Indicator	Y3FR	MTE	Baseline
Outcome 1	% of adolescent girls current in school in operational areas	83%	83%	77%
Outcome 3	Indicative retention rate (year 7, 8) in targeted schools (excluding Pakistan)	78%	83%	84%
Outcome 4	Gender parity rate (girls : boys) in year 9 target schools (excluding Pakistan)	0.98	0.97	0.86
Specific Outcome A1	% adolescent girls who feel their parents support them in education	69%	70%	68%
Specific Outcome A2	% of community members agree violence against girls acceptable	13%	14%	18%
Specific Outcome A3	% of parents citing financial barriers as a reason for adolescent girls not attending school	43%*	24%*	-
Specific Outcome B3	% of girls who state they believe that their concerns are acted upon by school management	81%	76%	51%
Specific Outcome B4	% of girls who feel safe in school	97%	93%	85%
Specific Outcome C1	% of girls who feel that their participation in decision-making is valued (comm. Members, authorities, parents)	67%	59%	-

* Small sample size; figures should be taken with caution

The qualitative data largely agree with the above. Overall, girls are still behind boys in all the key indicators: fewer girls than boys are enrolled at Year 9, retention is lower among girls, girls drop out

when they are younger, pass rates are lower among girls, and they more frequently miss school. Overall, though, gender parity has improved since baseline; also, girls' attendance in school is closer to that of boys than it was at baseline, though attendance has deteriorated for both boys and girls between baseline and Y3FR for all students.

Retention / Dropout: There are a number of factors that continue to inhibit girls' access to education. Lack of school fees is in the top five reasons across all countries except Pakistan. Other reasons include lack of interest in pursuing education (commonly mentioned in Mali, Zimbabwe and Rwanda), and pregnancy or marriage (more commonly mentioned for girls not enrolled/no longer enrolled in Pakistan, Mali and Kenya, while marriage was an important reason for not being in school for both sexes in Malawi). The reason most fundamentally relevant to the persisting gender disparities observed is negative attitudes to girls' education.

Attitudes and practice: Across all countries, nearly all participants believed that education was conceptually important, and understood the long-term benefits of education as ensuring that the child would have a better future for him/herself, and also his/her family. However, there are enduring attitudes that could reduce enrolment and retention of both males and females through secondary level – in other words, a significant gap between attitudes and practice.

Overall, the biggest limitation to improved attitudes occurs when sensitisations are superficial, dealing only with 'rights', and do not provide strong and understandable examples to help people rationalise why it is important to send girls in particular to school. In general, we find that the most effective interventions in consolidating ideas around the importance of girls' education, is to provide tangible examples of what the specific benefits are to doing so. The critical component to lessening the gap between attitude and practise is that people are providing with living examples (role models) of how educating girls can bring about specific positive results among people with whom they identify.

Financial barriers / Scholarships: Financial barriers remain the most widely reported obstacle to girls' continuing education. Scholarships lead to increased girls' enrolment even when negative attitudes endure; there has been good success but some limitations including a) the support was not targeted to the right people; b) there are other non-financial barriers keeping girls out of school; c) the direct support is not sufficient enough. Also there is evident resentment from males that girls get the majority of the support.

Teacher training: Overall, there are still evident limitations to the extent to which they can do their job effectively, and in most cases, would benefit from more training (increased access), or in other cases, a different style of training or different subject matters covered. Teachers would also benefit from better responsiveness from Plan/partners when valid requests are made for additional help (either by providing the help, or explaining clearly why it is not possible, but that their requests have been heard). Though some teachers were not aware of any action plan, it appears as though when they were known about, action plans were a helpful guide to teachers, but were difficult to implement exactly as planned, and they felt there was limited responsiveness from Plan in adjusting difficult-to-reach milestones.

Gender sensitive pedagogy (GSP): In countries with perceived increased GSP, a) GSP training was more comprehensive and/or b) teachers were more receptive of the training when they felt that it was something that they needed to learn more about.

Additional educational activities: As a whole, we can say that the additional educational activities that are an important aspect of this global program have been largely useful and positive for those

who have had a chance to benefit from them. The ‘additional educational activities’ were the biggest source of confidence across all participants. The speak-out clubs had overwhelmingly positive effects on students – in particular in terms of building their confidence, but also in terms of helping them learn new information, and articulate what they knew to others. Remedial classes were reported to be very effective in helping students improve grades. The only limitation is that not everyone had access to these after school activities, usually because parents needed children (usually females) to return home after school to do chores.

Safety in school: We also see that most participants perceive corporal punishment (CP) to be reducing in the last three years; but there are important country-level differences depending on whether the lessening occurrence can be attributed either to a) actual acceptance (by teachers who previously used it) that it is wrong / unsuitable punishment, or b) fear of getting in trouble for doing it, despite still believing it should be allowed. There does not seem to be any correlation in teacher trainings in this respect, as all received trainings on discipline. The relative improvements in each country for CP, serious abuse, and giving chores for punishment / exploitation, are varied across countries. In those with the most improvement, we see each of these components: a) establishing rules; b) making teachers and students aware of the rules; c) enforcing the rules; d) having a mechanism to complain to some ‘committee’, or delegated representative, in case these rules are not enforced.

It appears that even those who claim to not accept CP, may not totally agree with / understand why it is not acceptable. It appears that positive attitudes contribute to reduced CP incidence, but that reduced CP incidence does not necessarily require improved attitudes. There is also evidence that further training is necessary on alternative discipline. Enforcing child rights may reduce incidence of CP, but only when this enforcement is effectively paired with teaching skills in alternative discipline strategies (and clear evidence of why these are actually better in terms of discipline), will it be sustainable and fully accepted (and not resented) by teachers, parents and adolescents.

Safety to / from school: Given that child protection committees were established in all countries except Cambodia and El Salvador (which established School Coexistence Committees), there does not seem to be a correlation between Child Protection Committees (CPCs) and the incidence of CP in schools. However, overall it seems as though establishment of strong community-based CPCs, particularly those who are involved in all sensitization, monitoring and punishment – is a necessary component to reduce violence to/from schools.

Accountability and participation: There are reported improvements on accountability and participation in some regards – particularly in terms of students and parents having a mechanism in which to make complaints / voice their concerns, but there are clear limitations in terms of the extent to which teachers/school staff reliably and/or constructively act on those complaints. The complaints from parents and adolescents about school accountability dealt with a) it was not clear whom to report to in the first place, and b) nothing happens after complaints are made; beyond that, we also see examples of when there were negative repercussions for reporting. When students work through school monitors, however, or get their parents to back them up, they have more success in having their complaints acknowledged. Accountability is strengthened only when there are multiple levels of reporting, such that many people, including student representatives, are involved in the complaint process. There also appears to be correlation between students receiving Plan/partner leadership training and increased involvement in decision-making at the school-level.

Sexual and Reproductive Health and Rights (SRHR): Acceptance of teaching ‘everything’ in SRHR depends upon whether or not a person believes that it will result in fewer diseases, and fewer pregnancies, and that whatever helps to achieve this outcome is considered to be positive. One

main complaint about SRHR, despite it being broadly accepted, was that classes were held with boys and girls together. We still see evident limitations in terms of whether or not adolescents can access the resources that they now know about, either because they are embarrassed, cannot afford to, or do not know about them.

Gender relations at community and household level: While there is some evidence of changing attitudes on gender relations in the nine communities, there are still enduring negative attitudes. Barriers to girls' education – and overall empowerment – persist in causing disparities in access and attainment.

Recommendations:

- Provide (evidence of, or opportunities to meet) real-life role models, from similar backgrounds, to show what educated girls can achieve
- Provide sensitisation beyond rights rhetoric on why it is important to educate girls
- Incorporate into sensitisation more management of expectation as to what education can bring and how it can be used
- Enhance ambitions of girls beyond the home
- Ensure stronger monitoring and Plan/partner responsiveness on outcomes of action plans
- Investigate opportunities to enhance teacher motivation beyond providing salary increases
- Ensure student representatives are active in each school, and that teachers/administrators address everything that is brought to them.
- Ensure that teachers and administrators are closely involved in any implementation of policies, procedures, or standards
- Ensure all teachers and administrators attend training on alternative discipline, and can demonstrate that they have learned strategies
- Give people facts around SRHR education contributing to decreased disease and pregnancy:
- Delegate a male and female point of contact at each school/community who can help adolescents, confidentially, access SRHR services
- Separate SRHR classes by gender; ensure females are taught by females
- In Muslim countries, work with religious leaders on approaching SRHR in a way that they consider culturally appropriate, and not 'Haram'

Introduction

Chapter 1: PPA Year 3 Formative Review

Background: PPA2

The focus of PPA2 is for adolescent girls to enrol and complete quality lower secondary education; it is a specific area of work within the broader BS4L¹ Programme. PPA2 targets 9 countries, working through their country offices and local implementing partners: Cambodia, El Salvador, Kenya, Malawi, Mali, Pakistan, Rwanda, Sierra Leone, and Zimbabwe (all countries except El Salvador and Sierra Leone, where the programme is completed, are in the extension phase of PPA2). It takes a life-cycle approach in considering the challenges girls face in adolescence in specific contexts, and aiming to achieve the following specific outcomes:

- More positive attitudes among girls, boys, parents / caregivers, communities, traditional leaders and governments that enable adolescent girls to realise their rights, particularly to basic education.
- Reduced financial barriers to education for adolescent girls.
- Increased quality and relevance of basic education provision for girls.
- Reduced violence against girls in schools.
- Reduced dropout and absenteeism rates due to early pregnancy, early marriage or other sexual and reproductive health issues.
- Increased government accountability and responsiveness to the needs and rights of adolescent girls at community, local and national level in relation to education and SRHR services and protection against violence.
- Increased policy commitment and funding from key donors and international agencies to empower adolescent girls.

BS4L/PPA2 mainstreams three issues:

- Gender: the programme is underpinned by an analysis of the situation and different challenges facing girls and boys, and aims to ensure that the proposed interventions address those differences.
- Governance/Voice and Accountability: BS4L/PPA2 should support and enable girls to have a stronger voice in their future, and to hold governments to account for protecting and upholding their rights.
- Resilience: BS4L/PPA2 should take consideration of disaster risks, and design interventions that would as much as possible, allow for continuity of work during disasters.

Formative review aims

The Objective of the PPA2 Y3FR is to evaluate the progress of PPA2 in the 9 targeted countries; specifically:

- To generate overall programme wide progress against outcomes, against numeric outcome indicators and from previous baseline/MTE results, as well as some narrative qualitative country specific examples.
- Collect baseline data and conduct situation analysis for new additional indicators that are being included for the extension phase.

The work will specifically:

- Analyse what programmatic strategies have worked well or less well, and what other factors have helped or hindered progress being made towards programme outcomes; providing

evidenced, actionable and rights-based programmatic recommendations on necessary changes if appropriate.

- To assess to what extent the changes obtained are sustainable, gender sensitive and rights-based.
- To identify any other unintended changes, positive and negative, the project has had on the lives of beneficiaries.
- To [briefly] examine the extent to which any changes brought about by the project have happened in line with Plan's child centred community development (CCCD) principles.
- To identify any emerging lessons learnt and make recommendations on ways to increase the effectiveness of the project for the remaining year and a half of the project.

A number of these objectives rely on the collection of robust, reliable quantitative data in each country. This report outlines how the research will deliver these elements.

There are areas above that are better explored using the qualitative research in communities – for example, identifying unintended changes that the project has had on the lives of the beneficiaries, examining how sustainable, gender sensitive and rights-based changes are and exploring the extent to which changes are in line with CCCD principles. Similarly, the surveys have limited scope to explore what involvement in decision-making 'means' and how it is facilitated through the programme. The qualitative research will be important to elicit understanding of these outcomes.

Formative review approach

The Y3FR involves three key elements:

- 1) Full final project end formative review for Sierra Leone and El Salvador.
- 2) Progress review and programmatic recommendations for seven extension countries.
- 3) Baseline data collection and analyses of baseline situation for three new indicators that will be used to measure progress in the extension phase (April 2014 – March 2016).ⁱⁱ

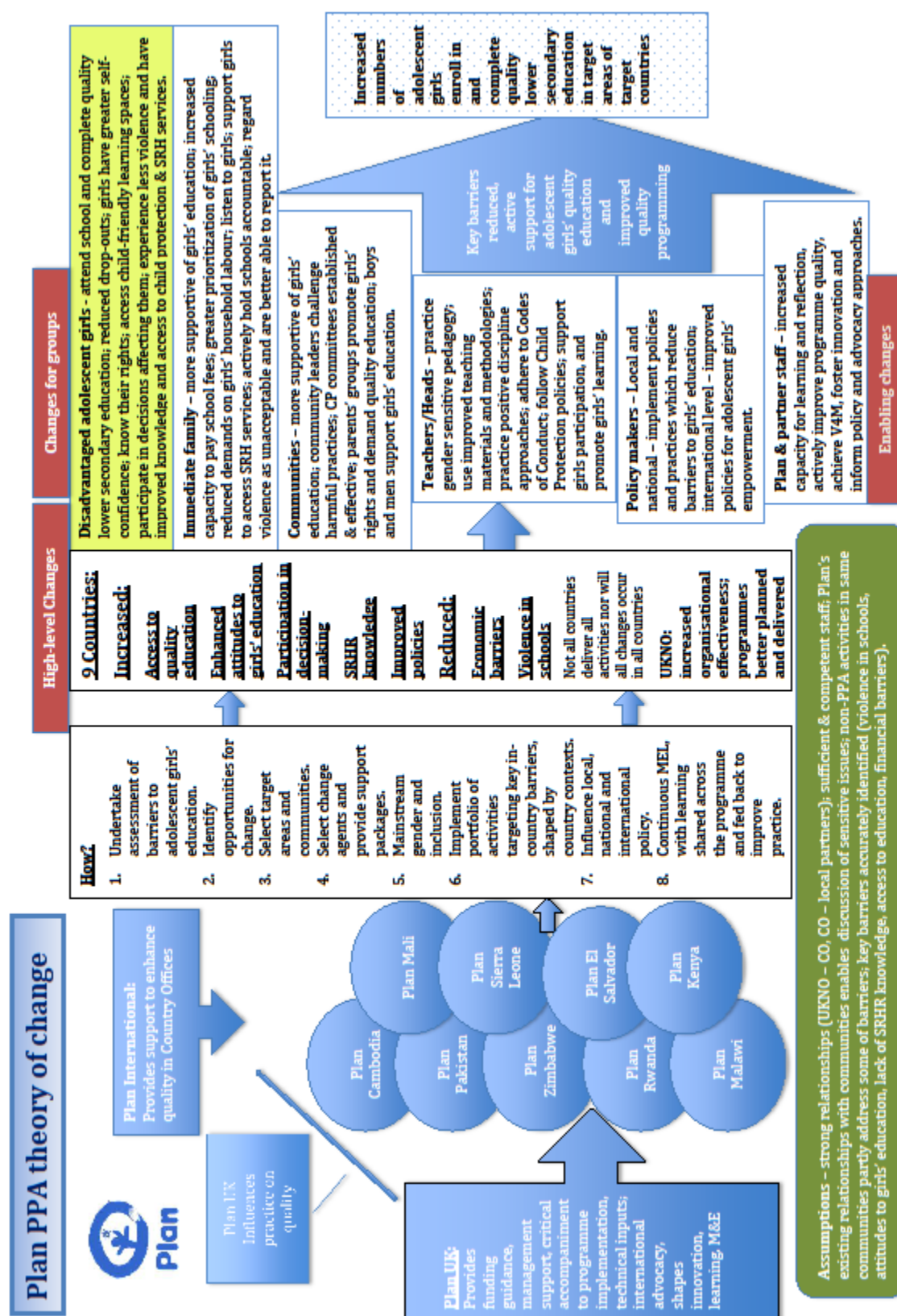
Logframe and Theory of Change

The methodology developed for this research was framed around both the logframe, and also the Theory of Change (TOC). For the purposes of clear reporting, we will follow the reporting more closely along the logic in the TOC, for which we will first consider the High-level Changes:

- Enhanced attitudes to education
- Reduced Economic Barriers
- Increased access to education
- Reduced Violence in Schools
- Increased accountability
- Increased SRHR Knowledge

Although each country is implementing the programme differently, we expect the above changes to occur throughout, to varying degrees. As such, the most basic components of this report will address these broad themes with respect to each country, and also globally (see graphic representation of TOC below in Figure 1).

Figure 1: PPA2 Theory of Change



While the bulk of the analysis will be framed around the TOC, it is also necessary that we link findings with logframe outputs and outcomes, as these are what are required for Plan reporting on

the overall progress of the programme. The quantitative data collection, in addition to project monitoring data, will provide many of the important numbers that will be used to report on logframe indicators. However, the qualitative data will also complement these data (to enrich a finding with narratives, quotes), to explain unexpected data (to give a reason why a certain indicator is not a value that was to be expected and/or is off target), or to provide completely new data (in case certain data were not collected through the household survey). The Outputs and Specific Outcomes are well aligned with the TOCⁱⁱⁱ, as per the tables below:

Table 2: Outputs, Specific Outcomes, and Theory of Change Indicators

Broad theme: Enhanced attitudes for equality in girls' education	
TOC Changes for groups	
G1	<i>Girls attend schools and complete lower secondary education</i>
G2	<i>Girls reduced drop out rate</i>
G3	<i>Girls have greater self confidence</i>
G4	<i>Girls know their rights</i>
P9	<i>Parents are more supportive of girls' education</i>
P11	<i>Parents have greater prioritization of girls' schooling</i>
P12	<i>Parents have reduced demands on girls' household labour</i>
Logframe	
Specific indicator A1	<i>% of adolescent girls who feel their parents support them in education</i>
Output 1	Girls' rights, and especially to education, are promoted by Plan through awareness raising initiatives with girls, boys, community members, leaders and government officials
Broad theme: Reduced economic barriers	
TOC Changes for groups	
P10	<i>Parents have increased capacity to pay school fees</i>
Logframe	
Specific indicator A3	<i>% of parents citing financial barriers as a reason for adolescent girls not attending school</i>
Output 2	Financial barriers to adolescent girls' education is reduced with the support of Plan (or with Plan's direct provision)
Broad theme: Increased access to education	
TOC Changes for groups	
T15	<i>Teachers/heads promote gender sensitive pedagogy</i>
T16	<i>Teachers/heads use improved teaching materials</i>
T21	<i>Teachers/heads promote girls' learning</i>
Logframe	
Specific indicator B1	<i># of girls and boys benefitting from an improved educational experience in target grades in target schools</i>
Specific indicator B2	<i>% of schools assessed as improved by adolescents' monitoring of girl-boy friendly characteristics</i>
Output 3	School communities are supported by Plan to improve the quality of education for girls through capacity building
Broad theme: Reduced violence in school communities	
TOC Changes for groups	
G5	<i>Girls have access to child-friendly learning spaces</i>
G7	<i>Girls have improved access to child protection</i>
P14	<i>Parents are better able to report violence</i>
T17	<i>Teachers/heads improved positive discipline approaches</i>
T18	<i>Teachers/heads adhere to codes of conduct</i>
T19	<i>Teachers/heads follow CP policies</i>
Logframe	
Specific indicator A2	<i>% of community members who agree that physical violence against girls is acceptable (proxy indicator for attitudes)</i>
Specific indicator B4	<i>% of girls who feel safe in schools</i>
Output 4	School communities are supported by Plan to address violence against girls with capacity building and development of protection strategies/systems
Broad theme: Increased SRHR Knowledge	
TOC Changes for groups	
G8	<i>Girls have improved access to SRHR</i>
Logframe	

Specific indicator B1	# of girls and boys benefitting from an improved educational experience in target grades in target schools
Output 5	Boys and girls are trained by Plan and partners to develop knowledge and awareness of SRHR services
Broad theme: Increased accountability	
TOC Changes for groups	
G6	<i>Girls participate in decisions affecting them</i>
P13	<i>Parents actively hold schools accountable</i>
T20	<i>Teachers/heads refuse bribes</i>
Logframe	
Specific indicator B3	% of girls who state they believe that their concerns are acted upon by school management
Specific indicator C1	% of girls who feel that their participation in decision-making is valued by community members, local authorities and family members
Output 6	Adolescent girls are trained and supported by Plan to be involved in decision-making and accountability mechanisms at community, local and national level

Study methodology

Tools and sampling

Both qualitative and quantitative research was conducted in two sampled communities per country, implementing the same research design as was utilised for baseline and MTE with some changes.^{iv} Methodology is summarised below, but details are provided in Annex 1. The table in Annex 1 shows the communities each area that were sampled at the baseline, MTE and Y3FR. In each country, for Y3FR we sampled one community that was sampled at the baseline and MTE and another only sampled at the baseline. In addition, the team liaised with each CO on the viability of visiting the sample communities, until the final decision was made on which to visit.

The quantitative element of the study involved two surveys – a survey of adolescents and a survey of significant adults with responsibility for adolescents within their household. A separate survey with one randomly selected adolescent (aged 10-19 years old) and a significant adult was undertaken within the same household. This enables the analysis to compare the attitudes and experiences of adults and adolescents with the same socio-economic experiences. For qualitative, focus group research and key informant interviews were conducted with a sample of the target population; enumerators used random selection within subgroups of adult males, adult females, adolescent males, adolescent females, and teachers. As each country had specific combinations of interventions and implementing partners' unique approach to activities, the qualitative research differed from country to country and even in some cases, within countries, using a modular approach.

Training, QA, Ethical Considerations

All training for country consultants was conducted virtually, using a combination of videos and manuals designed by each consultant specifically for the Y3FR. Skype training sessions were also held at least once with each consultant; follow-up training was provided as the consultants saw necessary. Country consultants were then responsible for training their own field teams, using the same materials developed for their own training. Details of the training activities and materials are provided in Annex 1.

Maintaining quality in any survey is challenging, with a need to balance what is desirable (complete control over every stage of data collection, input and analysis) and what is achievable (effective delegation, good processes for checking, progress reporting that is not too onerous). Across nine

countries, formal processes and tools were utilised in order to ensure quality.^v Rationale behind the QA process, and details on the process itself, are provided in Annex 1.

In any research that deals with vulnerable or marginalised populations, it is imperative to pay close attention to the potential to do harm through asking questions or eliciting conversation. The research team followed ethical guidelines as prescribed by the British Sociological Association and also the Child Protection Policy provided by Plan UK. Specifics of the guidelines are provided in Annex 1.

Analysis

CO Consultants were required to prepare their own country report based on the data that they collected, with the assistance of the global and quantitative consultants. They were provided with a detailed outline of the report; also, the quantitative consultant conducted all the data analysis, and provided user-friendly descriptive tables of each question, at each wave. The global consultant reviewed field notes and draft analyses, provided detailed guidance and recommendations going forward. In all countries, at least three draft reports were submitted to the global consultant for clarity of expression, verifying analyses and accurate reporting of data, structure/flow, and most importantly, the overall strength in its critical analysis of the programme. In many cases, most of these items were lacking; combined with the need for quality in these reports in order to benefit country offices, the review process resulted in, for every CO consultant, extensive commenting and revisions, and at times requests for re-drafting of entire chapters. Upon the global consultant's approval, the draft was sent to UKNO and CO for higher-level review. Only when UKNO, the global consultant and the CO signed off on the document was the CO consultant released. Because of the need for multiple redrafts, and persistent problems with CO consultants meeting agreed-upon deadlines, the review process was significantly lengthened. One month after the original milestone date, and at the time of writing the global report, only 2 of 9 final reports have been submitted. However, the qualitative and quantitative raw data were collected prior to CO consultant's beginning the writing of the report, so analysis using this raw data was made possible despite not having complete reports, or in case reports were not especially useful. Details around the guidance provided to each of the country consultants for their analysis is provided in Annex 1.

Limitations

Research design limitations

One critical limitation on the survey methodology was the sample design. The samples at the MTE and the Y3FR stage were drawn from two of the four communities sampled at the baseline stage. This means that the sample pool in some or all of the nine countries at MTE and Y3FR could vary significantly from that at the baseline if the two selected communities are significantly different in character from the two not selected. The possible impact of this design is considered in Annex 4 where differences between waves and outlying values between the baseline, MTE and Y3FR on the logframe indicators are explored.

Country reports note the short-comings on the survey design. The sample size of the quantitative part of the formative review was relatively small, which limited the possibility of generalizing the results. This also limits the possibility to effectively compare findings from the baseline, midterm formative review and the year 3 formative reviews.

In addition, the sampling strategy that was used (i.e. replacing households when the sampled household was unavailable or ineligible) meant that the results of this study only represents the

views of respondents that were available for an interview at the time of the field work (e.g. households that often migrate for work had a lower probability of being included in the sample than households residing in the village for most of the year). This was noted as a particular issue in Cambodia. Detailed explanations of the implications of this limitation for each country are provided in Annex 4.

Two other important design factors are that (1) the surveys involve different households at different waves of the survey and (2) there is no comparator group. A longitudinal survey design would have enabled the study to assess changes in experiences and attitudes across time within the same households but was not opted for during MTE. Establishing a 'control' group, with characteristics closely matched to the intervention communities, would also have allowed the analysis to control for external factors (economic decline, conflict, etc.). Instead, the study design was only conducted in intervention communities and with a random sample of households interviewed at each wave.

Box on interpreting findings:

It is important to note that the results of the three survey waves need to be considered as three cohorts of respondents. We cannot refer to changing attitudes or opinions but instead need to present the findings and think about the findings in terms of the different or similar views expressed by the different cohorts interviewed at the different stages.

Although comparing the views of adults and adolescents at different stages can indicate something about the progress and impact of the programme, it is important to note that some changes may be due to differences in the sample of people interviewed at the three stages. During the report, where we believe that there are clear sampling/design effects we have highlighted these. The report annexes also present detailed analysis of differences between the respondent samples.

Data quality concerns

As mentioned above, QA was conducted on all data, both quantitative and qualitative, to ensure that questionnaires were properly administered, that FGD/KIIs were appropriately conducted, and from there, that data was accurately entered. We are confident that at the field level, the data collected was conducted according to stated guidelines, and also that the data entered is accurate. In some cases, data needed to be re-entered as QA checks demonstrated inconsistencies.^{vi} As such we have no data quality concerns for Y3FR.

Reporting concerns

As explained above, reports were of varying quality, and in many cases were characterised by poor or inaccurate reporting of data, or limited and/or clearly biased analyses. As such, it was necessary for the global consultant to refer instead to the raw data in completing the analysis, and then referring back to the country reports to note where there are any inconsistencies in analysis, but also to export any additional qualitative data that may not have been provided in the raw data sets.

Findings

Introduction

The findings section is divided into three parts. Part 1 will present the characteristics of the people who were surveyed in the quantitative household survey, and also those who were talked to during FGDs and KIIs. Basic background information will be presented for the Y3FR samples, and this will also be compared with those surveyed / interviewed during baseline and MTE, so that we can understand the extent to which findings can be compared, and with what limitations. In Part 2 of the findings, we will consider the broad issue of access to quality education, which has two primary components: 1) gender equality in terms of enrolment (and with that, retention, attendance and exam scores) through secondary school; 2) a quality education / experience such that boys and girls benefit from being in secondary school, and while there, are actually 'building skills for life', broadly speaking. These two broad themes will be covered in separate chapters. Part 3 of the findings will delve into more detail surrounding specific issues (violence in school, safety to/from school, participation and accountability in school, SRHR, gender relations in the home/community) that one can consider to be both causes and effects of broader issues surrounding attitudes and quality. We consider these specific issues in Part 3 to have distinct characteristics from country to country and as a result, are dealt with by Plan CO somewhat differently in each context, while the broad issues covered in Part 2 are those that every community in the programme deals with holistically, and which every community in the programme needs improvement in order to ensure that the broad programme outcomes are achieved.

First, we consider the household characteristics of our sampled communities (quantitative) and also the participant information about those in FGDs and KIIs (qualitative). These will be critical to take into account as we compare indicator values over time, in case those sampled at baseline or MTE had significant differences from those at Y3FR, which would of course affect the types of responses we would see.

PART ONE – RESPONDENT CHARACTERISTICS

Chapter 2: Household characteristics

Quantitative

Table 3 shows the characteristics of the adolescents and significant adults interviewed. The profile is very similar to the target profile of 50 male and female adolescents and significant adults. The exception is Malawi, where 73 female adults and just 34 male adults were interviewed.

Table 3 : Sample Characteristics (numbers and percentages) for adolescent girls, boys (N=923), significant adult females and males (N=924) % of sample overall

Country	Adolescent Female		Adolescent Male		Significant Female Adults		Significant Male Adults	
	n	%	n	%	n	%	n	%
Cambodia	50	11%	50	11%	50	10%	50	12%
El Salvador	53	11%	55	12%	57	12%	51	12%
Kenya	50	11%	50	11%	51	10%	48	11%
Malawi	59	13%	46	10%	73	15%	34	8%
Mali	50	11%	50	11%	50	10%	50	12%
Pakistan	50	11%	50	11%	51	10%	49	11%
Sierra Leone	50	11%	50	11%	50	10%	50	12%
Rwanda	49	10%	53	12%	57	11%	45	10%
Zimbabwe	58	12%	50	11%	56	11%	52	12%
Total	469	100%	454	100%	495	100%	429	100%

Based on significant adult and adolescent survey data

Age profile of adolescents

Overall, the profile of male adolescent respondents was reasonably evenly spread between younger respondents (aged 10-14 years old) and older respondents (aged 15-19 years old). There was a slightly higher proportion of younger girls than older girls, overall, with 53% aged 10-14 years old and 47% aged 15 years old or over. Within countries, younger adolescent respondents were more commonly interviewed than older adolescents in Cambodia and El Salvador. In Cambodia, two-thirds of adolescent male respondents were aged 10-14 years while in El Salvador two-thirds of boys and girls interviewed were aged 10-14 years old. In Sierra Leone, 64% of girls were aged 10-14 years old while the split of younger and older boys was more even (see annex for full table). Older adolescents were more commonly interviewed in Mali and Zimbabwe, where around two-third of adolescents interviewed were aged 15-19 years old. In Pakistan, older girls were more commonly interviewed.

Table j in Annex 3 shows the age split by country and sex across the three survey waves.

There are some considerable differences in the age profile by country at the three survey waves, which must be reflected upon in understanding the survey analysis. For example, at the Y3FR 68% of boys interviewed in Mali were aged 15-19 but at the MTE only 45% were boys. Also in Mali, 65% of the girls interviewed at the baseline were aged 10-14 but just 25% were at the MTE and just 42% were at the Y3FR. At the Y3FR, 62% of girls interviewed in Pakistan were aged 15-19 compared with 53% at the MTE and 50% at the baseline. In Sierra Leone at the Y3FR, 64% of the girls interviewed were aged 10-14 while just 40% were at the MTE. In Rwanda, 72% of male adolescents interviewed at the MTE were 10-14 years old compared with 53% at the Y3FR and 56% at the baseline. Cambodia

had a more balanced age profile for the adolescents interviewed at the baseline than at either the MTE or the Y3FR. The age profile of respondents will be used to understand the attitudes and knowledge of adolescents, which might be influenced by their age.

Marital status of adolescents

Marriage was more common at the Y3FR among adolescents in Mali, Kenya and Zimbabwe. Although the relatively older cohort of respondents might explain this finding in Mali and Zimbabwe, this was not the case in Kenya. At MTE, Mali adolescent respondents were also more commonly married, with a very high rate of marriage (59%) among females. Large differences in marriage rates between waves were apparent in Mali and Pakistan, with some variability also in Kenya and Zimbabwe. There were consistently low levels of marriage in adolescent respondents in Cambodia, El Salvador and Rwanda, where respondents tended to be younger (see Annex 3 for full table), a finding that has been verified in other research (see Annex 3 for table).

Educational attainment of household members in different survey waves

To simplify the survey at the Y3FR stage, the questions on asset ownership were removed from the adult survey. This means that a possible proxy indicator of socio-economic status is now the current/highest educational attainment of household members. The educational attainment of adults is likely to influence earning capacity and, as will be seen, is associated with educational encouragement. The education of adolescents is also likely to be a good indicator of current economic circumstances.

We find that those aged 10-14 years old in the households participating in the surveys tended to be in school. Mali and Pakistan stand out as having proportionately greater numbers of younger children never enrolled. However, far more of the younger girls in households interviewed at Y3FR were in school than in the baseline in Mali. This might suggest that better-off households were interviewed at the Y3FR. A greater number of younger members of households interviewed in the baseline in Pakistan were not enrolled compared with later waves, suggesting that less well-off households might have been interviewed at the baseline stage in Pakistan. Full data are provided in Annex 3.^{vii}

A somewhat higher proportion of older children (aged 15-19) were reported at each wave as not having enrolled in school. Female enrolment was generally better for this age group at the Y3FR than at MTE or baseline, but male enrolment was not. Again, the proportion never enrolled at the baseline was much higher in Pakistan than at the later stages.

For adults (aged 19 years +) the proportion never enrolled is far higher at Y3FR. Non-enrolment among adults is more common in Mali, Sierra Leone, and Pakistan followed by Cambodia and Rwanda. Comparing waves, **Cambodia, El Salvador, Kenya, Malawi, Rwanda and Zimbabwe all show better enrolment at the Y3FR, suggesting the household may be better off than those selected at the baseline.** Mali shows a high level of non-enrolment among adults at all stages, though men and women show different patterns between waves. Men in the Pakistan sample were more likely to be enrolled than at the MTE or baseline but female non-enrolment was still high (see Annex 3 for full data).

Generally speaking, the proportion of males not enrolled is lower than females, with the exception of Cambodia and Mali at Y3FR. However, the adults interviewed at the Y3FR appear very different from the baseline, in terms of their own educational levels and the level of non-enrolment in particular. **This suggests significant differences in the sample characteristics so changes across time should be interpreted with caution, especially in Rwanda.** Overall, 62% of men and 60% of women interviewed had dropped out of school before completing secondary school while 29% of men and 31% of women had never enrolled and just 9% of men and women had completed secondary school.

In all cases, except Mali and women in Pakistan, dropping out before completing secondary school is the most common education level reached by adults. Those in Zimbabwe had the best secondary school completion rate, with 33% of men and 30% of women completing secondary school. Significant adult respondents in Mali had the lowest enrolment, with 80% of men and 72% of women never enrolled. Pakistan had the biggest difference between men and women, with 83% of women never enrolled compared with just 22% of men. There was also a disparity in Rwanda, with 26% of women never enrolled compared with 13% of men. In Cambodia, male enrolment was lower than female enrolment (36% of men and 24% of women interviewed were never enrolled). (see Annex 3 for country-level data).

Table 4: Global significant adult educational attainment at Y3FR

Highest educational attainment	Male		Female	
	n	%	n	%
Completed secondary or beyond	38	9%	39	9%
Dropped out before completing secondary	276	62%	272	60%
Currently in post-primary education	1	0%	2	0%
Currently in primary education	1	0%	0	0%
Never enrolled	128	29%	142	31%

Based on significant adult survey data

Exposure to Plan / partner interventions

In order to determine the exposure that people had to Plan/partners at the community-level (where household questionnaires were administered), it was decided that the best method was to show pictures of the relevant logos to respondents, to see whether they were aware of the group, then to find out what they knew about that group's particular activities, and then whether that individual had benefited from any of those activities.^{viii} Using this measure, **awareness of Plan among young people is good, overall**, with 89% of both boys and girls recognising the Plan and/or partner logo. Recognition was less good in Rwanda and Sierra Leone. Just 57% of boys and 63% of girls interviewed in Rwanda recognised Plan while in Sierra Leone 78% of boys and just 62% of girls did (see Annex 3 for country-level graphic). Of course, recognising the logo and understanding what PLAN and its partners do are not the same thing but gives a broad indication of the profile of PLAN/its partners. Over 90% of the adolescents who recognised the logo said they had some direct contact with PLAN, ranging from receiving leaflets to attending meetings or having contact with PLAN in school.

As discussed below, the Rwanda sample may be biased. There were also concerns by the local consultants that the communities selected for the Y3FR in Rwanda had not seen Plan activity to a significant degree, as interventions were based primarily at the school level, and certainly not all adolescents in the targeted communities attended those schools.

Caveat to Rwanda Quantitative data

Poorer scores in Rwanda relative to the earlier waves are not explained by socio-economic status, as proxied by % never enrolled in school. The % never enrolled is lower than at MTE and baseline. However, there are a far smaller proportion of adolescent girls currently in school in Rwanda, suggesting that dropout rather than non-enrolment is the issue there.

Annex 2 shows a detailed profile of Rwandan girls, who appear to have more negative views on a number of issues in the survey. Differences highlighted in pink show that at the Y3FR, a third of Rwandan girls were Muslim and 22% lived with a related guardian rather than their parents, who were absent but not more likely to be deceased than was the case at the MTE. Girls at the Y3FR were more likely to name their mother **or** father rather than both parents as having paid their school

fees. Girls at the Y3FR were also far more likely to not currently be in school, having dropped out of education before finishing secondary school. This suggests that the Rwandan girls interviewed at the Y3FR are systematically different from those interviewed at the MTE and appear to be possibly economic migrants or possibly refugees from displaced or separated families. This does not necessarily mean that all or most persons in this community fit this profile, but rather that we have availability bias, as these households may have been more available/accessible during the fieldwork period. The Rwanda country team verified that ‘we slightly overestimated the number of adolescents who are out-of-school, simply because they are at home all day’, though the team did not confirm that the sampled persons were migrants (this was not an item on the questionnaire). More research should be conducted on this issue, in case they are marginalised to the extent that they are unable to take advantage of interventions; indeed we saw lower awareness of Plan/partner among this sample. In considering all the data from Rwanda as we go through the findings, it is important that results for Rwanda at the Y3FR are interpreted with this in mind. As such, qualitative data will be relied upon heavily for Rwanda, since those who were sampled attended Plan targeted schools and we can be more certain they were exposed to Plan/partner interventions.

FGD/KII Characteristics (Qualitative)

Those who took part in FGDs and KIIs are ensured to be within close reach of Plan/partner interventions, as students were randomly selected from subgroups (based on age, gender and in some cases participation in certain Plan/partner interventions) among those in targeted schools; parents were those who had children within targeted schools; teachers were those who worked within schools; any children out of school were those who lived in the same/nearby communities as those who attended targeted schools. In total, 1058 persons (358 adolescent females, 332 adolescent males, 132 adult females, 123 adult males, 111 teachers) participated in FGDs. A total of 68 persons participated in Key Informant Interviews. A table that details some information about participants in FGDs and KIIs can be found in Annex 5.

PART TWO – ACCESS TO QUALITY EDUCATION

Chapter 3: Enrolment, Retention, Attendance

Among the most basic measures of girls’ versus boys’ access to quality education are enrolment, retention, attendance, and examination scores. These will be reported below, before continuing into further analysis in subsequent chapters to try to explain why we are observing certain values. We will see that across all countries, **girls are still behind boys in all the key indicators**: fewer girls than boys are enrolled at Year 9, retention is lower among girls, girls drop out when they are younger, pass rates are lower among girls, and they more frequently miss school. Overall, though, **gender parity has improved** since baseline; also, **girls’ attendance in school was reported to be closer to that of boys** at the Y3FR, compared with at baseline.

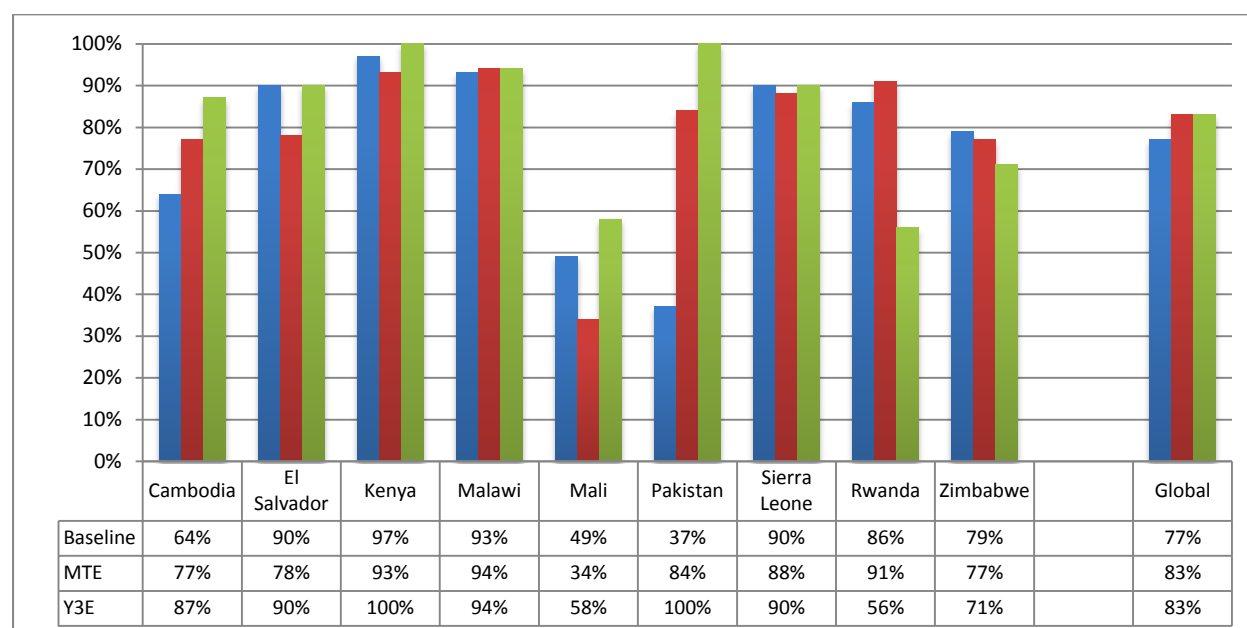
Enrolment

Overall outcome indicator 1: % of adolescent girls currently in school in operational areas

According to the household survey, globally a **higher proportion of girls were enrolled at the MTE and Y3FR than at baseline**, but this was not a statistically significant difference. However, the overall global figure masks **considerable variation between countries**. The countries showing a higher rate of enrolment overall are Cambodia, Mali and Pakistan (though only statistically significant differences in Cambodia and Pakistan). Rwanda and Zimbabwe had less girls enrolled at the Y3FR than in earlier waves (though the Zimbabwe difference is not statistically significant). However, as highlighted above, the Rwanda data at the Y3FR should be interpreted with caution, as the sampled

households do not closely match those at baseline and MTE. The analysis below will explore the relationship between enrolment and financial barriers further.

Figure 2: % of secondary school-age (aged 10-17) adolescent girls currently in school – Y3FR, MTE and baseline

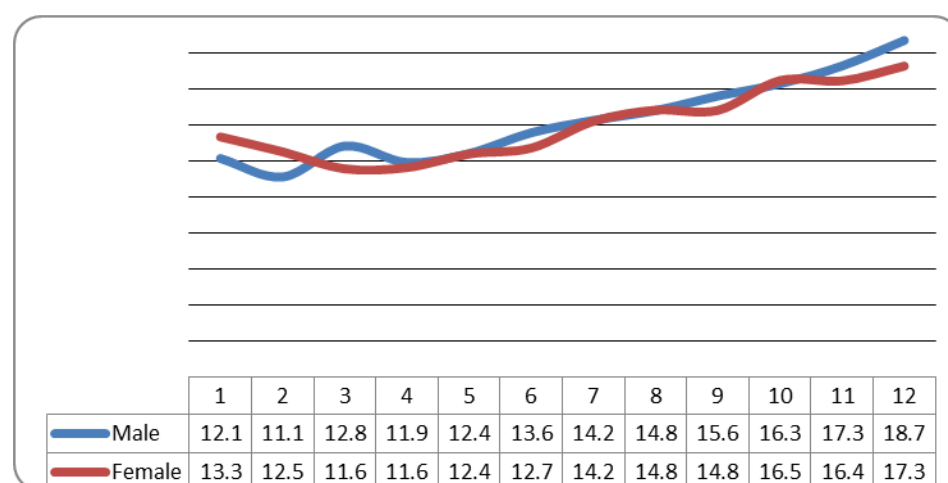


Based on the adolescent survey data. Girls are defined as of secondary school-age if aged between 10-17 years.^{ix}

Age and school grade of boys and girls

Figure 3 shows the average ages of boys and girls interviewed in each school grade at the Y3FR, with girls slightly older than boys, on average, in earlier school grades (Grade 1 and 2) but more similarity in Grades 4 to 10, with boys in Grades 11 and 12 being older than girls. However, the number of children in each grade by gender is small, so differences are not statistically significant.

Figure 3 : Average (mean) age of boys and girls in each school grade



Based on adolescent survey data, Y3FR only

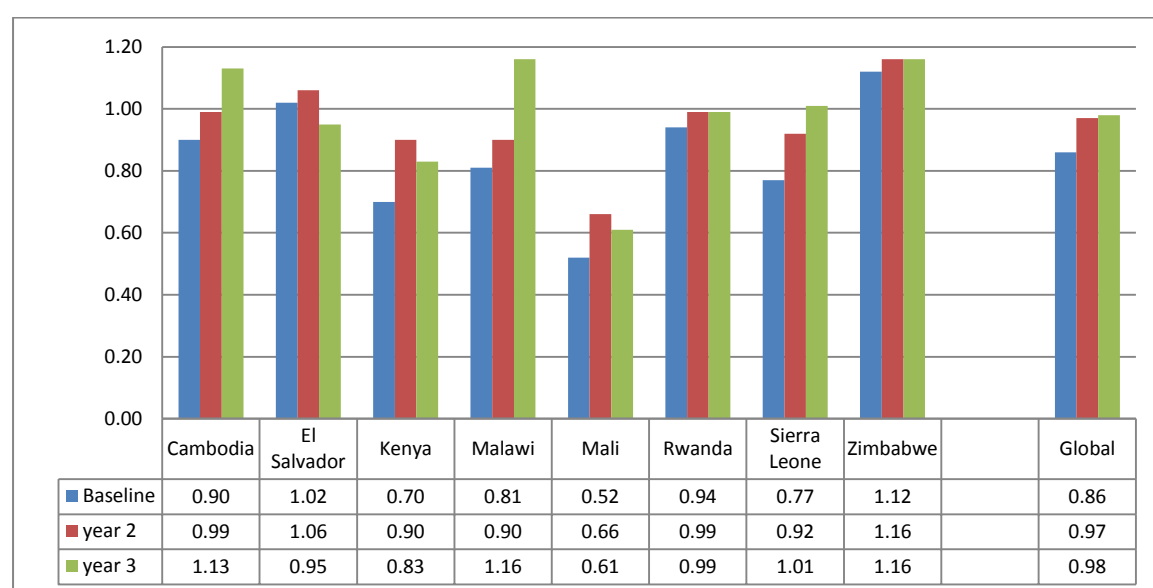
There is not anything in the qualitative data that specifically refers to the age in which girls versus boys are sent to school, nor that girls are sent later than boys. Again, we interpret the above data

with caution in seeing this age discrepancy; however, one might suggest that girls would attend school later than boys in situations where there were safety concerns for younger girls.

Gender parity – Overall outcome indicator 4: Gender parity rate (girls to boys) in year 9 in target schools

Gender parity has improved overall, from 0.86 in 2011 to 0.98 in 2013. According to global standards^x, gender parity has been reached when the GPI of enrolment rates is between 0.97 and 1.03. Parity has **not** been achieved if a significantly higher proportion of girls are enrolled than boys. This means that Cambodia has moved away from parity (more girls enrolled), and El Salvador has shifted from one side of gender parity to the other and back. Zimbabwe has remained outside parity, while Kenya is moving towards parity, Malawi and Rwanda are remaining in parity, and Sierra Leone has reached it.^{xi}

Figure 4: Gender parity in enrolment (enrolment at grade 9)



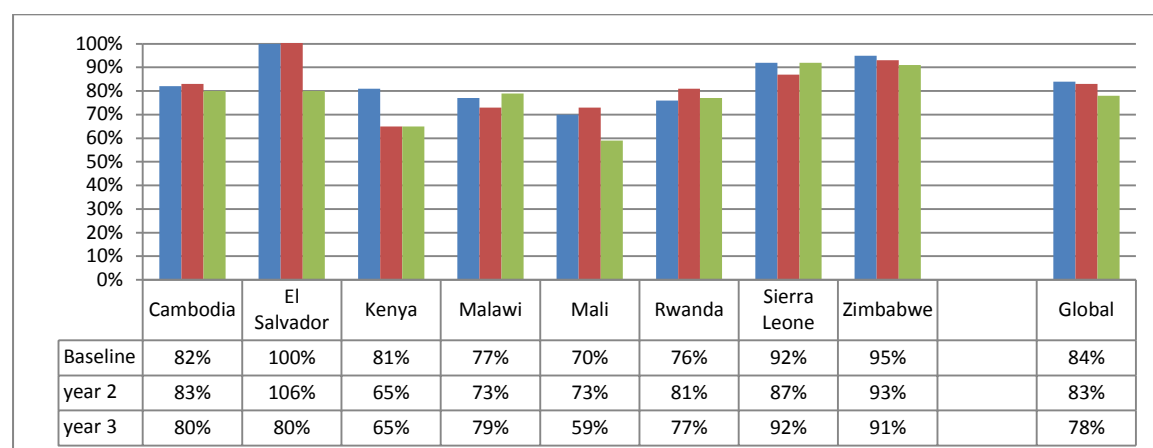
Based on country-level EMIS data 2011, 2012, 2013

Retention

Specific Outcome indicator 3: Indicative retention rate (from year 7 to 8) in targeted schools

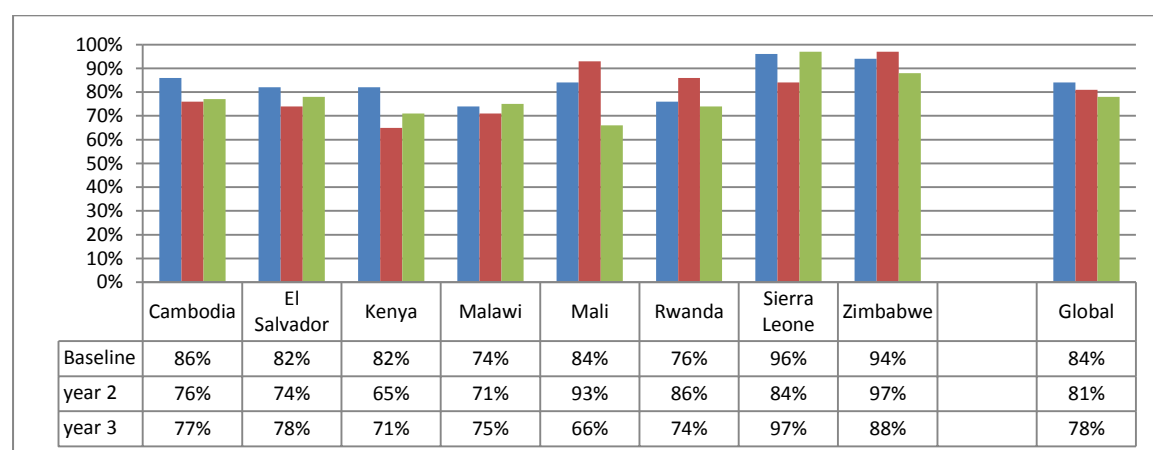
Retention is lower overall since 2011 for both boys and girls, falling from 84% to below 78% by 2013. overall boys and girls have the same retention rates except in Kenya and Mali where girls' rates are significantly lower. The 2011 and 2012 data for El Salvador may be flawed, indicating a retention rate of more than 100%. Kenya and Mali in particular show a marked reduction in retention rates.

Figure 5: Retention rates among girls (% retention from Grade 7 to Grade 8 or equivalent)



Based on country-level EMIS data 2011,2012, 2013^{xii}

Figure 6: Retention rates among boys (% retention from Grade 7 to Grade 8 or equivalent)



Based on country-level EMIS data 2011,2012, 2013^{xiii}

Dropping out of school

Overall, boys tend to leave school at when older, compared with girls, though at Y3FR there are indications that girls are leaving at more similar ages to boys. In order to better understand why we do not see boys and girls advancing to higher levels of education – that is, what are the specific barriers to their continuing – the household schooling section (Section 2) of the adult survey collected information about the age at which household members left school, if they had ever attended school, and why they dropped out/never attended. We will only briefly mention the reported reasons surrounding dropout in this sub-section; throughout later sections of the report, more details will be provided on the underlying reasons that can also contribute to dropout, and also how these risks affects girls and boys differently.

Age of dropout

Overall, and in each wave, boys left school later than girls, in some cases significantly later, though when looking at the country-level data separately, we see some variation in results across waves, providing some insights into the relative differences between the sample profiles. Given the longevity of the programme, large differences in age at dropout are likely to indicate differences in sample characteristics rather than programme impacts, since the cohort potentially impacted by the programme has only aged three years since its inception.

In this, Kenya stands out very much, due to the far higher than average stated ages at dropout at the baseline. These ages are so high as to suggest that there might have been an error in data collection (with perhaps the current age rather than the age at dropout reported). The ages of those having dropped out of school were much higher at the Y3FR in Pakistan than found at the baseline. A similar pattern was observable in Zimbabwe and for men in Mali, to a lesser degree. The reverse was the case in Rwanda, with relatively lower ages of dropout found in the Y3FR than found in the baseline sample (see Annex 3 for full data). Still, we must be careful in discussing improvement since baseline, given what we know about sampling effects of the research design.

Given the changes in the profile of households, in terms of age at school dropout, we would expect this to influence adults and adolescents views to a certain degree. We might expect to find different attitudinal scores, for example, where lower than average school dropout ages are found. Annex 3 shows further analysis on changes between waves.

Reasons for dropout

Table 5 (see also graph and table in Annex 3 for country-level figures) shows the most common reasons given for male and female household members not enrolling in, or dropping out of school. **Lack of school fees is in the top five reasons across all countries except Pakistan^{xiv}**, even in countries where government school is free (El Salvador, Kenya, Mali). From this, we can induce that ‘school fees’ in this context refers to payment required by the school for those countries where education is not free, in order for students to attend classes, and it is likely that respondents in all countries also understand ‘school fees’ to include fees related to taking examinations (as this was not an option on the questionnaire, as was uniforms and materials), bribery, money for transportation to/from school, and other ‘informal’ fees not listed on the survey. It is also likely that in some cases, teachers demand payment from students to come to school, in order to supplement their late or insufficient salary; all these factors were verified during FGDs.

Fees’ relative importance is different, with more weight attached to fees in Zimbabwe and Kenya in particular and for males in El Salvador. Females in particular indicated that ‘parents stopped from going’, suggesting that attitudes were at play, for example issues related to parents’ thinking a child will become ‘proud’ with more education, or for girls in particular, that it is not culturally acceptable for them to be too educated. These attitudes will be elaborated upon in the next chapter, but it is worth noting that this did not come up as often for boys.

Table 5: Top five reasons for dropping out/never enrolling, adults/adolescents by country (Y3FR)

Reason not enrolled/dropped out	Male (%)	Reason not enrolled/dropped out	Female (%)
Lack of school fees	32	Lack of school fees	38
Had to work to support family	9	Parents stopped from going ^{xv}	10
Other	8	He/she is not interested	9
He/she is not interested	8	Work at home	8
Work at home	5	Other	7

Based on significant adult survey, household schooling section. Respondents were asked to select a single/main reason

In Mali, Cambodia and Sierra Leone, **fees are less prominent as the single most influential reason for dropout, with other important reasons including lack of materials and needing to work at home or support the family**. In Pakistan, 67% of females at the Y3FR dropped out or did not enrol due to having to work at home, while males were also working at home (24%) or working to support the family (26%). In Rwanda, the lack of fees is also less prominent, with a lack of interest or parental decisions and other reasons mentioned there. In Sierra Leone, proportionately more respondents did not know why people were not enrolled at Y3FR while ‘other’ responses^{xvi} were commonly given in Cambodia^{xvii}.

At the Y3FR, just 38% of girls but 60% of boys in El Salvador had not been in school due to a lack of fees. A lack of interest (18%) and the school being far from home (14%) were more important for girls as well as their parents stopping them. Lack of interest was also more commonly mentioned in Mali, Zimbabwe and Rwanda. Pregnancy or marriage was more commonly mentioned for girls not enrolled/no longer enrolled in Pakistan, Mali and Kenya and marriage was an important reason for not being in school for both sexes in Malawi. Annex 3 shows the reasons why adults and adolescents were not enrolled or dropped out of school at each wave of the survey, with higher than average percentage scores highlighted. While the quantitative does not give us more information about what, particularly, about pregnancy led to drop out, evidence in the FGDs suggest that a girl becoming pregnant was not necessarily pushed out of school because of policies, but that she would be embarrassed to be pregnant and attending school, and then would need to leave school permanently in order to take care of the child. There were no indications in the qualitative that school policies restricted pregnant students.

Lack of school fees is generally important, though particularly so in Zimbabwe and Kenya across all three waves. In Pakistan, school fees were not named as a barrier at the Y3FR though had been previously, as at Y3FR girls' education was funded almost wholly through NGOs and Plan (see Annex 3). Both Pakistan and Zimbabwe are implementing direct support but it would appear that direct support has had more of an immediate community-level impact in Pakistan, where it has reached saturation levels by providing access to NFEs for all eligible and interested girls within the community surveyed at Y3FR (described in more depth in the Financial Barriers chapter).

Attendance

At each survey wave, adolescents were asked whether they had missed school in the last year for any reason at all. **According to the household survey, overall, attendance was lower among both boys and girls interviewed at the Y3FR compared with the baseline. However, girls' attendance is closer to that of boys at Y3FR, as compared to baseline when girls missed more school.** Also, at Y3FR, boys more often report missing multiple (7+) days of school compared with girls. At Y3FR 69% of adolescents (68% of boys and 70% of girls) reported being absent from school in the previous year. This is around 10% higher than the rate of absence found at MTE and baseline. Also at Y3FR, overall girls reported missing school only 2% more than boys, while at baseline, the figure was 6%. Looking at it another way, at Y3FR the proportion of girls reporting missing school was greater than boys in just three countries – Malawi, Mali and Pakistan. In the remaining six countries, the proportion of girls reporting missing school is lower compared with boys. This is a relative improvement in the status of girls since the baseline, when a higher proportion of girls reported missing school in eight of the nine countries.

Table 6: % of adolescents missing school in the last year (1+ day,), by country (Y3FR, MTE and baseline)

Country	Y3FR			MTE			Baseline		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Cambodia	94%	90%	92%	83%	78%	81%	70%	80%	75%
El Salvador	90%	75%	83%	94%	65%	78%	19%	31%	25%
Kenya	67%	59%	63%	56%	50%	53%	64%	66%	65%
Malawi	61%	79%	71%	76%	63%	70%	56%	70%	64%
Mali	31%	43%	37%	65%	56%	63%	50%	57%	53%
Pakistan	77%	96%	89%	23%	73%	54%	84%	88%	85%
Sierra Leone	51%	43%	47%	27%	41%	33%	59%	54%	57%
Rwanda	71%	60%	66%	38%	58%	48%	43%	49%	46%
Zimbabwe	69%	67%	68%	61%	66%	64%	59%	71%	65%
Total	68%	70%	69%	58%	61%	59%	55%	61%	58%

Based on significant adolescent survey

Overall, at Y3FR there are a higher proportion of boys and girls who miss 7 or more (non-consecutive) days of school as compared to baseline; also, as with baseline boys miss 7 or more days of school more often than girls do at Y3FR. 37% of all adolescents who had missed school said that they had missed more than seven days in total over the previous year. This was 40% of boys and 33% of girls who had missed school. In all countries except Malawi, a greater proportion of boys than girls said they had missed more than seven days of school.

This pattern may relate to the slightly older cohort of adolescents at the Y3FR - we find that 67% of those aged 10-14 years had missed school, compared with 72% aged 15-19 years. Also, while 34% of those aged 10-14 years old had missed 7 days or more, this was the case for 42% of those aged 15-19 years old.

Table 7: % of adolescents missing 7+ days of school in the last year, by country (Y3FR, MTE and baseline)

Country	Y3FR			MTE			Baseline		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Cambodia	41%	36%	38%	36%	33%	35%	20%	15%	18%
El Salvador	47%	30%	39%	33%	11%	23%	43%	28%	33%
Kenya	43%	37%	40%	4%	25%	14%	28%	33%	31%
Malawi	8%	14%	12%	26%	11%	20%	33%	12%	20%
Mali	22%	15%	18%	13%	0%	11%	13%	12%	12%
Pakistan	80%	65%	69%	17%	63%	56%	57%	75%	64%
Sierra Leone	58%	47%	54%	15%	6%	10%	31%	28%	30%
Rwanda	27%	20%	24%	27%	13%	18%	21%	38%	30%
Zimbabwe	30%	8%	20%	23%	16%	20%	47%	47%	47%
Total	40%	33%	37%	24%	24%	24%	33%	30%	31%

Based on significant adolescent survey

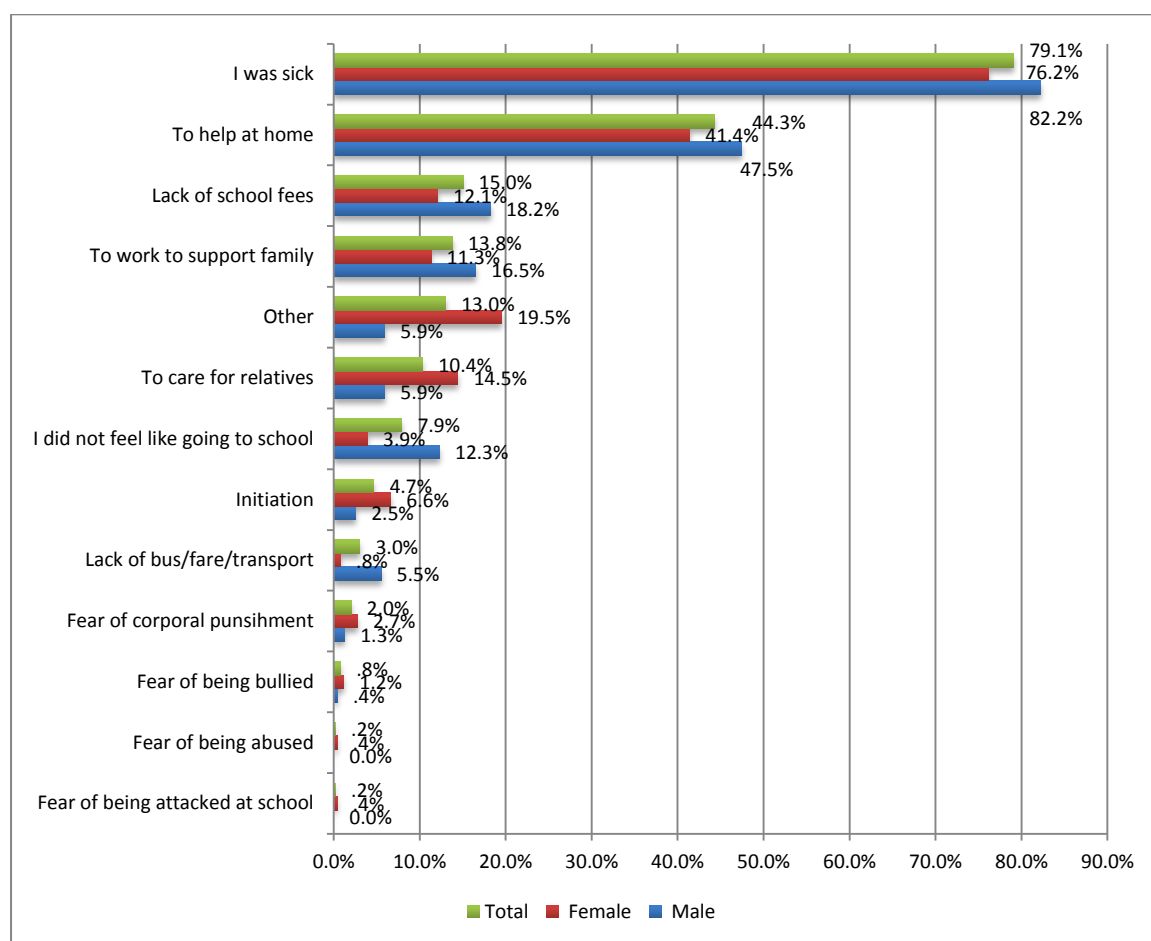
Boys and girls in Pakistan were most likely to say they had missed more than seven days of school – 80% of boys and 65% of girls had missed more than seven days of school. Just 8% of boys and 14% of girls in Malawi said they had missed more than seven days of school. Malawi has lower enrolment rates so it might be that where children **are** enrolled, education is supported more. EMIS data on retention shows a slight improvement in Malawi, which might support this. The EMIS data suggests better enrolment rates overall more recently, but less favourable retention rates. This might help us to understand the findings on missing school. It might suggest that more support is needed to ensure that better enrolment translates to better retention and better achievement longer-term.

However, we must again consider that the study design might have a role in explaining the relative increase in reported days missed from school at the Y3FR. It might well be that the cohort of respondents at the MTE were better off than those interviewed at the baseline and Y3FR. It is also important to note that there have been improvements in the time spent studying at home and in school, despite there not being improvements in the number of days missed.

Reasons for missing school

The figure below shows a very similar profile of reasons given by boys and girls at the Y3FR for missing school, with illness the most common reason, followed by helping at home and lack of school fees. Boys more commonly said they did not feel like going to school while girls more commonly gave other reasons.

Figure 7: Reasons for missing school (boys and girls) – multiple reasons possible



Based on significant adolescent survey

Summary

Here we have seen that across all countries, **girls are still behind boys in all the key indicators**: fewer girls than boys are enrolled at Year 9, retention is lower among girls, girls drop out when they are younger, exam pass rates are lower among girls (though we should interpret data sets with caution, see Annex 3 for explanation of EMIS data), and they more frequently miss school. While we do see indications of progress globally, the country-level changes reveal significant differences where some are improved, others have deteriorated. Of course, there are a variety of factors specific to each context, which can inform these observed changes (or lack thereof); the remainder of this report will consider those specific indicators in detail to try to further understand where we see positive or negative changes. Those specific indicators are based upon high-level changes, and within that, changes for groups (see introduction for details on each indicator by output/outcome). In this section we consider the higher-level change of ‘enhanced attitudes to education’ along with ‘increased access to education’, which are very closely linked to one another. For a girl to be enrolled in school and attend regularly, then her attitude as well as that of her parents need to be positive; conversely, if attitudes are positive, then any other barriers that may keep her from enrolling in and attending school regularly must be overcome.

Referring to the theory of change, we consider the four indicators above (enrolment, retention, attendance, exam scores) to be dependent upon a) relative attitudes to, b) ability to pay for, and c) physical access to quality education, broadly speaking. We will see throughout this report that there are a number of barriers that contribute to keeping children out of school through secondary level; however, we are focused upon the **gender disparity observed**, which we will see are **most basically**

rooted in negative attitudes to girls' education. As such, the necessary first step is to enhance positive attitudes such that boys and girls are treated equally, both conceptually and also in practice. From there, it will be necessary to remove remaining barriers (financial, physical) that keep any child out of school, boy or girl, to ensure that we can take advantage of these positive attitudes to see actual positive outcomes. Only then, according to the theory of change, will there be the possibility (when combined with other more specific interventions depending on context) of equal enrolment, retention, attendance, and exam scores between boys and girls through secondary school.

Chapter 4: Enhanced Attitudes

Toward education generally

Conceptually, people largely agree that education is important for young people; however, when faced with the need to decide to pursue education instead of getting 'quick rewards' or immediate employment that does not require education, particularly in a context where job opportunities are otherwise limited, we see areas where **there are enduring attitudes that could reduce enrolment and retention of both males and females through secondary level.**

Education is important, conceptually

In the quantitative and qualitative data, we see good evidence that the large majority of male and female adolescents consider education to be important, and have high hopes that they will continue with their education into the next year. There are indeed, a number of barriers that worry them, but in terms of what they really want to do, they are overwhelmingly certain that education is important to them and they will continue as long as they can.

We see in Table 8 (see Annex 3 for full table with n values) that the vast majority of the adolescents interviewed at each survey wave planned to stay on in school. At the Y3FR, girls in Pakistan were less likely to say they would stay on in school while at the MTE girls in Mali were less likely to say this, as were girls in El Salvador at the baseline.

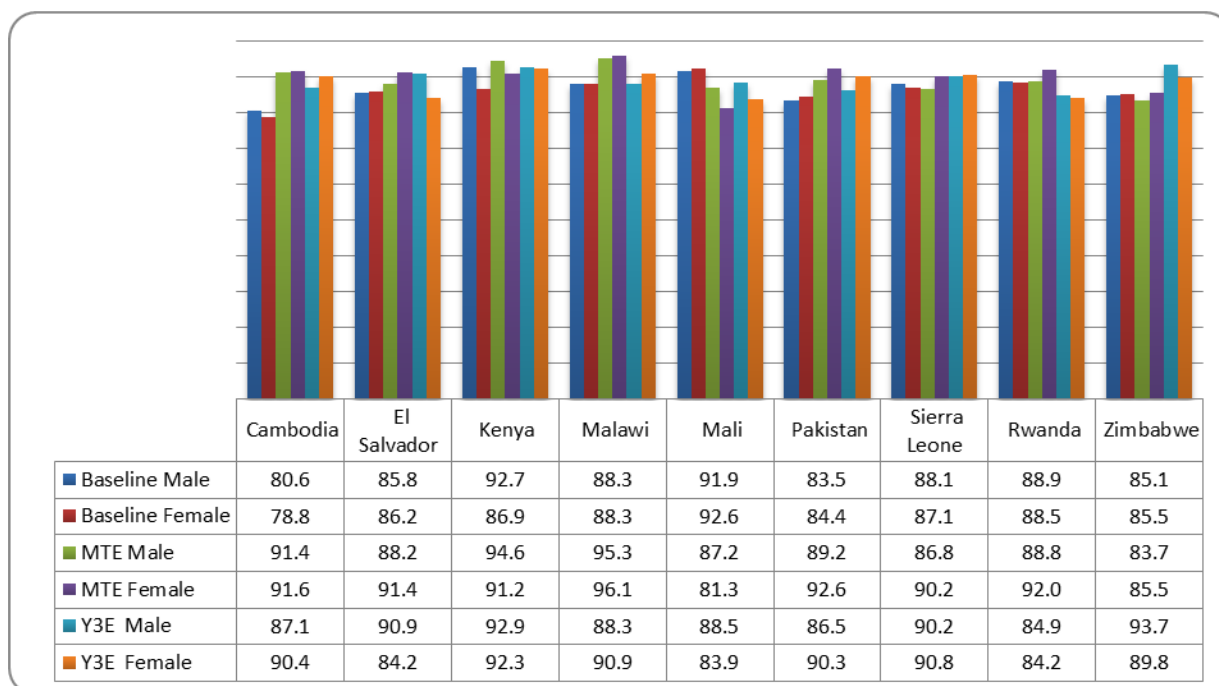
Table 8 % and number of adolescents planning to continue in school next year (Y3FR, MTE and baseline)

Country	Y3FR		MTE		Baseline	
	Male	Female	Male	Female	Male	Female
Cambodia	91%	95%	98%	94%	93%	93%
El Salvador	98%	95%	100%	95%	95%	86%
Kenya	100%	98%	100%	98%	99%	99%
Malawi	100%	100%	100%	98%	100%	100%
Mali	96%	100%	96%	89%	88%	94%
Pakistan	100%	86%	93%	96%	96%	94%
Sierra Leone	100%	98%	100%	93%	97%	96%
Rwanda	94%	100%	91%	93%	90%	88%
Zimbabwe	97%	97%	95%	97%	96%	95%

Based on significant adolescent survey

Figure 8 shows the profile of adolescents' scores on attitude to schooling^{xviii} between the three waves. Overall, we see a **slight upwards trend in the attitudes to schooling in most countries**^{xix}, with the exception of Mali and Rwanda. This might be explained in Mali by the relatively low enrolment rate among the Mali adolescents in respondent households. Rwanda's respondent households do not have relatively low enrolment rates generally but there were far fewer adolescent girl respondents interviewed at Y3FR currently in school.

Figure 8: Mean attitude to education score, adolescents and adults, by sex and country (Y3FR, MTE and baseline)



Based on adolescent and adult surveys

The qualitative data verifies this broadly positive finding. We see that **across all countries, nearly all male, female, adult and adolescent participants believed that education was conceptually important, and understood the long-term benefits of education as ensuring that the child would have a better future for him/herself, and also his/her family.** For parents, a significant benefit of their child's education was so he/she could better help the parent to have better care and support as they got older. As one adult male in Mali said, *'I hope that my children will go as far as possible so that they can have good jobs and come back to make me proud. I want to see my daughters and sons become doctors and teachers so that they will not have to go through what we go through'*.^{xx} Similarly, an adult female in Cambodia said, *'I want children to go to school so that they are not as ignorant as me. If they have knowledge, they don't need to do farming with hard work, but they will have better jobs to do... If children have high knowledge, they can find jobs to earn money and will also help support parents'*.

For parents in Pakistan and Cambodia, seeing the long-term benefits of education for children was not so commonplace in the recent past, as verified by both qualitative and quantitative data. In the qualitative, **we see particularly significant and positive changes reported in Sierra Leone and Pakistan, often with clear indications that Plan/partners have had a prominent role in this newfound importance given to children's education.** In Pakistan, for example, one adolescent male explained, *'[We won't] take anyone out of school. This type of thinking came in us after this project because the AFC centre [for boys] created awareness on importance of education and now our sisters are also going to NFE... in both the classes are creating awareness'*.^{xxi} Similarly in Sierra Leone, there is evidence that Plan interventions are having the desired effect, as an adolescent female explained that *'Plan/FAWE (local partner) influenced us through workshops... through radio discussions and meetings that if both are educated they will contribute to national development'*.^{xxii} Significantly, even teachers had been doubtful of the importance of education before they were shown evidence of the positive outcomes that were possible; one male teacher in Pakistan remarked that, *'Now community people are changing [to support education] by seeing other people and the successful lives of educated people... before I never thought that education was necessary, even for myself, but now my thinking is changed due to Plan... and the centre established by CGNP and Plan'*.

Groups in other countries, by contrast, mentioned that they had seen Plan/partner activities that promoted education, but considered the issues that they were addressing to be things that, ‘we already knew’, particularly in Rwanda^{xxiii}, Kenya, and Malawi where respondents repeatedly mentioned this. However, simply because participants conceptualise the importance of education for adolescents, this does not necessarily ensure that adolescents will stay in school when faced with other pressures, as explained below. This suggests that while sensitisation has been effective in reaching the beneficiaries at a conceptual level – in that if all things are ideal, then of course children will finish school – at this stage more work needs to be done in order to help adults and adolescents turn their attitudes into practice, given their actual situation which is not at all ideal. We will see later that there are types of sensitisation that are more effective (providing realistic examples of the benefits of education), and with certain groups (parents especially), to help encourage positive attitudes and practice.

The qualitative data tells us that **nearly all parents and adolescents are very supportive of education conceptually** – out of 1058 FGD adult, adolescent and teacher participants who provided an answer to the blind vote ‘who should go to school’, only five people (4 boys and one girl in Mali) answered, ‘it is not important to go to school for anyone’^{xxiv}. However, discussions around this theme bring up important information that can help us to further understand why, then, a young person may leave school early. Also, these expressed negative attitudes can give us insights into the attitudes of others who may say, generally speaking, that education is important, but who would act different if faced with a real-life situation in which continuing education would become difficult.

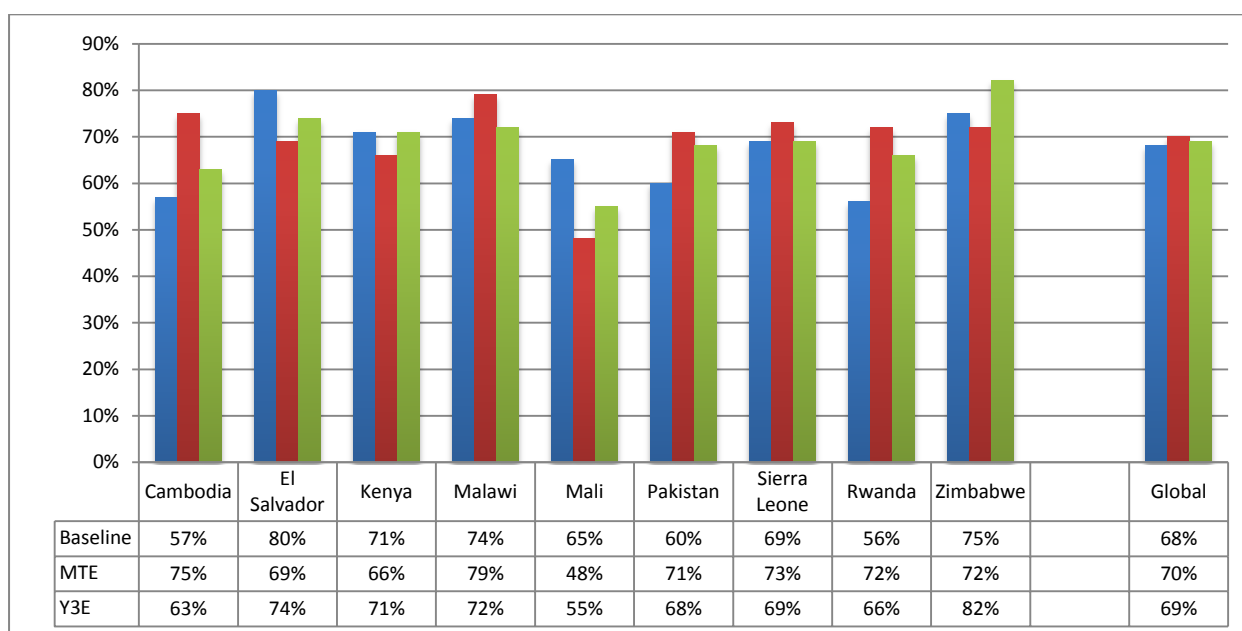
Parental encouragement

Specific Indicator A1: % of girls who feel their parents support them in education

One component of positive practice is for parents to encourage their children such that the children perceive themselves to be supported. It is important to understand the extent to which adolescents’ feelings of encouragement from parents are linked to their staying in school. As we will see later, this support is important both verbal / emotional – encouraging a child to pursue education to higher levels despite other temptations that may come along which would get in the way of this – and financially – providing the necessary resources to ensure a child can continue to higher levels (fees, materials, transportation, time off from working in the home/for the family business, helping with homework, etc.).

The logframe indicator on educational encouragement is a composite score built up from the average (%) across three attitudinal questions^{xxv} in the adolescent survey, and presented below in Figure 9, which shows **little change in the overall scores on educational encouragement** across the three survey waves. There is an improvement in scores in four of the nine countries – Cambodia, Pakistan, Rwanda and Zimbabwe^{xxvi}, but a substantial reduction in Mali, where this finding may be the result of the communities sampled during this wave. These communities are heavily involved in gold mining as a form of quick money (see next section for more details), which parents sometimes prefer their boys to pursue at the expense of further investments in education. We see little change despite strong efforts from Plan/partners in each of the countries to increase parent encouragement, so that girls’ in particular feel supported throughout their education, suggesting that more work needs to be done with parents in order to a) further consolidate their reported positive attitudes to girls’ education; b) help them see more clearly the benefits of encouraging their daughters to prevent them from dropping out; c) provide them with specific strategies to do this.

Figure 9: Educational encouragement scores by country – Y3FR, MTE and baseline (female adolescents)



Based on adolescent survey, females. The response categories are 1=never, 2=sometimes, 3=most of the time, 4=all of the time.

*N.B. The Logframe was revised. The baseline score was based on a different question (v503a). % of Adults who disagrees or strongly disagrees that 'I do not think it's important for girls to go to secondary school/lower secondary school'

Correlation analysis of both boys and girls together shows **no significant relationship between the age or sex of young people and their encouragement score** – in other words, boys do not feel more encouraged than girls, so the issue seems to be more of one about sending children to school generally, not based on gender. Expectedly, **encouragement scores are higher where significant adult educational attainment is higher** (see Annex 3 for correlation table). We also see a **strong correlation between the parental encouragement score and currently attending school** (see Annex 3 for correlation table). Those children in school are significantly more likely to give higher parental encouragement scores, suggesting that parental encouragement is strongly associated with retention.^{xxvii}

In the qualitative, students tended to consider financial support to be the most important type of support that they would get from parents. This was particularly important it seems in Rwanda, where many students indicated that if their parents were unable to pay school fees or examination fees, then they were 'put out' of school until those fees were paid (explained in more depth in Chapter 6 on Financial Barriers). Other students, particularly females, indicated that parental support was important in terms of allowing them to take less time on chores and other household duties, and instead to spend that time in after-school activities such as clubs and remedial classes. This was particularly true in Mali, where a number of girls explained that their parents demanded that they come home immediately after school to help with housework, and were not able to attend remedial classes even though they expressed the need and desire to attend (explained in more depth in Chapter 5 on Quality Education). Other participants indicated that it was important for them to be emotionally supported by their parents, to be verbally encouraged to take school seriously, do well, and avoid any behaviours that might put them at risk of dropping out (explained in more depth later in this chapter).

Female-headed households

More interestingly, looking at this indicator with both males and females, we see a **positive relationship between the sex of the household head and parental encouragement**, with both male and female adolescents with female household heads giving significantly higher scores (see Annex

3 for correlation table).^{xxviii} It is not totally clear why this is the case in terms of the effects of PPA interventions. Evidence from other contexts, however, suggest that single mothers, who understand the concept of being independent as a female, will see that education would have helped them significantly in their independence, and therefore encourage girls in particular so that they are not in a similar position. It could also be the case women invest more money into their children generally, so those children of single mothers may see higher investment in their education when fathers are not taking part in decision-making too. While we have little evidence as to why^{xxix}, specifically, female-headed households in targeted countries are more encouraging to their girls, this evidence helps us identify a good 'entry point' for further interventions around encouragement.

Why are attitudes negative?

Long-term vs. short-term gains

Attitudes toward the importance of education are dependent upon what people very rationally consider to be the wisest investment for a better future, combined with their current financial situation. In other words, if someone sees more profit in not attending school, there is the possibility that he/she will drop in order to pursue that profit; similarly, if a parent sees more profit outside of school, then he/she may not encourage his/her child to continue. Also we can consider the possibility that education is of poor quality or not relevant to their daily lives / job opportunities, so people will value education less. Discussions in each country help us to understand some of the nuances behind the wide reporting that education is indeed important. First, we should consider the case of Mali, where in the quantitative we observe a relatively substantial drop in girls' perception of support for their education, along with a few (substantial minority) adolescents saying that school was simply not important. However, the reasons given by these adolescents are telling, in terms of what they perceive to be the relative benefit of education, which they see is at the expense of other opportunities, as one young male in Mali said: *'Even if we go to school, we will still end up staying here without a good job. I have not seen any one from this village being successful because of school. Those who managed to succeed are all illiterate and they made their money through trading not from school. I go to Koranic school and I am happy there.'*^{xxx}

Another said, *'I do not think that school is so important. You have to study for long years to start making money while if you go to the mines, you can start making money very fast if you are lucky.'* For these individuals, immediate rewards that required only manual labour were so great that education no longer seemed important to them at all. Other respondents who considered education to be important similarly remarked that there were many parents in their communities who preferred that their children went to the mines to bring back 'quick money'.^{xxxi} We will return to this issue shortly, but first we will consider the broader issue surrounding the temptation of what respondents have called 'quick money' in other countries.

Except in Mali nearly everyone conceptualised education as important; however, in all countries there was evidence of enduring negative attitudes when faced the actual opportunity of lucrative and immediate employment. **That is, in all countries, while people consider the pursuit of education to be conceptually good, they don't always necessarily see it as more important than earning income in the immediate term.** To measure perceptions on the issue, adult and adolescent FGD participants were told a hypothetical story about 'Joseph' and 'Sarah'^{xxxii}, children who were at risk of being taken out of school by their parents who needed their help on the farm, for better income. Nearly three-quarters of participants did not consider withdrawing their children at all, while the remainder opted for the business opportunity at the expense of either one or both of their children's education. Considering the strong possibility that households in targeted communities may be faced with exactly this scenario, that it is even an option for parents to withdraw children from school to help with the family business, gives us further insights into the problem regarding attitudes to education generally, and in turn what could be determining factors in adolescents

leaving school early.^{xxxiii} Males and females were similar in their perceptions overall with the exception of Mali, where males were much more likely to keep their kids in school than females. In Mali, this could be related to adult males' first-hand understanding that opportunities in the gold mines are less lucrative, or to women's lesser understanding of the economy outside of the household. Also we need to consider that these data are based on qualitative research, so numbers of participants is small, and selection of participants is subject to research bias. Across all countries, though, adults were more likely than adolescents to keep the children in school at the expense of the business opportunity, possibly because they more clearly understand the long-term benefits of education, and possibly considering their own limited opportunities as a result of their not having a good education.

With this issue, there were some significant country-level differences as well, which are important to consider with respect to the global findings: overall, participants in Mali, Zimbabwe and Sierra Leone were much more likely to express preference for the business opportunity – in Sierra Leone's case more than half of all participants – while almost no participants in Cambodia, Kenya, or Malawi indicated as such, where it seems community members have a firm understanding of the long-term benefits of education versus quick money. As one female adolescent in Malawi explained in relation to the Joseph and Sarah story, *'It would not be proper to force [adolescents] to drop out of school; after all when they are done with their studies they will be able to employ workers to help their parents with the farm work. In addition to that they will be able to monitor the progress of the farm, whether it is making profits or losses, budgeting and keeping farm records'.*

It seems, then, that in Sierra Leone, Mali and Zimbabwe, households may have more pressing and immediate financial needs, making the decision to invest in long-term benefit of education more difficult, especially when there are other opportunities for immediate gains. We saw above that there is a living example of this in Mali, where people are faced with immediate and lucrative gains, as a result of the jobs in nearby goldmines. There has been a similar situation in Zimbabwe, where there is clear evidence that opportunities at immediate gains are a major factor that parents and adolescents consider when deciding upon whether or not to finish school.^{xxxiv} We also see in Pakistan, that some people are still unsure about the benefit of education at higher levels, particularly when there are options for immediate employment in other sectors that don't require higher levels of education. One adolescent female explained that even boys miss out on education because, *'after passing primary [boys] are not going to school because their parents insist to send them to learn some skills like tailoring. Their parents said that now you are grown up so earn something'.* This sentiment was not necessarily based upon the quality of education received – nobody mentioned that it was poor, and that was why they were reluctant to invest in it, but rather that there were perceived to be limited opportunities for people after education, more generally, especially as compared to immediate opportunities that required none.

Because of the seemingly higher propensity for people to leave school because of opportunities for immediate gains in Sierra Leone, Mali and Zimbabwe (and to an extent for males in Pakistan), we can infer that there is a need for further interventions that help parents and students foster positive choices in this area, given the reality of their financial situation in which they need cash to survive from day-to-day. We see one example of how positive choices can be fostered in Zimbabwe, where the opportunities for immediate gains through agriculture were strong in the past, but had recently stopped for nearly everyone. This led them to change their ideas, as one adult female said, *'It's a gamble taking out the children from school [for farming] as you can't guarantee you'll have a bumper harvest, but if they go to school its obvious there will be a reward... once your child misses at school, tomorrow he might not get that opportunity'.* We see here that the nature of this economy has led to more positive choices with clear evidence as to why one should not rely on such opportunities. More than that, **if adolescents and parents alike do not see first-hand examples of**

what education can achieve, then they are less likely to accept that investing in education is a smart decision. We will see later in this section that indeed, when parents and students see first-hand examples of people in their situation getting good jobs; better futures as a result of education, then they are highly encouraged to continue in that way.

Are positive attitudes enough?

Even considering the above incidences where parents and adolescents had negative attitudes to education, in the vast majority of cases in all countries, we saw that attitudes are very positive: conceptually, parents and adolescents say that it is good to stay in school even if it is a difficult investment of time and money, and even if there are other immediate opportunities with quick rewards. In practice, though, there were barriers that simply could not be overcome.

During the FGDs, parents were asked about their hopes – what they really want – versus their expectations – what they expect given their actual situation, in terms of how far their children would go in school. **In every country, both male and female parents expected their male and female children to attain lower than they hoped,** though there were some country-level differences. In Pakistan, the difference between hopes and expectations was quite small; however, the hopes were relatively low to begin with, parents on average hoping their children would reach only as high as senior secondary school. Hopes were highest in Kenya, Mali, Rwanda and El Salvador, where most parents hoped for University, but among these countries, expectations were also very low. There were multiple reasons given as to why hopes could not be achieved: parents did not have enough money for fees or materials; it was not safe for their child to attend school; school was physically too far for a child to travel to and from every day; their child was not treated well at school and wanted to leave; their child was not safe at school; their child was not passing examinations, for example. These and other barriers will be considered in much more detail in later sections when we go further into the analysis of the gender dimensions behind each barrier.

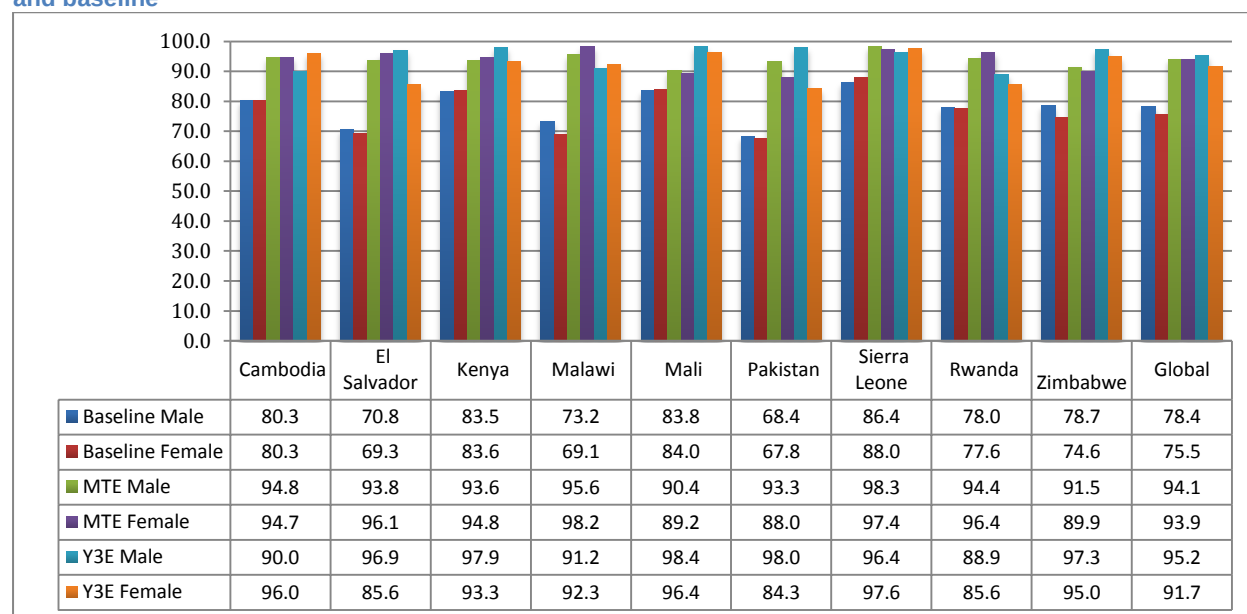
Girls' education: Attitudes versus practice

In this section we consider three 'tiers' that indicate the extent to which people have positive attitudes, and to what degree that translates into positive practice, when it comes to girls' education: Tier 1) when asked, agreeing that generally speaking, girls and boys education is equally important; Tier 2) when asked about real life situations, not indicating prioritisation for boys' education; Tier 3) when actually faced with real-life situations, not prioritising the boys' education.

Quantitative findings

As with attitudes toward education generally, parents are (conceptually) in strong agreement that it is equally important to educate girls and boys (Tier 1). We see in the quantitative data below in **Figure 10** that over time, there has been a **substantial increase from baseline in all countries, among both males and female adults, of perceptions that all children should be educated.**

Figure 10: Tier 1 – All children should be educated (average score) – male and female adults, Y3FR, MTE and baseline

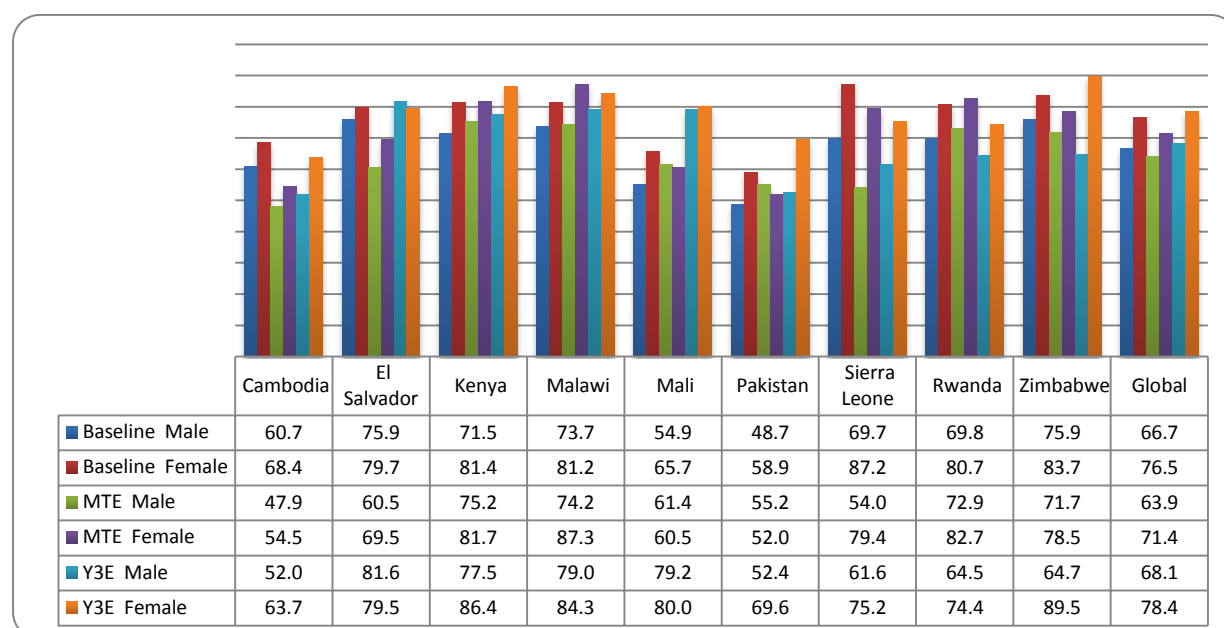


Based on significant adult surveys

Similarly, in the qualitative, over three quarters of all participants considered boys and girls education to be equally important; most of the remainder consider girls' education to be more important and **very few prioritised boys**. There is clear evidence that these changed attitudes are a result of NGO and government interventions, particularly sensitisation campaigns through workshops, community meetings, and radio programmes, along with a general broad emphasis on gender equality in public life.

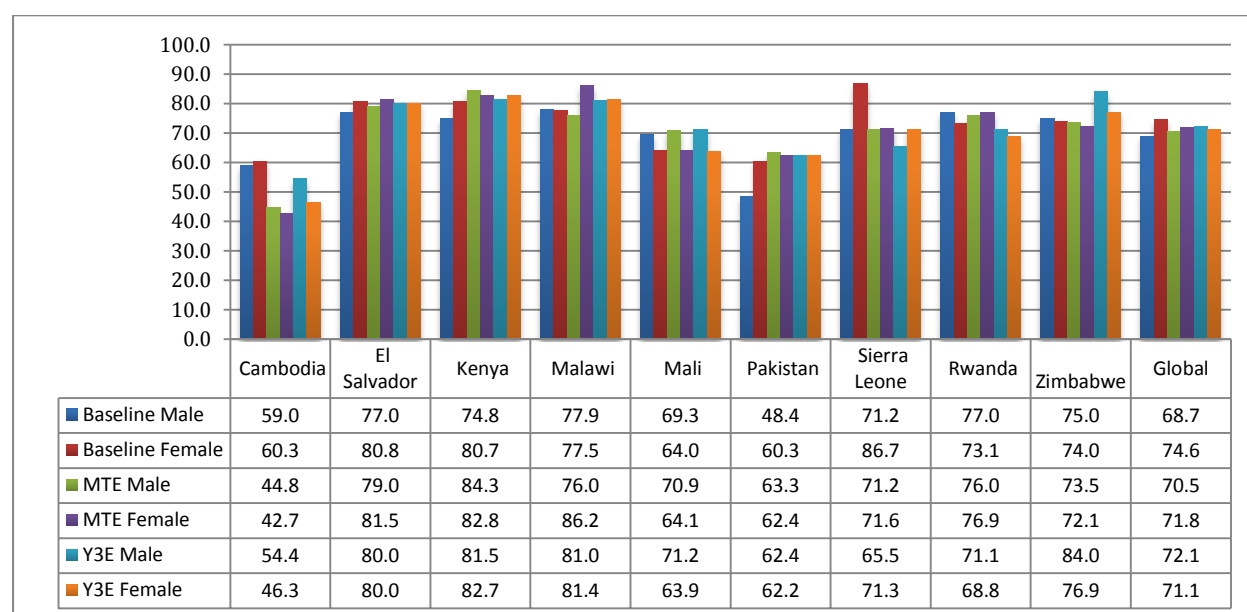
However, we must not assume that positive answers to this question necessarily indicate that boys and girls are actually treated the same, or that negative answers to this question indicate that boys are treated better. It helps to look into more detail at certain indicators in the household survey that tell us more about participants' relative prioritisation of boys versus girls in specific situations (Tier 2) – their 'gender preference score' ^{xxxv}, rather than just generally speaking (as reported in Figure 10). Here **we see more clearly a continued preference for boys' education versus girls', though there are higher reported scores on gender preference overall compared with the baseline for both adults and adolescents**. There are, however, country-level differences: there is a decrease in the prevalence of positive attitudes among adolescent respondents in Rwanda, Cambodia, and Sierra Leone and boys in Zimbabwe and Pakistan ^{xxxvi}. Girls tend to be more positive about girls' education than boys, across all countries. Adult attitudes were less positive than at baseline also in Cambodia, Sierra Leone and Rwanda; though overall female and male perceptions are comparable. Considering both groups overall, then, we see **negative differences in both groups in Cambodia, Sierra Leone, and Rwanda**; negative differences in adolescents males in Zimbabwe. We see the **most significant positive differences (though still modest) overall in Kenya, Pakistan, and Malawi**; and significantly higher scores among adolescents in Mali at Y3FR than at baseline.

Figure 11: Tier 2 – Mean gender preference score, by sex and country (Y3FR, MTE and baseline - adolescents)



Based on significant adolescent surveys

Figure 12: Tier 2 – Gender preference score – male and female adults, Y3FR, MTE and baseline



Based on significant adolescent surveys

Comparing Figure 11 and Figure 12, we see that in some areas adolescents have better attitudes than adults, but the opposite situation in other areas. Comparing these data to those presented on broad conceptions of whether both boys and girls should be educated in Figure 10, we can see that **gender preference is more highly emphasised on the measures of specific and realistic situations than in general conceptual questions about equality**, possibly indicative of the gap between attitudes (ideals) and practices (realities).^{xxxvii}

To provide one way of looking at this issue (see Annex 3 for further analysis), we see that **adult attitude scores are nonetheless a good determinant for whether a girl is attending school** (the same correlation holds for whether a boy is attending school, indicating an overall more positive

attitude toward education). The relationship between attitudes and girls in school is strongest for agreement with the statement ‘All children should be educated’ in [Figure 10](#) but also significant for the gender preference score in [Figure 11](#) (see Annex 3 for correlation table). Therefore, we would expect that with positive attitudes, girls (and boys) would stay in school at higher rates; conversely, where we observe negative parent attitudes to gender preference in education, as in Cambodia, Sierra Leone, Mali, and Rwanda at the Y3FE, this could lead to reduction in enrolment among girls (and boys).

In short, we maintain that attitudes are a critical component to consider in efforts to improve girls’ education, and that the main issue here is to understand more deeply the obvious gap between reported attitudes and actual practice. We will show that there are many scales of ‘positive attitude’, and that not all necessarily result in positive practice. The remainder of the chapter considers the qualitative data in exploring this issue, to show where positive attitudes turn into positive practice.

Where do attitudes start to turn into practice?

To recap, we assigned three ‘tiers’ to positive attitudes and behaviour in this chapter^{xxxviii}. Globally, it seems we are between 1) and 2) – that attitudes are not translating into practice – but with an improvement overall. The remainder of this chapter will consider the qualitative data to understand this, and to help determine where interventions could be improved in order to see more positive outcomes not just in attitudes in ‘real life’ situations, but also actual changed behaviour. We will see that especially in those countries with enduring and increasingly negative attitudes, the various sensitisations on the importance of girls’ education were often only addressing attitudes from a relatively superficial level. Also we will see that **the most effective interventions in consolidating ideas around the importance of girls’ education, is to provide tangible examples of the specific short- and long-term benefits of education.**

In FGDs probing into the issue of whether girls’ education was important, the vast majority of participants (1004 of 1058) said that girls’ education was either equally important, or more important, than that of boys, agreeing with the quantitative in [Figure 10](#). Discussion following the blind voting on this question, however, tells us about the extent to which participants really understand why girls’ education is important and beyond that, whether their positive attitudes would likely result in positive practice. Participants tended towards two types of reasons that a boy should not be prioritised in education: 1) that it was a girl’s ‘right’ to have it; 2) in addition to it being their right, that educating girls had specific positive outcomes for her future and more. In considering the reasons given by participants as to why girls’ and boys’ education is equally important, we can **see where certain ideas resonated with beneficiaries and as such, consider this as the type of rationale to be effective with targeted groups.** Also we will see where certain ideas / rationales for opinions have resonated that do not necessarily align with the intended outcomes. Beyond that, we will see **what types of rationalisations were effective in bridging the gap between attitudes and practice.**

‘Girls have the right’

There were a variety of reasons that parents gave for why it is equally important for a boy and a girl to be educated. **The most common response given, across all countries, was simply that, ‘it is their right as a human’,** and to favour one over another was simply ‘not correct’, ‘against the law’, ‘against human rights’. **In every country and nearly every group,** FGD participants indicated that Plan/partner had held some sort of intervention with them in which they learned about these ‘rights’, much like one female student in El Salvador said: *‘They [Plan] have taught us about our rights and duties. They have taught us the child and adolescent protection law, which we didn’t know about. They have also talked to us about how boys and girls can get along, they should not look*

down upon girls, there should be no inequality. This has helped many of us. This has helped us move on, giving us new ideas. They came to talk to us about things we didn't used to know'.^{xxxix}

Clearly, such messages have resonated very well with participants, and at least conceptually, most have accepted it as evidenced by their vast majority agreeing as such when asked basic questions about equality, what we considered Tier 1) above. Indeed, this is an important message to convey, as it normalises the concept, setting the ground for future work that seeks to turn attitudes into practice; the increase in positive attitudes, generally speaking (Figure 10) may be attributed to this rights sensitisation that has increased in the targeted communities as a result of the programme. However, acceptance of how things 'should' be does not indicate that the participants understand how, or why. While this language was frequent in all countries, it was much more prevalent in Rwanda and Cambodia (and Sierra Leone but to a slightly lesser extent), suggesting that sensitisation sessions may have not been successful in building upon this concept.^{xl} These three countries are also those that have seen deterioration in the gender preference score (Tier 2), while others had improved.

Activities

We may attribute this relatively superficial understanding of girls' education in these three countries to the nature of interventions that seem to be occurring there. Based on the MTE, community profiles provided by the CO, raw data from KIIs and FGDs, and Y3FR country reports, it seems as though there have been few and/or limited parent or adolescent-focused workshops or sensitisation activities in Rwanda or Sierra Leone, that focused on the importance of girls' education, and/or that those that they do work with are not effectively conveying the message to other intended beneficiaries. In Sierra Leone, for example, the CO indicates^{xli} that peer educators are trained by FAWE/Plan about girls' education, including 'the impact of this on girls', but we have no evidence that they are conveying any more than 'rights' to them. Other interventions in Sierra Leone include media campaigns (radio discussions), and 'open air awareness raising events' which again, may not be effective in conveying more than a superficial message on 'rights'. Similarly in Rwanda, 'events' took place such as 'open day sessions', 'information campaigns', and 'dramas'. In Cambodia, there is mention of adolescents and parents being pushed to take part in 'community festivals, celebrations and enrolment campaigns' but no specific activities were mentioned elsewhere where there may have been an effective venue to teach more than 'rights'. From this, we can suggest that either a) sensitisation campaigns were only conveying the 'rights' argument; b) the method of sensitisation did not resonate with intended beneficiaries beyond conveying the 'rights' argument; c) sensitisation did convey more than the 'rights' argument but it did not reach many people. Next we explore the countries where we see more than the 'rights' argument which can help us to understand where interventions may have been more effective.

Girls' education has specific positive outcomes

A more developed version of the 'rights' argument is that a girl has equal potential to boys and, if nurtured, she will have a brighter future. While this may seem like an obvious conclusion to make, for participants in the targeted communities, we must not take for granted that they are able to rationalise or articulate specifically how education could help girls' futures, and beyond that what specifically the benefits of it are. More often, participants in Malawi, Kenya, and Mali, but to an extent in all other countries except Rwanda and Cambodia (and to an extent Sierra Leone), were able to articulate that an educated girl would have a brighter future. These were also the countries that showed improvement in gender preference scores. While having a common understanding of the role of education in a girl's future, there were variations across countries in explanations of what that brighter future would most likely bring. There were four main emphases: 1) educated girls will get jobs previously dominated by men, which can help the community/nation develop; 2) educated girls will be better daughters, today 3) educated girls will be better equipped to help the family/parents in the future; 4) educated girls will be better housewives/mothers. The reasons given

can help us to understand what resonated most in each country, and across all countries, to refine and possibly expand future interventions.

1. Helping the community / nation

First, we consider the idea that **educated girls will become part of the workforce and public life, and through that, help develop communities and the country**. This rationale was found especially in Malawi and Mali. One male teacher from Mali explained it clearly: *'As a society, we have for too long neglected educating our girls... we forgot that women represent at least 50% of our population and that if we do not make sure that they are educated, we lose half of our potential. The reason why we are left behind is that we did not care treating men and women equally'*.

Adolescents in Malawi pointed out that the current president was a female, and was doing well for the nation because she was female: *'We used to think that boys were the one supposed to get education but my opinion has changed after seeing that Malawi is now being ruled by a female president'*. By contrast, in Sierra Leone, adults and adolescents repeated the well-known phrase *'If you educate a girl, you educate a nation'* without further explanation. In Sierra Leone, adolescents and parents did not convey these attitudes, though it seems that teachers understood this idea. One explained what he learned in a Plan/FAWE workshop: *'Through the education we have acquired from FAWE/Plan we have changed our behaviour about the concept of education. In recent years it has been proven that girls will do better in school and can help contribute to socio-economic development in the community and the country as a whole'*. Another, during a key informant interview, said, *'It was said [before] that the male child[ren] are capable of doing greater things than the female child. Now my opinion about this has changed since the past three years considering what women are doing at present contributing immensely to the socio-economic and political development of the country'*. Therefore we can assume that in Mali, Malawi, and Sierra Leone, such messages have resonated, but that in Sierra Leone, more work needs to be done with adults and adolescents to help them understand what specifically it means for a girls' education to improve a community and/or nation.

2. Helpful in the home, today

Another reason was that **if girls were educated, then they demonstrated immediate and positive behaviour changes that the family was happy to see**, and helped them to overcome their previous reservations around educating girls. Such a response was given most often in Pakistan. This is in contrast to traditional attitudes that some had there, in which some parents believed an educated girl would become 'difficult', or 'proud' as a result of her being more educated than the parents. One adult female said that because her daughter could read, she was able to help her mother and other illiterate females in the household, rather than having to ask for help from the more educated men in case something needed to be read (medicine bottles, notices, etc.). Girls' also demonstrated improved behaviour as a result of schooling, contrary to what many parents' had feared. One adult female said, *'Before, whenever our girls pass from the street they use to sing songs or use abusive language among friends but now they talk about their education, their exams, papers and school'*. Another said, *'Before our daughters never give respect to their elders. They called them with their names but now they give respect to their elders and call them with proper titles like sister, aunty, uncle etc'*. Beyond this, education would contribute to her becoming independent, which was considered to be negative as it could disrupt the parents' plans for her to get married and assume the traditional roles as housewife and mother. In order to overcome these attitudes, it seems the most effective method was for parents to see examples of girls who were educated, and did not act in the ways that they had feared, as one adult male in Pakistan, said, *'This change in our thinking came after this project [that gave] easy access education to girls in our own village [which we would not have otherwise considered doing] ... We are thankful for PLAN, SAFWCO and HANDS for this project'*. Pakistan is unique in this case because the positive attitudes are primarily a result of the particular nature of the intervention, where Plan established NFEs within the community, so girls

could attend higher levels without travelling too far. Given the opportunity to see the benefits of their girls' learning, they were convinced that education was very important for them to obtain. Similarly, adolescents themselves saw that their education would enhance their lives beyond traditional roles. As one adolescent female said, *'Before we never ever think that girls' education is so much important. After joining NFE, we have started thinking in this way. Before we also think like other people that the role of girls is to just be at home and do household chores. But now we understand that to fulfil all the responsibilities of life, it's important to be educated'*.

3. Helpful to parents, in the future

Not only would educated girls help their families while they were still living at home, but participants also pointed out that **if a girl was educated and thus got a good job, then she would be better placed to help her parents later in life**. This realisation was very important for many adults across all countries where girls education was understood to mean a better future for her, as they saw immediately the benefit of having more than their sons as supports in their old age. This message from Plan/partner was especially powerful for beneficiaries in Pakistan, as one teacher there remarked, 'SAFWCO has given us several trainings; when I got the job [we learned] that you are living on the earnings of your daughter...this change [in attitude] occurred after getting this duty at SAFWCO'. Others had similar rationalisations, but the source of their thinking was not apparent. In Zimbabwe, an adult female linked her investment in her children's education directly to her well-being in the future: *'If they go to school [a child] will later help their parents. No matter how difficult the situation is I'll strive to make sure that both [male and female] of them go. No matter how hard it is when things get hard I'll cut down, whether on expenses or even money for clothes and food and make them both go'*.

Even in the countries where most people used a 'rights' argument (Cambodia, Rwanda, Sierra Leone), some participants nonetheless understood this idea. For example in Rwanda, one adult male said, *'In the past you found that the boy was given more importance because they thought the boy belongs to the house but the girl will go to another. But even if a girl gets married she can still help her parent's home,'* indicating that parents see investment in a child's education to be directly related to their ability to help the family over the long-term.^{xlii}

Some participants even said that **girls would be more likely to utilise their education to help their families, while boys would be more selfish**. This idea that girls were simply more reliable in this sense was found amongst all groups, but particularly in **Mali, Sierra Leone and Zimbabwe**. One adolescent female in Mali explained, *'When men make money, they use it to show off, they will marry more women and spend the money on themselves while women spend the money on the children, that is why I think that it is more important for women to go to school and study because they will educate their children better and take care of them'*.^{xliii}

Not only can an educated child better help the parents in the long term because he/she makes more money, but choosing to not educate one child could also have negative outcomes. As one adult female in Malawi said, *'We have seen families that have only educated one child, in the end the one who didn't go to school refuses to help the family as he/she says he/she was left uneducated'*. Therefore, a very effective rationalisation that resonates well with all groups is that an educated girl will benefit her parents more than if she is not educated.

4. Helpful in their future role as wives and caregivers

Another reason participants often gave was that the **primary benefit to educating a girl was that she would be a better wife and caregiver**. Such attitudes were expressed most often in **Mali, Sierra Leone, and Pakistan but were mentioned at least once in every other country**. In Pakistan, for example, an adolescent girl said an educated girl, *'will be able to follow her husband and carry on other household responsibilities in a much better way as per religious teachings'*.^{xliiv} This reason,

mentioned at least once in each country, is important because it indicates that participants accept that girls' education will be helpful and good, but at the same time it still limits the girls' future opportunities to being in the household, as she always has been. Such attitudes did not necessarily accept that a female could enter into the type of employment that a man could have, but rather, that she would maintain her position in the home, but simply do a 'better' job in her traditional roles as housewife and caregiver. Such attitudes miss the point to an extent, as an educated female who is nonetheless restricted in her future opportunities has not fully been 'empowered' by her education. Given the extent to which participants expressed this opinion, while not at the same time mentioning the other benefits in terms of independence / agency, one could deduce that a limitation to this sensitisation is that it **does not entirely address the problem surrounding women's subordination on a broader scale**. For future sensitisation, it will be important to deliver the idea along with one that education for girls can do much more than make her a good housewife, but that it can also allow her to contribute to household income / take care of herself, by pursuing livelihood strategies herself. However, it must also be said that simply because this was the reason reported during an FGD, this does not mean that participants believe it to be the only reason. After all, it is not surprising that a main concern for many of these participants will be oriented around their families and communities.

How the message is delivered

To summarise the findings from above:

- We see the most significant **negative** changes in both groups in Cambodia, Sierra Leone, and Rwanda, and among adolescent boys in Zimbabwe
- We see the most significant **positive** changes overall in Kenya, Pakistan, and Malawi; and significant improvement among adolescents in Mali.

Overall, attitudes are improved in countries where participants tended to give more detailed responses that showed their understanding of the actual positive outcomes of girls education (for both the girl herself, and through that, others). In short, in order to bridge the gap between attitudes and practice, **to have improved attitudes, it is necessary for people to have a clear rationalisation, in their actual context, as to why they should not prioritise boys**. The question here, then, is how should an intervention occur such that beneficiaries are able to have this clear rationalisation? We consider this below, with specific reference to Plan/partner interventions to determine what has worked, and why.

It appears that overall, the **critical component of effective intervention is that people are told about, and better yet shown living examples of how educating girls can bring about specific positive results**. Except in Cambodia, Rwanda and Sierra Leone, beneficiaries indicated that they had learned from interventions that girls' education had specific positive outcomes and, as we saw above, they were able to clearly articulate those outcomes. This, we argue, further consolidated their general idea that girls' education was important, which bridged the gap between attitudes and practice. Being told about this, while effective, was even more powerful it seems when beneficiaries saw living examples – women who had succeeded as a result of their education – in addition to being told about the benefits.

In two of the countries where attitudes were most improved (Malawi, Kenya), participants referred to times that Plan/partner emphasised role models, telling us that this was a particularly effective type of intervention to consolidate positive attitudes. An adult female in Malawi explained that one particularly useful aspect of Plan's work was that they have supported a few girls through higher levels of education, and now these girls are considered by the community (and also are often referred to during Plan meetings) to be role models that others should try to emulate. Many KIIs in Malawi also mention female role models as important to both promoting positive views and encouraging girls to stay in school, as one female teacher said: *'We feel very proud when we see*

people like you [the interviewer], well educated. You motivate our children especially when it's the ladies. We used to think that educating a girl child was a waste of time simply because at the end of the day they will get married but now we know that once you teach a girl child, she acts as a role model'.

In Malawi, it appears that Mother's Groups had a particularly important role here. These groups were supported and trained by Plan and FAWEMA, who were mentioned by many participants as not only being active in talking to people, but also in taking action in case it appeared a girl was at risk of leaving school and in encouraging girls to return to school because, 'it will be better for their futures', in case they had left for any reason, such as illness or child delivery. These groups also promoted certain role models in the community who had continued in their education and were succeeding as a result.

In Kenya, adolescents frequently referred to specific careers that women whom they had known personally, and in public life, had achieved despite being from 'the village'. One adolescent female said, *'[school is important for us] to brighten our future like becoming a cardiologists and earn good money. When in school, girls do not think of early marriages because there are teachers who help them to remain focused. In school we able to discover our careers... there are women who have such jobs'.*^{xiv} Here, there have been interventions with parents, students and teachers to explain the basic ideas surrounding enrolling and retaining girls in secondary school, including explanations surrounding this being their 'right'. One teacher attributed some positive attitude changes to Plan's specific interventions: *'Over the past girls were not taken to secondary school; they used to go and do domestic chores. Nowadays there is the transition. Plan usually comes to school and talks to pupils; Plan holds awareness meetings that have brought to this change'.* During meetings with adolescents in secondary school, Plan has brought in motivational speakers that have 'encouraged children to work hard'; in meetings with parents, Plan has worked to convince parents that they must continue enrolling their child in school and ensuring his/her attendance because this will have positive results for their child and the family's future. In the FGDs, girls and boys alike referred to these motivational speakers as giving them the evidence that indeed, a girl can succeed; thus, we can be confident that this component of the programme was very effective in consolidating positive attitudes. As with Malawi, the strong emphasis on these role models gave people good reason to believe that indeed, girls' education could result in positive outcomes.

In Pakistan, the other county with significant attitude improvement, rationalisations were more associated with raising better families, not careers and independence. Similar to Malawi and Kenya, though, was that beneficiaries indicated that they were seeing first-hand evidence of what education had done for girls: they were demonstrating improved confidence and ability to help the household. These girls were in a sense the role models for the communities, because other parents saw that education was good for them, and encouraged them to reconsider educating their own girls.

The remaining countries (El Salvador, Zimbabwe, Mali), it seems, were effective in explaining to beneficiaries the benefits of girls' education, but did not provide much in terms of living examples to further consolidate attitudes. Thus, we saw moderate improvement in attitudes that could likely be enhanced using similar methods of providing role models. Beneficiaries are aware of this. In Mali for example, one teacher explained that more needed to be done to help change attitudes even more significantly, particularly among adults who had shown some regression: *'In our context, it is more important to focus on girls' education because we need more women to be role models in our small communities. It is not to say that education is more important for girls, it is just to say that in our context, we have a deficit of women in high positions and even in our schools. In this school for instance we are all male teachers, there is not a single woman teaching in this school and the girls*

who come here do not have a role model. There is not a single woman who has been successful through education in this community’.

All of this suggests that **in order to consolidate positive attitudes to girls’ education, which most people already superficially possess, living examples of success among people they identify with must be provided.**

What works?

To summarise what we saw in this section, **in Malawi, Kenya and Pakistan, FGD participants and KIIs had clear rationalisations for why they supported equality in education, combined with real-life examples of the benefits**, and their gender preferences scores have improved most significantly since baseline; enrolment rates for girls are also increased, suggesting one element of bridging the gap between attitudes and practice. **Both of these components seem to be missing among FGD participants in Sierra Leone, Rwanda, and Cambodia**, whose gender preference scores have gotten worse since baseline. In El Salvador and Zimbabwe, scores are stagnant and we see that while people have clear rationalisations as to the importance of education, they do not mention seeing any real-world examples the benefits. Finally, in Mali we have a curious case where adolescent gender preference scores increase significantly, but not adults. However, **qualitative evidence in Mali suggests that adolescents have clear rationalisations as to why they support girls’ education, but are lacking real-life evidence** of the successes beyond ‘improved families’, which may help to explain the low scores for adults.

Table 9: Summary: Attitudes, Practice and Rationalisations

Type of rationalisations	‘Rights’	Being told about specific benefits	Being shown specific benefits
Country	Cambodia, Rwanda, Sierra Leone	Mali, Zimbabwe, El Salvador	Kenya , Malawi Pakistan
Change in attitude	Negative	Positive	Very positive
Tier Assignment ^{xlvi}	Tier 1	Tier 1/ Tier 2	Tier 2

Change from baseline: girls’ enrolment (quant)	Worsened	Same / slightly improved	Much improved
Country	Rwanda*, Zimbabwe	El Salvador, Malawi, Sierra Leone	Cambodia, Mali, Pakistan, Kenya

**Recall Rwanda data should be taken with caution as the respondent sample was particularly affected by sampling bias*

We saw in the discussion on attitudes to education for children (boys and girls) generally, nearly everyone agrees that conceptually, education is important. People generally understand that education will lead to ‘better futures’. However, there are still barriers that people face which can result in children dropping out of school early, or never attending in the first place. Among the most critical limitations to these attitudes translating into practice are temptations for adolescents to pursue potentially insecure jobs that will give them immediate gains without education, at the expense of continuing to higher levels of education. This was particularly evident in Zimbabwe and Mali, though there were indications that the situation was improving to an extent as parents and adolescents more often saw first-hand that the returns were not so secure. A limitation to the sensitisations here are that **perhaps not everyone agrees/accepts that investments in education, versus quick returns, could yield higher rewards in the future.**

We also saw that despite improved attitudes to girls’ education, in practice, boys are still prioritised in some cases, indicating residual negative attitudes. While we see that overall, participants accept

that girls' education is important generally speaking, and many people have clear reasons as to why they now agree with this, there are limits to this improvement such that attitudes may not translate into practice. Overall, the **biggest limitation is when sensitisations are superficial, dealing only with 'rights', and do not provide strong and understandable examples to help people rationalise why it is important to send girls in particular to school.** It appears that such superficial sensitisations are occurring most often in Cambodia, Rwanda, and Sierra Leone^{xlvii}, but certainly are common attitudes everywhere so can be considered a limitation throughout. The most basic rationalisation that resonated throughout was that educating girls would have specific positive outcomes for her future – it would not be a wasted investment – and when people were shown clear evidence that this was true, particularly in living examples of successful females, their attitudes were consolidated, which lessened the gap between attitudes and practice. We saw that in Kenya and Pakistan, participants had these role models and enrolment for girls increased to 100%; in Malawi, enrolment increased slightly from baseline but was high to begin with. The specific types of rationalisations that resonated well with participants across all countries, but especially in those where enrolment is so improved (excluding Cambodia, see point below) were that a) educated girls could contribute to the development of the community / country; b) educated girls would be better daughters, today; c) educated girls would be better able to support their parents (financially and otherwise) in the future; d) educated girls would make better wives and mothers. The latter point was more common than any other reason in Mali and Pakistan, indicating that there may be more work to be done in terms of pushing beneficiaries to see how women can also pursue better futures in their careers and independency.

It is important to point out here, also, that even though we see enduring negative attitudes in Cambodia, we also see significantly increased enrolment for girls, such that more girls than boys are enrolled. It is likely that this is a result of the scholarship programme, where girls receive direct support to go to school. This would suggest that such changes are unsustainable because when the choice of whom to send to school (that is, how to spend the money they have) becomes the parents' decision again, the boys may still be favoured.

Going forward, then, we accept that conceptually, adults and adolescents largely agree that both boys and girls should be educated to high levels, but practically, if faced with additional barriers, many girls will still most likely be the ones who leave because as we saw above, **deeper negative attitudes remain**, though to various extents in each country. Where deeper attitudes do not remain, which seems to be the case when parents/adolescents have clear rationalisations around why girls' education is important, then we see positive practice despite additional non-attitudinal barriers that they may face. However, when there are still residual negative attitudes, they show themselves much more in the face of additional, non-attitudinal **barriers to education**, most especially when it comes to a family having limited financial resources, explored in the next chapter.

Chapter 5: Financial Barriers

We saw in Chapter 4: Enhanced Attitudes that **financial barriers are among the most significant and widely reported of reasons why a child would drop out of school**, and in Chapter 2 that even for those currently in school, the most commonly reported barrier to continuing to higher levels was financial. In FGDs asking about parents hopes versus expectations in their child continuing his/her education, every group in every country mentioned financial barriers as a key reason that it was unlikely their children would attain as high as they wanted to. Not only did parents mention the financial aspects of fees, materials, and children's work, but they also pointed out that there were costs for transportation to/from school, laundering of uniforms, and in case a child needed to reside outside of the village to attend a distant school, the associated living expenses.

In many cases, parents indicated that while they had sufficient financial resources today, they **could not rely on these resources in the future**, which made them nervous to continue investing. Illness frequently came up as an issue that would affect the parents' ability to keep their children in school, as one adult male in Cambodia explained, *'[My children will not reach as I hope in case] I got sick and could not afford children to continue. When a family is sick, it's impossible to send children to school'*.

Lack of finances also deterred parents from investing in their children's' education because they simply **could not see any scenario in which they could afford higher levels**, which would ultimately limit their opportunities and effectively waste the time spent in lower levels where they would leave, still with incomplete education. One adult male in Mali explained, *'If you do not have any one in Bamako who can assist you by keeping your child, and you do not have the money to rent a place for him somewhere, that means, that is the end for the child's education. That is one of the reasons why many children are discouraged from going to school... parents have low expectations'*. A female adult in El Salvador said, *'The difference between dreams and reality is due to poverty. It is difficult because everything is expensive. If you save up for notebooks, you can't pay the tuition; if you pay tuition, you can't afford the fare. And it's not only the fare; they also have to have lunch at the school or university. You would like to see your children getting ahead, send them to college, give them everything, but resources are not enough due to the lack of employment'*.

We also see in the quantitative data that when families imagined having these financial problems – a very realistic scenario for them – gender discrimination against the female child became far more apparent than when they were asked whether, conceptually, girls and boys education was equally important. Globally, as we see in Table 10 below, **attitudes on giving boys priority where resources are limited were similar at Y3FR as at the baseline; around 1 in 5 adults agree that *If resources are not enough then it is better to send a boy rather than a girl to school***. This measure was part of the gender preference score discussed above (which improved overall), so we can see that when it is taken separately, lack of financial resources remain an enduring obstacle to achieving gender equality. Therefore, another approach beyond changing attitudes is to provide direct financial assistance so that this financial barrier is eliminated and as such, ensure girls attend school despite any residual negative attitudes / propensity to negative practice.

Table 10: % agreeing that if limited resources, it is better to send a boy (Y3FR, MTE and baseline)

	Y3FR	MTE	Baseline
Cambodia	44	42	39
El Salvador	6	11	12
Kenya	6	8	15
Malawi	12	8	10
Mali	32	33	33
Pakistan	35	33	21
Sierra Leone	17	8	11
Rwanda	22	15	14
Zimbabwe	17	23	25
Global	21	20	20

% agreeing or strongly agreeing, significant adult survey

The most significant challenge to attitudes regarding spending resources on boys' rather than girls' education when resources are scarce appears to be in Cambodia, Pakistan and Mali. These are the countries (along with Zimbabwe) offering direct financial support (described later). Zimbabwe shows evidence of most progress, among the countries offering direct support, but not enough to be statistically significant.

In order to better understand this aspect, we will consider the different types of financial barriers that exist and try to elucidate where certain strategies have been effective in overcoming these barriers and beyond that, what more could be done.

Paying for education

As we saw in the chapter on attitudes, parents and students alike are overwhelmingly supportive of education, and want both their sons and daughters to finish high levels of school. However, we also saw that there were often times where families needed to prioritise one child over another as a result of other barriers, very often related to finances. On the one hand, families may simply have not had enough cash on hand to pay for certain things; on the other, parents may anticipate all of these costs that will come with every child they send to school, which when thinking in the long-term, may cause parents to consider the larger investment against what they could do with that additional money combined with their child's time. In turn, they may choose to keep a child out of school to help out, which has immediate returns – this issue was covered thoroughly in the chapter on Attitudes. In this section we will focus more on the issue of available cash, wherein we acknowledge, based on previous findings, that if a family is faced with the issue of cash shortage, it is more likely that the boys will be prioritised, and girls may not continue to higher levels. As such, **in addition to trying to change attitudes to avoid such a gender preference, another strategy is to eliminate the financial burden on families so that they are not faced with this decision in the first place.** This relies on the assumption that the key barrier to a girl continuing her education is that her family or she cannot afford it. Accordingly, Plan has implemented a number of strategies to try to reduce this financial burden, with the intended outcome of more girls staying in school. Indeed, we saw in the Attitudes chapter that the three countries where there was a relatively high male preference when faced with financial difficulties as Cambodia, Mali, Zimbabwe and Pakistan; these were those that implemented direct support interventions. We will see that there is varying success, which could indicate one or more of the following broad problems, which vary from country to country: a) the support was not targeted to the right people; b) there were other non-financial barriers keeping girls out of school; c) the direct support was not sufficient enough. There is some evidence that this direct financial support could be instrumental in achieving gender parity, despite enduring negative attitudes, in Cambodia and Zimbabwe, where gender parity scores are above 1 at Y3FR.

Specific Outcome A3: % of parents citing financial barriers as a reason for adolescent girl not attending school

There are many items for which a family/student need to have cash available, in order for a child to continue his or her education: school fees (in countries where secondary education is not free); materials (books, pencils, paper); uniforms (purchase and repair); exam (fees for sitting and obtaining results), transportation costs to get to/from school, and in some cases, incidences of bribery (paying a teacher / school executive to release grades, etc.), and having to pay money as a form of punishment. Struggling to pay for all or any of these is a 'financial barrier'. With this, we consider the quantitative data, which shows overall, **financial barriers are still a significant problem despite various interventions aimed specifically at eliminating them.**

The Logframe indicator for financial barriers is the proportion of parents citing financial barriers as a reason for girls within the household not attending school. Overall, **the proportion of parents at the Y3FR citing financial barriers as a reason for girls not attending school was higher than that found in the MTE.** This variable is not available in the final baseline data and so is not presented here. Also important to note is that the figures below are based on very small numbers of girls who were not attending school, and cannot be considered representative of all girls out of school.

Table 11: Financial barriers Logframe indicator by country

Specific Outcome A - Indicator 3	% of parents citing financial barriers as a reason for adolescent girls not attending school	
	Y3FR	MTE
Cambodia	64%	27%
El Salvador	30%	31%
Kenya	100%	0%
Malawi	22%	0%
Mali	17%	9%
Pakistan	0%	0%
Sierra Leone	13%	0%
Rwanda	68%	50%
Zimbabwe	65%	68%
Global	43%	24%

Based on Y3FR and MTE household schooling history, Note: Country data needs to be interpreted with caution due to small numbers. For example the Kenya Y3FR figure of 100% is based on just one case. NB: The measure is the % of those who have female children not in school who give a financial reasons for this

Two of the countries implementing direct support fared worse at the Y3FR in terms of the proportion of those with girls not in school citing financial barrier – Mali and Cambodia – while Zimbabwe was similar to the MTE and Pakistan had no adolescent girls at all not in school due to a financial barrier.

There is a significant negative relationship between the number of children in school and there being a financial barrier mentioned in relation to girls education.^{xlviii} So, **where there is a financial barrier to girls being in school, there tend to be fewer children in the household in school generally** (see Annex 3 for correlation tables). This relationship was also significant at the country level in those cases where there were larger numbers of respondents with adolescent girls not in school), strongest in El Salvador, Rwanda and Zimbabwe, followed by Sierra Leone (See Annex 3). In other countries the relationship was not statistically significant. Of these, only Zimbabwe has direct support in place.

Another indicator for financial barriers to female school attendance is shown below, for the Y3FR, by country. Overall, 87% of respondents were households with no adolescent girls not attending school, 7% had at least one adolescent girl not in school (but did not mention a financial barrier) and 6% had an adolescent girl not in school due to a financial barrier.

Table 12: Financial barriers by country (household schooling history)

	No adolescent girls not attending school	At least one adolescent girl not in school but no financial barrier mentioned	At least one adolescent girl not in school and financial barrier mentioned	Base
Cambodia	86%	5%	9%	100
El Salvador	91%	6%	3%	108
Kenya	99%	0%	1%	97
Malawi	91%	7%	2%	99
Mali	77 %	19%	4%	100
Pakistan	95%	5%	0%	100
Sierra Leone	92%	7%	1%	100
Rwanda	72%	9%	19%	102
Zimbabwe	84%	6%	10%	108
Global	87%	7%	6%	914

Based on household data in significant adult surveys. The total number of girls out of school in each country is too small to conduct additional country-level analysis; global analysis is presented below.

Looking at the type of financial barriers encountered by boys and girls shows that lack of school fees was the most common reason for boys and girls dropping out, while working to support the family caused dropout in around 7% of cases (though slightly more boys). Working at home was similar for boys and girls, with 7% of adolescents dropping out of school for this reason. Lack of materials was mentioned for only around 3% of those having dropped out (see Annex 3 for full table for each option given).

Annex 3 shows the various funding sources used to pay for adolescent's education, as reported by the adolescents themselves in the adolescent survey. Parents are responsible for paying for education in most countries, with the exception of girls' education in Pakistan, where 18% of respondents' education was funded at the Y3FR by NGOs and 76% was through Plan. Plan also provided funding for 14% of the boys and 12% of the girls according to adolescents in Zimbabwe. It is notable that adolescents in Mali, Pakistan and Sierra Leone tend to refer to their father funding their education rather than both parents, suggesting a gendered division of finances with fathers in control of resources more than mothers. Mothers are more important sources of funding in El Salvador, Cambodia and Rwanda and in Mali (for boys).

While we see limited impacts of financial/material assistance in the quantitative survey it is important to note that the number of girls not in school due to financial reasons is small, at 6% of the households interviewed. This means the chances of the quantitative data showing a significant impact of financial assistance on dropout is low. The survey did find that 29% of boys and 39% of girls who were aware of Plan had received financial or material assistance, however.

The qualitative gives us more nuance into what specifically has changed with regard to having financial barriers in the last 3 years, and what affect this has on children's education. Not only are the numbers in the above indicator small, but we also need to consider that the above indicator is related to girls who are currently out of school, and the reasons for that. The indicator misses the very important issue of those girls who are currently in school, but at risk of dropping out because of financial reasons. As we saw in the indicator related to parental preference for boys in case of financial difficulty, it is important to address this risk early-on. Therefore, we consider in detail the countries where direct support was provided, and individual beneficiaries, in order to determine the extent to which there has been help. Where we see any limitations to this assistance, we will be better able to adjust the project accordingly so that the intended outcome is effectively achieved.

Scholarships

In Cambodia, Zimbabwe, Mali and Pakistan, some form of 'direct support' was provided in the form of scholarships or 'kits'. It was intended that Plan / partner would select the girls who were in the most need of this financial / material assistance, or most at-risk of dropping out as a result of money, and who it seemed would benefit most from it. In Zimbabwe specifically, this support was specifically offered to girls who had dropped out, to try to get them back into school.

The types of scholarships provided, and the specific selection process was implemented somewhat differently in each of the countries, based on what the needs for girls in each are were. For example in Cambodia, the scholarship programme has been targeting girls from low-income families who are studying in grade 7-9 in PPA2 target schools, since 2011; most significantly, school fees are paid^{xlix}. Scholarship recipients were selected by committees comprised of school support committee members, child representatives and teachers; also in year two it took the government scholarship targeting approach into account, to ensure the poorest girls would be reached. In Mali, girls at secondary level from poor families are provided with materials and uniforms, plus bicycles for those who live far, and in some cases in kind support in food (e.g. rice); there are no school fees for any secondary students in Mali. In response some initial backlash for girl-focused scholarships, some of

the poorest boys were given similar assistance in some communities, though the participants included in this study were clear that they had not seen such changes in their communities. In Zimbabwe, there are two models utilised for scholarships: a) school fees are provided to girls through block grants given to schools; b) some girls are given direct support, in the form of fees and materials. In Pakistan, all girls in the targeted communities have the opportunity to go to NFEs in their village, where all fees and materials are provided at no cost.

There is clear evidence from the FGDs and KIs with adolescents, adults, and teachers, that for most who received the scholarships/kits, they benefited immensely and in some cases, getting this help was decisive in their staying in school. However, there were some issues in each of the countries around the selection process itself, in that not everyone believed that the scholarships went to the right people. Such complaints came from both adolescents and parents; these are explored in-depth below.

Selection process

The majority of respondents in each country who were aware of the scholarship programmes, also thought that they were mostly fair in their selection process, in that those who were most in need were getting the support. The process was not without complaints, though, as we consider various problems below.

Not selecting 'serious' students

In Zimbabwe, it appears as though the process to get a scholarship was that an out-of-school girl or her parents would need to 'come forward' in response to an announcement made at the community-level; if it was determined that she was in need, then she would get the scholarship. While nobody complained about this specifically, the process could be limited because it could exclude those who may not be comfortable coming forward, or did not hear about the 'call for applications'. Additional work should be done to seek out girls who are in need, but have not come forward. Another issue as already mentioned was that some girls were given scholarships who were 'not serious'; parents suggested that they be consulted about girls in the community, in addition to speaking directly to their previous teachers to determine whether they will 'be serious'. Some, as one parent reported, had been expelled from school already, and therefore offering them scholarships alone was not nearly enough to keep them in school.

Not including boys

One major issue in both Cambodia and Mali, but not in Zimbabwe or Pakistan, was based on the rationale behind the scholarships in the first place: that they primarily benefited girls. Some participants, usually adolescent males but also teachers, did not think that this was fair. In Cambodia, for example, one adolescent male said: *'[There is] bias, some poor male students didn't receive a scholarship and then quitted school'*. Even teachers themselves in Cambodia did not understand why only girls should benefit: *'Based on the information, the rate of quitting school of the boys is higher than the girls, so why help only the girls? That is the reason poor boys go to work in Thailand'*.

In Mali, for the most part participants believed that the selection process for scholarships was well-executed in terms of achieving what it set out to do: help girls. Indeed, all girls were given scholarships. However, as in Cambodia, there were complaints from boys about the goals in the first place, which focused only on girls – the majority of boys who knew about the scholarship program indicated that it was 'not fair at all' because it only targeted girls. Nearly all the girls who knew of the project believed it was very fair. However, for all children, over a third did not even know that it existed. Some parents in Mali, however, understood the need to focus on girls, as one adult male said, *'It was very fair because it was aimed at correcting a mistake. We have always favoured our boys over our girls and the project has done a lot to raise our awareness about the consequences and*

by giving the kits to the girls Plan Mali take more responsibility away from the parents'; even adolescent males saw that despite their not being included directly, there were still benefits: 'It was for the girls but we do benefit from it because it helps our parents'.

However, these opinions from males were in the minority; most adolescent males in Mali especially, and to an extent in Cambodia, considered themselves to be 'discriminated against' and 'just wrong' to only focus on the girls when they too considered themselves to be struggling. More than this, all of the teachers (male) similarly agreed that by not offering this help to boys as well, it was creating problems. As one said, *'the criterion used for the project was not fair because there are so many boys who drop out of school because of the mines, it would have been better to help every child in the school'*. Project staff in Mali indicated that boys had begun to receive these scholarships in response to earlier negative reactions to the intervention, but reports from students themselves suggest that they even those now being dispersed to the very poor boys are not sufficient, and still considered to be unfair given that all girls, whatever their socioeconomic status, receive them. Combined with the wider sentiment among adolescent males in Mali who feel like they are 'missing out' (i.e. remedial classes, described in the Access Chapter), we can see that there needs to be more inclusive interventions, or explanations to boys about why the interventions are as they are, to ensure that such sentiments do not increase and worse, do not in turn affect the well-being of girls as an unintended consequence if the boys begin to resent them. We can take the positive attitudes from the males above as evidence of 'sound logic' that may also resonate with the boys who feel discriminated against, to show them that even though they are not benefiting directly, that there are broader benefits for their families, which will in turn help them and their community.

Not selecting the poorest

Another key problem that was only apparent in Cambodia, was with regard to the selection process for girls themselves; they did not believe that in all cases, only the very poor were benefiting. At the same time, Plan staff working in the target communities believed that the scholarship programme was transparent and fair, and that the right people were benefiting as a result of the well-organised selection committees¹. In addition, the home visits conducted by the committee to potential scholarship candidates was regarded an important and transparent step in the selection process.

However, some students and parents in Cambodia also indicated that the criteria to judge whether a student and her family were poor were not good, for example there were some students who were quite poor, but happened to live in a big house; therefore they were excluded. Others, who lived in a smaller house, actually had a lot of assets included bicycles / motorbikes, but were provided with scholarships that they didn't necessarily need. Therefore, for some students it was not so much a complaint as to who was on the selection committee for scholarships as it was one regarding how they were judging relative poverty. It may be important to ensure that the size and quality of the home is not the key factor in determining who gets the scholarship. Students in one community in Cambodia, however, said that there were some students who were given scholarships just because they were 'close to the teacher' or 'nice to the teacher'. In this case, it would be important for there to be someone on the selection committees who did not know students personally, and then could closely review those recommended for scholarships to confirm whether they were good choices. While this is said to be the process in Cambodia, and many other students said that the process was good, it may be important to provide closer review since there are at least some students getting scholarships who others believe is not fair, and too strongly influenced by individual teachers.

Benefit to recipients

While scholarships are evidently helping many girls to stay in school, they are not always the deciding factor, particularly for the most at-risk girls. In Cambodia and Mali, all female scholarship recipients unanimously agreed that the scholarship had played an important role in continuing school; those supported by NFEs in Pakistan were equally positive. For example in Cambodia, male

adults talked about how the scholarships reduced their family expenditures, making the family's living conditions easier: *'PLAN helped support [us] such as: bike, rice, dried fish (for poor students)'*. Female scholarship recipients stressed the importance of the scholarship: *'We don't have any money to buy books, no transportation to go to school, [we] quit from school or miss school if the organization doesn't support [us]'*.^{li}

Attitudes were similarly positive in Mali, as one female adolescent said: *'That is the best project Plan Mali has brought to our village'*. An adult female explained how decisive this support was in keeping her daughter in school: *'Yes it did help because some families cannot afford buying books for their children and those children would have abandoned without the support'*; similarly, an adult male said, *'There are too many families in our community who cannot afford to keep their children in school because they are too poor. The support that we got along with the sensitisation have played a big part in making many of us change our attitudes towards school and keep the girls in school'*. One girl also pointed out that the remedial classes she was attending, and which were very helpful in her increasing her grades, were at no cost to her or her family.^{lii} Most males expressed that they thought they too should get direct support, but in a few cases were able to understand why girls were targeted, and that this ultimately benefited them. A boy mentioned that because girls were getting books, then there were more books overall for children to use, and they could share.

By contrast, in Zimbabwe, there was evidence that girls on scholarships were still dropping out, as a result of enduring barriers to their education not related to finances. A group of adult males explained that while the scholarship process was effective in selecting the girls most in need, including those who had already dropped out of school, it did not ensure that they would stay in school because in selecting the girls they did not focus enough on whether or not they were 'serious' about education. One man said: *'It is very fair they targeted poor girls who had dropped out of school. Some the girls were given everything but still dropped out of school again. They are not serious. it is a waste of resources. You guys from Plan should consult us before you select children then we tell you if they are serious. They don't appreciate the importance of education. As we speak we have two girls who dropped out of school we can mention them by name if you want. They should have know why they dropped out in the first place before giving out financial and material assistance. Some were even expelled before the project came.'*

While this may have occurred in some cases, there was still evidence that scholarships were helping other girls; one beneficiary said, *'Life was hard before the support, like before you would be sent away from school for non-payment because there wasn't any money at home so you end up dropping out'*.^{liii}

There are still financial challenges that can keep children out of school

In Cambodia, a key informant expressed an important issue that was indicated throughout all the countries in the study, which tells us that scholarships alone (or financial assistance to ensure a child's education continues) were not enough to address the underlying causes of poverty: *'A family needs food, but we give them school materials. It doesn't support the need of the family. Children have nothing to eat, but we give them a bike'*. Similarly in Zimbabwe, some beneficiaries indicated that while the support helped them significantly, that there could be more, particularly when it comes to having enough to eat. One girl said, *'while school fees are good, at home there is hunger so it makes it harder to even study when you go home because you will be hungry or you wont even concentrate in class'*. In Kenya, KIIs described new programs that focused on improving farming, and teaching families how to withstand drought, but FGD participants indicated that this was still a serious issue for them, and often children would have to go to school having not eaten, affecting their performance, or would otherwise just stay home.

Such attitudes were common across all countries, where even direct support to a child (whether it was available or not) would not have alleviated the enduring hardships that families faced, which could ultimately have implications for their children's long-term education. The most obvious case is that in which a family would benefit from their sons'/daughters' help at home or in a business, for which their time is of more value than their education, given the actual situation they face. This issue was dealt with in the previous chapter on attitudes to education, where it was clear that there needs to be more work on this topic in all countries, even where financial support is available for children, because ultimately families are faced with financial pressures that are not alleviated by mere scholarship.

We also must consider parents' understanding that even if their children make it through secondary school, paying for tertiary education will be even more difficult, and they cannot rely on financial assistance to help them with that. While the scholarship programme has been effective in getting girls into post-primary education, it will not be sustainable unless other economic strengthening activities are effective, combined with enhanced attitudes to ensure that parents spend any extra money on their girls' education and not something else. In order to try to address the issue of financial hardship more holistically, savings groups have been established in all the communities, more recently in Zimbabwe. More specific research on the economic outcomes of these projects should be conducted in order to assess their relative impact. Given that financial barriers are still serious for many families based on FGDs and KIIs, we must assume that more work needs to be done to ensure families and communities feel economically empowered to invest in education.

What works?

We see clear evidence that scholarships **are instrumental in keeping some, but not all girls in school**. It is helpful to consider the relative change in enrolment for girls in those countries where direct financial assistance was provided. We see that except in Zimbabwe, enrolment for girls has improved since baseline. We see here that in some cases, direct financial support is not necessarily enough, especially (as we saw in the Attitudes chapter) there are other temptations for 'quick money', as we saw in Zimbabwe. We also see, not surprisingly, that in Pakistan where all girls in NFE are supported, enrolment is greatly increased and attitudes are very positive. In Mali and Cambodia there are some concerns with the selection process, particularly in that only girls receive support, and in Cambodia in particular there are complaints that the poorest are not always selected. Still, the qualitative tell us that despite this, this financial support is critical for keeping girls in school. Finally, we can see how scholarships are not a sustainable option where financial barriers continue to exist, though they have played an important role in helping in the immediate term, which could have had an important role in helping parents to see first-hand the benefits of their girls' education and consolidating positive attitudes, encouraging them to positive practice in the future.

Table 13: Summary: Direct financial support

Girls attendance change	Drop / same	Slight increase	Significant increase
Country	Zimbabwe	Mali, Cambodia	Pakistan

Scholarship selection process opinion	Okay	Good	Very good (all girls)
Country	Cambodia	Mali, Zimbabwe	Pakistan

Scholarship amount opinion	Negative / neutral	Positive	Very positive
Country		Zimbabwe	Mali, Cambodia, Pakistan

Chapter 6: Quality Education

In Chapter 4 we considered a ‘first step’ in ensuring that girls and boys are treated equally in terms of their getting an education: that attitudes are such that parents/adolescents will agree that it is important, conceptually, to give equal opportunities to boys and girls. For the most part, we see broad success in achieving this first step, and much can be attributed to Plan/partner interventions in either delivering a relatively new message, or further consolidating the message in areas where it was not so new, but still not totally accepted. The ‘second step’ is for parents/adolescents to actually treat girls equally, so boys and girls are enrolled and retained at equal rates through secondary school, so that even if other barriers (particularly financial) are present, parents do not base their decision on who to educate strictly on gender. However, we saw that although most people think boys and girls ‘should’ be equal (which we called Tier 1 – that people conceived that equality was good), in many cases, the reality of people’s situation was such that they had to prioritise, and because of residual gender discrimination, this was usually to the disadvantage of the female in practice. Improvements had been made in all countries with regard to Tier 1, but there was variation across countries with respect to improvement in Tier 2 (conceptual prioritization based on gender) and Tier 3 (actual prioritization based on gender). We saw certain countries (Malawi, Kenya, Pakistan) where Plan’s message was particularly influential in helping people rationalise the reasons for giving girls equal opportunities at education, increasing the chance that they would implement these new attitudes in practice (improved up to Tier 3), while others (Cambodia, Rwanda, Sierra Leone) had limited progress (improved only to Tier 1). However, there is still there is a lot of room to go before we can say that there are truly equal opportunities for girls to be enrolled in school through the secondary level, at the same rate as their male counterparts.

Now we consider a ‘third step’ that reaches beyond enrolment, retention, and attendance: access to *quality* education. In this theme, we consider a few different factors that play into ultimately, **ensuring that a girl or boy who is enrolled in and attending school is at the same time actually benefiting from that experience**, not only in terms of the extent to which she or he is learning subject matter (through teachers and resources in classes, and use of outside studying/learning activities), but also in terms of gaining life skills, increasing confidence and having a clear idea about what she or he wants to do in life, and how to do it. We consider findings related to these items thematically, before analysing the overall success, limitations, or negative outcomes of Plan/partner outputs dealing with them. We also consider gender as a cross-cutting theme here, highlighting where there are significant differences between the activities/interventions and thus outcomes for boys versus girls.

Quality of teaching in school

One major aspect of the programme is to enhance the learning experience – that is, they are actually learning, and not merely attending – of both boys and girls who are in school. A variety of interventions oriented around teacher training and monitoring have been designed in order to achieve this, and have seen **overall improvement, but with varying degrees of success from country to country and related to specific areas** – this section will focus particularly on teacher training in terms of gender-sensitive pedagogy, subject knowledge, teacher attendance and degree in which they are able to engage students. Overall, teacher training and providing action plans has been helpful, but more needs to be done in order to ensure that a) more teachers are trained or they are encouraged to train others similarly; b) more in-depth training is provided; c) action plans are feasible given the training and resources provided; d) action plans are more closely monitored; e) Plan/partners are more responsive to teacher requests. Addressing all these areas can ensure that not only are teacher skills developed to effectively do their jobs well, but also that teachers feel that their needs are being met such that they have increased motivation. Other issues like teacher to student violence will be reported on in detail in a later chapter, though of course we can see how

behaviour in this regard would greatly influence the relative extent to which students are actually learning in school.

Teacher training and action plans

In certain countries (Cambodia, Kenya, Malawi, Rwanda, Zimbabwe, Pakistan NFEs and AFCs), teacher training was a large component of the programme as compared to other countries where it was less structured and thorough. Before going into the observed outcomes related to quality of teaching in school, we first consider the training that teachers received in the first place in these countries. **Training was overall positive, and most teachers throughout all countries indicated that they felt better able to do their jobs today** as compared to 3 years ago, before receiving any training or support from Plan/partner. However, **there are still evident limitations** to the extent to which they can do their job effectively, and in most cases, would **benefit from more training** (increased access), or in other cases, a **different style of training or different subject matters** covered. Teachers would also **benefit from better responsiveness** from Plan/partners when valid requests are made for additional help (either by providing the help, or explaining clearly why it is not possible, but that their requests have been heard).

Teachers in Pakistan were most positive about their training experiences, and indicated that they had much better skills to do their jobs today. One NFE teacher in Pakistan said, *‘The trainings we have received here are so intensive that we feel ourselves educated now. It has given a boost to our knowledge level... After every training we feel that now we can fly an aero plane’*. A teacher in another community in Pakistan was similarly positive: *‘During trainings, we have learnt class room methodologies, how to prepare lesson plans, teaching methodologies. We ourselves feel real teacher after getting training’*. These teachers were able to articulate in detail the types of things they had learned; including teaching strategies (*‘whether the student is getting bored’*) and also specific subject matter (*‘before I was not confident to teach the mathematics, but now I have improved my Algebra after the trainings’*). The success seen in Pakistan may be attributed to the relatively higher level of attention given to all staff in NFEs, and closer monitoring in these schools since they are entirely Plan/partner run (and for which partners have a relatively high technical capacity as compared to other partners). In other schools where teacher training and action plans are implemented within existing structures, the outcomes are expectedly less significant.

Opinions **were somewhat positive in Kenya, Rwanda, El Salvador, Sierra Leone, and Cambodia, though in all countries teachers requested that they have more training that covered additional topics, particular to each country and school**. In Cambodia, teachers reported that the training was too short, and that they needed more information about SRHR in particular. They said that they read books in addition to try to enrich their knowledge, but that they still felt limited. Another problem was that not all teachers were included in the training, or missed some classes, which indicates another area that needs attention. In Kenya, the main problem for teachers was that they felt they needed more attention on all areas: *‘Areas that need more training are areas like guidance counselling, leadership, interpersonal skills, digital skills, alternate means of punishments, how to handle learners, new education act 2013, board management, training on students council, engagement on curriculum activities like educational trips’*. They felt that they had learned most about how to treat children with disabilities. In Rwanda, they learned the *‘basics on gender equality’*, and rights to expression for students, but wanted more details and knowledge about specific gender-sensitive methods for handling a classroom. In El Salvador, the focus of trainings was mostly on corporal punishment, and less emphasis was given to gender-sensitive pedagogy, or how to effectively engage students, which teachers indicated they would like to know more about in order to really ensure that they had *‘non-sexist teaching’*.

Opinions were overall more negative in Zimbabwe and Malawi. Teachers in Zimbabwe referred to the government-implemented Performance Lag Address Programme (PLAP) as the main source of

their discontent. First, they were dissatisfied with the training itself, as it was unclear, but beyond that, the things being asked of them, they felt, got in the way of their teaching the national curriculum at all. In particular, they thought that the methods used in the PLAP ‘took for granted that a child is dumb’ and as such, children had negative attitudes toward it themselves. They requested that there be a more ‘child friendly’ way to implement it, rather than what they saw as degrading to the children. When recalling Plan-specific interventions, teachers in Zimbabwe understood the need for more gender sensitivity in their teaching, and accepted this, but pointed out that the approaches were not always appropriate. One teacher, for example, said that he did not think that the vocational class ‘Fashion and Fabrics’ was something that boys should be attending, since they would often refuse to do any work here. The teacher himself said that he didn’t want to teach this any more because the boys would ‘down my pass rate’. Also they had trouble achieving the ‘gender-balance’, as one teacher said, *‘the only female teacher we have is overloaded. Therefore it limits the extent to which we put in practice what we learnt at the gender sensitivity training’*. While teachers claimed to be aware of specific gender-sensitive pedagogical methods here – indicating that the training was effective – the main concern was that they felt unable to implement these methods given the reality of their schooling system that lacked resources, in particular trained female teachers. The biggest benefit in Zimbabwe, according to male and female teachers, was that they learned about sanitation, and were able to begin distributing sanitary pads to female students, which required relatively limited resources.

In Malawi, the teachers’ particular complaint was that there was limited communication between Plan/partner and the teachers themselves.; they were particularly upset about the trainings on child rights which, they say, they were not a part of and did not necessarily agree with^{liv}. One teacher said, *‘The pupils even boast to have a helpline with these organisations such that the behaviour of such children demoralises teachers; there is need for coordination between the NGOs, teachers, and children’*. Another teacher said that the mere presence of the NGOs was affecting her work: *‘The NGOs disturb our pupils with various activities organised by them e.g. this week the pupils have been booked by some of the NGOs. This affects the teaching system’*. It was unclear to which NGO she was referring; however there is certainly evidence that interventions in these communities may benefit from more close relations with the school and teachers, to ensure that the work is seen as assistance, and not encroachment.

In addition to training activities, schools in which teacher training was a large component, with the exception of Pakistan that had a different model, (Cambodia, Kenya, Malawi, Rwanda, Zimbabwe) were provided support in the development of their own ‘action plan’ that was designed to help teachers and school boards follow certain instructions and meet milestones through the academic year. Though some teachers were not aware of any action plan, it appears as though when they were known about, **these action plans were a helpful guide to teachers, but were difficult to implement exactly as planned, and they felt there was limited responsiveness from Plan in adjusting difficult-to-reach milestones.**^{lv} In addition to that, teachers felt as though there were not sufficient adjustments made to the action plans despite their voicing their concerns, nor were there additional resources given (either in terms of money to buy sufficient materials for activities, or additional training to implement activities well), to help them reach these milestones. Closer attention to the feasibility of action plans, and allowing for adjustments based on teacher’s reports, would likely result in teachers’ being more satisfied in these five countries.

Overall, there was **not sufficient monitoring of the implementation of the action plans by Plan/partners**, such that generally, teachers did not feel well supported in case they had needs that would enable them to better implement the action plan, and also some indicated that there were no reasons to push to hit certain milestones. In one community (Veal Touch) in Cambodia, for example, teachers recalled that Plan/partner would follow up with them on the scholarship recipients, but

that this was done 'on and off', in collaboration with the education office. Similarly, in one village in Malawi, no follow-up has been conducted since initial trainings; in the other village, there has been follow-up but the requests that were made during those visits have been ignored.^{lvi} In Rwanda, teachers in one community had never heard of an action plan; those in the other said Plan Rwanda only visited periodically to 'take a copy of what we have done', but provided little follow-up or additional support. Participants did not give a sense of whether these officers / staff were unqualified or uninterested, but were clear that they did not provide any specific assistance. In Kenya, teachers in one of the communities were unaware of any action plan at all.

Enhanced motivation and commitment

In addition to helping teachers develop specific skills in the classroom, increasing teacher motivation and commitment to performing well is another important component of ensuring productive classrooms. Overall, close monitoring of action plans by Plan/partner, cash incentives, and providing praise to well-performing teachers enhance teacher motivation; in all these areas, Plan/partner interventions have been limited. Another approach is to implement disciplinary systems for teachers who do not follow the rules; as a result, they are motivated to do better. Overall, all these components were missing or quite limited, so we see **little evidence of increased teacher motivation** but good potential to increase it. There are significant country-level differences here, so we can see that of all these factors, the biggest determinant of increased motivation in the short-term to teach well is in the implementation of close monitoring, and responsive disciplinary systems. However, this alone does not ensure sustainability, nor does it ensure that teachers are actually teaching well; only that they are not breaking rules.

Building positive attitudes to teach well

Cash is another clear incentive for teachers in all countries to put more effort into teaching, but in most cases is still not enough, affecting their motivation. One teacher in Cambodia said that while there was a modest increase in salary for him from the project, it was still not enough. One teacher in Mali was positive about the additional income he was earning as a result of the after-school remedial classes, but another said that *'the amount of money that we get for the extra classes is insignificant and does not have any incidence on my revenue'*. A teacher in Sierra Leone said that now that teachers were being paid in US Dollars, *'it has increased our effort and we are better teachers now,'* but another teacher said that still the *'lack of appreciation [money] has reduced our energy'*. In Zimbabwe, one teacher said that things were worse in the last 3 years as a teacher, particularly because *'remuneration is not in tandem with my qualifications'*. While of course, increased salary would be welcome from teachers, we cannot assume that it will naturally lead to improved performance, or that the amount of salary increase will ever be sufficient.

Another clear incentive for some teachers is that they see positive outcomes as a result of their improved teaching, though we see this only mentioned in Kenya, Mali, and Pakistan. One in Mali said, *'we are having a sense of achieving something because are students are getting better as a result of the extra classes that we give them'*. Other teachers pointed out that as a result of other Plan interventions (not those directed at training teachers), they were seeing improvements in their students more broadly, combined with a lesser rate of dropouts as a result of direct support, as reported in Cambodia, Zimbabwe and Kenya. Seeing this motivated them to do a better job. As one in Mali said, *'We always have a sense of failure when our students drop out of school and it had been the case for many of them but lately the rates of drop out have been coming down with the support that the children are getting from Plan'*. And in Zimbabwe: *'Plan offers support to girls and so the quality of education has improved. After the intervention of Plan they have enabled us to do our jobs easier. Because children now returning to school our jobs are now more secure because the rate which the rate at which children were dropping out it meant that teachers had to be scaled down but now its ok'*. This finding suggests that, while this was not a specific activity related to the programme, it may be beneficial to implement some type of system that publically (at the school-

level) acknowledges when students are performing well, and attribute credit to deserving teachers, who are clearly motivated when they see their hard work is paying off. This issue will be revisited in the recommendations section.

Ensuring teachers follow action plans and other guidelines

Regular monitoring of action plans has positive outcomes on teachers' effort. In one community in Kenya, a teacher said there was a good amount of monitoring, particularly to check on whether the speak-out boxes were functional, that student council had been formed, and that child protection was in place. This encouraged teachers to, at least, make strong attempts to reach milestones, even though it was challenging. In Zimbabwe, the action plan combined with close monitoring of it seems to help encourage teachers, where a teacher reported that he/she was unable to follow the action plan because of lack of time; so, *'I came back and gave feedback to the head [about that]... one person then came to monitor after 3 months. After that follow-up visit I improved in some areas and I had relaxed because of pressure but they reminded me that was not time to relax'*. In these cases it is clear that at least some teachers felt accountable to the plans, particularly because monitoring visits provided on-going pressure. In Cambodia (Doun Peng), where teachers mentioned that they were often pressured by the three-month deadlines from Plan for their reports, and that if they met deadlines they could submit proposals [for additional assistance]. Therefore, they worked very hard to try to reach their milestones. However, they still felt that they were not fully supported in case they had additional needs to reach them. As one teacher described, at one point the NGO made a surprise visit along with a doctor to assess an SRHR training put on by the teachers, in order to 'see had we prepared or not'. These teachers, however, felt unprepared to teach and had already been requesting more training on the subjects; even this monitoring visit did not result in further training for them despite the visit making it clear that they needed it. This seemed to be the story across all countries (with the exception of Pakistan where teachers seemed well-supported): the outcomes of monitoring visits were limited in the degree to which teachers, who needed it, received educational support and further professional development. The main benefit was that they, if conducted regularly, motivated the teachers to try to achieve their goals. Of course, that nobody spoke in more detail about outcomes of monitoring visits could be the result of omission during FGDs and KIIs, but as teachers were asked specifically about what sorts of attention they received, and often they requested 'more', we can infer that follow-up support was limited.

Disciplinary systems also have positive outcomes on teachers' effort to teach according to the action plan and other guidelines, even when positive attitudes are not apparent. In Cambodia, for example, poor disciplinary systems meant that teacher attendance was still a serious problem and also that their behaviour in class was not particularly improved, while in Malawi, strong discipline for absent and misbehaving teachers ensured that this problem had improved significantly, despite enduring negative attitudes as we saw above. Also in Pakistan, strong regulations in the NFEs ensured that teacher behaviour was very good.

For example, in Pakistan, adolescent females reported that teachers were always present in school (at NFEs) and that teachers always treated them 'with love and respect', a distinct change from how they were treated in state schools. Most students pointed out that teachers made sure that even if a girl didn't know the answer to a question, that they would be nice, and helpful, 'flattering them no matter if they are not intelligent'. One girl told a story: *'Once our teacher said that 'now those girls which are less talkative will come in front of the class daily and tell us their daily routine'. My one friend is very intelligent but she is very shy. She started weeping that I cannot talk in front of the whole class. Teacher encouraged her not to weep and said that close your eyes and think that there is no one in front of you and then talk. She did it and next day she told her routine to the whole class confidently with open eyes. Now she is that much confident so that she is delivering lessons in the class room'..*

Similarly in Malawi, adolescent females said, *'In the past I could not ask questions [to the teacher] but this year I ask questions,'* and also *'In the past when the teacher was wrong we could not tell them, but now we can tell them through the school committee when they are not teaching well'.* In addition to improved behaviour in class, teachers in Malawi were reported to be missing classes much less often. Teachers and students attributed this change as the result of FAWEMA's work in the schools, helping to implement a system in which teachers were warned that if they missed class without good reason, then they would lose their jobs. It is unclear to what extent this is actually occurring, but the marked change indicates that the threat has helped teachers take their classes more seriously. In the case of Pakistan where Plan privately delivers a service through specialised NFEs and AFCs, of course it is much easier to ensure certain standards, whereas the case of Malawi could teach us much more in terms of replication across other countries.

In contrast to Malawi, there are still serious problems in Cambodia where teachers continue to be absent, and in class are not improving their behaviour to engage students. There is some evidence of progress, as one adolescent female in Cambodia remarked on a distinct change in her teacher: *'Teachers good at explanation and pay attention with students; teachers stopped threatening [and that] makes student trust them'.* However, most other students still felt as though their teachers were not doing their job well; some were afraid of their teachers and as such, were afraid to speak out in class. One girl in Cambodia explained, *'The teachers seems mean to me, because he used to yell at me in public and I feel embarrassed... I have never been punished but am still afraid'.* She indicated, however, that the teachers behaviour had improved, but given her lingering fear, this suggests that more needs to be done to help the teachers re-establish positive relationships with their students going forward.

Teacher attendance is another serious issue in Cambodia that shows no sign of improvement from reports during FGDs. An adult male in Cambodia described a problem that his children were facing in their school, in which teachers were frequently absent, and as such, students were combined with other classes that were either significantly above or below their grade level. As such, they did not learn anything. He explained that he had informed the principal two weeks prior to the research, but that the principal had replied that the teachers were simply too busy, and the situation was left at that. An adult female further explained that, *'Teachers were mostly busy selling cakes not teaching and teach only 2-3 days a week'.* She explained that her children were often complaining that, *'The teacher did not teach, again'.* when telling her about their day and that *'teachers don't really pay much attention. My children were crying because teachers did not [pay attention]'.* A teacher, by contrast, said that attendance of teachers had improved as a result of a new rule in which a permission slip had to be submitted in order for a teacher to be absent. Despite this, we see more evidence that attendance is an on-going issue where disciplinary systems are weak and motivation is low.

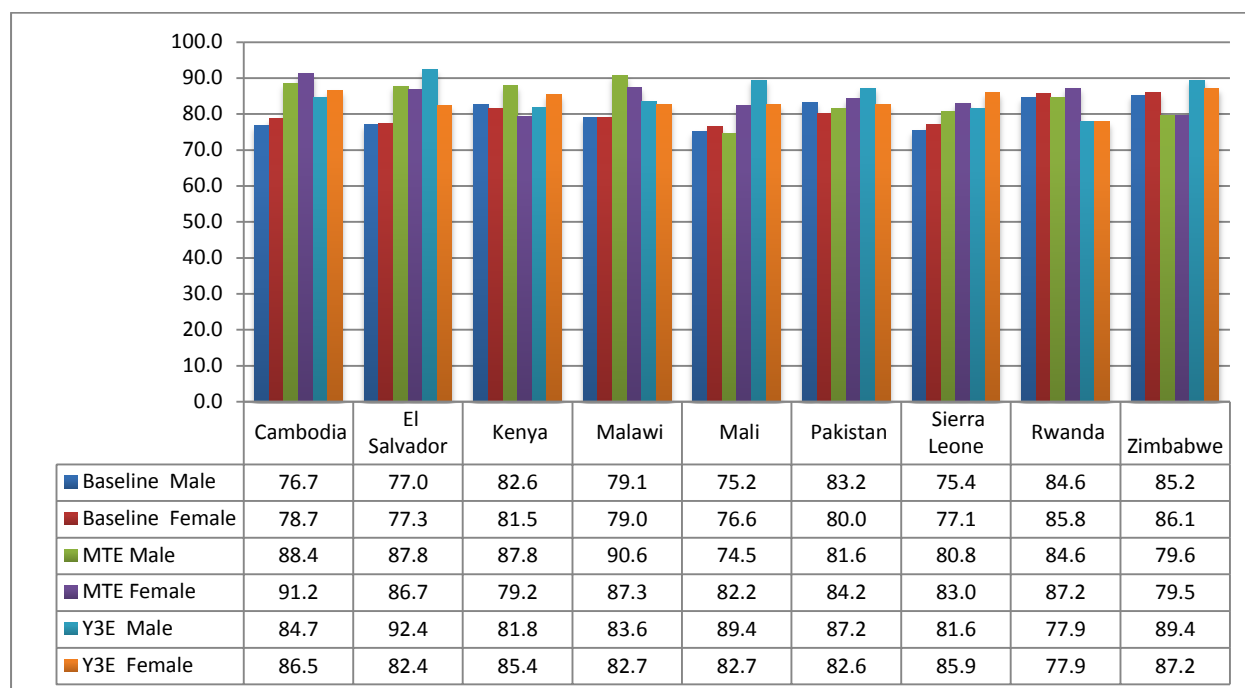
Gender-sensitive pedagogy

A more specific component of teacher training, action plans, and monitoring, is that teachers practice gender sensitive pedagogy (GSP). **Overall, we see improvement here.** While gender-sensitivity is an idea implicit in Plan's work generally, and may reach teachers in targeted schools to an extent, specific GSP training was provided to teachers in Zimbabwe, Kenya, Cambodia, Malawi, Mali, and Rwanda. For the quantitative, perceptions of classroom experiences of gender sensitivity were measured across five questions about boys' and girls' treatment in school^{lvii}. Gender sensitivity scores appear very similar between boys and girls at each survey wave, with a slight upward trend in gender preference scores observable. Rwanda shows a slight dip in scores at Y3FR again and Kenya and Malawi also exhibit a degree of variability.

The graph below suggests some **mixed experiences in countries where Plan has been working in school on gender sensitive pedagogy**, with respect to change over time. These countries do not

consistently exhibit better scores at Y3FE than at baseline, with Cambodia and Mali showing progress but a more mixed showing in Malawi, Rwanda and Zimbabwe and a flatter profile in Kenya, with little change between cohorts. Of the other countries not receiving GSP training, there are better scores at Y3FE than at baseline in El Salvador and Sierra Leone, and slightly higher scores in Pakistan. We will consider the qualitative to try to make more sense of these varied changes.

Figure 13: Mean gender sensitivity score, by sex and country (Y3FR, MTE and baseline - adolescents)



Based on significant adolescent survey

Despite varying results in the quantitative, the **qualitative shows that the majority of students and teachers do not believe that boys are treated with any preference over girls, in terms of academic attention.** In addition, there are some indications that this is an improvement, since teachers have recently begun to pay more attention to girls in class, allowing them to speak more, answering their questions, inviting them to partake in activities, and giving fair marks on work completed. We will see also, though, that students' understanding of 'more attention' is not necessarily positive, because it could refer instead to corporal punishment or sexual advances. First, we consider the relative progress in terms of academic attention.

Equal academic attention

While the quantitative shows varied success in gender-sensitivity, the **qualitative is broadly positive that boys and girls are treated equally when it comes to academic attention.** More than half of all FGD respondents said that girls and boys were treated equally; most of the remainder said that girls were treated better. Boys tended to say girls were treated better, while girls said that they were treated equally. Of 695 participants, only 22 females and 1 male said that boys were treated better. Nearly all teachers said girls and boys were treated equally. While, as we will see later, participants in FGDs were often not referring strictly to academic treatment, this is still a clear indication **that participants do not see much male preference in the classroom.** There is much evidence in the qualitative that this has not always been the case in some countries (Cambodia, Mali, Malawi), and there are **clear links to the gender sensitivity training that teachers have received as the source of this change.** For example, one teacher in Cambodia made clear why he changed his style: *'In the last 5 years teachers joined training session so that they know much about rights of the boys and girls'. A teacher in Mali explained what he learned during training: 'We are aware of the consequences of not treating every student the same way. Every boy seats next to a girl in every classroom of our school*

so that there is not any discrimination based on gender'. A teacher in Malawi explained, *'In the past girls were side-lined especially on performance, you would see that much emphasis was put on boys unlike girls. Job distribution was also unequal: sweeping used to be for girls unlike the boys based on their roles as future mothers but now it is the same. This has also been easier with the sensitisation on gender issues by Plan Malawi'*. In some cases, participants said that **teachers actually gave girls positive academic attention more often than boys now**, in order to help them to 'catch up' since they been so disadvantaged in the past.^{lviii}

Even those schools without formal GSP intervention showed improvements as a result of other activities / trainings that they had taken part in. A teacher in El Salvador said, *'They [Plan] gave us talks about gender, children's rights, the child protection law. Besides, there is always an activity; Plan establishes a prerequisite that both genders need to be integrated. If there are people working on a video, there are boys and girls; if there is a drama, there are boys and girls. Even when we form work groups in the classroom, you try to get them to integrate boys and girls together. Not just boys on one side and girls on the other'*.

A teacher in Pakistan learned from trainings: *'Though there are only girls at NFE and AFC, we have learnt from our trainings that both should be treated equally. Now if we will go somewhere else then definitely we will practice it and never discriminate between them'*. Despite the clear positive changes at the NFE/AFC schools, there is clear evidence that the broader mind-set is one in which girls will likely be treated poorly. One male teacher at a state school in Pakistan explained why boys have always been treated better than girls: *'In state school, we as teacher give more attention to the studies of boys as compare to girls because we know that girls will not go for higher education and they will be stopped after primary. Even after primary they will not continue their learning at homes and this whole practice will be useless. There are several primary pass girls now cannot read and write because they left it completely and didn't continue their self-learning at home'*.^{lix}

Unintended consequences of GSP

While most girls and boys are positive about this change, **there are some males who do not appreciate this, considering the focus on girls to be unfair, and at their expense**. One male in Malawi said, *'Most NGOs just promote the girls' education and, last year some boys and girls failed during their end of year exams, the boys were told to repeat while the girls went into another classes'*. In Mali, in all FGDs at least one male pointed out that this was unfair: *'We sit at the same tables and have the same problems but when it comes to helping us with the home work, they only help the girls... The books and pens that are being given to the students were reserved to the girls until this year. We need it as much as the girls but they are favoured. We have the same parents and the same problems at home'*.^{lx} While we see in Mali there are some improvements in the last year, this has not totally alleviated male's feelings of insecurity on girls' education. Also in Sierra Leone, it appears males are, today, concerned about the level of attention girls are getting, as one said: *'To me it is partiality which is not good and some teachers give more marks to girls even if you write the same thing and if you complain to the teacher he will say it her luck. This act sometimes demoralises the boys... it is still happening in the school there is nothing we can do about it'*.

In Rwanda, Kenya, and Zimbabwe, teachers did not claim to have changed their behaviour at all recently – their knowledge of gender-sensitivity was already well established by their initial trainings as teachers many years ago – and GSP training was not important to them. For example, a teacher in Rwanda said, *'Treating them differently would make a girl feel less important, so we try to treat them in the same way so that even girls can feel that they have potentials in them... have felt this all along'*. Teachers in Zimbabwe also claimed that 'it has always been the same' that they are treated the same. Accordingly, in both Rwanda and Zimbabwe, teachers had claimed that the training they received was difficult to implement, or not teaching good strategies, so these statements could be indications of their overall dissatisfaction with their training, and that contrary to what they say,

gender-sensitivity has not always been so 'normal' in their classrooms. That they may take for granted that girls are treated equally could be a significant barrier to their implementation of effective GSP.

In summary, we saw improvement between the cohorts in Cambodia, El Salvador, Sierra Leone, and Mali, some improvement in Pakistan, stagnancy in Zimbabwe, and poorer scores latterly in Rwanda and Kenya; interestingly, it is in the three countries that did not show improvement where we saw attitudes that gender-sensitivity was already well known. Teachers in these countries also indicated quite a few problems in terms of the content of their training; and that they needed to know more. Here, it seems they learned only the general ideas around rights, instead of specific strategies. Most said that simply they were to, '*treat boys and girls the same*'. Teachers in the countries with good improvement often expressed that they had learned a lot, and changed their behaviour accordingly. Most often they reported methods such as organizing the classroom so that boys and girls were mixed, and ensuring that they teachers called on girls and boys equally in asking them to answer questions, or speak in class, and not punishing boys more than girls or vice versa. So, this could indicate that **in countries with increased GSP, a) GSP training was more comprehensive and/or b) teachers were more receptive of the training when they felt that it was something that they needed to learn more about.**

Negative attention

While the data above are clear that participants refer to academic attention, other comments made during these FGDs provides important nuance about the differences between how boys and girls are treated beyond strictly positive academic attention. These issues touch on safety, which will be explored in later sections, but it is clear that even if treated equally academically, **boys and girls perceive they are treated differently from one another in other areas.** Quite often in the qualitative, male and female participants said that girls were treated better than boys; however, this **assessment of attention was based often on the extent to which beating or hard labour was given as a punishment** – nearly always, participants said, the boy is punished more severely and often. Also important is that for some boys and girls, their perceptions of 'good treatment' from a teacher should not be taken at face value to be 'good'; in many cases, **participants referred to 'good treatment' or 'more attention' in terms of sexual advances that girls faced,** but were not even necessarily considered to be inappropriate by the students.

'More attention' means 'more punishment' / 'worse treatment'

Interestingly, during FGDs many more students, both male and female, said that girls were treated better than boys. Typically, students explained that **boys were beaten/flogged more often than girls,** while girls would have non-physical punishments, less-severe beatings, or their misbehaviour would be ignored. More than that, boys complained that when they misbehaved, they would be punished for it more harshly and frequently as compared to a girl, who may not even be punished at all. Boys and girls alike also considered 'better treatment' to mean the type of chores that students were asked to do – girls were asked to do cleaning duties, while boys had to do more physically difficult tasks. By far, these were the most common type of response across all countries when participants indicated that girls had better treatment than boys.

Sexual advances interpreted as 'better treatment'

Despite girls' and boys' perception that teachers treat girls 'better', we must not assume that these students have a clear understanding of what 'proper' treatment from teachers, particularly male teachers, would look like. There are many indications in the FGDs that **what is considered to be 'better' treatment are in fact sexual advances.** In Cambodia for example, one female student considered it to be a positive sign that her teacher would 'touch the girls' hands' whenever they were asked to come to the front of the class. One male adolescent confirmed that some teachers may have ulterior motives in their 'kind' treatment of girls: '*Female students like to play with teacher*

and teacher is interested to the girl. He has the feel of loving the girl... Female students love to play with teacher and... make the teacher has feeling. In this FGD, six other participants agreed with the boy who said this, giving strong evidence that this is an issue worth looking into much more. In Malawi, one girl said, *Sometimes it is because the teacher wants the student so that they do pass them so that she should be loving the teacher*. In Sierra Leone, a male said, *if a particular teacher falls in love with a girl he will treat her more better*; another said, *some girls visit the teachers at their houses to have sexual affairs with them*. In Zimbabwe, a female said, *If you are a form 4 girl student will be favoured by male teachers mostly because they may might have feelings for you*; another said, *Since the school has the majority of male teachers so teachers end up going out with female students and so tend to treat girls favourably*. Such comments came from at least one group (and often more) in **every country except Pakistan and Rwanda**.

This is not to overlook the broader finding that girls feel that their teachers are giving them increasingly positive academic attention, where in the past, some felt as if the teachers did not want them in class at all. In fact, the results of the gender sensitivity in schooling scores are very similar whether the question on ‘attention’ is included or not (and the remainder are more clearly related to type of specifically academic treatment). For boys, the average score including teacher attention was 85 by either measure while for girls the score was 84 (where 100 is the maximum possible score). Similarly, correlation analysis of the constituent parts of the gender sensitivity score^{lxi} show a strong correlation between the measures, indicating that ‘attention’ in the survey is interpreted in a similar way to the other statements.

However, we cannot overlook the more subtle forms of mistreatment that girls experience, particularly the sexual abuse or sexual advances that they may consider ‘normal’ and as such not interpret this as necessarily ‘better’ or ‘worse’ than boys are treated. This will be covered in more depth in the chapter on Safety, but here suffice it to say that we cannot assume that just because girls are happy with their treatment, that it is something that should be accepted at face value, and that more work needs to be done with teachers in GSP such that such behaviour is considered to be unacceptable.

Activities - GSP

With regard to training on GSP, **the countries with most improvement in GSP, Cambodia and Mali, also seem to have received the most or widest range of teacher trainings overall**. Teachers here were offered additional training in SRHR, on gender equality (beyond pedagogy), and on children’s universal right to education in Mali, in addition to anti-violence training. While the other countries received gender sensitivity training in addition to their discipline/codes of conduct trainings, **it could be that they need further sensitisation on gender equality for them to fully ‘buy into’ implementing gender sensitive pedagogy**. Indeed, teachers in El Salvador underwent training on rights of the child and gender equality and showed improved scores despite not receiving GSP training (workshops on gender equality and girls’ rights were offered in Sierra Leone, but it is unclear if these targeted teachers).

What works?

The table below provides a summary of the above findings. We saw that a critical component of teacher motivation and sufficient skills to do their work depends on the teacher training provided to them; where teachers considered their training to be insufficient or negative, their skills and motivation were reported to be less than in those countries where teachers were overall positive about their training experiences. There was no evident correlation between countries with intensive teacher training, and those who had less formal interventions with teachers. This indicates that those with intensive teacher training were not necessarily provided with quality training, as we saw in particular that they needed to have more sessions, and also that more topics needed to be covered in those sessions beyond the general points; additional details on what form the training

should take were not articulated in FGDs and KIs. Also we see that the extent to which an action plan was followed through and considered to be feasible was depend upon the reported degree of monitoring from Plan/partner. **Overall, there was not nearly enough monitoring in any country.** We also saw that overall, GSP seems to be understood in all countries, but was more significantly improved in those that had intensive teacher training, indicating that the GSP component was a helpful aspect of these trainings.

Table 14: Summary: Quality education

Teacher motivation / skills to do job	Negative	Positive	Very positive
Country	Zimbabwe, Malawi	Kenya, Rwanda, El Salvador, Sierra Leone, Cambodia	Pakistan
Perception of teacher training (TT)	Negative	Positive	Very positive

Action plan / guidelines followed	Poorly	Somewhat	Well
Country	Cambodia, Sierra Leone	Kenya, Rwanda, Malawi	Pakistan
Degree of monitoring / responsiveness	Poor	Okay	Good

GSP (as reported by adolescents)	Poorly	Somewhat	Well
Country	Rwanda, Kenya	Pakistan	Cambodia, El Salvador, Sierra Leone, Mali
Intensive TT	No	No	Yes

Additional educational / life-skills activities outside of school hours

As a whole, we can say that **the additional educational activities that are an important aspect of this global program have been largely useful and positive for those who have had a chance to benefit from them.** By ‘additional educational activities’, for now, we refer to anything that occurs outside of school hours, but which is designed to enhance learning, life skills, rights knowledge, ‘speaking out’, and similar ‘sensitisation’ aspects of the global programme, for those who are able/willing to access them. We differentiate those that are strictly around learning subject matter (remedial classes), and those that are clubs / centres, but acknowledging that all such interventions have a strong component of ‘building skills for life’ that includes gaining knowledge, life-skills, and confidence. Because we can identify clearly which activities are promoted/implemented by Plan/partners, we are able to assess the relative success of each, since respondents often reported on the specific clubs to which they were referring. The qualitative evidence suggests that indeed, these classes and clubs are helpful for students in all these regards, based on their own reporting of the issues. Overall, the only frequent complaint in all reports of these clubs, is that they are not offered to everybody, or have a limited reach and limited resources to ‘do the things we want to do’. The idea behind them is overwhelmingly supported, and mere membership leads to positive outcomes. In other words, **they are good, but more people need to have access to them.**

This limitation could not only compromise the overall success of the outcome in helping all intended beneficiaries ‘build skills for life’, but also could lead to negative unintended consequences when certain students who do not have access (either because they are not a beneficiary, or because they are unable to take advantage because of other barriers) feel as though they are missing out. The

situation is not at all the same in all countries. In El Salvador, Cambodia and Kenya, for example, all males and females indicate that the additional activities that they have seen are good and helpful; all have access. In Mali, Sierra Leone, and Rwanda, by contrast, we see issues surrounding access, where males are less likely to be involved and, particularly in Mali and Sierra Leone, are somewhat resentful as a result. In Pakistan, we see that while males tend not to access these additional activities, they are not resentful as a result. Because of the nature of this global programme, with context-specific interventions/activities within each country and in some cases, community, it is difficult to assess the overall effectiveness of all educational activities in terms of activity type. Instead, it is more helpful to consider the progress country-by-country, and highlight which activities were especially helpful, where they are limited, and what improvements could be made for each specific country.

Remedial classes

The countries that are supported by Plan/partners with catch up/remedial classes are Cambodia, Mali, and Rwanda (with catch up / remedial classes). For most of the adolescents who were involved in these classes, for which we have only qualitative data to measure the effects, they indicated that **they were overall ‘very helpful’ for them** in completing their schoolwork, and the **only problem was that some students were not able to access them**. In Mali, females who took part were especially positive because it helped them to take time studying while previously, they would have gone home and had to do work for the family: *‘If I can tell my parents that I am going to school to learn and always they will let me It enables me to learn my lessons at school, otherwise, I would not be able to because if I stay at home, it is difficult to study because there is always something to do for someone’*. By taking more time on their studies, combined with having a teacher present during the additional classes, many of the females said that their grades had improved. One female said, *‘the boys used to have better grades than us but now many girls are first in their classes and more girls are passing their exams’*. The teachers who stay after class, according to the girls, were very helpful and patient. That girls have benefitted significantly from these classes was confirmed by one teacher in Mali, who said that without reservation, *‘the performance of the girls has drastically improved’*.

It seems as though these classes suffer from a number of limitations in Mali. For one, it seems as though few people take advantage of these classes; one girl even said that, *‘What we cannot ask the teachers during class hours, we can ask them after class since there are not a lot of students participating’*. There is likely **an issue with parents allowing their daughters to attend**. One adolescent female explained that, *‘Even though we are offered the classes, we have too much work at home and my mother does not have any one to assist her with the household work so I have to go home and help her that is why I cannot attend the classes’*. Another adolescent female said that, *‘My parents do not let me stay after class because they are scared that I may be messing with the boys’*. Two other girls were not able to participate in these classes because they had to go home to help their families said that *‘my grades have not changed’*, while nearly all of the girls who took part in the classes were clear that their performance was improved. There were a few complaints about the classes themselves, though. One adolescent girl who attended the classes indicated that she benefited from them, but that there were problems because other girls who did not necessarily need the remedial classes would attend anyway: *‘There are girls who are already better than others who come and joining just so that they do not have to go home early. They prevent those who need more learning from really learning’*; a girl in separate focus group verified that she only went to avoid going home early, but didn’t really need the extra learning help.

The only participant who said they weren’t helpful was a male who had recently begun taking part since they opened it up to males; he said, *‘I have participated to the classes but they are not helpful to me because when we go there, we are already tired from the regular classes and then the teacher is also tired and we do not learn a lot, people are there just talking’*. It is also clear that at least some boys feel left out of these classes. In Mali, the classes were directed only toward girls until the past

year, and that even though they are now allowed, 'we are not encouraged to participate', such that few actually attend. One adolescent male in Mali said, *'The teachers help the girls more than they help us, it looks like we are only invited to join the classes because there are not enough girls coming in'*, and another male said simply that he was not allowed to attend, as they were only for girls. This feeling of being left out is an important issue to resolve, as it could bring about negative attitudes toward girls since the projects are, as perceived by boys, to their detriment.

In Cambodia, but not in Rwanda and Mali, parents were given trainings on the importance of pushing their children to go to school. **It is possible that the lack of parental support, and therefore participation in extra classes, in Mali results from the absence of sensitisation and public campaigns directed at parents about their responsibility to support their child's education.** This finding is corroborated in the chapter on attitudes that showed in Mali, parent attitudes had deteriorated over time, possibly a result of the pressure to send children to gold mines but also exacerbated by relatively limited outreach with parents as compared to other countries. In Rwanda and Cambodia, though, it appears as though parents do not restrict their children from attending.

Activity centres

In Pakistan, the AFCs were established to give boys an alternative education to state schools, and also served as an after-school activity centre for both boys and girls. Participants indicated positive experiences in the AFCs, and that they were beneficial both for learning, and also for having fun. **For girls, the opportunities and fun they had in the AFCs were in stark contrast to their lives previously.** In particular, the participants enjoyed that the centres were 'modern'. Very clearly, girls thought that the 'role playing' activities were effective in helping them to learn, while also having fun, during which they learned about a variety of topics like the importance of girls' education, health and sanitation and life skills. One group of girls recalled a SAFWCO function where they performed a role-play on stage, to which one girl said, *'It has enhanced our confidence... before these activities, we felt shy and hesitation to come on the stage'*. Another group of females explained how much they enjoyed and benefitted from role-plays: *'Now we know about Malaria. We do role-play on it. By role-play, we can understand the matter more clearly and will never forget it. Now we can make role plays on any theme or topic by ourselves'*; girls in another group agreed: *'People understand the things more if it would be shown through role play'*. Girls also told about the debates that they would have with one another in the NFEs, which had given them great confidence to speak out not only in class, but had also encouraged them to want to speak out in public too: *'We want to do the debate in front of a thousand people as we see in television'* (Adolescent female); another said *'Now we can talk to big people confidently'*. Girls were very clear that until the NFEs/AFCs were established, they had never done anything like this, and hoped that such activities would continue *'for all of life'*; and that *'our confidence is enhanced only because of education and the NFE centre established by Plan'*.

While boys were positive about the AFCs, they did not experience so significant an increase in confidence as the girls did, but they did indicate that they felt more knowledgeable about certain things (sanitation, for example), and felt confident to tell others about what they had learned. They also explained that while previously, they were often doing activities like embroidery, sports and games, now they were focusing more on educational activities, both male and female adolescents welcomed this change. In particular, the females enjoyed their lessons on how to use a computer, and information on health and sanitation. One group of girls indicated all the things they had learned in the AFC: vaccination (and using clean needles), hepatitis, cleaning the home, SRHR, dangers of certain substances (betel nut, citi, ratna, gutka), and basic sanitation like hand washing. In response to all they had learned in the AFC, one girl said, *'AFC is giving us wonderful knowledge... the highest thing in this world is knowledge'*, and that as a result of their knowledge, they had changed their behaviour accordingly, and were telling others about what they had learned.

Clubs

Overall, the most commonly discussed clubs during FGDs and KIs were varieties of ‘speak-out’ clubs (or often referred to as ‘Tuseme’ or ‘debate’ clubs, in Cambodia they were referred to as ‘children’s club’; in Pakistan they were part of AFC activities), which were mentioned in all countries except Mali, Zimbabwe and El Salvador^{lxii}, and whose characteristic activities were debates and dramas. Other clubs were mentioned sporadically, and only in certain countries (anti-GBV club, environment club, health clubs, student government committees). For detailed information on specific clubs mentioned in each country, see Annex 5.). Simply belonging to any club had important implications, as one adolescent male in Rwanda said, ‘[In the clubs] you become less isolated and get to know other people. Those who never went to the activities are not like that’. Based on what children referred to most often during FGDs, we can suggest that the speak-out variety of clubs were the most popular clubs overall, and had very clear specific benefits. Also significant were school management committees, to which fewer students belong, but had similarly positive benefits for both student and others. These will be explored in more depth in the Accountability chapter; here we refer only to the broader speak-out clubs which more students were members of.

Speak out clubs

The **speak-out clubs had overwhelmingly positive effects on students** – in particular in terms of building their confidence, but also in terms of helping them, through debates and dramas, learn new information, and articulate what they knew to others. Both boys and girls in all groups said that these clubs were instrumental in their confidence increasing, helping them to feel more comfortable speaking out on other issues and also interacting with people who normally they would have been shy around (community leaders, adults, older children, etc.).

One adolescent male in Rwanda explained ‘*[We were] going to class and remaining quiet... but when we went to Tuseme Club and saw other students talking we became less shy*’, and also ‘*helped us to better understand our lessons*’. In Sierra Leone, the benefits of debating were particularly evident. One adolescent female recalled a debate that was organised by FAWE, where one club debated another on the motion: ‘Education is more important for girls than boys’, which had the combined effect of teaching the adolescents how to speak in public and helping them to further understand issues surrounding girls’ rights. One strong focus it seems of these clubs was to help improve adolescents’ speech; to speak ‘proper English’ which would in turn give them the confidence to speak out to others more often. One adolescent female said, ‘*The training we get from FAWE and Restless Development has actually enhanced my confidence to speak in public and have debate outside my school compound*’^{lxiii}. An adolescent male recalled that ‘*my confidence level has increased since I started attending inter-schools debate competition in Makeni and Freetown organised by Plan*’. Adolescents also appreciated that in some cases, they would be rewarded with ‘prizes’ for good performance during the debates (school materials, help with school fees, etc.). In turn, their families were happy to have them involved in these clubs.

The particular benefit of dramas was that students were taught certain material in a way that was both fun, and also helped them to understand and remember the information. The subjects that participants claimed to have learned about in clubs varied from country to country. In Rwanda, students learned about history, have also learned more broadly how to have better relationships with their families. As one female student in Rwanda said, ‘*To help each other and work together prevents one from feeling lonely and we are not selfish anymore... for example if one of us is in conflict with parents, or has some misunderstandings, we can help them to solve the problem because of what we have learned in these clubs*’.

In Malawi, students claimed they learned mostly about SRHR issues in dramas, and in particular that they should avoid relationships with the opposite sex, because this is a major contributor to dropping out.

Reaching out to help others

Another benefit to these clubs, but which is more limited than the benefit to members themselves, is that those who are involved are often tasked with sensitisation and sharing knowledge with others. In Malawi for example, the speak-out clubs work with Mothers groups to try to reach girls at risk of dropping out of school. However, at Y3FR the clubs were reported to be only young, and as such their relative impact was not as great as it could have been with more activities. One adolescent male who was part of the club indicated that people did not yet take them seriously: *'Our messages are not reaching everyone because people think its just a drama for them to cool off their minds while other don't listen because they think its personal'*. An adolescent male in another group said similarly, *'Most people underestimate our potentials hence they don't listen to us. There is need to have more gatherings so we keep on spreading the messages'*. Members of the 'children's club' in Cambodia were more positive that their messages were having an impact on others.

Limitations

We see that while those who attended clubs were overwhelmingly positive about them, and often demonstrated during FGDs that they had learned a lot from them, **not all children had regular access** – nearly half of all FGD respondents across all countries said that either they could not attend, or did not know that they existed. One adolescent female in Malawi said, *'Because we live far from the school and the club are scheduled after class hours so it is difficult for us to attend, we have to leave the school early to go home'* and another said, *'It depends on where I have to go after school. It is difficult for me to stay for the clubs'*. Kenya has particular limitations, in that it appears that the only time that such clubs are active is during the school holidays, and were specifically to make sure children did not get into trouble when they had time away from school.

Some did not have the confidence to join clubs; as one adolescent female in Cambodia said, *'[I am] unable to participate or join the children's committee because I am shy, scared... was afraid that as I instructed people, they might spread story to tell others'* and also that because all the club teachers were men, *'was afraid, shy, and would rather stay home'*. Another girl said that there was nowhere for her to change clothes in the room that was available, and this discouraged her from attending.

There is an evident gender difference here – girls tended to know about them but claim that they could not access them, while more often boys indicated that they did not even know about the activities. This suggests that more outreach can be done in order to include the boys in clubs, but also to consider the possibility of holding activities during different times or locations to ensure everyone has equal access to them.

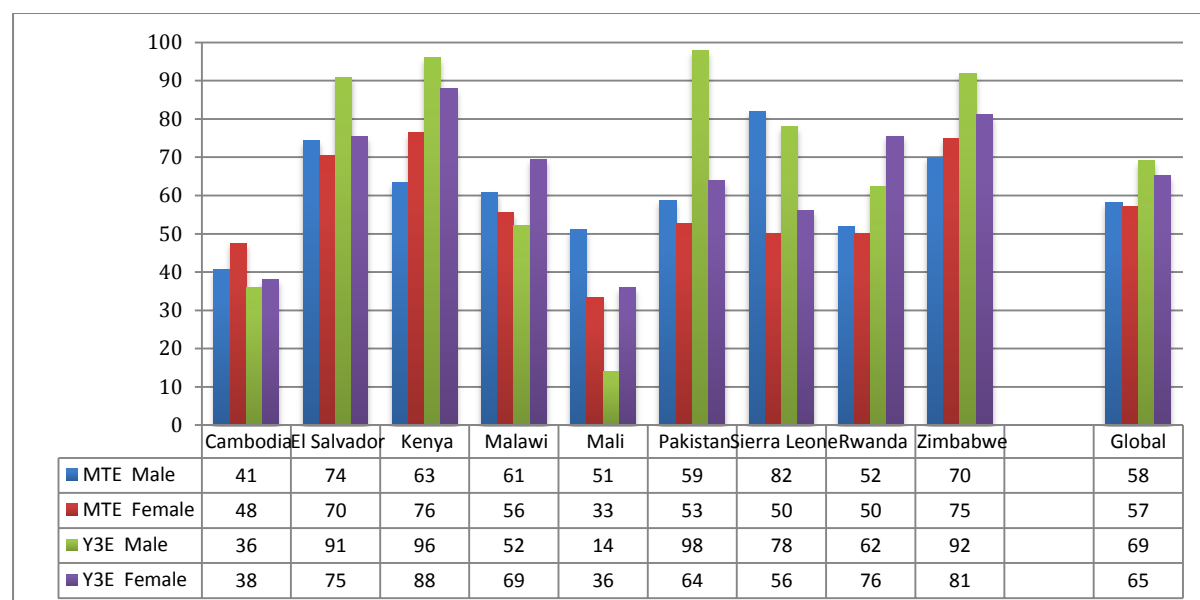
Membership / Participation

The **proportion of young people saying that they participate in various school-based and non school-based groups (e.g. church groups, youth clubs etc.) was higher at the Y3FR than at the MTE**. For older members especially, there was a marked increase in their rates of holding leadership positions. While we can only compare to MTE, we can see the most substantial increases among females within one year in Rwanda, Malawi, Kenya, and Pakistan; among boys in Zimbabwe, Pakistan, Kenya, and El Salvador.

69% of boys and 65% of girls interviewed at the Y3FR were a member of at least one group at the Y3FR compared with 58% of boys and 57% of girls interviewed as part of the MTE. The difference between the male groups is large enough to be statistically significant, but not the difference between females. Also, the **participation rate in each country tended to be higher at the Y3FR than at the MTE**, with the exception of Cambodia and boys in Mali and Sierra Leone. However, the small numbers involved mean these in-country differences are not statistically significant.

As we saw above, those who took part in clubs **were overwhelmingly positive about them**, both in terms of their enjoyment of them, and also in the overall benefit with respect to their confidence, knowledge, and skills-building. For older members especially, there was a marked increase in their rates of holding leadership positions. While we can only compare to MTE, we can see the most substantial increases among females within one year in Rwanda, Malawi, Kenya, and Pakistan; among boys in Zimbabwe, Pakistan, Kenya, and El Salvador.

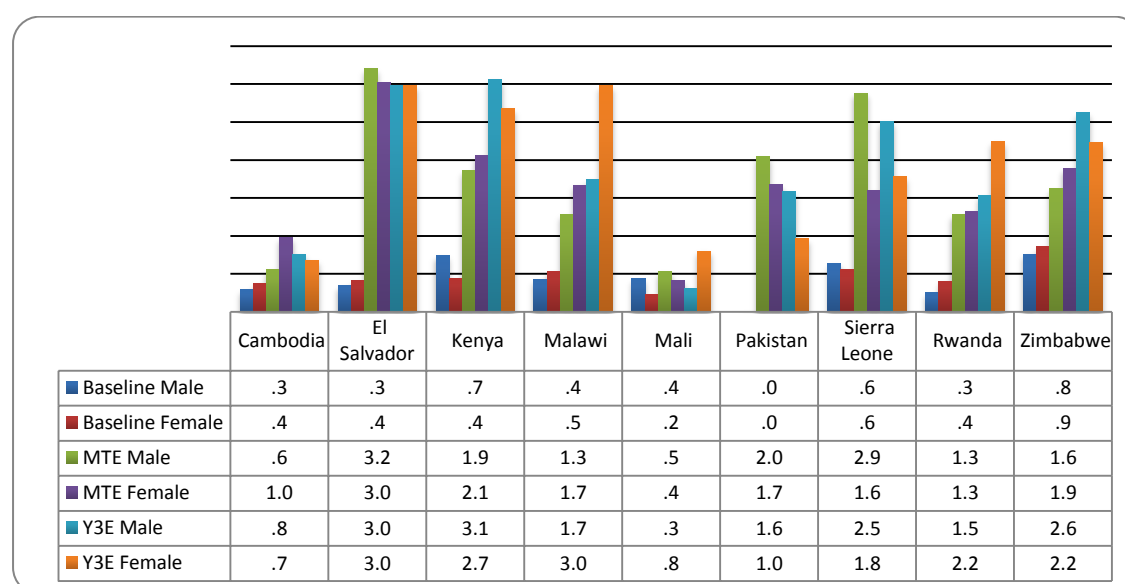
Figure 14: % of adolescents saying that they were members of a group or club (Y3FR and MTE)



Based on significant adolescent surveys; baseline excluded due to the lack of comparable data

Also, the **average number of clubs that boys and girls were members of increased in all countries between the baseline and Y3FR groups**. This might be an indicator of greater levels of activity and more availability of clubs but might also be an indicator of improved confidence to take part in these clubs.

Figure 15: Average number of groups a member of – male and female adolescents, Y3FR, MTE and baseline



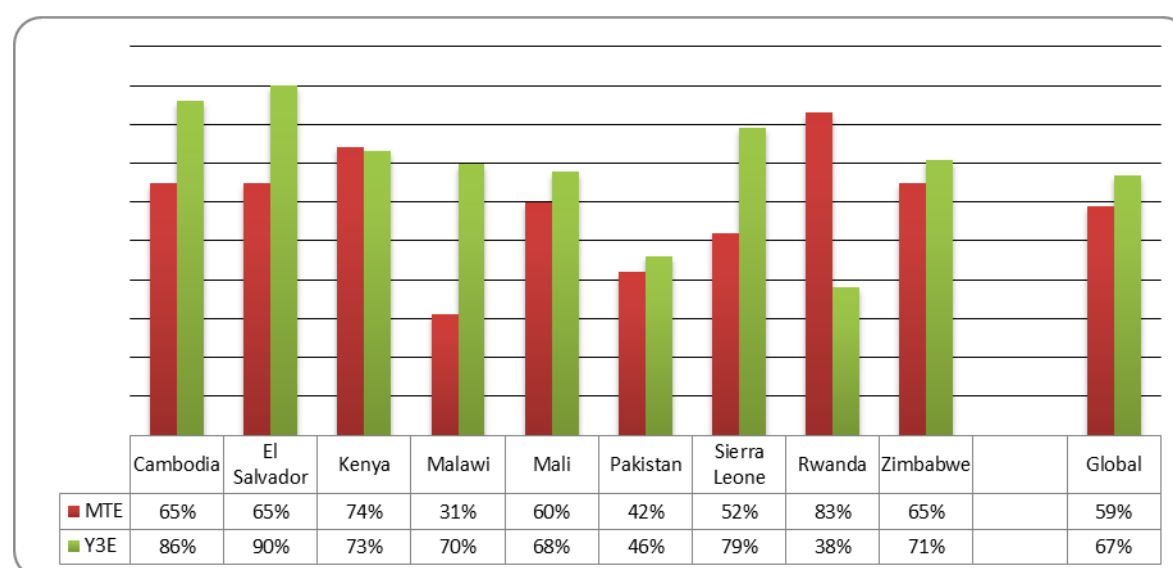
Based on significant adolescent surveys

There is also a strong relationship between the age of respondents, their membership of groups and the extent to which they feel they have influence these groups. **Older respondents were likely to be a member of more groups and were more likely to feel that they influenced decisions in the groups involved**, as shown in the correlation table in Annex 3.

Increased confidence

One of the programme goals is to increase confidence among beneficiaries, which will theoretically help them in a number of aspects of their future both in the immediate and long-term. Of course, no single intervention is designed to increase confidence alone; rather, all should contribute. However, looking at the qualitative data, we can see that for many adolescents, these **additional educational activities and clubs were instrumental in their having greater confidence since joining**. Because we can refer to specific clubs in many cases, we can assess to a good extent the particular role of Plan/partner in increasing adolescents' confidence as a result of these clubs. Confidence seems to be rooted in three areas: a) speaking out within the club / becoming comfortable speaking; b) having leadership roles within the club; c) having friends to associate with in the club. One assumption is that when students, and girls in particular, have increased confidence as a result of activities within school / clubs, as we saw above, then they may display confidence in other areas of their lives. While there is no reliable measure to prove this correlation, we do see in the quantitative that membership in clubs is certainly a source of perceived empowerment for girls at least within the club.^{lxiv} The **perceived level of involvement in decision-making was improved in the Y3FR cohort compared to the MTE respondents**, though by too little to be statistically significant.^{lxv}

Figure 16: % of adolescent girls saying that they are involved 'a little' or 'a lot' in decisions in the groups to which they belong (Y3FR and MTE)



Based on female significant adolescent surveys; baseline excluded due to the lack of comparable data

There is **significant correlation between membership to certain groups, and young people feeling that they contribute to decisions** (see Annex 3 for table of correlations), indicating that those who belong have some sense of empowerment within certain clubs. The correlation values are highest (scores nearer 1 than 0 show a stronger relationship) for community development committees (which include 'speak out clubs' described above), school management committees (described in the Accountability chapter), self-help groups and youth organizations. Sample sizes are too small to conduct this analysis at the country-level, but qualitative data reported above should make it clear that these clubs are very beneficial for student confidence and from that, decision-making ability.

Qualitative data verifies that student confidence is increased; just under three-fourths of participants across all countries –expressed increased confidence as compared to **last year**; less than a quarter said they had the same confidence and very few said their confidence was lower. Females tended to report increased confidence more often than males. Confidence was most markedly increased in Cambodia, across both genders, and for females in Pakistan who were very clear that their confidence was vastly increased specifically because of the NFEs. Confidence was relatively more often stagnant for males in Mali and Pakistan, where there is evidence that they had confidence already and as such there may have been less room for improvement, though it is possible that in Mali this is also the result of boys being left out of the interventions targeting girls, as one male said, *‘There has been not been any changes that can make me feel better or worse. In our community things are always the same’*. The few who said that they had decreased confidence had various reasons; many said that they lost their confidence because they had to leave school; others pointed out that the way their teachers treated them made them feel badly; this was particularly the case in Sierra Leone.

For those who had increased confidence, they attributed it to a variety of sources but in general, **the ‘additional educational activities’ were the biggest source of confidence across all participants**, though of course each individual country and even community may be referring to an entirely different activity. Still, the basic aspect of being involved in something that takes place outside of school, with peers, and is oriented toward building life skills, has the clear outcome of increasing confidence for many adolescents; this can be particularly powerful for girls who likely begin with relatively less confidence than boys. As one adolescent female in Rwanda said, *‘Before in class only boys would participate either in answering questions or in other things, but because we have a number of girls clubs that we join, now we can do what boys do too’*. The remedial classes were particularly confidence-building for the adolescent females in Mali; those who took part in them reported that their grades had improved and that made them very proud, and more excited about learning more: *‘I am more confident because I have more time to do my home work and study after school because we can stay at school and do extra activities with the teachers’*. Also, some participants noted that their teachers were more knowledgeable and careful in their teaching, which helped them to learn more, and thus better prepared to pass exams and more confident that they’d be able to do so.

What works?

We can see clearly that **involvement in clubs is very effective in helping students gain confidence**, and also in giving them venues in which to make decisions, which can lead to feelings of empowerment more broadly. Involvement in these clubs can also be attributed to improved educational outcomes, as a large component of these is to encourage children to think critically, debate, and articulate arguments (through debate clubs); also in learning new information through taking part in, and watching, dramas about certain material. Also, remedial classes were clearly beneficial for those requiring additional help. The only limitation with regard to this intervention was in that not everyone was able to access them, usually because parents wanted them to be doing something else after school. Further sensitisation with parents to encourage them to allow their children to take part could improve this, and could be particularly effective if the clear evidence of the benefits of taking part in clubs is presented.

Study time

Another factor that is closely linked to the potential for an adolescent to benefit from his/her learning experience is the amount of time that he/she actually spends learning, both during and outside of school.

At school

There has been a more **marked positive change in the profile of time spent in school from MTE to Y3FR**, with almost 80% of boys' and girls' time in school spent learning at the Y3FR, compared with just 63% at the MTE. Three countries offer remedial classes in school – Mali, Zimbabwe and Cambodia. In Mali and Zimbabwe, there has been a marked increase in the proportion of time reported to be spent learning in school between the MTE and Y3FR survey cohorts – from 44% to 89% of boys' time and from 47% to 77% of girls' time spent learning in Mali and from 75% to 84% of boys' time and from 72% to 85% of girls' time in Zimbabwe. Boys and girls in Cambodia at the Y3FR reported very similar patterns of learning as found at the MTE, however. The increased focus on learning reported at the Y3FR is more often shared between girls and boys. However, in Kenya, Mali and Rwanda boys reported more learning time than girls at the Y3FR, which is interesting considering boys in Mali were also those who said that girls had an unfair advantage in their access to remedial classes.

Prior to the baseline survey, using adolescents in school to undertake errands or chores was identified as an abuse of power. **At the Y3FR, we see good improvement compared with the MTE, with adolescents spending on average half of the time while in school errands and chores** (such as fetching water, cleaning classrooms or running errands for teachers) (10% of their time in school, compared with 20% of time at the MTE).

Table 15: Time spent on activities at school (%), adolescents

	Boys						Girls					
	Errands and chores*		Sports		Learning		Errands and chores		Sports		Learning	
	MTE	Y3FR	MTE	Y3FR	MTE	Y3FR	MTE	Y3FR	MTE	Y3FR	MTE	Y3FR
Cambodia	14	12	2	6	83	81	12	9	2	2	86	89
El Salvador	37	8	22	9	34	84	36	5	26	6	36	89
Kenya	15	11	14	14	71	74	12	17	12	17	76	62
Malawi	19	15	23	9	59	82	31	10	30	10	41	82
Mali	10	5	46	6	44	89	28	11	25	9	47	77
Pakistan	27	9	34	22	60	69	13	0	22	27	67	73
Sierra Leone	27	19	19	10	54	71	25	22	20	9	55	70
Rwanda	15	10	12	8	73	81	13	15	12	11	75	74
Zimbabwe	14	6	11	10	75	84	15	4	13	10	72	85
Total	20	11	18	10	63	79	20	10	18	12	63	77

Based on significant adolescent surveys

**Errands and chores are – fetching water, cleaning classrooms and running errands for teachers (such as doing their housework); not that it is possible that students refer to chores that all students do as part of a classroom 'rota', which are not punishment.*

At home

Table 16 and Table 17 below show the average proportion of time that adolescents attending school spent undertaking chores, compared with time spent studying in and out of school. Overall, there has been a **slight increase between the cohorts in the proportion of time spent studying, but more so for boys who still spend more time studying than girls** – from 19% of time at home at MTE to 25% at Y3FR for boys and from 17% to 19% of time at home for girls.

Table 16: Time spent on activities at home of those attending school (%)

	Male							
	Domestic chores		Farming		Income generating		Other/ studying	
	MTE	Y3FR	MTE	Y3FR	MTE	Y3FR	MTE	Y3FR
Cambodia	58	51	21	29	2	2	19	18
El Salvador	58	62	26	18	0	2	15	18
Kenya	40	36	33	47	2	2	24	15
Malawi	37	30	48	47	3	24	12	32
Mali	11	17	66	56	4	0	18	28
Pakistan	43	31	9	9	14	6	34	55
Sierra Leone	58	57	19	8	2	7	22	29
Rwanda	65	71	17	9	2	0	16	19
Zimbabwe	42	36	45	37	2	0	10	26
Total	48	43	31	31	3	3	19	25

Based on significant adolescent surveys, males

Table 17: Time spent on activities at home of those attending school (%)

	Female							
	Domestic chores		Farming		Income generating		Other/ studying	
	MTE	Y3FR	MTE	Y3FR	MTE	Y3FR	MTE	Y3FR
Cambodia	63	54	14	22	7	7	15	17
El Salvador	68	61	13	1	0	4	19	35
Kenya	52	49	22	35	1	1	25	16
Malawi	70	61	16	19	5	11	9	26
Mali	39	61	36	18	8	1	17	20
Pakistan	76	74	1	12	3	0	21	14
Sierra Leone	68	64	10	2	6	7	16	27
Rwanda	80	76	5	6	0	1	15	18
Zimbabwe	65	61	25	25	1	3	8	12
Total	67	62	13	17	3	3	17	19

Based on significant adolescent surveys, females

The largest increase in time spent studying between the MTE and Y3FR cohorts was found among boys in Pakistan (up from 34% to 55%, while time for girls actually decreased) and Zimbabwe (up from 10% to 26%). The largest increases between the two cohorts in the time girl's spent studying were seen in Malawi (up from 9% to 26%) El Salvador (up from 19% to 35%) and Sierra Leone (up from 16% to 27%).

In Kenya, both boys and girls spent more time farming and less time studying at Y3FR compared with the MTE. This might suggest a different profile of the communities or households interviewed at the MTE and the Y3FR. In Malawi, we see a shift from domestic chores to income generating activity but the amount of time spent studying still increased. In Mali, time spent has shifted from farming to domestic chores.

The biggest difference between boys and girls at the Y3FR was seen in Pakistan, with just 14% of girls' time at home spent studying, compared with 55% of boy's time. In Zimbabwe, just 12% of girls' time was spent studying compared with 26% of boys'. In contrast, in El Salvador girls spent more time studying at home, 35%, compared with 18% of boys' time.

As reported in the qualitative, the bulk of time females spend outside of studying is in doing household chores, while males do not have the same responsibilities. In Mali and Cambodia, where this issue was focused upon in a separate module, there was clear evidence that this had not changed at all in recent years: girls were still overwhelmingly disadvantaged in terms of their time

obligations. In the quantitative, Improvement in time spent studying at home since baseline was not correlated with enhanced attitudes among parents. Therefore, we have an unclear picture as to why we see improvement in this indicator.

PART THREE – SAFETY AND ACCOUNTABILITY

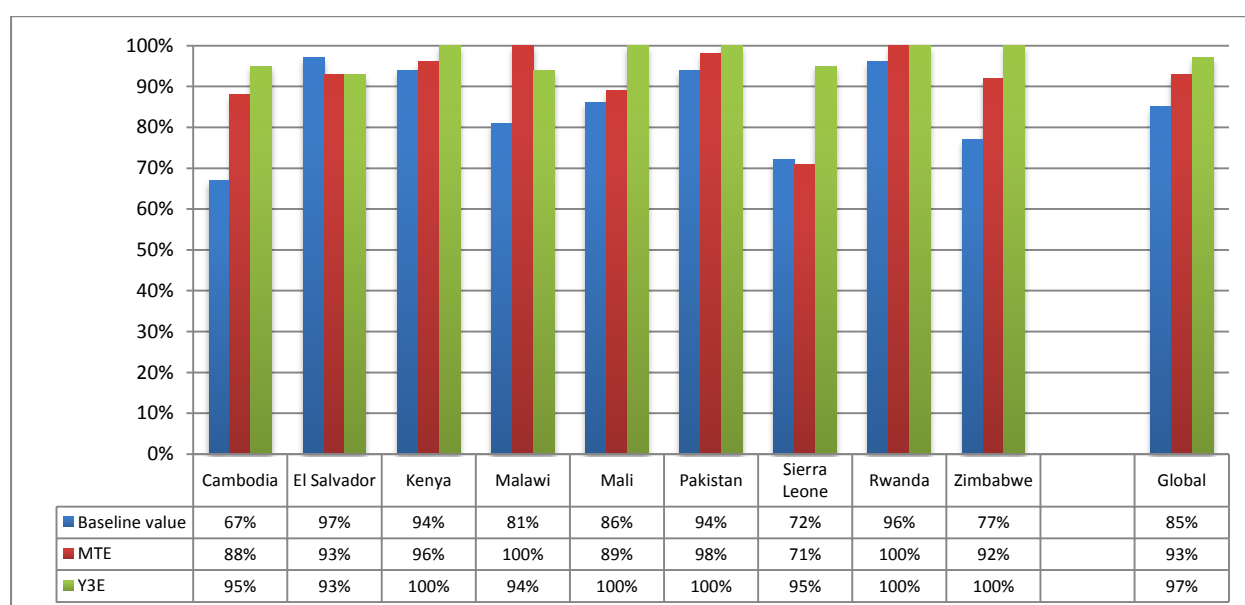
Chapter 7: Safety and Well-being in School

Feeling ‘safe’ in school

The theory of change holds that in order for a student to have a positive learning experience, he/she must feel safe at school. Not only will this result in higher learning outcomes, as he/she will be able to focus on education when there is less threat of abuse, but also this should have positive implications in terms of ensuring that he/she attends school regularly and does not drop out as a result of being afraid to go to school for any reason. The various issues related to school safety that will be explored in this chapter are teacher-induced corporal punishment (beating) and chores for punishment; bullying/fighting amongst students; serious physical, sexual or verbal abuse from teachers, staff, or fellow students, and safety to/from school.

For the logframe indicator, a measure of this general feeling of safety for girls in particular, is the percept of adolescent girls who agree or strongly agree that they feel safe at school. Overall, **a statistically significantly higher proportion of girls felt safe in school**, with 85% interviewed at the baseline agreeing that they felt safe, compared with 97% of those interviewed at the Y3FR. Boys had similar improvements in perceptions of safety.

Figure 17: % of adolescent girls in school agreeing that they feel safe in school (Y3FR, MTE and baseline)



Based on significant adolescent surveys, female

This overall positive development is mirrored in most countries, with the exception of El Salvador, where a slight (not statistically significant) difference between the MTE and Y3FR followed an initially high baseline of 97%. The results in Malawi improved significantly between baseline and MTE to reached 100%, then fell back to 95% (again, this drop is not statistically significant). The increase in the proportion of girls saying they feel safe between the two waves is largest in

Cambodia, Sierra Leone, Zimbabwe, Malawi and Mali where baseline scores were lower; in Kenya baseline scores began high, and have capped at Y3FR at 100% feeling safe in school.^{lxvi}

Safety concerns causing dropout

As mentioned above, it is important to consider safety with regard to attendance/dropping out. The quantitative evidence suggests that this could be a factor, but the results are inconclusive. At the Y3FR, only 3% of cases where an adolescent had missed school were reported as due to a fear or experience of violence of some sort (being attacked, bullied or corporal punishment). This is lower than the six per cent found at the MTE. However, this was only 15 cases at Y3FR and 29 cases at MTE, and so is not statistically significant, and disaggregation by country and sex is not advisable. Even though it is not represented strongly in the quantitative findings as compared to other factors that can lead to dropout, the qualitative evidence suggests that **safety is a significant reason that some students may drop out of school**. These reasons will be explored in further detail below, where we consider the various types of safety concerns students may have, and when there have been incidences where it led a child to dropout.

In this chapter we consider not only whether children report feeling ‘safe’ in school, where we see good improvement, but also we will consider areas that children may not consider to be directly related to their ‘safety’ (as it is understood in the indicator above), but are nonetheless barriers to a his or her education, as they are specific threats to their overall well-being in school. These threats will be considered in turn, but analysed according to the country-level interventions that occur, which have the general message that there should be no violence at all (sexual/physical/verbal abuse, bullying, fighting, corporal punishment (physical punishment), chores for punishment) within schools, from anyone.

Corporal punishment

A key component of Plan interventions across all countries is to reduce the incidence of corporal punishment in target schools; in five countries (Kenya, Malawi, Mali, Sierra Leone, and Zimbabwe), teachers receive specific training on alternative discipline techniques; in all countries, however, training with students and teachers is provided that outlines child rights and as part of that, the idea that beating children is inappropriate. In addition, in all these countries, CP has been made illegal. As such, we may expect to see significant improvements in these five target countries, but also some improvements in the others as well. However, we find that this is not the case, including in countries that teach alternative discipline.

The pattern of responses on the quantitative indicator of support for disciplining teachers for hitting children is very mixed from the baseline to the Y3FR, and we must question the accuracy of the measure as indicating whether corporal punishment is accepted and/or utilised. The global support for disciplining teachers appeared stronger at the baseline than subsequently, with 42% of adolescents and 37% of adults agreeing that adults who hit children should lose the right to teach, compared with just 28% of adolescents and adults at the Y3FR. Baseline levels of agreement appeared much higher in El Salvador and Pakistan in particular (see Annex 3 for table). This counter-intuitive variability in the data suggests that there may be more complex relationships at play than mere support for corporal punishment.^{lxvii} This all suggests that the **indicator is complex and variable and that it is not that useful at measuring changing underlying attitudes**. It may be that ‘hitting’ has been interpreted differently at different waves. It may be that greater contact with schools in some areas has increased parental knowledge and understanding of discipline issues and softened support for corporate punishment.

Thus, the **qualitative data is likely more accurate** than the quantitative about the perception around whether corporal punishment is appropriate, and will be relied upon here^{lxviii}. Overall, corporal punishment is still widely accepted by a slight majority, **but there are significant decreases in its**

occurrence in the last three years. The degree to which attitudes are improved seems to depend on the extent to which people understand the specific negative implications of CP, and know and are confident in alternative forms of discipline, versus simply being told that it is ‘wrong’. We will also see below **that most participants perceive CP to be reducing in the last three years;** but there are important country-level differences depending on whether the **lessening occurrence can be attributed either to a) actual acceptance (by teachers who previously used it) that it is wrong / unsuitable punishment, or b) fear of getting in trouble for doing it, despite still believing it should be allowed.** In the latter case, we see prominent attitudes from all groups, including teachers, that the children are ‘out of control’ now that they are no longer allowed to use corporal punishment.

Taking all this together, we suggest that the most effective interventions are those where there is a combination of a) enforced rules where teachers are regulated; b) teachers who are taught alternative forms of discipline and c) scenarios where teachers, parents and students have seen examples of how alternative discipline can be effective.

Perceptions

Adolescent and parent attitudes were similar in that overall a slight majority of each group considered CP to be different from abuse (and thus, appropriate), versus the others those who thought any corporal punishment was abuse (and thus, inappropriate), with the exception of Sierra Leone where adolescents tended to view it as abuse, while parents did not.^{lxix} Also, adolescent opinions were similar between boys and girls. Overall, adult opinions differed based on gender; slightly more often female adults considered CP to be acceptable, with few variations across countries except in Cambodia where all adult females considered it acceptable while no adult males did. Also overall, **more often, teachers considered corporal punishment to be abuse** (and thus, unacceptable), though in some countries teachers were more likely to have similar opinions to those of parents and adolescents (Sierra Leone, Cambodia, where nearly all teachers said it was acceptable). Table 18 below provides a summary of responses taken during FGD blind voting. While we cannot consider this to be representative of the population, as FGD participants were not chosen randomly as in the household survey, they still give us a broad idea of country differences and also global differences between groups.

Table 18: Adolescent, Parent, and Teacher FGDs: ‘Is corporal punishment abuse or not abuse?’

	It is not abuse	It is abuse
Cambodia	41%	59%
El Salvador	Nd	Nd
Mali	18%	82%
Pakistan	55%	45%
Rwanda	57%	43%
Sierra Leone	63%	37%
Zimbabwe	93%	7%
KENYA	79%	21%
MALAWI	79%	21%
Adolescent	60%	40%
Adult	60%	40%
Teacher	36%	64%
Total n=893	57%	43%

Source: FGD blind voting

Also during parent and teacher FGDs, participants were asked whether corporal punishment (as defined above^{lxx}) was appropriate to use in school, to help validate the above findings among parents/teachers, and also provide more detail on the extent to which they thought it was ‘always’ or only ‘sometimes’ okay. The data largely agree with those found above if we interpret that ‘same

as abuse' above conveys a similar attitude as 'never okay' (see Annex 5 for data tables on blind voting).

We see that in Mali and El Salvador, the great majority consider CP to be abuse/inappropriate; while in Zimbabwe, Kenya, and Malawi a large majority overall thought it was not abuse/appropriate. Overall, adults and adolescents had similar perspectives, but in Pakistan and Sierra Leone there were significantly fewer adolescents than adults who thought it was not abuse; in Kenya and Rwanda significantly more adolescents than adults thought it was not abuse. There are not any major differences between adolescent males and females, and only slight differences among male and female adults. Compared to teachers, we see that twice more often teachers believe corporal punishment to be the same as abuse, though still over a third of all teachers considered it to be separate, with the highest rates in Kenya, Rwanda and Zimbabwe, and the lowest in Pakistan. **In short, using FGD voting, attitudes are best in Mali by a large margin; worst in Kenya and Zimbabwe and to an extent Malawi.**

We can consider the above findings to indicate an overall positive change, in that at least some people in all countries consider CP to be inappropriate, but also tell us where more work needs to be done. In all of these countries, the practice of corporal punishment was until recently widely accepted as the normal form of discipline in schools; that it is now being considered as a type of abuse in any cases, and that parents/teachers ever indicate that it is 'never okay' is a good sign. Progress varies from country to country, possibly telling us about the relative impact of the interventions around CP, and changing opinions around when/to what extent it is appropriate. Also we can suggest that as teacher opinions are more positive, interventions with them have been more effective, though we must be careful in assuming that their voting depicted their actual behaviour, given that they were all aware that CP was no longer tolerated.

Looking at comments made during FGDs, we see that in all countries, across all groups, **regardless of whether adults/adolescents considered corporal punishment to be appropriate or inappropriate, all groups had a clear understanding that corporal punishment was only appropriate when it did not cross a certain line, where then it became abuse.** In other words, all participants understood the concept of 'abuse' as unacceptable, and something to be stopped; the main difference between groups was where that line was drawn. We can attribute this overall understanding that CP is inappropriate in some cases to the broad child rights interventions that are occurring in all countries, conveying the basic idea that child abuse is inappropriate, and more specifically in some cases, that corporal punishment is a form of abuse.

While there seems to be correlation between adolescent trainings and positive attitudes in these countries, this is not true of parents and teachers. Mali was the only country where adolescents received training specific to violence against children in schools and alternative conflict resolution methods (Cambodian children received general trainings on violence, but it is unclear what this addressed). **This correlation does not hold true for adults,** as parents received trainings on violence against children in school in both Mali and Zimbabwe, but not El Salvador, which displayed improved attitudes. **There also does not seem to be any correlation for teachers, as all received sensitisation targeting the reduction of corporal punishment.** In Mali, there was sensitisation on violence against children at school, alternative conflict resolution, and implementation of Codes of Conduct. In El Salvador, School Coexistence Committees targeted reduction of CP, and it was reported that teachers did not feel they were adequately trained on alternative discipline, which would seem to contradict the findings. In Cambodia, teachers were educated about abuse and received sensitisation against CP and implementing codes of conduct. In Sierra Leone, teachers were trained on alternative discipline and codes of conduct (focusing on sexual relations, punctuality and

attendance). **This suggests that either the trainings were ineffective in conveying their messages, or that not many teachers participated in the trainings.**

CP is acceptable; not abuse

First we should be aware of the ‘traditional’ attitude that CP is not abuse, but is rather an effective and ‘typical’ form of punishment to use in schools. Indeed, we accept that most people have some definition of ‘reasonable chastisement’ where they think CP is acceptable; Plan’s goal is to eliminate all incidence of CP in schools, and to instead utilise non-physical ‘alternative discipline’ methods. We therefore consider the explanations below to be evidence of those who have not yet been sensitised to, or fully in acceptance of, interventions that push for alternative forms of discipline. Overall, among those who thought CP was appropriate, adolescent boys and girls had very similar ideas to one another, as did adult males and females. There were a few incidences where adult and adolescent opinions differed.

The basic understanding behind these traditional ideas around CP is simply: **without CP, adolescents will misbehave.** It is not considered to be abuse because the punishment is swift, but unpleasant enough that a child will try to avoid it. It has been ‘used for as long as we can remember’ and as such, according to those who support it, stopping the practice will necessarily lead to less-disciplined children. At the school level, a basic explanation given behind the acceptance of CP as a good disciplinary tool was simply that adults and adolescents alike did not think that non-physical forms of punishment would be as effective. As one adolescent male in Mali put it, *‘It is sometimes necessary because with some children, that is the only way to change the ways that they act. If you do not use the belt the will never behave well and they will grow up to be unruly’*.^{lxxi} In Sierra Leone, an adult male said, *‘Punishment helps children to behave responsibly in school. Discipline helps to prevent harmful behaviour... there are differences between African children and those in the western world’*.^{lxxii} An adolescent male in Zimbabwe said, *‘Corporal punishment is ok as long as it does not go beyond boundaries, it regulates behaviour in this school. Way back students used to beat teachers until corporal punishment was upped [increased]. The situation normalised’*. These boundaries are significant, and elaborated upon below.

Proper approaches to CP

Beyond the basic idea that CP is necessary for effective discipline, **supporters of CP were clear that there are nonetheless a number of ‘proper’ approaches to conducting CP, before it becomes abusive.** Most participants in all countries were easily able to articulate the ‘line’ that should not be crossed, such that CP did not become unwarranted abuse. In *no* cases did any participants *not* understand the concept of ‘abuse’ as being something inappropriate; however, it is interesting to consider what these ‘lines’ are, which when crossed become inappropriate abuse. These ‘lines’ were broadly similar across all countries. One line was that CP must be ‘given with love’, or with the specific intention of benefitting the child; not for selfish reasons. Such explanations were most common in Kenya, Malawi, and Mali. Another ‘line’ was that the child had done something that deserved punishment; if a teacher ever beat a child for no reason, or for a very small infraction, then this was then considered to be inappropriate, and thus abuse, as a young male in Malawi said, *‘Corporal punishment is given to those who are found to have breached the law while with abuse, people just take advantage of the power they have’*.^{lxxiii} Another ‘line’ dealt with the relative severity of that physical contact, such that beating that resulted in long-term injury was abuse/inappropriate.^{lxxiv} Quite often participants indicated that CP should never hurt for more than the instant, or only moments after, in which it occurs. As one female adolescent in Kenya said, *‘Corporal is better than abuse because abuse one would become stressed but corporal you just feel pain which disappears with time and learning continues’*.^{lxxv}

It is unclear to determine what is the cause of these generally similar ideas surrounding the ‘line’ of acceptable CP. It is likely that on-going interventions, both Plan and others, are in practice

compromising such that CP is not totally unregulated, but reduced in frequency and severity. Indeed, in some cases teachers indicated that they had been given proper procedures for CP that outlined these exact standards. We will see below, though, that while such a compromise may have been useful in the past, Plan/partner interventions to try to eliminate the practice entirely, and replace it with alternative forms of discipline, have found some good success. We can analyse these examples of success in order to suggest improved interventions to try to eliminate CP in other areas as well.

CP is not acceptable; it is abuse

Because in every FGD participants reported that CP was a normal practice in the past, and to an extent today, we can assume that if when we observe the perception that CP is not acceptable, is likely the result of at least one recent intervention from government or NGO that pushed toward child rights and more specifically, to eliminate the incidence of corporal punishment in schools entirely, rather than simply regulating its severity and frequency. As such, we will focus here on accounts from participants as to why they have accepted that CP is not appropriate, to give more information that tells us what a successful intervention looks like, in trying to reduce this practice.

We saw that even in some of the countries targeted for ‘alternative discipline’ training (Kenya, Zimbabwe, Malawi, adults in Sierra Leone), incidence of CP and negative attitudes toward CP were still quite strong. However, there were even within these countries incidences of changed attitudes to CP, much of which was attributed specifically to Plan interventions (though very often too the government was referred to since in each of these cases, the government had officially made the practice illegal). Examining the FGD and KIs from each country, a few major trends emerge within certain countries, in terms of the types of explanations that are given for why CP is not acceptable. It will be helpful to consider these explanations as evidence of the interventions’ outcomes (i.e., what resonated with the participants, and helped them to have the opinion that they now have that CP is not acceptable?), and also to relate these explanations to the exact nature of the intervention in each country, depending on what it was that resonated most often.

Any physical contact is wrong (rights / rules understanding)

One common reason across all countries, given by those who considered CP to be inappropriate was simply that it violated children’s rights and/or was against the rules, generally speaking. This was at a minimum, the basis behind anyone’s understanding of why CP was not appropriate in school; in other words, sensitisation around the ‘rights’ was a first step. However in certain countries, there were more often those who expressed this opinion but were unable to articulate in any more detail the specific reasons that CP ‘should not’ occur. The broad statements without any detailed follow-up, were particularly common among **all groups including teachers in Malawi and Zimbabwe; all groups except teachers in Kenya and Sierra Leone**. Also it is important to note that these groups as well were those that reported the highest agreement with use of CP overall, so it appears that **even those who claim to not accept it, may not totally agree with / understand why it is not acceptable**. For example, a teacher in Malawi simply said: *‘Be it corporal punishment or abuse, none is appropriate to use in school. Plan partners sensitised us not to administer corporal punishments to our pupils’*, and another teacher said, *‘it is not appropriate to be used in school... teachers may be summoned to the court and lose their jobs. It is a policy’*. Here, KIs verified that teachers are specifically afraid of being reported to Plan/NGOs.^{lxvii} Adolescent females and males in Zimbabwe also just referred to it being ‘against our rights’, but nothing more than that. Similarly, in Rwanda, a mediator KI said *‘But sometime parents would prefer that their kids be beaten instead of having to come to the school because they have to leave their job/occupation to deal with the issue. But the government is prohibiting to beat the children’*.

The absence of training on the effects of violence could explain rights-based understandings in these countries. Adolescent trainings specifically on violence and safety were not offered in any of these countries, though trainings on child rights were offered in all but Kenya. This is also true of

parents, except in Zimbabwe where parents were offered additional sensitisation on the impact and prevention of abuse on children. This perhaps suggests that **without sensitisation specifically speaking to the negative effects of CP/abuse, adolescents and parents are only able to understand through the lens of rights**. There does not seem to be any correlation in teacher trainings, as all received trainings on discipline.

This is not to say that learning about ‘rights’ is ineffective, nor does it seem to be ineffective to enforce anti-CP rules in this case. Indeed, many teachers, students and parents indicated that CP was not acceptable simply because it was ‘against the rules’, which again does not imply that they actually agree that CP is not appropriate. We see evidence that most people understand that CP is against the rules in all countries except Zimbabwe and Kenya; also in these countries there appear to be improved reporting mechanisms / discipline to teachers who use CP (to various extents), which can further explain the overall reduction in its incidence, despite the enduring negative attitudes. Sensitisation to the rules seems to be coming from multiple sources, government, NGOs and certainly Plan/partners, so it is impossible to attribute this change to any single type of intervention. However, it is clear that the message resonated with beneficiaries at least to the extent that they saw that it was something officially ‘not allowed’, and could therefore lead them to question the practice more than they would if it were officially accepted. We will see later on that indeed, incidence is decreased when rules are set; even more so when they are enforced, even if attitudes are not necessarily yet changed. When attitudes are changed too, however, this certainly helps strengthen and ensure sustainability of eliminating CP. We see below that attitudes and behaviour are improved, beyond the ‘rights approach’, when people are provided with specific reasons why CP should be avoided.

It will scare the child from coming to school, even if it is an effective form of discipline

For all groups in **Pakistan and Cambodia, teachers in Sierra Leone and Kenya, and a few parents in Malawi, the most common explanations were based on CP causing children to fear coming to school, even if it was considered to be effective discipline.**

While the quantitative data show that safety concerns (among them, fear of corporal punishment) were not the most common reasons for a child’s missing school, there are a good amount of qualitative data that suggest it is nonetheless problematic and even decisive for at least some children. Such incidences were observed in Cambodia, as one girl explained, *‘Once, I was punished, I quitted school for 3 consecutive days because I was scared to get blamed [punished]’*. One adult male in Zimbabwe, who stood out from the vast majority who had a ‘rights’ argument said, *‘So I suggest that there should be alternative methods of disciplining a child. Even if you keep beating a cow it will run away eventually’*, referring to students who responded to CP by dropping out.

Students in AFCs and NFEs in Pakistan, where CP is forbidden and reportedly well-enforced, had clear explanations for why they agreed that CP was not good to use, as many of them had experienced it when they were in state schools: *‘Any type of punishment is abuse because this had negative impact as most of AFC centre students left their regular education due to corporal punishment in state school’*, and even requested that *‘Plan may [should] also work there to finish corporal punishment’*.^{lxxvii}

In Malawi, a few people, and only parents (not teachers)^{lxxviii} mentioned the fear element and linked it to Plan activities, as one adult female said, *‘It increases the number of school drop outs. Recently, one boy has dropped out of school after being given a punishment to dig two pit latrines for not writing an exam. He has so far been enrolled into another school. One of my boys once dropped out of school when he was in Std. 1 after being hit by a student teacher. So far, things have changed ever since we were trained by different organisations on corporal punishments and the messages are spread through the media. The organisations include PLAN (2010), FAWEMA (2013), YONECO’*.^{lxxix}

It is not effective

Other respondents agreed that discipline was important for children, but that using corporal punishment was simply ineffective as compared to less physical methods. **All groups in Mali, Pakistan, El Salvador, and Rwanda** were particularly emphatic that CP was an ineffective form of discipline; in order to maintain discipline, however, they utilised alternative discipline mechanisms, specifically through ‘counselling’ or simply talking through it with the students.

An adult male in Pakistan explained it similarly, also attributing this change directly to Plan’s work: *‘We also used to think before that corporal punishment is necessary for kids but now after looking at results and performance of our children in NFE and AFC, we changed our mind and now we also behave gently and with love to our children’*.^{lxxx} One male parent in El Salvador said, *‘Well, youth are practically crazy. That is why I think that when a student misbehaves, he deserves punishment.... I say corporal punishment in school is wrong, because they create resentment in their lives, and this generates more violence. This punishment does not work’*.^{lxxxi} In these cases, participants had indicated that they had learned in sensitisation that through counselling a child, working out the reasons for his/her misbehaviour, was more effective. As another adolescent female in Mali said, *‘We are not donkeys. If you talk to a child and make him understand that it is in his interest to behave well, he is likely to do it’*.

Incidence

While we see some positive changes in terms of attitudes to CP to varying degrees across the countries, it is a separate issue to consider the extent to which it is still occurring. In order to assess the incidence of corporal punishment, a sensitive issue that was best approached after building rapport with participants and having time to explain to them the nuances of the question, blind voting during FGDs was undertaken. Overall, nearly two thirds of participants who indicated that corporal punishment had existed within the last 3 years (not necessarily that they had been subjected to it, but that they saw it occur), said that **there had been a decrease in corporal punishment in the last 2-3 years**; only one in ten said that there had been an increase; the remainder said it had stayed the same. Male and female adolescents, along with teachers, were similar in their reports of these changes, overall. There are country-level differences, though: In Cambodia, Mali and Pakistan, nearly all respondents said that there had been a decrease; a large majority reported a decrease in Rwanda and Malawi^{lxxxii}. Conversely, a relatively high proportion (nearly a third) reported an increase in Kenya^{lxxxiii} and Zimbabwe; almost nobody reported an increase in Mali, Pakistan, Sierra Leone or Rwanda.

It is important to point out that these votes were referring to ‘corporal punishment’ in terms of hitting / physical contact. As such, the measures of CP below, and which we will elaborate upon here, are those that refer to what participants consider to be CP based on this specific definition that was given to them prior to voting. However, we will see that in some cases, inappropriate physical punishments are nonetheless continuing, which may not fall under the definition given to participants, but would indeed be considered inappropriate based upon Plan’s standards for acceptable punishment. Therefore, despite the promising results below that CP (hitting) is decreasing, this masks the other punishments that are still being used, and in some cases may be on the increase, that fall outside this definition (hard labour, standing in the sun, standing on one foot, etc.).

As seen in Table 19, **CP incidence is reported by adolescents in school to be most improved in Mali and Pakistan*, Rwanda, and Cambodia; least improved in Kenya, Zimbabwe and El Salvador. Moderate improvement was seen in Sierra Leone and Malawi.** Together with attitudes (overall best in Mali and El Salvador; worst in Zimbabwe, Kenya, Malawi, and Sierra Leone), we can suggest one correlation at least in that Mali has the most positive attitudes and highest reported reduction in the rates of CP, while Kenya and Zimbabwe have the most negative attitudes and lowest rates of

reduction (and some reports of increase) in the rates of CP, although the small sample of teachers in Kenya had more positive attitudes. Interestingly, in Rwanda, Malawi and Cambodia incidence has reduced significantly despite there being evident negative attitudes; also in Sierra Leone incidence is relatively reduced despite strong negative attitudes among adults and teachers. In El Salvador incidence has shown more modest reduction, and even some increase despite there being positive attitudes. In short, it appears that **positive attitudes contribute to reduced CP incidence**, but that **reduced CP incidence does not necessarily require improved attitudes**.

Table 19: FGD Blind voting: How has the incidence of corporal punishment changed in the last 2-3 years (if it ever happened at all)

	Decrease	Same	Increase
Cambodia	100%	0%	0%
El Salvador	57%	25%	18%
Mali	94%	6%	0%
Pakistan*	na	na	na
Rwanda	96%	4%	0%
Sierra Leone	65%	32%	3%
Zimbabwe	42%	26%	33%
Kenya	56%	11%	33%
Malawi	82%	7%	12%
All female	69%	19%	12%
All male	77%	15%	8%
TOTAL (n=504)	73%	17%	10%

Based on FGD blind voting

** Girls in NFEs reported that CP had never happened in their schools, but was common in state schools, so we consider this to indicate a reduction in CP, though nobody voted on this question (because they said it 'never happens' in their current school).*

The following sections will consider **whether the impetus for positive change is more a result of regulation/following rules, or whether it is actual acceptance that such rules are good**. This is an important factor to consider in assessing the sustainability of the positive changes. We will see cases in Mali and Pakistan where reduced incidence and improved attitudes were observed, where people in these communities tell us that they are indeed accepting that CP is not only against the rules, but that it is no longer a viable strategy for them. In the other countries, though, we more often see residual attitudes that CP is necessary, and that eliminating it is not considered to be a positive change. One might be able to attribute these differences to the type of interventions that have occurred in each area. We will explore the variety of reasons that we can attribute to the observed changes in the next few sections. First, we will look into more detail surrounding how the incidence of CP has changed, and the extent to which adolescents, parents and teachers consider these changes to be good.

Relative Improvement

Based on the qualitative, **there have been overall reductions in CP**, but to various degrees in each country. Reports during FGDs and KIIs from adolescents, teachers, and parents confirm these findings, and often attribute the changes to trainings/workshops that they've recently had. The types of changes that they report are a) reduced severity of CP (i.e. lighter hitting); b) reduced frequency of CP (i.e. it happens less often); c) replacement of CP with other lighter punishments / chores; d) complete elimination of CP. Annex 5 provides an explanation of the specific type of changes that are claimed to have occurred country-by-country, in order of the extent to which we see improvement in reported rates of occurrence. Here we consider the overall findings at the global level in analysing what specifically has contributed to reduction in CP, and what has not worked.

In Pakistan, Mali, and Rwanda the situation is much improved, and we see strong sensitisation with all groups such that they understand why CP is harmful, along with strong rules/mechanisms in place that restrict the incidence CP. It therefore rarely occurs, and instead teachers use alternative discipline, which they also seemed to have been trained about as they have specific knowledge around ‘counselling’ their students instead of beating them. In Pakistan, there was not a change inasmuch as these guidelines were part of NFEs from the inception such that CP was never tolerated and all students and teachers knew about this. However, we can be sure in Pakistan that CP is a normal part of discipline in state schools, as boys report it occurring frequently in state schools, but not in AFCs; similarly, girls now in NFEs who had been in state schools in the past reported that it happened frequently. In Mali and Rwanda, however, this was claimed to be a significant change within the existing schools, but has been effective. Plan Rwanda for example facilitated Parent-Teacher Committees trainings on mechanisms to address cases of violence/abuse against children, especially adolescent girls, in 2011, and an open training addressing violence prevention was offered by RWAREC in 2012. Plan Rwanda also supported Codes of Conduct trainings and CPCs.

In El Salvador, Cambodia, Malawi, and Sierra Leone, by contrast, we see weak sensitisation with all groups such that they tend towards a rights argument for why CP is wrong or otherwise, believe it to be acceptable, but there are strong rules/mechanisms in place such that most people, especially teachers, know that they could get in trouble for practicing CP. Here, CP is reduced in severity and frequency, but not at all eliminated. Because some students and parents still agree that CP is appropriate, then, they are less likely to report an incident where a teacher is breaking this rule, which can of course lead to the teacher utilising CP more often. So, we can see where attitudes come into play in helping the reporting processes work, but that establishing CP as against the rules in the first place can nonetheless lead to positive change.

In addition to changing attitudes, and enforcing rules, the importance of alternative discipline training with teachers is very clear, as we can see in countries that had strong alternative discipline components (Mali, Pakistan, Rwanda), there was both lesser incidence of CP and also improved attitudes. If this component is missing, then teachers are left without any other resources for maintaining order in their classrooms, which can have evident problems, and encourage them to go back to CP or resort to other forms of punishment that are equally harmful. In El Salvador, Cambodia, Malawi and Sierra Leone, for example, teachers did not seem to know about alternative forms of discipline – only that they could not use CP – since the decrease in the most severe forms of corporal punishment lead to an increase in verbal violence, along with an increase in physical labour as punishment (tidying the classroom, or the bathrooms at school). Also important, and only reported in El Salvador, is the report from at least two adolescent FGDs that when teachers call parents (instead of using CP), then they are effectively deferring the physical punishment to the home, since some parents still agree that student behaviour justifies the use of corporal punishment at school. According to CO reporting, teachers were trained on participative formulation of rules, but were not adequately trained on positive forms of discipline and substitutions for corporal punishment, explaining this limitation. Also in Sierra Leone, codes of conduct trainings have focused on sexual relations, punctuality and attendance—not CP/abuse. Also in Malawi, activities around abuse in school – particularly through the strengthening of CPCs and interventions with boys called ‘Gentlemen Search’ – appear to have focused mainly on school-based GBV; not CP. Perhaps stronger sensitisation on rules against CP specifically would lead to a decrease in incidence.

In Kenya and Zimbabwe, we see minimal sensitisation with all groups, weak / limited reach of alternative discipline training for teachers, and minimal mechanisms / rules put into place to eliminate CP in schools. Therefore, CP is not significantly reduced in severity nor frequency. What few students reported decrease in CP, do not attribute this to any sensitisation or improved behaviour of teachers. As one boy in Kenya said, *‘Plan advised students to avoid mistakes’* in order to

avoid CP; others simply said, ‘*Ministry of education declared it illegal*’ and were unable to articulate more^{lxxxiv}. Most students took it for granted that teachers would beat them if they misbehaved. The evidence is clear, here, that there have been minimal sensitisation with adolescents or parents (thus negative attitudes) but some success in sensitizing teachers, but minimal mechanisms / rules put into place to eliminate CP in schools. The Kenya community profile reports that 95 teachers were trained by Plan on alternative discipline and conflict resolution methods, while 35 CPCs have been established in schools. Trainings were also reported to have occurred in Zimbabwe around codes of conduct and reducing use of CP, alternative discipline, and the impact and prevention of child abuse. Given that they did not result in an improvement here either, it appears, that these trainings in Kenya and Zimbabwe were either not effective in conveying their message, did not reach enough teachers to promote change, or need to be accompanied by stronger rules to be effective.

It is important to note here that in all the discussion around CP incidence and sensitisation, almost never were Child Protection Committees referred to as having any sort of role in sensitisation or enforcement of CP rules. Of course it is possible that they played a role in this in certain communities, but were not attributed as CPCs during FGDs. However, because school-based child protection committees were established in all countries except Cambodia and El Salvador (which established School Coexistence Committees), but incidence of CP and attitudes toward CP are varied across countries (and was actually improved in those 2 countries where CPCs were not established), we cannot identify there to be a correlation between Plan’s empowerment/support of CPCs and the reduced incidence of CP in schools. Cambodia, Mali, Pakistan, and Rwanda, however, all implemented **codes of conduct against violence, however, suggesting that these policies may contribute more significantly to reduced incidence**, along with broader sensitisation with students, teachers, and parents.

Risks

From the discussion above, it is clear that there still exist strong attitudes in support of CP, even in countries where it has been moderately reduced. Here we find that not only do some parents, teachers, and students simply accept the rules, even though they may not understand the true value of eliminating CP, but some are seriously upset that such interventions are occurring; eliminating CP, they feel, is actually harmful for children. This is particularly true in Malawi and Sierra Leone, where **teachers and administrators are implementing changes that they do not necessarily agree with, but do so just because** they feared getting in trouble. From their perspective, though, this was causing increased misbehaviour in children, reducing learning, and creating a situation where the children were ‘taking over’. An important point here is that also in these countries, teachers and students did not make any reference to alternative discipline mechanisms that they were aware of. To them, the option was either to discipline using CP, or to not discipline at all. In fear of getting in trouble by using CP, then, they tended to not discipline at all and therefore, saw what they described as increased indiscipline.^{lxxxv} As one teacher in Malawi asserted, ‘*Children are no longer behaving in a manner teachers may require them to. All this is being done in the name of children’s’ rights e.g. absenteeism has increased and they come to school very late. The introduction of the YONECOs help line has also made our work to be difficult e.g. we no longer administer punishments to our students when some are still learning hence they now feel they are superiors*’.^{lxxxvi}

We see then that there is some risk in pushing an anti-CP position without providing solid sensitisation combined with knowledge/skills of alternative discipline to deal with misbehaving children such that they do not become ‘out of control’. In short, **enforcing child rights may reduce incidence of CP, but only when this enforcement is effectively paired with teaching skills in alternative discipline strategies (and clear evidence of why these are actually better in terms of discipline), will it be sustainable and fully accepted (and not resented) by teachers, parents and adolescents.**

What works?

The table below summarises the above findings, showing the attitudes, types of rationalisations, and relative incidence across countries.

Table 20: Summary: Corporal punishment incidence and attitudes

Attitudes against CP	Negative	Positive	Very positive
Country	Malawi, Kenya, Zimbabwe, Sierra Leone	Pakistan, Cambodia, Rwanda, El Salvador	Mali

Type of rationalisations	'Rights' / against the rules	Children will drop out	Is not effective
Country	Malawi, Kenya, Zimbabwe, Sierra Leone, El Salvador	Cambodia, Pakistan	Mali, Rwanda, Pakistan

Incidence	Same/ very modest decrease	Decrease	Significant decrease
Country	Kenya, Zimbabwe	Malawi, El Salvador, Sierra Leone	Pakistan, Mali, Cambodia, Rwanda

In Mali, where we see the clearest success, there is also the clearest evidence that the interventions with teachers, particularly training on alternative discipline strategies, have resonated well with them. In this case, we see that four components: 1) clearly outlined rules, particularly in well-known codes of conduct; 2) positive and well-informed attitudes that parents and children alike have toward CP; 3) reporting mechanisms so parents/children can report if a teacher beats them; 4) teachers who have alternative discipline mechanisms, particularly counselling students, that they have used with good success, have created a situation where CP is almost entirely eliminated from the targeted schools, and will likely be sustained. To be sure, we see these features in Pakistan as well when participants discussed NFEs and AFC, and where we see that CP never occurs, though this situation is atypical since centres were established specifically through the programme, instead of interventions occurring within existing school structures. What is important to note here, also, is that even where attitudes remain negative and where people have a superficial 'rights' understanding of the dangers of CP, as in Malawi and Sierra Leone, when there are also strong reporting mechanisms, then incidence of CP can nonetheless decrease to an extent. Where we have weak mechanisms, as in Kenya and Zimbabwe, along with negative attitudes, incidence remains the same.

Chores for punishment

As reported above, in some countries, for children to work around the school is considered by participants to be one type of 'corporal punishment'; in other cases, chores around the school are an alternative to corporal punishment (i.e. it is considered to be less harsh, and as such, not CP or at all abusive). Some teachers indicated that because they felt that they were no longer supposed to use CP, that they would instead send children out to do chores instead. Other teachers, however, felt that chores were too time consuming, taking away from a child's learning time, and thus a quick 'slap' was more effective discipline. To better understand the issue of chores for punishment, we'll consider this as a separate issue, as above we focused mostly on hitting as punishment.

Thus there are two types of 'chores for punishment' that we must consider: 1) chores within the school; 2) chores outside of the school and for the teacher personally. Across all countries, people saw the second type to be inappropriate, and occurred at times, but not frequently. The first type, however, were common across all communities, and ranged from hard labour (digging pit latrines,

removing stumps), which was often considered to be abusive/severe, to light chores (sweeping, mopping), which were often considered to be acceptable punishment.

Overall, **the majority of students indicated that children were indeed given chores (either for punishment or as part of school activities)**; this occurred most often in El Salvador, Sierra Leone and Zimbabwe; least often in Kenya, Mali and Pakistan (for girls in NFEs). Interestingly, teachers in Cambodia, Kenya and Mali said that this never happened though some KIs in these areas said it was commonplace; most of the remainder said that it happened only sometimes. In all countries, except Pakistan and Mali light chores were generally referred to as other types of punishment, not necessarily less 'severe' than CP, though in many cases teachers and students indicated that they were being used instead of CP, since CP was no longer allowed. Other participants referred to light chores as CP, along with hitting. All FGD participants agreed that school labour is commonly used. It includes activities within the school borders such as picking up dirty paper, cleaning the classrooms or the toilets, or gardening/farming within the school. **This practice seems common and acceptable among all as a form of punishment.** Nobody referred to it as a form of exploitation, instead it is perceived as a form of improvement compared to corporal punishments. It is unclear whether it has recently increased or decreased, though we saw in the section on CP that light punishments are sometimes used instead of CP, so they may have increased in some countries because of this.

Hard physical labour

FGDs in all countries differentiated types of chores for punishment, pointing out that **light chores like those mentioned above were for the most part acceptable, and not 'abusive', while other more demanding chores were considered to be abuse.** An adolescent male in Malawi, said, *'The difference depends on the degree of the punishment for example sweeping, mopping classrooms and toilets are corporal punishments while digging pit latrines, removing tree stumps can be defined as abuse'*.^{lxxxvii} Students did report that as a result of Plan work, that being given harsh physical chores was less common than before, as one female student explained, *'We were asked to help them in their construction work to carry blocks, stones and fetch water.... These punishments cut across boys and girls. However, we have seen some changes from these types of punishment due to the intervention of FAWE/Plan base on workshops held and setting up school clubs'*.

Inappropriate labour

Labour where students were asked to do chores for teachers (at their house, or personal errands for them while at school) have stopped in Mali, Rwanda and Pakistan, where students and teachers alike agreed that while such practice had occurred in the past, it was not acceptable today. The change was attributed to 'new rules' that had been implemented within the schools, which apparently teachers follow, as one adolescent male in Rwanda said, *'Teachers can't punish you outside of the school walls because all the students know that this is prohibited'*. KIs agreed that the reason there had been a reduction in this practice was because there were 'strong penalties' for teachers. In Mali, an adolescent female said, *'I do not know of a teacher who would ask the students to cook or wash cloths for him. The parents of the child would not let him do it'*. In Pakistan, students report that such practice is common in state schools, where teachers would often ask students to go to their houses and bring back tea, but never happens in the AFCs or NFEs, where *'The teachers in AFC never [gave us] their personal work'*; in NFEs according to one girl, *'It is reduced after SAFWCO interventions because they have developed strict rules. They have discussed with the principal about this matter and now principal take care that nobody should go outside... SRC is responsible to not allow girls to go outside the gate'*.^{lxxxviii}

Incidences were still occurring in the other countries, but had **reduced to an extent in Sierra Leone and Malawi** because a) students knowing it was not allowed *'because of a series of workshops and sensitizations [from Plan]'*,^{lxxxix} b) punishment for teachers who requested it, as reported by both students and teachers. This indicates that sensitisation with students combined with reporting

mechanisms have had some effect in Sierra Leone and Malawi.^{xc} As one male student in Sierra Leone explained: *‘to me these acts are not happening in this school more especially teachers asking students to go to their house to do house work as a form punishment. Teachers are afraid of students complains so they don’t do such acts’*. Similarly in Malawi, one adolescent female said, *‘teachers know that if you ask a child to go and do chores at their houses, you will tell you parents. Some parents get really angry and come to the school. So I think to avoid such arguments they stopped asking this of you’*.^{xcii} Teachers agreed that this used to happen, but that it was no longer allowed, with reference to sensitization by FAWEMA that said such behaviour was inappropriate. Some KILs, however, while saying it had reduced, said that it still did occur at times.

Incidence had not reduced in Kenya, Cambodia, or Zimbabwe, In Kenya, students report that females are often tasked with doing chores for teachers,^{xcii} and none indicated that this practice had been reduced or that any attempts had been made to reduce it. All teachers, however, said that it never happened now, though it used to. One female student in Zimbabwe said, *‘If you are late the teachers can have you to fetch water for their personal use as a form of punishment’*.^{xciii} At the same time, students seemed to be aware that this was not appropriate, but nonetheless were asked to do this: *‘Most children know that you can’t leave lessons to go and wash dishes at the teachers’ house.... Going to the teacher’s house to perform chores for them is not allowed’* (adolescent female). Similarly, in Cambodia, one girl explained: *‘Male and female teachers ordered students to wash underwear, cloth, socks, clean and polish shoes (male teacher commanded female students). Those students who do housework a lot will receive extra points from him (male teacher). He ordered students to wash dishes, pots and clean up his living place. [To] cook rice and make food. Collecting firewood’*.

Relationship with CP interventions

We see above that the countries that show the best progress in terms of reducing incidence of chores for punishment and in particular incidences of children doing personal favours for teachers, are also those that showed best overall progress in reductions of CP (Mali, Pakistan). Where hard labour and teacher errands are common, we also see that there is lesser progress in reductions of CP (Zimbabwe, Kenya). We can thus infer that the broader message behind child rights, as discussed in the section on CP, may also implicitly (or directly, depending on the specific material taught in each community) lead to less exploitation of students for teachers’ own benefit, and using hard labour as punishment. Cambodia stands out, however, in that there appears to be on-going problems with labour here, despite there being an overall reduction in CP, suggesting limitations to the particular interventions being done there with teachers and students on appropriate punishment. Indeed, we saw there that most participants reported a decrease in CP, but that by ‘decrease’ they simply meant that there was reduced severity and frequency, not necessarily alternative discipline strategies.

Abuse

Because we see above that adolescents have a clear understanding of what ‘abuse’ means, in that it is inappropriate, we can trust that the following measures of abuse, using blind voting, are giving us valid information about the occurrence of things that are not acceptable. The source of abuse (of whatever form, if it was reported to have ever occurred) was most often reported to be male teachers (by females), or a male student (by both males and females). Of the countries where such abuse was reported relatively often (all countries except Mali and Pakistan), Sierra Leone most often reported male teachers as the perpetrators; Kenya most often reported male students; Zimbabwe reported male teachers and female teachers equally (see Annex 5 for full table).

Considering change over time, there are positive signs for all countries, in that **the majority of participants in each group reported a decrease in this type of serious violence over the last 2-3 years**. While of course, it is troubling that it still occurs, that most people perceive such a decrease is

important to acknowledge. The vast majority reported a decrease in Cambodia, Mali, Rwanda; decrease was reported less often in Kenya, Sierra Leone, and Zimbabwe. Overall, males and females had similar perceptions. The majority of teachers (larger majority than the student perceptions) in all countries also said that it had decreased, much of the remainder said that such violence had ‘never happened at all’. In El Salvador, some teachers said that it had continued or gotten worse. Teachers in Pakistan said that such behaviour had never occurred, all teachers in Sierra Leone admitted it had occurred, but that it had decreased. **The relative improvements in each country align closely with those we saw with respect to CP, chores for punishment, and child exploitation, giving us a clear picture of where child protection interventions, as a whole, were most effective: when we have the combination of a) establishing rules; b) making teachers and students aware of the rules; c) enforcing the rules; d) having a mechanism to complain to some ‘committee’, or delegated representative, in case these rules are not enforced.** This also points us to areas where it would be beneficial to have increased training with teachers, particularly around alternative discipline strategies – to help teachers manage classrooms better – combined with child protection sensitisation. We saw in the CP section that teachers who utilised ‘counselling’ were able to maintain control of the classroom better. It may be that such strategies also help develop teachers to develop rapport and trust with students, and engage them more than utilizing fear through CP, or other forms of abuse, to do so.

To try to get a rough idea as to how often such abuse occurred, participants were asked whether they, or someone they personally knew, experienced physical, sexual, or verbal abuse (three separate blind votes were conducted). Therefore, this is not a measure of who in FGDs actually were victims of such abuse, but whether they had seen it first-hand.^{xciv} Answers were not recorded for the group to see after each blind vote, nor were any of the questions discussed, so we can hope that participants were honest in their votes. Each type of abuse will be reported separately.

Serious physical abuse is reported to be most frequent in Cambodia, El Salvador, Malawi and Zimbabwe; least frequent in Mali and Pakistan.

Table 21: Frequency of severe physical abuse (not CP), male and female adolescents in FGDs

	Often	Sometimes	Never
Cambodia	6%	83%	11%
El Salvador	18%	71%	11%
Mali	0%	6%	95%
Pakistan*	0%	0%	100%
Rwanda	12%	49%	39%
Sierra Leone	27%	35%	38%
Zimbabwe	29%	49%	22%
Kenya	23%	48%	28%
Malawi	39%	39%	22%
Total (n=663)	23%	44%	33%

Based on FGD blind voting

**Data here refers only to girls in NFEs, as the boys were in state schools (not Plan-supported)*

Sexual abuse is reported most frequently in Kenya, Cambodia, Malawi and Sierra Leone; never in Mali and Pakistan. It is reported as occurring ‘often’ (versus sometimes), most frequently in Malawi, Zimbabwe, Kenya and Sierra Leone; and as occurring ‘sometimes’ most often in these countries along with Cambodia and Rwanda.

Table 22: Frequency of sexual abuse, male and female adolescents in FGDs

	Often	Sometimes	Never
Cambodia	1%	67%	32%
El Salvador	4%	34%	63%
Mali	0%	0%	100%
Pakistan*	0%	0%	100%
Rwanda	7%	42%	51%
Sierra Leone	10%	41%	49%
Zimbabwe	13%	51%	36%
Kenya	11%	64%	25%
Malawi	18%	39%	43%
Total (n=629)	8%	37%	55%

Based on FGD blind voting

**Data here refers only to girls in NFEs, as the boys were in state schools (not Plan-supported)*

Detailed accounts of sexual abuse are limited, as facilitators were encouraged to not push participants into talking into any such issues, nor was it common for participants to offer information about sexual abuse without probing. However, there were anecdotes recorded during FGDs that help us to understand the extent to which sexual abuse is occurring within schools. We can see some evidence that a) sexual abuse is indeed occurring in these schools, still and b) that some students do not identify sexual abuse as such. These anecdotes will be mentioned here, but further analysis is not possible with limited first-hand accounts. However, we can say that we consider the issue of sexual abuse, and attempts at reducing it, to be related to issues surrounding attitudes vs. practice in corporal punishment explained above. That is, where parents, teachers and students agree that sexual abuse is unacceptable and detrimental to a child, then we expect to see reduced rates. Also important, as will be explored in Chapter 8 on Accountability, is the extent to which effective reporting mechanisms are in place to help reduce incidence.

In FGDs in Malawi, adolescent girls and boys mentioned that some teachers administered ‘punishment’ to girls in the form of fondling their breasts. In Rwanda, while discussing what ‘abuse’ meant, one adolescent female said, *‘[An] example is when at school the teacher beats you until your arm is broken, this is abuse. Or if the teacher promises to give you better grades if you give something in return for example having sex with him. This often happen to female students,’* to which another girl said with respect to the sex issue, *‘no, this [sex for grades] is not abuse, abuse is when someone punishes you without reason’*. Also girls referred to sexual abuse on their way to/from school, wherein older males, or ‘sugar daddies’ would approach them, offering material rewards in return for having a relationship with them. In Kenya and Malawi, students report that male students sometimes bully girls if the girl refuses to let the male touch her breasts, or if a girl and boy are in a relationship, if the girl refuses to elevate it to a sexual relationship. In Malawi, some girls ‘beat up’ boys who try to touch their breasts without their consent, though also, if a girl refuses to go out with a boy, sometimes she is beaten by that boy. Participants in Cambodia referred to education they had about sexual conduct, which teachers also attended, and said that it had benefited students: *‘NGOs such as Sovana Phum and Plan had come over to conduct a meeting to educate people/students about sexual conduct... and the laws’*, to explain the reduction that they perceived to have occurred. In Sierra Leone, rape was reported to have been commonplace, but was decreasing now as a result of sensitisation with potential perpetrators, as one adult female reported, *‘Even the issue of rape against girls in the school has now reduced because of the child right act in place now. The NGOs are really educating the children as well as the parents about these act the occurrences of some of these abuse that use to happened seldom occur now’*. In Mali, a KII describes teachers luring students to their homes under pretext of tutoring, but says this is not occurring anymore; a village elder in Sierra Leone says sexual violence still happens there, but that it has declined with Plans interventions.^{xcv}

Verbal abuse is reported as occurring at all most frequently in El Salvador, Zimbabwe, Cambodia; least often in Mali, Pakistan. It is reported as often (rather than sometimes) happening in Sierra Leone, Zimbabwe and Kenya; only sometimes (not often) happening in Cambodia, El Salvador. In Kenya, one KII says is largely due to untrained PTA teachers, and that the ‘regular’ teachers would never do such a thing.

Table 23: Frequency of verbal abuse, male and female adolescents in FGDs

	Often	Sometimes	Never
Cambodia	20%	73%	7%
El Salvador	25%	70%	5%
Mali	0%	36%	64%
Pakistan*	0%	0%	100%
Rwanda	22%	54%	24%
Sierra Leone	54%	13%	34%
Zimbabwe	46%	44%	10%
Kenya	48%	21%	31%
Malawi	36%	44%	20%
Total (n=666)	29%	43%	28%

Based on FGD blind voting

**Data here refers only to girls in NFEs, as the boys were in state schools (not Plan-supported)*

Bullying and fighting among students

Considering discussions surrounding the theme of fighting and bullying in school, **participants in all countries tended to agree that such incidences between students had reduced in the last three years**, though there were still evident problems in some countries. Based on blind voting in FGDs, fighting amongst students is on average reported to be only rarely or sometimes happening within schools. However, there is significant variation across countries: students in El Salvador, Malawi and Kenya report that there is often/sometimes bullying and fighting, while in Mali, Pakistan and Zimbabwe, this is most often reported to be never serious. Overall, male and female adolescents report similar frequency of this, though in Sierra Leone boys report this happening more often, and in Malawi and Zimbabwe, girls report it happening more often. Also, in all countries except Kenya and to a smaller extent El Salvador, Mali and Sierra Leone, parents consider it to be happening less frequently than students, suggesting that students do not tell their parents when it occurs. For the most part, fighting occurs between boys, though at times girls fight girls. Bullying seems to occur to either males or females, and both males and females can be the bully.

Table 24: FGDs with adolescents: How often serious is bullying / fighting amongst students in your school?

	Often/ sometimes serious	Rarely / never serious
Cambodia	40%	60%
El Salvador	88%	12%
Kenya	50%	50%
Malawi	67%	33%
Mali	0%	100%
Pakistan	6%	94%
Rwanda	7%	93%
Sierra Leone	37%	63%
Zimbabwe	22%	78%
Female	38%	62%
Male	36%	64%
Total (n=658)	37%	63%

Based on FGD blind voting

There is a wide variety in the types of fights that occur. At one end of the spectrum is gang violence, where in some cases, people who don't even attend the school come on campus to take part in

fights with students in gangs. At the other end of the spectrum are '*petty*' fights between students over materials, girls/boys, or '*normal teasing*', which will not be discussed to much extent here. With respect to bullying, we'll consider all forms of bullying that are reported to be serious, even if it is claimed to be '*just for fun*'.

Examining the explanations that participants, particularly students, gave in response to this discussion question, it appears that **the rate of bullying and fighting is linked to the degree in which a) schools nurture an environment in which students are aware of the negative aspects of bullying/ fighting ; b) reporting mechanisms are in place such that students can report in case there is fighting/bullying occurring that teachers/staff are not aware of; c) schools discipline those who are involved in bullying / fighting.** In many cases, we see where Plan/partner contributed to at least one of the above items in order to help reduce fighting and bullying. It seems as though the most critical aspect of the above, however, is that those who take part are disciplined. We'll see below **that many adolescents consider punishment to be the key deterrent**, contributing to what they perceive to be a reduction in bullying and fighting.

Mutual disagreements

In Cambodia, one group of males referred to gangs that existed in the school, that were so serious in the past that anyone who did not belong to one of these gangs would be afraid to go to school. The fights that they got into were related to games, particularly volleyball, and at times gambling: '*They are quarrelling when they choose the people to play [on their team]*' and if there is a big disagreement, then one boy might '*call out his group to fight the [other] group at school*'. In one incidence, a boy in a gang was going to fight another gang, so the boy called his older brother and his gang to come fight with them. In other incidences, outside gangs who did not even attend that school would come to school to cause problems for other gangs. Though such things still periodically happened in schools, participants reported that it had been decreasing recently, most especially the incidence of outside gangs coming into the school grounds. One reason was that, '*when they are quarrelling, the teacher calls the police to arrest them*', or that they would call the police in case any non-student came onto the school grounds; another was that, '*the teacher tells the parents [when they are fighting] and gives them [students] some advice*' or the '*principal and vice principal solve their problems*'.

In Kenya, students report that fights between boys occur most often when two boys want to have a relationship with the same girl. In Mali, fighting is not claimed to be a serious problem, but when incidents do occur, though, '*teachers are always here to separate us*'. In Pakistan, boys remarked that fighting between them never occurred in AFCs: '*The teaching style of AFC created good and friendly atmosphere... now all of us play sports and participate in classes with dual respect and all of this is a good change in our behaviour, to respect all*'. In state schools, however, fighting was frequent, as one boy in state school attested, '*I was afraid to go to school because I feared to be beaten by students (and teachers)*'. In Sierra Leone, boys and girls report that fighting happens quite often, but that they are 'injury free' and that they occur less frequently as a result of increased teacher or counsellor involvement when they see it occurring. If the teacher cannot solve it, then the parents are asked to intervene. In some serious cases, the '*warring parties*' are suspended. Students report that most often, girls fight with each other about boyfriends, but that such disputes are '*minor and not serious*'. Boys fight with boys for similarly 'minor' issues like stealing of school supplies.

Fights between girls often were based around competition for a boyfriend, though in El Salvador in particular, girls often fought with one another over economic status, often determined by whether or not they had contact with someone sending remittances. In Malawi, when two girls fight over one boy and both are having a sexual relationship with him, which is apparently commonplace, the teachers suspend the girls, and then the parents intervene, telling the girls to drop the relationship,

which deters the girls from fighting in the first place. In Pakistan, there are some reports of girls fighting with one another over minor issues, but in all cases, the teacher intervenes.^{xcvi} For the most part, however, girls get along well within the NFEs, learning about the dangers of violence through 'role play' activities, as one said, *'This is a centre where we never fight; we cooperate with each other. We are all friends here' and 'the centre has a positive learning environment where we work with each other in a friendly manner'.*

Bullying

Bullying was **commonly reported in Kenya, Cambodia, Sierra Leone, and Malawi, but there are clear improvements that are attributed to Plan/partner.** Students in Cambodia reported incidences where older and/or bigger male students would threaten smaller students who became afraid to come to school and would even drop out as a result. Others are mocked because they are poor, or because of the colour of their skin.^{xcvii} Also in Kenya and Malawi, students were mocked if they appeared to be poor, particularly if they had dirty or old clothes^{xcviii}. In Malawi, two separate groups told the same story of one student who dropped out of school because of bullying: *'People would mock him about his shabby dressing, as well as his appearance (not handsome); he got tired of this and decided to leave school'*.^{xcix}

Students in Sierra Leone remarked specifically on children with disabilities being bullied, and one example of a girl who dropped out as a result^c.

Despite these on-going problems, many students agreed that it had **improved, specifically as a result of increased teacher involvement when they saw it occurring**, and when that failed, bringing other school officials or the bullies' parents to try to deal with it, when they observed such things happening, as one female student in Kenya said, *'bullying has decreased with time and Plan's efforts to educate both teachers and pupils, and that now in case there is an incidence of bullying, they can report it to the teachers who will talk to the student, and if it continues, then the teacher will report it to the school office and the bully is disciplined, and his/her parents are contacted in dealing with it'.*

Students also mentioned that problems **had been less serious because students themselves were being taught by NGOs, including Plan/partners, that this was not a good way to treat their colleagues and had stopped such behaviour**, apparently because *'there are NGOs to help educating and disseminating'* about it. One male student in Kenya explained, *'We understand more about violence, and not using violence among students... there should be no quarrelling, we should love each other, respect each other'*. A female group in Malawi said they had *'human rights education, that taught that it is wrong and we should report it when it happens'*. And another group in Malawi said, *'FAWEMA has sensitised students on the dangers of fighting and bullying'*. Another reason for the decrease could be that **bullies were punished, acting as a deterrent** for other potential bullies. In Sierra Leone, males said, *'now changes have taken place with the principal putting a strong stand that anybody caught in any act of bullying or serious provocation will be suspended from school these changes were a result of meetings held with FAWE/Plan in the school and the community'*.^{ci} Even one male admitted that he had been a bully in the past, but had stopped such behaviour because he was afraid of getting in trouble: *'they suspend the students, so we are now afraid to fight or bully someone'*.

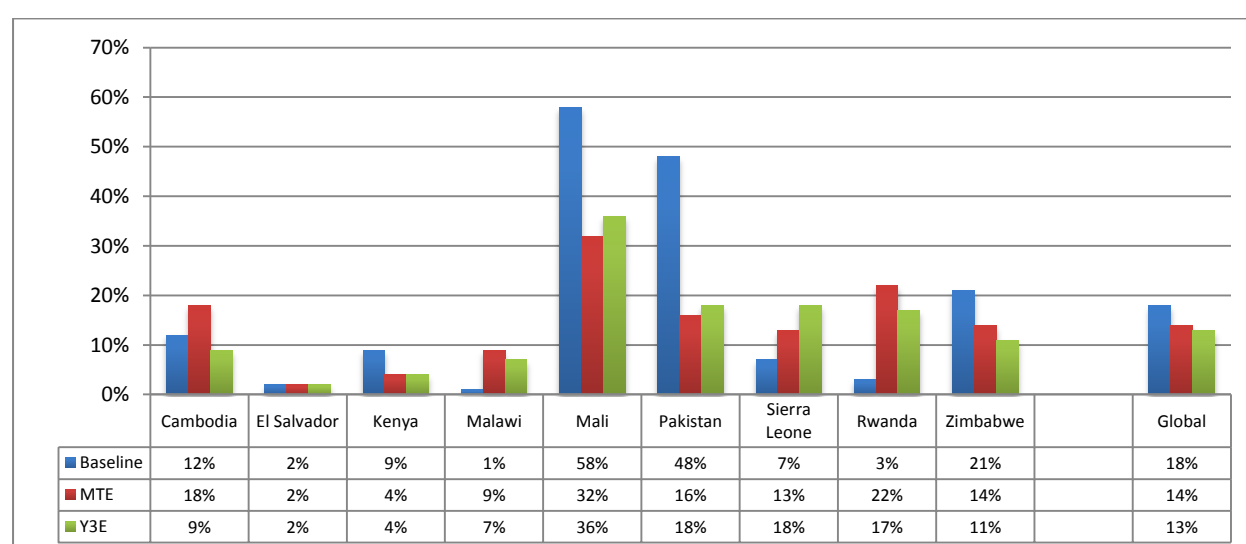
Bullying was said to be uncommon in the remaining countries, and students here were able to explain what would happen if it did occur. In Mali and Rwanda, students admitted that there were incidences where some students gave other students a hard time, but *'they tease each other at school in the same way they do at home, but it is not about beating someone or humiliating him to the extent that he would stop coming to school'* (Mali).^{cii} Students are well aware that *'if we are victims of bullying, we **should inform the teachers who would call the perpetrator** and talk to him; if he keeps doing it, they would talk to his/her parents to have them stop their child from bullying his/her classmates'*. This gives us evidence of some effective mechanisms wherein students feel

confident that they can report if they or someone they know is being bullied – strong sensitisation with students that it is not acceptable behaviour; some system of reporting (here we see students talking directly to teachers, but it would be better to have more anonymous / confidential reporting); and consistent discipline of those who are bullies, so others can see that it is not acceptable.

Boys fighting girls

Related to bullying that affects girls specifically, it is important to consider the attitudes toward whether people think that it is appropriate for a boy to hit a girl if she insults him. This not only indicates perceptions around bullying and fighting, but also around gender norms generally. Ideally, we have a situation where both a) hitting is not the response to insults, but also that b) girls are never hit. The quantitative data show an overall **global reduction between the baseline and the Y3FE in the proportion of boys and girls agreeing that it is ever okay for boys to hit them**, though it is not statistically significant.

Figure 18: % agreeing that physical violence against girls is acceptable (Y3FR, MTE and baseline)



Based on significant adult survey, agreement (Agree or strongly agree)- 'It is okay for a boy to hit a girl if she insults him'

The underlying pattern of results does suggest less support for violence against girls at later waves but not large enough differences to be statistically significant. There are also some country-level results that indicate that there may have been measurement error at the baseline or MTE in Mali and Pakistan^{ciii}. As such, we will not refer to quantitative data for these two countries in the analysis going forward. In Rwanda and Sierra Leone, by comparison, the baseline figure is low. It is important to note that the differences between the waves within Sierra Leone and Rwanda are not statistically significant due to the small numbers involved in Sierra Leone at the Y3FR, for example, 13 cases is 13% of the sample).

The Global Log-frame result is presented as the proportion of adults *not disagreeing* that it is acceptable for boys to hit girls. Here, not disagreeing includes the categories, 'strongly agree', 'agree', and 'neither agree nor disagree'. The change in this measure is shown below, reducing from 23% at baseline to 16% at the Y3FR - again, this is not a statistically significant change.

Table 25: % not disagreeing and % agreeing 'It is okay for a boy to hit a girl if she insults him'

	Baseline	MTE	Y3FR
Not disagreeing	23%	18%	16%
Agreeing	18%	14%	13%

Safety to and from school

In some countries, students' safety to and from school has been a concern and as such has been met with interventions that aim to ensure students do not miss school simply because they are afraid to go, or because it is actually dangerous for them to do so because of bullying from fellow classmates, or abuse (verbal, physical, sexual) from strangers and/or people in the community. These concerns are significant in Pakistan, El Salvador, Kenya, Malawi, and Sierra Leone. Overall, we see **excellent improvement in Pakistan and Malawi, modest improvement in Kenya but only in one community, and some improvement in Sierra Leone with regard to only certain types of violence**. Among females in **one community in Kenya, and most students in El Salvador, we see that the situation is much worse today** than it was 3 years ago. With the exception of Kenya, males and females are overall similar in their perceptions of safety to/ from school.

There are four methods in which this problem is (trying to be) addressed across all these countries: 1) sensitise community members on violence, to try to reduce the potential of someone within the community committing such acts; 2) provide community-level security and punishment, to stop such acts from happening when otherwise they might, and punishing those that do happen; 3) In the case of Pakistan and one community in Kenya, ensuring that girls simply live nearby the schools (via boarding or building a new school entirely). While it is difficult to discern what intervention was most helpful in reducing the risks to adolescents to/from school, looking at each country's situation today can help to see where problems remain and as such, how interventions can be improved. Overall, it seems as though **establishment of strong community-based Child Protection Committees (CPCs), particularly those who are involved in each of the first three of the above-mentioned methods – is a necessary component to reduce violence to/from schools**. Below we consider broadly, the effective methods in which children are ensured their safety to/from school, along with limitations in current interventions. For country-level details, see Annex 5.

Sensitise community members

One approach is to **sensitise community members that such violence is unacceptable** and should not go unpunished, in an effort to try to reduce it from happening (from community members) in the first place. This is occurring in Malawi, Sierra Leone, and in one community in Kenya. For example, in Kenya there has been some improvement as community members have set up 'nyumba kumi', wherein the selected chairman goes house to house to monitor how households 'conduct themselves' – instilling that violence is unacceptable, and reducing the prevalence. Also in this community, village councils have been active in trying to stop people from abusing drugs and drinking, many of whom, they say, are young men who have dropped out of school. A boy from Tharaka verified how unsafe the area was in 2011: *'Before girls could not walk to school alone may be as a big group or in pairs. If not rape they were snatched their belongings'*; however, *'this has changed from 2011, due to introduction of village elders who usually hold meetings with the community to discuss on security issues'*. Similarly in Sierra Leone, CPCs, assisted by Plan, give community members *'guidelines for behaviour'* which in this particular context was important as many of the community members were ex-combatant males who *'had never learned that violence was wrong'*, but *'because of the numerous training and rehabilitation of these children by NGOs like Plan it has helped to reduce this violence'*.

Another important component of this sensitisation is to **teach community members – victims or those who observe violence committed against others – on how to report such incidents**. This sensitisation seems to have been effective in all the communities above as well, as one young female in Malawi described: *'FAWEMA also taught us that if we are raped we should rush to the hospital for treatment and then go report the matter to the nearest police station'* or an alternative in Malawi was to report to the CPCs who would go to the police themselves.

Such sensitisation with community members was not reported to be occurring in El Salvador, one community in Kenya – where we also see no reduction in violence – nor in Pakistan where we see a reduction in violence but not necessarily outside the boundaries of the community where NFEs are located, indicating that dangers still remain for girls who would leave.

Community-level policing and punishment

Another important component in reducing violence in the communities is through strong community-level policing in which there is a) a **‘watch’ force to stop events from occurring** in the first place and b) **perpetrators are actually punished** if they are caught in some activity, or reported to have done something. This both ensures actual safety for girls and boys as they go to and from school – because someone is looking out for them – but also it deters potential perpetrators if they know they are more likely to be caught and punished. CPCs, with the assistance of police, were described as instrumental in reducing violence against students in, Malawi, one community in Kenya. In Kenya, students in one community (but not the other where violence was still a serious concern and CPCs were not present) mentioned that there were police posts that had been recently set up in the community, which further secured the area along with the CPCs described above.^{civ} In Malawi, CPCs had been strengthened and *‘worked hand in hand with the community’*; also there had been increased police patrols, who even went *‘from house to house’* to check on people. In the event of a perpetrator being caught, either in the act or after an accusation, then he/she, it seems, was punished for it either by the community or the police. Also in Sierra Leone, FAWE/Plan was attributed to establishing the CPC that was specifically intended to keep youth males from committing harmful acts against girls on the way to /from school, and had been successful.

We see no success, unsurprisingly, in those communities where there was reported to be no security-level intervention at all. For example in El Salvador, there is increased insecurity on the street and in the community due to the presence of gangs.^{cv} Despite these serious concerns, participants indicated that Plan/partner had executed no actions to try to combat it; community-level policing was not attempted. To try to deal with it, parents have resorted to dropping off and picking up their children from school, a significant burden in their already busy working day. Similarly, in one community in Kenya, where Plan had not done any work with CPCs according to FGDs and KIs, violence was still a problem. As one reported, and other male and female groups verified: *‘unsafe conditions have increased with the coming up of local beer places... there are so many misbehaved people who move around at night and pick other people’s items left outside at night and especially water pipes... both boys and girls fear such insecurity scenarios’*. Girls also report that there are boys from other schools who *‘waylay us on the way and solicit for sex or even touching our breasts’*.

We also see problems in Sierra Leone, where community-level policing seems to be weaker; any observed positive changes are attributed to improved attitudes from community members, not by virtue of any sort of enforcement / punishment in place. We therefore see on-going problems with regard to an issue that is far more difficult to sensitise against than violence against girls: practices around cultural initiation societies. These societies – Poro (for boys) and Sande (for girls)^{cvi} – require a period of time in which they stay in *‘the bush’* undergoing initiation ceremonies. While some willingly join, there are others who, often with the support of their parents, do not want to be initiated. However, in some areas, forced initiations are a problem; this seems to be the case in the two communities observed. Initiation means that children will miss school for a few days, up to a few months depending on what the Poro/Sande leaders decide the child’s rank in the society should be. There were some efforts to try to combat this problem, for example the CPC tried to establish that boys/girls could never be abducted as long as they were wearing school uniforms. However, this was not effective, and the community members called for additional help, as one adult female said, *‘The only violence or unsafe situation for our children when going or coming from school is the yearly*

secret society initiations most especially the Poro society. They run after our children most especially the boys that are not member to initiate them forcefully. This situation at time make it impossible for children to go to school for days and the authorities been members are doing nothing to stop this act'.^{cvi}

This society greatly influenced boys and girls decisions about whether to go to school, and how they would get there: *'At present we are unable to use certain routes to our school because of fear of forceful conscription. Apart from that, the community is generally peaceful'*.

Boarding schools / schools in community

Another method that has clear success in dealing with the problem – but **not necessarily addressing the source of the problem – is to a) build schools closer to communities; b) build boarding facilitates closer to schools**. This of course eliminates immediate and difficult to solve safety problems, while ensuring that girls are still able to attend school while issues are being addressed. In Kenya, for example, in the one community that has a boarding facility, there is also concurrent work with CPCs so that the problem of violence is addressed from the source, while girls are safe in the boarding facilities.

In Pakistan, the NFEs are very effective; the safety concerns that parents had for their daughters were almost totally eliminated as a result of the establishment of the NFE centres, which are within the girl's own community and eliminate any need for insecure traveling. However, there is little work in the community outside of the NFE areas – CPCs here are purely school-based – and therefore the safety concerns remain with regard to traveling anywhere beyond the well-secured NFEs. As such, if the NFEs were to close, or if a girl wanted to continue beyond, then the girl would likely stop attending school. This comment was reiterated by nearly every FGD group, and every KII in this research. While some parents' concerns were about their daughter becoming too independent, for others they were simply afraid that without her family and community there to support her, then she would be victimised by men.

What works?

In summary, **the best success comes from a combination of community policing and sensitisation with community members**, though just one of these can still improve the situation. Boarding / new schools address the problem itself, but not the root of the problem.

Table 26: Summary: Safety to/from school

Change in safety	Worse / Same	Improved
Country	Kenya (1); El Salvador	Sierra Leone, Pakistan, Kenya (1), Malawi

Sensitisations in community	No	Yes
Country	Kenya (1); El Salvador	Sierra Leone, Pakistan, Kenya (1), Malawi

Community policing	No	Yes
Country	Kenya (1); El Salvador; Sierra Leone; Pakistan	Kenya (1), Malawi

Boarding / New schools	No	Yes
Country	Kenya (1), El Salvador, Sierra Leone, Malawi	Kenya (1), Pakistan

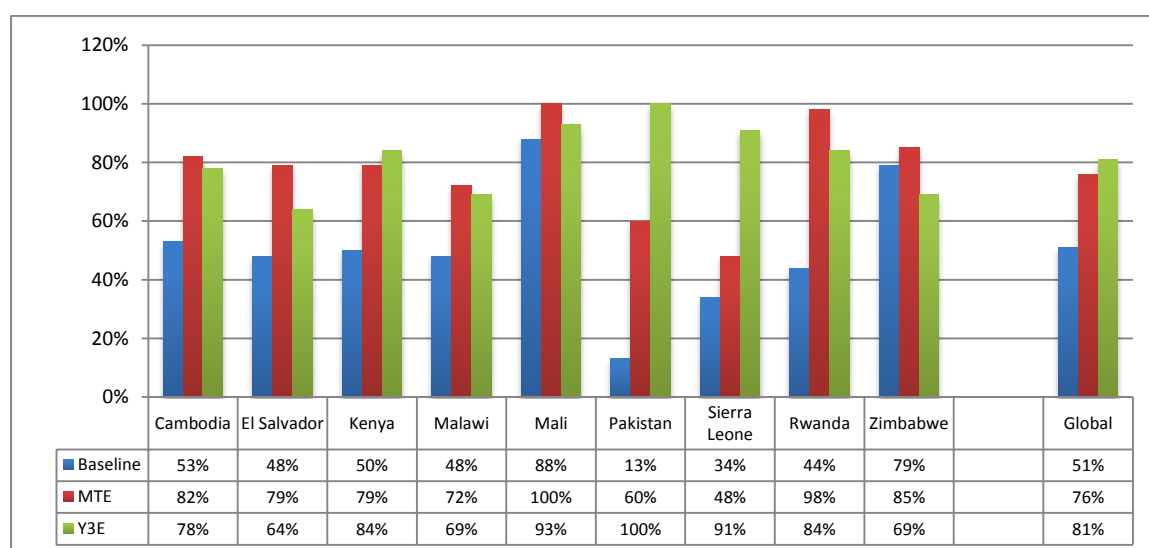
Chapter 8: Accountability and Participation

In this chapter we consider two themes related to student empowerment in school life: a) the extent to which students and parents are able to hold the school accountable for certain things that they feel are wrong; b) the extent to which students and parents are involved in decision-making when it comes to issues in their school. Throughout this report, these themes have been mentioned periodically. For example we saw where students attributed decreases in violence to certain reporting mechanisms; where students became members of clubs and took on leadership positions where they were able to become involved in school management. Therefore we can see evidence that accountability and participation is effective in some contexts; however, in this chapter, we provide more detail not only to see how Plan/partner has helped here, and what the outcome has been, but to also see any limitations that may still exist. We find that, **while there are reported improvements** in some regards – particularly in terms of students and parents having a mechanism in which to make complaints / voice their concerns, there are **clear limitations in terms of the extent to which teachers/school staff reliably and/or constructively act on those complaints**. Also we see that while many children have become part of school management committees where they are supposed to have a role in decision-making in their school, **their power is in actuality very limited** and there is little evidence that they serve as more than a ‘backstop’ or ‘check’ for the committees in case they do something wrong; not a voice to be listened to.

Complaints can be made

An important first step in ensuring accountability is that students/parents feel as though they can make a complaint in the first place, if they feel they have something to complain about. The logframe measures accountability in Specific indicator B3, in terms of the % of girls who state they believe that their concerns are acted upon by school management. Figure 19: shows the proportion of girls agreeing with the statement ‘*School management listens to my concerns*’. **There has been a significant increase between cohorts in agreement that the school management listens**, from 51% at the baseline to 81% at the Y3FR. In all countries, with the exception of Zimbabwe, the proportion agreeing at the Y3FR was higher than at the baseline. However, the difference in Zimbabwe is not statistically significant.

Figure 19: Responsiveness if concerned: % of adolescent girls in school agreeing that school management listens to my concerns (Y3FR, MTE and baseline)



Based on significant adolescent surveys

As a way to measure the extent to which people feel comfortable in the first place reporting when they have a concern, we consider whether parents/adolescents would report in case they / their child was sexually abused.^{cvi} This is an effective measure of change over time in terms of one's feeling comfortable reporting, since we can be sure that 3 years ago, and still today, the vast majority, if not all, parents would consider such abuse of their children unacceptable. Looking at this indicator, we see in the table below that **adults interviewed at the Y3FR were more likely to say they would report something that they think is wrong, compared with those interviewed at baseline** (Table 27). However, the percentage change is likely to be on the margins of statistical significant and not borne out by the adolescent analysis. The variability in the adolescent data on this question suggests that this question is heavily influenced by the age of the respondent and that it has been incorrectly asked or recorded in some countries. It would be unsafe to assume that adolescents were generally less confident in reporting, therefore, at the Y3FR. Since the vast majority of young people feel safe in school nowadays, it may be that this indicator is too hypothetical and abstract to work consistently well for young people.

Across the three survey waves, adults were generally highly likely to agree that a school employee should be reported for a sexual approach. Overall, 95% of adults at the Y3FR agreed that they would report an employee for sexual approaches to children. Even in Mali, where support among adults was least strong at the baseline, by Y3FR the support for reporting is strong. The exception to this is in Pakistan, where the baseline data is evidently flawed^{cix}, and Mali, where adolescent data is likely flawed. The picture for adolescents is more mixed, with a fall in support for reporting employees in many countries from baseline to Y3FR. However, here we must also consider that the largest drop was seen in Rwanda where we have evident sampling effect. Significantly more often, more-educated adults report violence versus lesser-educated adults (see Annex 3 for regression analysis).

Table 27 Comfortable reporting: % agreeing that if school employee make sexual approaches would report - by adult/adolescent across 3 waves

Country	Y3FR		MTE		Baseline	
	Adolescents	Adults	Adolescents	Adults	Adolescents	Adults
Cambodia	72%	96%	72%	96%	82%	89%
El Salvador	82%	100%	71%	96%	93%	90%
Kenya	95%	97%	91%	98%	93%	95%
Malawi	82%	92%	91%	98%	87%	92%
Mali	21% *	93%	81%	87%	68%	77%
Pakistan	94%	95%	54%	83%	7% *	5% *
Sierra Leone	84%	92%	81%	96%	88%	95%
Rwanda	43%	98%	83%	100%	89%	93%
Zimbabwe	64%	95%	73%	92%	97%	92%
Total	71% (76%**)	95%	78%	94%	78% (86%**)	81% (89%**)

Based on significant adult and adolescent surveys

**Indicates likely measurement error; ** figure excluding data with errors*

The quantitative data thus presents a complicated picture for adolescent perspectives on reporting sexual abuse, especially considering that the data are clear that adolescents are more confident that school management will listen to their concerns. To try to make sense of this, we consider the qualitative findings, which tell us that broadly, both adolescents and parents agree that 'if there is something to complain about in school' then the school will a) hear the complaint and b) act on it in most cases; there are significant country-level differences, though, in terms of adolescent and adult confidence in school accountability processes.

From the qualitative, we see that the schools that are most successful in hearing and acting upon complaints are in Mali and Pakistan: All participants in Mali said that 'always' the school listened to and acted upon their complaints; this finding is verified in the section on safety where we saw that a

strong reporting mechanism was in place which had resulted in a major decrease in CP in the school. Notably, in Pakistan, nearly all participants who attended NFEs said that simply, there was ‘nothing to complain about’, which from data already presented, indicates their overall satisfaction with how these centres are running. Those few who said that they did have something to complain about, however, said that it was ‘always’ addressed, particularly with the help of student representatives. Everyone in Sierra Leone, and adults in Zimbabwe, reported relatively high accountability. The other countries most often reported that only ‘sometimes’ complaints were effectively addressed, though we see the **least success in all groups in Malawi and Kenya, adolescents in Zimbabwe, and adults in El Salvador** where a large majority report that only ‘sometimes’ their complaints are addressed. Overall, few participants said that schools ‘never’ responded to complaints except in El Salvador where reports of ‘never accepts complaints’ was significantly higher among adults there than anywhere else in the global sample. As seen in the quantitative, in the qualitative we also have evidence **that adults tend to say that schools are more accountable than the adolescents do**. We will consider below where adults / adolescents identify systems that have improved school accountability, and also to highlight the on-going problems with them, and from whom.

There is good accountability overall in Mali, Pakistan, Rwanda, and Sierra Leone (see Annex 5 for detailed evidence from each country), which appears to be the result of a) responsive school management committees that also involve students in the chain of reporting; b) good student knowledge about how the process in which they can make a complaint. Mali reports the highest accountability, where students and adults are very positive about the schools’ accountability, saying that whenever they have a complaint, they can easily approach the headmaster directly, or contact the school management association.^{cx} Similarly in Pakistan, students in NFEs and AFCs know that they can report any issues to Student Representative Committees^{cxii}. In Rwanda, typically, if a student has a complaint then he/she will report it to his/her representative (head boy/ head girl), who will then bring it to the school committee.^{cxiii} In Sierra Leone, students typically report their concerns first to the ‘class master’, who will then report it to the teacher, but in case the complaint is about the teacher, they go to the principal. This was claimed to be a significant improvement, as one student explained, *‘previously about three years back when we complain to the school authorities certain violations against students committed by teacher the authorities don’t take actions they consider our stories as make-up stories but now because of Plan advice in seminars and workshops about student and child right they do listen and take actions on our complains’*.

Limited accountability

As already mentioned, most schools have shown some improvement in accountability; however, some are more limited than others. Below we present those that have had some success but are definitely limited as compared to the schools considered above. The particular problems are that a) students are unaware of the mechanisms in which they should report / complain about something; b) the mechanisms do not exist or are weak.

In Cambodia, Malawi, and Zimbabwe, it appears as though the main problem is that students are unaware of the reporting mechanisms that are reported (by teachers and student members of student government committees), to be in place, and instead consider one of their only option is to go directly to teachers or administrators. Oftentimes, students reported that they were afraid to do this, for fear of a) repercussions from the teacher or b) being ignored. The extent to which their complaints were addressed thus depended on who they talked to; in many cases students said that teachers and administrators were in general more responsive to student complaints, but there were still serious limitations. For example in Cambodia, in one community the principal was said to be very responsive, while in the other the principal was not, and therefore complaints were ignored. Some were aware of reporting processes in these countries; it was clear that they saw good success when they reported to student government committees, indicating that the process is effective, but that the problem is students’ lack of awareness about it.

Effective and ineffective mechanisms

While a slight majority of students indicated that schools were ‘always’ responsive in addressing their complaints, **there still are evident problems** that must be considered in further work, more serious in some countries than others. The complaints from parents and adolescents about school accountability dealt with a) **it was not clear whom to report to in the first place**, and b) **nothing happens after complaints are made**; beyond that, we also **see examples of when there were negative repercussions for reporting**. Also we see in a **few cases that teachers are not happy with the mechanisms**, specifically because they were accused of things and had limited ability to defend themselves to avoid punishment. We consider these issues in terms of the two types of problems identified above. When it comes to making complaints about the school, such that additional resources are desired, we can understand that the schools may simply be limited in terms of their ability to actually address these complaints. However, considering that students continually report that their requests are ‘ignored’, it may be the case that the school is not forthright with the students about the fact that as much as they’d like to appreciate their requests, it is difficult to do at this time. Further engagement with students to help them understand that their requests are being considered in case resources allow may help alleviate student concerns that they are simply being ignored. Overall, we see serious problems in all countries except Pakistan and Mali.)

While there are indications that some progress has been made in all countries, there are still evident problems, especially in Kenya and Malawi, among adolescents in Zimbabwe, and among parents in El Salvador (despite their children being overall quite content with the school’s accountability). Other countries had more evidence of success than these two; each will be considered in turn.

Reporting directly to teachers/administrators

There are a few clear limitations to reporting directly to teachers and administrators: a) possibility of retribution; b) complaints being ignored / not taken seriously; c) feeling uncomfortable talking to teachers/administrators in the first place. Therefore, where formal complaint mechanisms are either weak/non-existent, or where students are not well-aware of alternatives to reporting directly to teachers/administrators, there are clear limitations to which the school can be effectively held accountable. In some cases, there are certain teachers/administrators who are more responsive than others, in which case students can see some success in bringing complaints to them. However, this is not a reliable or sustainable solution.

In Rwanda, for example, while there was success when students reported to class monitors, it seems as though most of the complaints come from students who reported their concerns to teachers or administrators directly, rather than through the class monitors. It may be the case that not everyone knows that they should be in contact with the class monitors, or that in some classes, class monitors do not exist. One female student said, *‘Students a lot of time are shy and don’t tell their problems to the leadership because of lack of confidence or fear of speaking or being afraid of being insulted’*.

A few students reported that if they complained directly to a teacher or administrator, they **were at risk of retribution**, sometimes violence: *‘The school does not hear our complaint... the teacher would beat you if you complained about something’*. In another case, an adolescent male described the negative repercussions from complaining about teacher misconduct: *‘A teacher once beat me and broke my arm so I went to the director of the school and there was a teachers’ meeting and the teacher was told to take me to the hospital and they took me on a moto[rcycle] but when I came back to school the teacher would harass me by looking at my notes all the time and trying to find fault within. He would say that I am writing within the wrong margin, etc. and one day he sent me back home’*.

In Cambodia, a female said, *'last time teacher didn't come to teach, I went to inform the principal and later the teacher said, just a little thing why you need to tell principal. As he yelled like this [yells], I feel scared'*. Similar situations where students feared or had experienced repercussion from complaining directly to teachers / administrators were reported in all countries except Pakistan and Mali.^{cxiii} Also problematic was when students complained directly to teachers, but they were ignored, as one female student in Sierra Leone said, *'When we report issues affecting us to teachers they will tell us to settle it ourselves'*.

In other cases, students feel comfortable reporting to teachers/administrators, but **their complaints are not consistently acted on**. In Malawi, one student explained, *'When we had reported to the former headmaster about teachers behaviour of missing classes he did nothing. In addition to that, when we report fighting cases to teachers they do nothing about it e.g. when [name redacted], a form one student had reported to the Headmaster about being beaten by [name redacted] a form four student, for not accepting to be his girlfriend, he did nothing'*. Similar cases were reported in all countries except Pakistan and Mali.

In some cases, however, students and parents explained that recently, teachers and administrators had improved in the sense that they were now more open to hearing complaints, and acting upon them. This was particularly evident in Sierra Leone and Mali, as one student said: *'previously about three years back when we complain to the school authorities certain violations against students committed by teacher the authorities don't take actions they consider our stories as make-up stories but now because of Plan advice in seminars and workshops about student and child right they do listen and take actions on our complains'*. In Cambodia, students were very clear that their new principal was much better than the previous, specifically because he cared about the students, as one female student said, *'School principal takes care and helps to explain to classroom teachers not to hit students... he pays attention and takes care of all the students'* and as such, most participants indicated that they would be comfortable making complaints to him as needed.

While improved teacher/administrator behaviour is certainly important, accountability is even further improved when there are student representatives who students feel they can bring their complaints to, in case they are too shy to report to teacher/administrator, fear repercussion, or want to make sure that their complaint is not ignored.

Reporting to student representatives

The only countries where most students in FGDs were aware of student representatives were Pakistan, Rwanda, Sierra Leone, and El Salvador. Student representatives were claimed to exist (by teachers and some students) in Cambodia, Malawi, and Kenya, but here few (Cambodia, Kenya) or no (Malawi) students reported to know about them and as such. No representatives were indicated to exist in Zimbabwe or Mali. In the countries where these committees do exist, however, it appears as though they were quite effective in helping students deal with complaints, once they had received them. For example we see in Rwanda: *'We vote [for the representatives] because we believe in them, so they represent us very well'*, and were responsive about bringing problems to the teachers and headmaster as needed, or solving it themselves if they could. One girl said that, *'Whatever you bring to them they tell the headmaster. We all know them because they introduce themselves to each classroom. If you are shy, you can go and tell the head student and she/he tells the head master and you feel represented... They are resolved... When the problem is simply, the head student resolves it himself/herself'*.

In addition to students feeling confident in their representatives, the representatives themselves indicated that they were respected by the school management. As one girl on the Student Representative Committee in Pakistan said, *'I feel good to sit in the meetings because I get updates and feel involved in the school matters and in decision making. Then everybody ask me about the*

decisions made in committee and issues discussed there. This is for the first time that schools are working this way having committees to monitor and resolve the issues. This is good thing’.

For the most part, too, it seems as though teachers were quite happy with the role of these student representatives, as one in Rwanda said, *‘Students elect good and well-behaved students to represent them so they do a good job... the head students know news timely so that when there is a problem among students she/he tells the leader in a timely manner’^{cxiv}*. This may be an improvement from MTE, when there were some situations where teachers were not happy with the reporting mechanisms, as there were incidences where students anonymously reported matters and teachers were disciplined without further investigation. This, to teachers, was unfair in case a teacher was innocent. We see evidence of this at Y3FR only in Malawi, where some teachers were in particularly not happy because a) they were introduced ‘secretly’, and b) teachers only found out about them when student representatives were ‘threatening them’. However, they did not indicate that there were situations where teachers had been falsely accused, or treated unfairly as a result. They were just unhappy that they had not been part of the process in implementing these mechanisms.

An obvious limitation, if a student committee exists, is when no other students know about them. This might be the case in Cambodia, Malawi and Kenya, where teachers reported that these committees existed, but few or no students knew about them.^{cxv} There are, of course, other limitations given that the mechanisms are relatively new. For one, simple because a committee has been established does not imply that the committee represents the students’ well. We see some evidence of this in Cambodia, one female student said of them, *‘They have never been paying any attention, didn’t care, and seem like they didn’t even want to talk to us’*; a female student said, *‘When there is a big issue, they take care, but if minor issue, they don’t take care’*.

Another limitation is that for this system to work, it is necessary for teachers/administrators to take student representatives seriously. It is clearly helpful when multiple people are aware of a problem, not only so that it ensures that if one person doesn’t act, then the process stops, but also because it is clear that when more people know about a problem, there is more impetus to act on it.

Involving parents in complaints

There is clear evidence in the quantitative and qualitative data that adults are more comfortable making complaints to schools, and that they are more confident that their complaints will be addressed. The venues in which they can voice complaints vary in each country, but it appears as though the most effective methods are during a) to hold regular and transparent parent-teacher meetings; b) to approach a school management committee directly. In some cases, approaching teachers / administrators directly was effective, but not as often.

Parent teacher meetings were reported to occur regularly in Rwanda. One adult male explained his confidence in them: *‘We talk about [problems] in the school meeting and by the time we leave we usually have a solution such that even when the school has a problem they let us know... What we say in the meeting immediately creates change and at the following meeting we look at how the solutions were put in action. When nothing has been done then we make new decisions but this does not happen very often’*.

However, there were some cases where parents did not feel as though even they were able to complain to the school, especially in El Salvador and Kenya, as one adult female in Kenya said: *‘Parents have no freedom to contribute or complain about money or resources. Children can be victimised if the parents complain, also parents can’t complain to the committee. Teachers also don’t like inviting parents for meeting. If parents ask about children performance, teachers regard it as a waste of time and discuss the child with other teachers. Teachers need to be educated on the need of listening to parents’*.

While parents are evidently respected for the most part, students indicate that they are not taken seriously unless their parents are involved, as one female student in Rwanda said, *'When a parent shared his/her complaints they would listen to him/her more than they listen to a student because sometimes when a student goes to complain they tell him/her to bring his/her parents'*.^{cxvi} This was particularly stark in Zimbabwe, where adolescents felt as though they had no power without parent involvement; even then, parents' only recourse was to complain directly to the head teacher.

When students work through school monitors, or get their parents to back them up, they have more success in having their complaints acknowledged. This explains the overall finding that adolescents tend to consider their schools less accountable than their parents. This suggests that more needs to be done in order to ensure that student complaints are taken into account without their parents' necessary involvement. It appears from above that an important factor in this is for students to work through the student representatives, who act as the 'agent' who teachers/administrators will *'take seriously'*.

Suggestion boxes / 'hotlines'

Also in Malawi, Kenya, and Cambodia, putting complaints/recommendations in suggestion boxes were another method students used, but have limited impact it seems, except when multiple students were making the same complaint. In one case in Malawi, for example, a complaint was brought against a teacher who *'was fond of abusing students. He could hit them on small issues, so the suggestion box was filled with complaints about him. When the school committee met they agreed to arrange a transfer for him and it worked'* (adolescent male).

However, it appears as though suggestion boxes are mostly ineffective in Malawi if only a few were complaining. In Malawi, for example, students indicated that they first tried suggestion boxes but, when [often] *'it didn't work'*, then they would go to a teacher/administrator, with limited success there, too. Teachers explained it differently; no students verified this claim: *'Students usually put in the boxes what they are sad and happy about. Every month end the suggestions are analysed by a committee comprising of students, teachers and some members from the PTA. if someone is found in the wrong, they are called and advised to change. This is really helping'*. In Kenya, students said that the suggestion boxes were only rarely opened, and as such were ineffective. 'Help lines' were referred to in Malawi and Kenya, only a few times, so it is unclear to what extent they are effective or widely used.

Reporting to other groups

In one situation in Malawi, students gathered together to meet with their local CPC (after speaking directly to other teachers and administrators was ineffective), who reported the matters to the government, which eventually helped to oust an abusive headmaster. Also in Malawi there were cases where students reported directly to Plan/partner staff, for lack of support from anyone else: *'a certain boy beaten a girl after the girl refused to be in a sexual relationship with him but when she reported this to the teacher they did not help her finally, she reported to Samuel Banda from Plan who called the boy'*. In another similar case in Malawi, a girl was proposed to by the headmaster, and the issue was reported to 'an NGO' and resolved. In one situation in Kenya, an adult female described a time where a girl had been sexually harassed in school (not clear by whom), and the issue was reported to Plan (unclear what the outcome was); another adult female explained that Plan had come to them to tell them that they should make complaints directly to the Plan office.

What works?

It is not entirely clear why some of these systems are working well in some countries, while not in others, since much is to do with the degree to which mechanisms are a) put into place and b)

followed-up on, which is difficult to assess in a rapid formative review. The table below summarises the findings:

Table 28: Summary of findings – accountability

Overall accountability	Worse / Same	Somewhat Better	Significantly better	
Country	Zimbabwe (adol.), El Salvador (adults)	Cambodia, Kenya, Malawi	Rwanda, Sierra Leone, El Salvador, Pakistan (adol.)	Mali
Student committee in place	No	Yes	Yes	No
Student committee well known	No	No	Yes	No
Students trained to 'speak out'	No	No	Yes	Yes

It appears that in **Mali and Pakistan**, where people claim they rarely have anything to complain about anyway, students and parents feel comfortable making complaints, and are confident that their complaint will be dealt with well. Here in particular, it seems as though an important component of the schools' strong accountability is that they are **living together in close-knit communities, shared with the schools, where 'everybody knows everybody'**, including teachers. So, not only is there a higher level of mutual respect for one another, since they are so close-knit, but it is also impossible for one person to get away with something, since everyone will know about it. Here, students and parents feel comfortable simply contacting the teachers or the school administrators directly; student representatives or committees were not mentioned in either case.

In the other countries, by contrast, it appears that there is a disconnect between the schools and the communities, such that teachers/staff can get away with things more easily, particularly when systems are not in place to keep teachers/staff in check. Not surprisingly, unless communities are tight-knit in the first place, **accountability is strengthened only when there are multiple levels of reporting, such that many people, including student representatives, are involved in the complaint process**. This is somewhat of an obvious conclusion, but the evidence suggests that students and parents are not always aware that this is the case, and still often go directly to teachers/staff or, fearing the repercussions or thinking it will be a waste of time, do not complain at all. The biggest problems, it seems, are when students/parents report to the one person who is also expected to act upon that complaint (i.e. head teacher only, or principal only). Sometimes students/parents reported to only one person because they were not aware of any other people to report to, even if they existed; in other cases, there may not have been any other people to report to.

Rwanda seems to have had the best success in implementing such a process, having well-established students as 'head girl' or 'head boy' who are responsible for hearing complaints from other students, bringing them to school meetings for many people to hear and therefore, feel more pressure to act on. Indeed, problems do still exist, but it seems as though these problems occur when a person is not utilizing the process, but instead making a direct complaint to one person. Overall, though, it seems as though most students are aware of the process and utilise it with good results. Sierra Leone has good outcomes here as well, thanks mostly to the 'class master' who is responsible for hearing complaints from students, and then bringing them to school management committees for all to hear. Again, those who express problems are those who approach teachers/headmasters directly, one-on-one, limiting the pressure put on them to act.

In Malawi and Cambodia, however, the suggestion boxes that students refer to seem to make a difference only if many students are making the same complaint, but in both countries, students do not indicate that there is any specific group of students/teachers who they can report to in case they have their own complaint. Instead, they had to rely on reporting to teachers themselves, or school authorities which, in past experience, did not always end effectively. Cambodia, unlike Malawi, had a designated student governance committee in place, but it seemed to have limitations in the extent to which it represented students well, and beyond that, to the extent that the school itself acknowledged their actions. In Kenya it appears that there are not even systems in place and, if there are, nobody except adults knew about them beyond reporting to the PTA. Also in Zimbabwe, it seems as though no students are appointed to hear these complaints, and as such adolescents are reluctant to report anything at all by themselves, and rely on their parents. Parents, however, seem to be listened to by the teachers/staffs, however the obvious problem here is that students have nobody to complain to but teachers/headmasters themselves, who do not respect them.

With regard to participation and decision-making in school matters, there appears to be correlation between students receiving Plan/partner leadership training and increased involvement in decision-making at the school-level. Students in Mali, Sierra Leone, Rwanda, and El Salvador received leadership training, relating to governance and strategies for implementing their ideas in school in Mali, the use of self-assessment tools in Sierra Leone, and governance and formulating work plans in El Salvador, PTC's trained influential students to share their knowledge with their fellow students (RWAMREC training program) in Rwanda, suggesting that **leadership training may have contributed to improved confidence among members to speak out.** No such training is reported in Cambodia, however. Students but perhaps this approach to leadership training was less effective in spreading knowledge (and thus building confidence) more widely.

PART FOUR: ADDITIONAL COUNTRY-SPECIFIC INTERVENTIONS

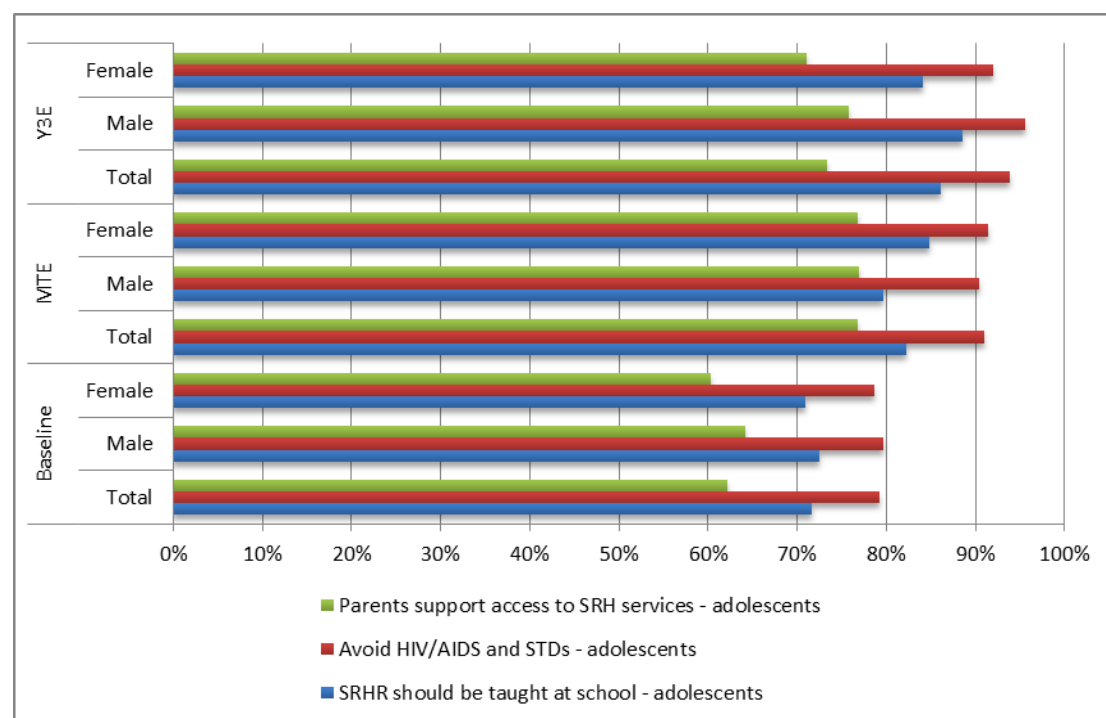
Chapter 9: Sexual and Reproductive Health and Rights (SRHR)

Attitudes toward and access to SRHR education

Adolescent views on access to SRHR education, avoiding HIV and AIDS and parental support for access to SRH services are summarised in

Figure 20^{cxvii} and shown in full in Annex 3. Overall, **significantly more young people agreed with each positive statement at the Y3FR than at the baseline.** Boys and girls at Y3FR were significantly more likely to agree with each statement, with most change on boys between the baseline and Y3FR on HIV and AIDS – from 80% agreeing at the baseline to 96% at the Y3FR.

Figure 20: % of adolescents agreeing with statements about access/support for SRHR (Y3FR, MTE and baseline)



Based on significant adolescent survey data

More young people interviewed at the Y3FR agreed that parents supported access to SRH – 71% of girls and 76% of boys, up from 60% of girls and 64% of boys at the baseline. Looking at parental views at Y3FR by country, we see that in Pakistan fewer girls than boys agree with the statements on access and support to SRHR. In Malawi and Sierra Leone, the statement on parental support received less agreement. Girls in Kenya and Mali and boys in Kenya also agreed less often that their parents supported them accessing SRH services.

Table 29: Adolescent agreement with statements about access/support on SRHR (by sex and country)

	SRH taught at school - agree/agree strongly			Avoid HIV/AIDS and STDs – agree/agree strongly			Parents support access to SRH services - agree/agree strongly		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Cambodia	84%	85%	84%	93%	88%	98%	93%	96%	90%
El Salvador	82%	82%	84%	93%	95%	91%	73%	78%	68%
Kenya	93%	88%	84%	100%	100%	100%	68%	53%	82%
Malawi	85%	89%	81%	96%	93%	98%	59%	59%	59%
Mali	87%	95%	79%	94%	95%	93%	69%	87%	51%
Pakistan	83%	98%	84%	77%	98%	53%	78%	98%	58%
Sierra Leone	78%	79%	78%	97%	100%	94%	52%	60%	43%
Rwanda	92%	88%	84%	99%	100%	98%	81%	85%	78%
Zimbabwe	93%	94%	84%	95%	92%	98%	79%	70%	86%

Based on significant adolescent survey data

Table 30 shows a comparison by country and across the three survey waves of the composite scores for adults on sexual and reproductive health. The first score is based on statements about them discussing puberty, marriage and sexual health matters (often, sometimes, rarely or never) and the

second score is based on support for teaching on SRHR (agreement that their child(ren) should be taught SRHR). Higher score on the first indicator show that parents on average discuss puberty, marriage and sexual health often rather than rarely or never. Higher scores on the 'support for SRHR' composite scores are generated from more agreement, on average, that children should be taught SRHR in school.

Table 30 : Adult attitudes to SRHR (by sex and country, Y3FR, MTE and baseline)

Discuss sexual health (composite score)						
Country	Y3FR		MTE		Baseline	
	Male	Female	Male	Female	Male	Female
Cambodia	53	52.5	50.3	56.1	43.6	49.4
El Salvador	55.4	62.5	43.3	55	56.7	62.5
Kenya	52.6	61	53.5	59.5	56.6	58.9
Malawi	52.2	62.8	43.9	50.9	55.4	53
Mali	56.5	39	56.5	52.8	46.8	62.5
Pakistan	40.1	38	53.9	83.6	45.4	40.6
Sierra Leone	44	58	44.2	53.6	50.2	65
Rwanda	38.1	48.9	54.3	58.8	39.7	46.4
Zimbabwe	58.4	55.4	48.2	50.9	52.7	49.1
Support for SRHR teaching (composite score)						
Country	Y3FR		MTE		Baseline	
	Male	Female	Male	Female	Male	Female
Cambodia	81.1	74.6	73.5	71.8	64.1	65.3
El Salvador	65.7	71.9	59.5	59.8	65.9	66.7
Kenya	70.7	67.3	75.8	74.3	63.7	68.7
Malawi	68.2	69.3	67.9	62.8	60.4	57.6
Mali	83.1	66	60.5	60.3	59.1	73.4
Pakistan	78.6	60.6	61.4	66.4	59.9	64.7
Sierra Leone	59.5	66.9	71.1	72.4	62.4	52.4
Rwanda	68.6	67.3	77.2	69.5	75.7	70.5
Zimbabwe	71.7	67.7	70.4	65.9	68.2	62.9

Based on significant adult surveys

The scores on views about teaching about sexual and reproductive health were better, generally, than the scores on them discussing sexual health matters with their child(ren). In 6 out of 9 countries average scores among men were higher at Y3FR than at baseline on views about SRHR teaching while for women average scores were better in 5 out of 9 countries on that measure.

By contrast, only in one in three countries was the average score for the men interviewed at the Y3FR higher than at the baseline on discussing sexual health matters with their children. Women fared better, with more than half of the countries seeing better average scores across the women interviewed at Y3FR compared with baseline, with the clear exception of Mali where female scores about discussing dropped significantly. However, some of the other changes are modest so need to be interpreted with caution.

The sex of the adult respondent is also important in attitudes towards SRHR. Regression analysis on the scores on discussing sexual health matters and support for SRHR teaching in school show that Muslim respondents gave significantly lower scores, while women and those with more children in school (a proxy for wealth) gave higher scores on discussing sexual matters (when asked whether they discussed issues about puberty and marriage responses of 'sometimes' or 'always' get higher scores than 'rarely' or 'never').

The qualitative^{cxviii} can give us more insights into these data, which suggest that **most parents and adolescents support teaching ‘everything’ on SRHR in school; male and female attitudes were similar**. The majority said that they should learn ‘everything there is to know’; less than one in ten said that it should not be taught in school, but elsewhere (home or clinic). Not one person across all groups said that it should not be taught at all. As will be elaborated upon below, we see that in Mali, over a quarter of respondents thought that it should not be taught in school at all, in Zimbabwe most participants said that SRHR education in school should be limited, while in Kenya, everyone thought they should learn everything. Most of the positivity around SRHR was focused on prevention of disease, and prevention of pregnancy. **There were some negative attitudes to SRHR that related particularly to condom use, but these attitudes were rare and found only in Sierra Leone, Mali, and Malawi.**

It will become clear that **acceptance of teaching ‘everything’ in SRHR depends upon whether or not a person believes that it will result in fewer diseases, and fewer pregnancies, and that whatever helps to achieve this outcome is considered to be positive**. There are two broad perspectives to people’s acceptance that SRHR education will result in positive outcomes: 1) that if children become knowledgeable about the risks of sex – STIs and pregnancy – then they may be ‘afraid’ to do it as early as they otherwise might; 2) that adolescents will ‘do it anyway’, so it is best that they are able to do it safely. Those who think more in terms of whether premarital sex in the first place is morally wrong, tend to believe that **SRHR education will only promote sex, and that makes it bad**. Therefore, it may be important where such attitudes remain, to push further with the facts that increased knowledge leads to better futures for adolescents, which is the common opinion among those who have changed their opinion recently, such that they are now positive about all aspects of SRHR education. One teacher in Sierra Leone remarked on how Plan/FAWE had convinced him to teach SRHR: *‘Previously we had the opinion that SRHR issues should not be discussed to children. However because of the series of training workshops we are having now we have changed our behaviour about this issue. We now discuss them freely with children in class. Now as for me I think we are now better equipped and if the programme finish we can also engage the community and continue educating them that it is good to talk freely to children about SRHR’*.

How to teach

Most participants said that it was **good to teach SRHR in school simply because schools are better at it**; there may not be any parents / family members available who had such knowledge, as one adult female in Kenya said, *‘If they rely on parents, some parents are tough and not patient. At the same time they may not know all this. Some children may have been orphaned and have no parents to take them through the same’*. An adolescent girl in Kenya agreed, *‘School is the best place because the teachers are knowledgeable. Most of our parents are shy and illiterate’*.

Two main complaints about SRHR, despite it being broadly accepted, were that classes were held with boys and girls together, and/or were taught by men only, which sometimes embarrassed the students, and also they felt that it wasted their time to learn about issues that only applied to the opposite gender. For example, some boys in Kenya indicated that they did not care to learn about it, and requested that with these issues classes be held separately. Adolescent females in Sierra Leone agreed, *‘it should be taught separately from boys, if we are taught together with boys they most times used the issues to abuse us and also provoke us. When these things happened some girls we be ashamed to come to the class’*. Even a teacher said, *‘Some boys are using the issues we discuss to provoke their female counterparts and this most times lead to fighting’*. Another female in the same group disagreed, though, saying that, *‘if we learn the topic together we also share ideas and knowledge.... We don’t need to be ashamed of the boys when the issues are discussed because these things are well known to the boys and what we need to our problems in relation to SRHR’*. Therefore, while it is ideal to separate boys and girls, if resources do not allow, it may be helpful to **be more**

forthright about the reasons that they are being taught together and helping teachers control the environment to avoid student embarrassment.

Another issue in Sierra Leone was that **girls were taught by men**, which made them uncomfortable^{cxix}. One girl said, *'I think the issues are well taught but the only thing is that we don't have a female teacher that we can express ourselves with freely. Some questions we may want to ask we are not unable because we only have male teachers'*. In Zimbabwe, by contrast, the girls who had a female teacher were grateful for this: *'My teacher is very good, she is the only female teacher and she talks and everything about boys, girl child rights, abuse even menstruation. If there is nothing there I don't know of I am sure she will teach me next week'*.

In Mali, adolescent girls were not necessarily uncomfortable with having a male teacher, but they did indicate that the **male teacher did not know much about female issues**, as one girl said: *'The classes are not very useful because the teacher is a man and he does not seem to know much about women things to teach'*, and instead she preferred learning from her mother^{cxx}. A male teacher agreed with this assessment: *'There is more to learn and we need to work on the ways in which the classes are delivered. Some questions are very sensitive and the children, the girls above all do not always feel comfortable asking them, that is why, we believe that the fact that we do not have women teachers in our school contribute to cause some problems'*.

This could help explain why among adolescent girls in Mali in particular, attitudes toward SRHR education are not as improved as in other countries. Also it could help explain adults' worsening attitudes overall – if they see that their children are being taught about sex but without strong content, then it may limit the extent to which they are able to see why their girls are being taught these things at all. Despite this, though, we do see (below) much improved knowledge in Mali so the issue is more so one of acceptance.

Content

In all countries, participants were positive about any teaching to boys and girls about their changing bodies, in particular to girls about menstruation; nobody saw anything negative about this and considered it something very appropriate to be taught in school, as just one component of health education. If there were any complaints about teaching these items to adolescents, it was simply that there should have been more attention devoted to it, and possibly started at a younger age as requested in Kenya and Zimbabwe.

SRHR education is practical

Many participants who were positive about SRHR had a very practical attitude about the issue of preventing STIs and pregnancy, most broadly that, *'adolescents will do it anyway, so it is better that they are safe'* or somewhat differently, if adolescents knew about the risks of early sexual activity, they may be more likely to avoid it until they were ready. Such attitudes were more common than those that SRHR would lead to sex, in all countries except Mali. One adult male in Kenya attributed his attitude to training that he'd gotten from Plan, *'Plan in a seminar held in 2013 taught us on how to approach such issues when dealing with children. They should not be told that sex is bad but should be taught on consequences if practised... they should not be scolded when found walking together with opposites age mates without first knowing the intentions since they could be constructive and positive in their [relationship]'*. An adolescent male in Mali said, *'We should learn everything we should learn above all about contraceptives and sexually transmissible diseases because we need to better protect ourselves against them and we need to avoid making babies before we are married'*, which most of the other adolescent students and even those not in school agreed with; none of the adolescents indicated that learning about such issues encouraged them to have sex at an earlier age.^{cxxi}

An adult female in Sierra Leone had a similarly practical perspective: *'the culture of silence had made our girls to seek the wrong advice and many of them become pregnant and even lost their lives, but with proper education they will know what to do and always be on track'*. An adolescent male said, *'we need to know everything about SRHR more especially because of the emergence of this deadly HIV/AIDS diseases now around us and the purification of the community with fake drugs and fake medical practitioners so if we learn everything about it we safe guard ourselves'*.

Similarly, in Zimbabwe, an adult male said, *'I think they should learn everything because even if they don't learn about it at school they will give each other wrong information. They are having sex anyway, so its better to have them learn on how to protect themselves from the [AIDS] pandemic'*.

One complaint among those who, in general, supported SRHR education was that schools should be more selective about which topics to teach, depending on the age/grade of the children. Adults were especially adamant about this **when it came to teaching about sex/condom usage**, as one adult female in Malawi said, *'its very unfortunate that even standard four pupils know about this at a tender age such that they always want to try what they are learning'*.

SRHR education leads to sexual activity

Despite some acceptance that SRHR education was important and practical for adolescents, in every country, still many parents, teachers, and adolescents themselves thought that **teaching about sex would encourage adolescents to participate** in it sooner than they otherwise would have, and therefore it should not be accepted. While this sentiment occurred in every country, it was the majority view only in Malawi, Mali, and Sierra Leone. The main reason for this was that in schools, reportedly, the issue was approached as contrary to their 'traditional' beliefs, and as such was believed to result in behaviour that is too 'modern' and destructive for the child. As one adult male in Mali said, *'The problem with teaching this at school is that it make our children more prone to engaging in sexual activities at an early age'* and another agreed, *'It is against our cultures and traditions to teach these things like you do it in our schools'*. Similar attitudes were found in Sierra Leone, as one adult male said, *'The children may be tempted to have early sex which might lead to early pregnancy. Agree with above, it increases the level of sexual activities among children'*. There were also religious reasons in Mali and Sierra Leone (primarily Muslim) such that sex should not be talked about in school. In Sierra Leone, an adult male said, *'Some of this issues they discuss are unreligious [to] our Islam... sex issues don't need to [be] talked about freely, and with children It is Haram'*. None of the respondents indicated that SRHR should simply not be taught, but that rather the parents would be better able to teach the issues they thought were relevant, and also provide 'boundaries' for the child.

A compromise considered by many participants was that SRHR education was taught in schools, but that it was delivered with a clear message that promoted abstinence until marriage, and did not distribute condoms as *'these would not be necessary'* if the message of abstinence was delivered correctly. In Mali, one adult female said, *'They can learn about diseases but not about contraception. In our culture, we prefer that our children opt for abstinence until they get married, learning about contraception will make them engage in sexual activities too early'*. One adolescent female agreed with this statement, and another even said that said that, *'when boys know about it very much they force girls to involve in it to have a feel of the act'*.

One adult female in Malawi said, *'There is no need to hide since more information is already in the books and they access it from the media so they need guidance. However, learning this from school could be disastrous because some students misuse the information and they end up practising what they have learnt in class and when we try to advise them, they don't listen they say 'You do it with our spouses so why should they not do it themselves'. The teachers need to put much emphasis on abstinence and they should not be discouraged by students who go astray'*.

Even a teacher in Malawi thought that SRHR was inappropriate for students to an extent, and disapproved of condom distribution because it would lead to sex: *‘Some students would want to practise what they have learnt hence it’s important that they start learning this in secondary schools. They should never be taught about condoms. For example, YONECO advised teachers to be putting condoms in places where the students can easily access them. This is not ideal for some students are young and do not need to know about them’.*

Additional content

While most participants were happy and grateful for the SRHR education they got, there were others who **requested to be taught additional information**. Such comments are anecdotal and we cannot assess fully the extent to which these things are / are not taught and to what extent. In Cambodia and Malawi, adolescents wanted to learn more about drug use and addictive behaviour, which they associated with sexual health, since getting into such habits would also increase risky behaviour according to students. In Kenya, participants indicated that they needed to learn more about HIV/AIDS, which some participants said they had learned about in terms of how dangerous it was, but had not learned about how to protect oneself from it. In Malawi, girls wanted more information on contraception beyond ‘avoid sex’, as one girl said, *‘they need to teach us about the advantages and disadvantages of using family planning methods e.g. using contraceptive pills, condoms and also how to protect ourselves from sexually transmitted infections’*. An adolescent male in Malawi requested that more be taught on sexual health, instead of the *‘focus on sexual harassment’*.

Knowledge of SRHR concepts / facts

Most countries have seen increases in the average scores among male and female adolescents for pregnancy knowledge^{cxix} and male condom knowledge^{cxiii}. Pakistan is excluded from this analysis as these questions were excluded from the Pakistan survey as they were judged to be culturally inappropriate to adolescents in Pakistan (and also, SRHR classes were not held with adolescents beyond basic lessons around health and hygiene). Scores on pregnancy knowledge were not better at the Y3FR in Sierra Leone or El Salvador but much better in Mali, Malawi and Kenya. These countries all have specialised partners, suggesting that experiences can differ. Zimbabwe and Cambodia also showed much higher scores at Y3FE than at baseline but did not use specialised partners. Male condom knowledge started from a higher baseline overall, and average scores at the Y3FR do not differ as much from the baseline. About half of the countries had average scores on male condom knowledge among girls and boys that were better at Y3FR than at baseline.

Table 31: Adolescent scores on pregnancy and male condom use (by sex and country – maximum score=100)

	Pregnancy knowledge (average score)					
	Baseline		MTE		Y3FR	
	Male	Female	Male	Female	Male	Female
Cambodia	21.8	21.3	18.7	15.9	36.0	48.5
El Salvador	43.9	46.2	30.8	38.1	50.9	47.2
Kenya	29.0	25.0	41.3	42.6	51.3	54.0
Malawi	36.4	39.3	58.5	42.2	45.7	53.8
Mali	23.0	23.1	25.0	46.6	55.0	59.8
Sierra Leone	31.0	36.3	29.5	41.8	27.0	27.0
Rwanda	23.0	35.2	26.5	30.5	41.3	59.2
Zimbabwe	25.0	28.3	41.1	43.3	57.0	57.3
	Male condom knowledge (average score)					
	Baseline		MTE		Y3FR	
	Male	Female	Male	Female	Male	Female
Cambodia	80.3	85.0	91.8	89.5	85.7	80.4
El Salvador	83.4	85.2	77.5	80.8	90.4	78.4

Kenya	83.5	82.1	88.9	83.9	81.5	77.7
Malawi	82.4	82.3	92.3	94.8	81.9	88.6
Mali	89.4	87.0	84.3	83.7	97.1	92.4
Sierra Leone	85.9	79.7	86.6	85.8	90.4	88.9
Rwanda	88.6	87.4	80.0	83.9	86.7	85.0
Zimbabwe	79.0	80.4	80.0	77.2	89.9	81.4

Based on significant adolescent surveys

Access to resources

Despite the enhanced positive attitudes about SRHR education, combined with increased knowledge, we still see **evident limitations in terms of whether or not adolescents can access the resources that they now know about**. Overall, most difference is seen at the Y3FR, compared with the baseline, on knowing where to get contraceptives and knowing where to get an HIV test. Knowledge was better among the Y3FR cohort than the baseline cohort. However, we see limited progress in terms of those who actually access clinics, and can afford to use their services. Proportionately more young people at the Y3FR said they could not afford contraceptives than did at the baseline, suggesting that the cohort at the Y3FR is poorer than that at the baseline. Fewer young women also said they knew about menstruation at the Y3FR than at the baseline.

Table 32: % of boys and girls knowing about sexual health

	Baseline			MTE			Y3FR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Knew about menstruation	-	41%	41%	-	43%	43%	-	36%	36%
Know where to get HIV test	46%	39%	42%	51%	46%	48%	57%	53%	55%
Know where to get contraceptives:	33%	24%	28%	34%	37%	36%	50%	46%	48%
Can't afford contraceptives	16%	14%	15%	22%	27%	25%	32%	31%	32%
Been to clinic for FP and SRH	4%	6%	5%	8%	12%	10%	8%	8%	8%
Average (mean) age	14.5	14.4	14.5	13.8	14.3	14.0	14.0	14.0	14.0

Based on significant adolescent surveys

Based on the qualitative data, we identify two reasons that so few people have been to a clinic for FP and SRH: **1) they are embarrassed to utilise them / people make them feel guilty for using them; 2) they cannot afford the services**; less frequently but still at times, as shown in the quantitative data above, they 3) simply **do not know how to get them / where to go**. Overall, males and females are similar in knowing where to find resources with the exception of Kenya where almost all females say they *'don't know of anything'* while all males know of something. Access overall seems more of a problem in Kenya and Mali; choosing not to use available services is more of a problem in Sierra Leone.

Participants expressed some sense of embarrassment / shame / guilt for using SRHR services in all countries; it appears as though this issue would be significantly helped if a) a female was always available in the clinics; b) the clinics allowed for increased secrecy and anonymity for those wanting to access services; c) services were subsidised. In Cambodia, for example, girls indicated that they'd feel better if a female nurse were present, which was not always the case. In Mali as well, adolescents say that there are resources available but they are embarrassed to take advantage of them because if someone knows you are having sex, then you will be known as *'bad girl'*, or, as one male said, *'If you ask about HIV AIDS, people may think that you got the disease and if you go there to ask about contraception you will be looked at like a bad boy'*. In Zimbabwe, some indicated similar attitudes, as one young male said, *'I don't know, my parents won't let me access them because I'm too young. In this village it is taboo for me to go to the clinic to ask for such services. How can you be that brave'*. Another said he could access condoms and birth control, for example, but that they didn't because it was not appropriate for children their age to be having sex in the first place: *'I'm still young I don't need to use these services yet maybe when I need them I'll know'*. In Malawi, older

adolescents say that it is easy to access condoms, while younger adolescents say it is difficult, as teachers refuse to supply them because, *'you are too young'*. Also, girls say that they are 'humiliated' in case they want contraception, as one female said, *'For one to get some family planning methods e.g. pills it would be very difficult because the medical personnel would ask us a lot of questions i.e. if we are married, age and why we need them. Abortion is also not accessible at the hospital but easy from traditional herbalist'*.

In Kenya, the issue for adolescents is simply that the nearest clinic is **difficult to access** (too far away), and they cannot get the resources that they would otherwise like to use. In Sierra Leone, it also seemed as though the cost of resources that they could only get from the clinics was too much for anyone to consider using.

Chapter 10: Gender Relations

To now, this report has been primarily concerned with issues surrounding education specifically, both in terms of boys' and girls relative access to school in the first place, and beyond that the extent to which they are learning and treated well within the school environment. Indeed, we have seen many areas where girls are disadvantaged, but we have also seen evidence that the situation is improving for girls.

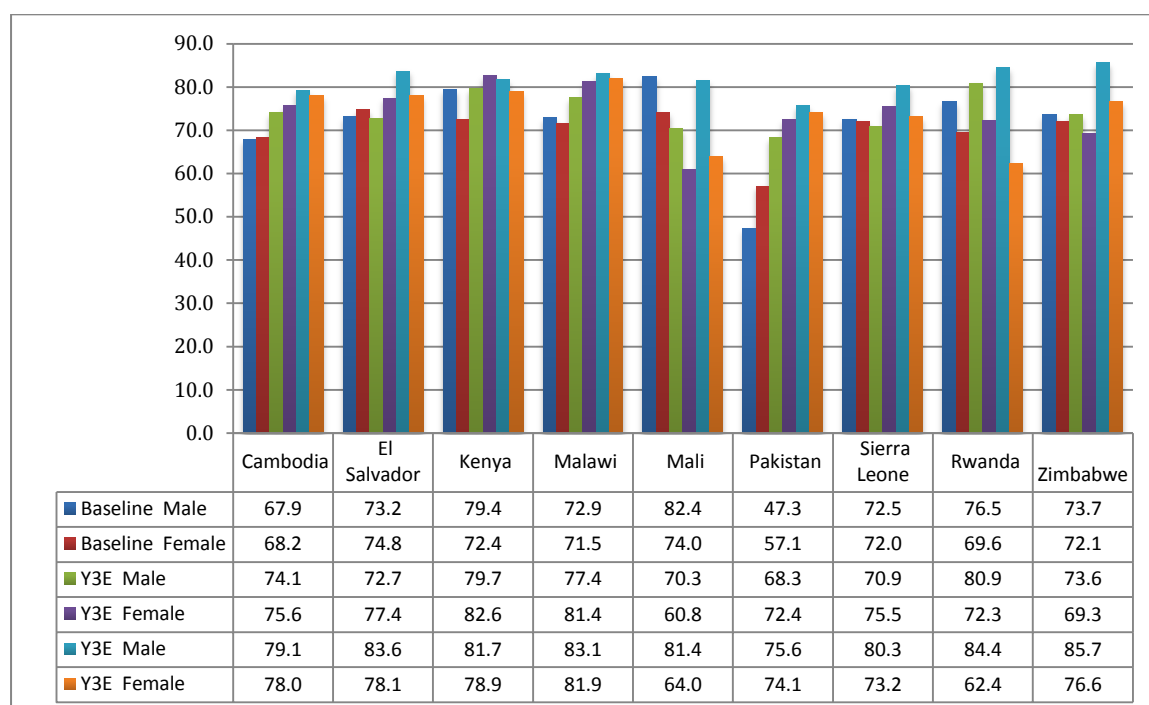
However, one must consider that even if we see the outcome that girls have equal access to education, and equal treatment within school, will they also be able to take advantage of the same opportunities as their male counterparts, upon leaving school; in other words, **are they empowered once they leave school?** In considering this, it is necessary to consider more broadly gender issues at the household and community level, which can help us understand what additional barriers exist for girls to not just 'build skills for life', but also be able to use those skills going forward. We saw in the Chapter on Attitudes that many groups are becoming more aware of females entering previously male-dominated jobs. While this broad shift toward increased involvement in women's public life is important, it is also necessary to see to what extent the woman is respected within the home and community. Particular attention is given to Cambodia, El Salvador and Rwanda, where Plan identified particular barriers for girls/women and as such have been working with traditional leaders and others at the community level to try to ensure that female opportunities and voice were more accepted^{cxxiv}.

Decision-making within the household

Adults were asked at each survey wave the extent to which they agreed or disagreed with a range of statements about household decision-making. These were a) I make all the decisions about who to enrol into school in this household; b) I usually consult with my spouse regarding the schooling of children in this family; c) I have no say over who goes to school or who does not go to school in this household.

The overall score on decision-making was the average across these questions, with agreement scoring higher for the first two statements and disagreement scoring highly for the last (negative) statement. Figure 21 shows that in most countries the average score given on involvement in decision-making was higher for women at the Y3FR than found at the baseline. The exceptions are Kenya, Mali and Rwanda where there was a decline in average scores from baseline. The average scores on involvement in decision-making were also higher for males, on average, at the Y3FR than at the baseline.

Figure 21: Composite score on household decision-making by sex and country (Y3FR, MTE and baseline)



Based on significant adult surveys

There is some evidence that these changing attitudes are the result of workshops / sensitisation held within the communities, particularly in Cambodia and El Salvador. In Cambodia, for example, one adult female said, *'If only one person makes decision, we abuse the rights and infringe the rights... A few years ago (2-3 years ago) it was completely different, husband is the boss and all the decision... More understanding because NGO has come to help advising more and able to know about rights mutually.... There were meetings conducted by Plan, Sovanna Phum, and Riic organizations [and another time] the village chief called for a meeting within the village about violence and women's rights'*.

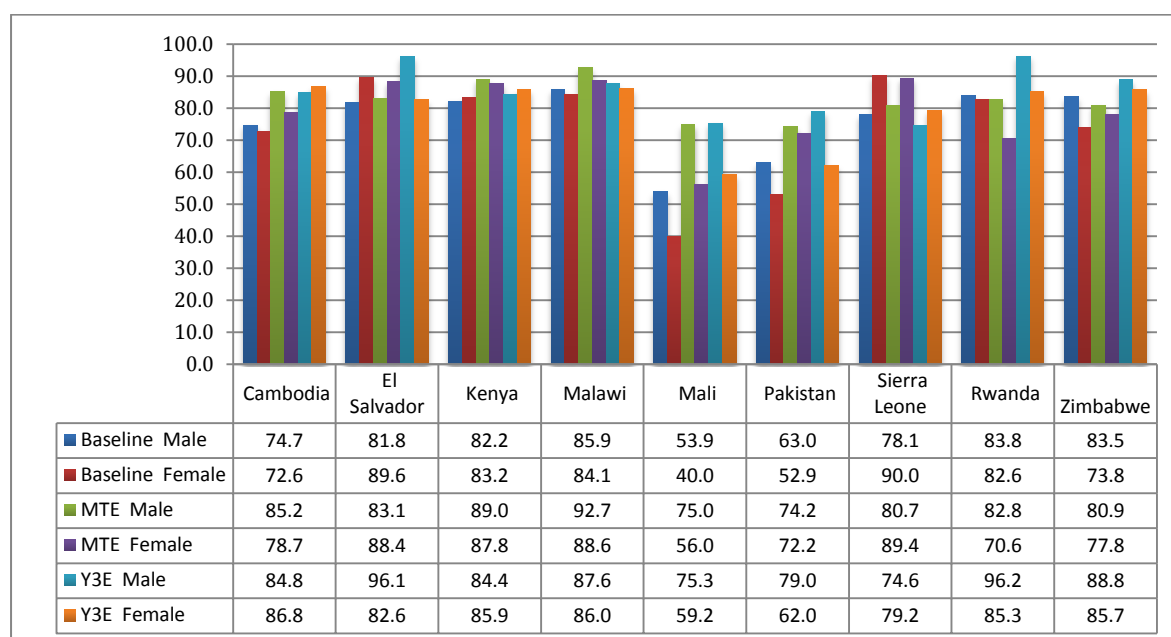
In other cases, especially in Rwanda and Sierra Leone, negative attitudes remain despite sensitisation. The rationalisation for most people who still believed the men should make all the decisions was that *'they are the breadwinners'*. As one female adolescent in Sierra Leone said, *'this idea has changed [our ideas]. [Now] women also take part in decisions, even though some homes are still reluctant to change, with all the workshops and sensitization we have got'*. Most often, women are supposed to be submissive, and have a particular role that they are expected to play. Most often, this is that of caregiver. While some women have jobs as well, then they are faced with the burden of much more work than males. In trying to get males to do more domestic work, they face resistance. As one adolescent female in Rwanda said, *'It is normal that men don't do the dishes if the wife is there. Sometimes they do help but not always. When you come back from farming you can help your wife but you would not do it outside where people can see you. You would bring the dishes inside and hide while you are helping her. In this community, when they see it that a husband is helping his wife, they say that the husband has been poisoned by the wife, that she has done something to him. This is the reason why husbands do not carry out household activities'*.

Frequent reference to *'our culture'* was also made in Rwanda and Sierra Leone as the reason for such resistance. There seem to be few changes in the community/household in the surveyed areas, and broad acceptance that this is the case.

Gender-based violence

Another way to understand the extent to which women are respected is to look at incidence and perceptions around gender-based violence. Figure 22 shows the average composite score on adults' views of gender-based violence. The composite score is the average across two statements about violence against women and girls: a) It is okay for a boy to hit a girl if she insults him; b) If the wife makes a mistake then the husband is justified in beating the wife. The composite score is an average across the reversed (negative) scores as a percentage, so the maximum score is 100. Higher average scores indicate a more positive view – a high level of disagreement with the statements. Within each country, there has been a **broadly positive trend in the average scores on gender-based violence between the survey waves**. Mali and Pakistan stand out as having generally far lower scores for both men and women although progress is evident since the baseline.

Figure 22 : Composite score on gender-based violence by sex and country (Y3FR, MTE and baseline)



Based on significant adult surveys

Attitudes to gender-based violence are better (i.e. disagreement that violence against women and girls is justified) for adults with a higher level of educational attainment, older adults and adults in female-headed households. Gender based violence scores are lower where adults are Muslim or female, compared with non-Muslim adult respondents and men (see Annex 3 for regression analysis).

Discussion

Chapter 11: Summary of findings

Outcome Indicators: Overall, there are positive changes for all measures since baseline except Outcome 3 (retention) and Specific Outcome A3 (though this is based on very small sample sizes and should be interpreted with caution).

Table 33: Logframe Specific Outcome Indicator Values measured in Y3FR; Quantitative only

Outcome	Indicator	Y3FR	MTE	Baseline
Outcome 1	% of adolescent girls current in school in operational areas	83%	83%	77%
Outcome 3	Indicative retention rate (year 7, 8) in targeted schools (excluding Pakistan)	78%	83%	84%
Outcome 4	Gender parity rate (girls : boys) in year 9 target schools (excluding Pakistan)	0.98	0.97	0.86
Specific Outcome A1	% adolescent girls who feel their parents support them in education	69%	70%	68%
Specific Outcome A2	% of community members who agree that violence against girls is acceptable	13%	14%	18%
Specific Outcome A3	% of parents citing financial barriers as a reason for adolescent girls not attending school	43%*	24%*	-
Specific Outcome B3	% of girls who state they believe that their concerns are acted upon by school management	81%	76%	51%
Specific Outcome B4	% of girls who feel safe in school	97%	93%	85%
Specific Outcome C1	% of girls who feel that their participation in decision-making is valued (comm. Members, authorities, parents)	67%	59%	-

* Small sample size; figures should be taken with caution

The qualitative data largely agree with the above. Overall, girls are still behind boys in all the key indicators: fewer girls than boys are enrolled at Year 9, retention is lower among girls, girls drop out when they are younger, pass rates are lower among girls, and they more frequently miss school. Overall, though, gender parity has improved since baseline; also, girls' attendance in school is closer to that of boys than it was at baseline, though attendance has deteriorated for both boys and girls between baseline and Y3FR for all students.

Retention / Dropout: There are a number of factors that continue to inhibit girls' access to education. Lack of school fees is in the top five reasons across all countries except Pakistan. Other reasons include lack of interest in pursuing education (commonly mentioned in Mali, Zimbabwe and Rwanda), and pregnancy or marriage (more commonly mentioned for girls not enrolled/no longer enrolled in Pakistan, Mali and Kenya, while marriage was an important reason for not being in school for both sexes in Malawi). The reason most fundamentally relevant to the persisting gender disparities observed is negative attitudes to girls' education.

Attitudes and practice: Across all countries, nearly all participants believed that education was conceptually important, and understood the long-term benefits of education as ensuring that the child would have a better future for him/herself, and also his/her family. However, there are enduring attitudes that could reduce enrolment and retention of both males and females through secondary level – in other words, a significant gap between attitudes and practice.

Overall, the biggest limitation to improved attitudes occurs when sensitisations are superficial, dealing only with 'rights', and do not provide strong and understandable examples to help people

rationalise why it is important to send girls in particular to school. In general, it we argue that the most effective interventions in consolidating ideas around the importance of girls' education is to provide tangible examples of what the specific benefits are to doing so. The critical component to lessening the gap between attitude and practise is that people are providing with living examples (role models) of how educating girls can bring about specific positive results among people with whom they identify.

Financial barriers / Scholarships: Financial barriers remain the most widely reported obstacle to girls continuing education. Scholarships lead to increased girls' enrolment even when negative attitudes endure; there has been good success but some limitations including a) the support was not targeted to the right people; b) there are other non-financial barriers keeping girls out of school; c) the direct support is not sufficient enough. Also there is evident resentment from males that girls get the majority of the support.

Teacher training: Overall, there are still evident limitations to the extent to which they can do their job effectively, and in most cases, would benefit from more training (increased access), or in other cases, a different style of training or different subject matters covered. Teachers would also benefit from better responsiveness from Plan/partners when valid requests are made for additional help (either by providing the help, or explaining clearly why it is not possible, but that their requests have been heard). Though some teachers were not aware of any action plan, it appears as though when they were known about, action plans were a helpful guide to teachers, but were difficult to implement exactly as planned, and they felt there was limited responsiveness from Plan in adjusting difficult-to-reach milestones.

Gender sensitive pedagogy: In countries with perceived increased GSP, a) GSP training was more comprehensive and/or b) teachers were more receptive of the training when they felt that it was something that they needed to learn more about.

Additional educational activities: As a whole, we can say that the additional educational activities that are an important aspect of this global program have been largely useful and positive for those who have had a chance to benefit from them. The 'additional educational activities' were the biggest source of confidence across all participants. The speak-out clubs had overwhelmingly positive effects on students – in particular in terms of building their confidence, but also in terms of helping them learn new information, and articulate what they knew to others. Remedial classes were reported to be very effective in helping students improve grades. The only limitation is that not everyone had access to these after school activities, usually because parents needed children (usually females) to return home after school to do chores.

Safety in school: We also see that most participants perceive CP to be reducing in the last three years; but there are important country-level differences depending on whether the lessening occurrence can be attributed either to a) actual acceptance (by teachers who previously used it) that it is wrong / unsuitable punishment, or b) fear of getting in trouble for doing it, despite still believing it should be allowed. There does not seem to be any correlation in teacher trainings in this respect, as all received trainings on discipline. The relative improvements in each country for CP, serious abuse, and giving chores for punishment / exploitation, are varied across countries. In those with the most improvement, we see each of these components: a) establishing rules; b) making teachers and students aware of the rules; c) enforcing the rules; d) having a mechanism to complain to some 'committee', or delegated representative, in case these rules are not enforced.

It appears that even those who claim to not accept CP may not totally agree with / understand why it is not acceptable. It appears that positive attitudes contribute to reduced CP incidence, but that

reduced CP incidence does not necessarily require improved attitudes. There is also evidence that further training is necessary on alternative discipline. Enforcing child rights may reduce incidence of CP, but only when this enforcement is effectively paired with teaching skills in alternative discipline strategies (and clear evidence of why these are actually better in terms of discipline), will it be sustainable and fully accepted (and not resented) by teachers, parents and adolescents.

Safety to / from school: Given that child protection committees were established in all countries except Cambodia and El Salvador (which established School Coexistence Committees), there does not seem to be a correlation between CPCs and the incidence of CP in schools. However, overall it seems as though establishment of strong community-based Child Protection Committees (CPCs), particularly those who are involved in all sensitization, monitoring and punishment – is a necessary component to reduce violence to/from schools.

Accountability and participation: There are reported improvements on accountability and participation in some regards – particularly in terms of students and parents having a mechanism in which to make complaints / voice their concerns, but there are clear limitations in terms of the extent to which teachers/school staff reliably and/or constructively act on those complaints. The complaints from parents and adolescents about school accountability dealt with a) it was not clear who to report to in the first place, and b) nothing happens after complaints are made; beyond that, we also see examples of when there were negative repercussions for reporting. When students work through school monitors, however, or get their parents to back them up, they have more success in having their complaints acknowledged. Accountability is strengthened only when there are multiple levels of reporting, such that many people, including student representatives, are involved in the complaint process. There also appears to be correlation between students receiving Plan/partner leadership training and increased involvement in decision-making at the school-level.

Sexual and Reproductive Health and Rights (SRHR): Acceptance of teaching ‘everything’ in SRHR depends upon whether or not a person believes that it will result in fewer diseases, and fewer pregnancies, and that whatever helps to achieve this outcome is considered to be positive. One main complaint about SRHR, despite it being broadly accepted, was that classes were held with boys and girls together. We still see evident limitations in terms of whether or not adolescents can access the resources that they now know about, either because they are embarrassed, cannot afford to, or do not know about them.

Gender relations at community and household level: While there is some evidence of changing attitudes on gender relations in the nine communities, there are still enduring negative attitudes. Barriers to girls’ education – and overall empowerment – persist in causing disparities in access and attainment.

Chapter 12: Recommendations

Provide (evidence of, or opportunities to meet) real-life role models, from similar backgrounds, to show what educated girls can achieve: Though managing expectations is important, it is also necessary to give adolescents and parents something to hope for, so that they take education seriously, and are not tempted by other opportunities. We have seen that in order to ensure that adolescents and parents alike continue to have faith in education, it is important to provide real-life examples of those who succeeded, despite all odds, and reminders that pursuit of quick money does not always end as one hopes. Female role models, especially those who came from similar conditions as those in the communities but pushed on in education despite the barriers, were

particularly effective in helping people believe that it really was possible for girls to succeed with education. On the other side, it may be useful to point out to people real-life examples of when someone dropped out of school in hopes of quick money, but was not successful.

Provide sensitisation beyond rights rhetoric on why it is important to educate girls: While awareness of girls' rights is a vital element for improving equity in education, helping stakeholders to rationalise the broader benefits of ensuring these rights is necessary for translating rights rhetoric into action at the household and community level. Based on this Y3FR research, we suggest that having only a superficial idea of 'should', may not be enough to convince a person to translate those attitudes into practices. Ultimately, participants are faced with situations in which they must be practical, and their attitudes still tend to shift toward preference for the male because 'rights' is simply not a practical reason for them. What we see here may be evidence of when a person listens to an authority's opinion (government, NGO, community leader), and accepts it at face value, but without further education or 'proof' to help further rationalise such a decision. Of course, sensitisation on rights is an important first step, as it normalises the concept, which in many of these countries is necessary. However, there is evidence that more work needs to be done in order to sensitise people to the specific benefits of educating a girl, beyond simply that they 'should' simply because someone with authority said so. In this study it appears as though when people really understand the actual benefits, beyond rhetoric, then they change their behaviour (or say that they have) accordingly.

There have been similar assertions with regard to other contexts, especially in relation to issues around women's empowerment and rights (see especially ICRW, 2003^{xxxv}). While human rights set the standard for equality, the right to education is also a means to reduce poverty and inequality—a strong rationalization for stakeholders to get on board. As such, UNICEF argues that 'good programming' promoting equity in education can be made more effective by explicitly articulating the linkages between intervention outcomes and eliminating poverty and injustice. Additionally, an evaluation by the UK Interagency Group on Human Rights Based Approaches found that while rights-based approaches to development are more effective for sustainable, long-term change, approaches that emphasise service provision instead of rights also have immediate impacts for removing barriers to development and promoting justice. This supports the notion that tangible evidence of the benefits to education, rather than just rights rhetoric, can be an effective complement to rights-based approaches; this is particularly interesting in light of the importance of short-term achievements discussed above. An example of the benefit of stakeholders having a concrete rationalization for supporting girls rights can be seen in Bangladesh, where a Female Secondary School Assistance Program was implemented with the objective to 'promote a supportive environment for girls' education through raising public awareness of the economic and social benefits of girls' education,' (Global Campaign for Education 2000). The programme, which provided incentives to families who send girls to school, was successful in teaching community members to articulate concrete benefits of education. Rationalizations are necessary to overcoming the 'inertia' of entrenched gender stereotypes (ICRW 2003). Otherwise, programs may succeed in increasing girls' school enrolment without creating any change in attitudes about the importance of doing so, similar to ICRW findings about including women in peacebuilding programs.

Incorporate into sensitisation more management of expectation as to what education can bring and how it can be used: Over-education is a significant issue in developing economies and can pose a threat to efforts to promote education beyond the primary level. A 2013 ILO report on global youth employment found that in developing countries, 'the youth employment challenge is as much a problem of poor employment quality as one of unemployment' (5). Youths make up the bulk of the informal economy, and young males are more likely than young females to continue on to stable and/or satisfactory employment after school, an important consideration for programming

encouraging gender equality in education. In these contexts, a rising supply of educated labour moreover does not necessarily lead to an increase in skilled employment opportunities, such that many workers with only a seventh-grade education are overeducated (Mehta et al.). Finding employment in the formal economy in particular can require youth to take jobs requiring a lower education level (Herrera-Idarraga et al. 2013). Given the fact that in South Asia and Sub-Saharan Africa particularly, high levels of poverty continue despite relatively low levels of youth unemployment (ILO 2013), children pursuing secondary school cannot realistically expect to find lucrative employment. Education programming must therefore not focus only on beneficial effects for worker productivity; Mehta et al. suggest that justifying the need for education based on benefits for personal empowerment and improved health, for example, is a better strategy. Additional lessons can be learned from disillusionment with economic development programmes, of which the UNDP undertook a study in Liberia. It was found that to manage the Liberian people's high expectations, it was necessary to demonstrate short-term achievements among a significant number of people while emphasizing longer-term goals in order to build the necessary foundation of support. This management requires transparency and close monitoring of changing expectations. Thus without clear, visible results regarding the benefits of education, people are likely to withdraw their support, impeding progress for education equity in the long term.

While education undoubtedly provides benefits to adolescents in the longer-term, it is important to ensure that people do not assume that education automatically guarantees lucrative employment, which is certainly the case in many of these countries where numerous youth with more education than their parents are searching for jobs at the same time. This also speaks to the sustainability of education interventions, given the context of actual employment opportunities for people in the targeted communities. If investments in education do not yield what they consider to be positive rewards either for an adolescent leaving school, or for parents of those adolescents, then this could lead to further disenchantment with education generally, and therefore a tendency for people to stop making this investment at all. We saw many examples where youth expressed that with education they could become 'doctor, lawyer, president'. While such goals are not problematic, they are not necessarily feasible; therefore it may be helpful to also highlight the role that education can have in other capacities related to improved livelihoods, for example in marketing and farming. The management of expectation is an important process of any development initiative where host communities, particularly those that are among the most vulnerable within their countries, are hopeful that those coming in to help will provide 'all the solutions'. This requires a difficult balance between instilling faith in the system, and encouraging people to work towards seemingly unattainable goals, but also ensuring that they understand certain activities do not guarantee success. We see evidence, particularly when it comes to post-conflict governments making impossible promises to exhausted populations in hopes of winning their votes but also in encouraging them to maintain hope, that improperly managed expectations do not only create disenchantment with the group that has made promises that they cannot keep, but also with the entire area that the group has been working on (see UNDP, 2010).^{cxxvi} The most basic components of an effective management of expectations are: a) have a participatory and inclusive 'change vision'; b) a system of two-way communication mechanisms to reinforce leader-stakeholder relationships; c) securing short-term payoffs while not losing sight with long-term priorities to build stakeholders' trust; d) engaging major stakeholders in the process; e) since expectations don't stand still, there must be ways to consistently monitor their evolution and manage the process of change in those expectations, accordingly (UNDP, 2010).

Enhance ambitions of girls beyond the home: It is also important to highlight that a key motivation for many adolescents and adults for educating girls, particularly in Mali and Pakistan, was that it would ensure that the girl would grow up to be a good mother and wife. While this alone is not necessarily problematic, such rationale was not coupled with ambitions in terms of career or other

opportunities outside the home. This type of reasoning was used at least once in each country, and is important because it indicates that participants accept that girls' education will be helpful and good, but at the same time it still limits girls' future opportunities to being in the household, as she always has been. Such attitudes did not necessarily accept that a female could enter into the type of employment that a man could have, but rather, that she would maintain her position in the home, and simply do a 'better' job in her traditional roles as housewife and caregiver. Such attitudes miss the point to an extent, as an educated female who is nonetheless restricted in her future opportunities has not fully been 'empowered' by her education. Given the extent to which participants expressed this opinion, while not at the same time mentioning the other benefits in terms of independence / agency, one could deduce that a limitation to this sensitisation is that it does not entirely address the problem surrounding women's subordination on a broader scale. For future sensitisation, it will be important to deliver the idea along with one that education for girls can do much more than make her a good housewife, but that it can also allow her to contribute to household income / take care of herself, by pursuing livelihood strategies herself. However, it must also be said that simply because this was the reason reported during an FGD, this does not mean that participants believe it to be the only reason. After all, it is not surprising that a main concern for many of these participants will be oriented around their families and communities.

Ensure stronger monitoring and Plan/partner responsiveness on outcomes of action plans: There is evidence that weak or inconsistent monitoring systems with regard to teacher action plans resulted in teachers a) not being pressured to achieve goals and b) teachers feeling as though they had needs that were not being met. This contributed to teachers' enduring lack of motivation. Stronger monitoring from Plan/partners would help schools and teachers to feel as though they are being held accountable to their plans, but also Plan/partner needs to respond to any request with a clear response. Even if the request cannot be met, then Plan/partner should respond with a clear reason why, so that teachers/schools know that they are being acknowledged.

Investigate opportunities to enhance teacher motivation beyond providing salary increases: We saw in this review that teacher motivation is still lacking in many situations, and that in some cases teachers requested increased salary, saying that it would motivate them to work harder. Others said that even without increased salary, they were motivated when they saw that their work was making a difference in the lives of their students. In order to ensure quality education, training teachers to have subject knowledge and also teaching skills is an important step but of course, we also need to consider how to ensure teachers are taking their work seriously, and are strongly motivated to implement the training that they have received. Improving teacher motivation requires a multifaceted approach. While fair pay is an important part of promoting quality teaching, it has been found that across the board salary increases do little to improve teaching performance (Oxfam 2011). Rather, teachers can be motivated by other non-monetary incentives. Improving teachers' status is an important source of motivation. Teachers in Tanzania, for example, feel that respect for them is declining, signified by a lack of adequate housing (Davidson 2007). Community recognition fairs are another way to promote the prestige of teachers, and have been reported to be very successful in Oxfam interventions (Oxfam 2011). A DFID study also found that providing quality housing with running water and electricity is an important way to attract and retain quality teachers, in order to ensure that they can meet their basic needs (2007). Workload is an issue for teachers that also relates to status; when they are assigned menial administrative tasks, teachers feel undervalued (Oxfam 2011). Reducing these tasks and providing quality career development opportunities, such as trainings on managing the classroom, new teaching methods, advocacy for gender equality, can be effective motivation, particularly when they result in improved student outcomes. Better management of teachers, including increased accountability and involvement in decision-making (Davidson 2007), and attractive career structures that offer opportunity for

advancement and leadership responsibilities (DFID 2007) can also promote the provision of quality education.

Ensure student representatives are active in each school, and that teachers/administrators address everything that is brought to them. The critical component in ensuring that school guidelines were followed, in particular as it related to CP and abuse, was that there were reporting mechanisms for students so that they did not need to fear retribution, and so that multiple persons were aware of their problem and therefore it was less likely to be ignored. Important here were the student liaisons, or 'class representatives', who were open to hearing other students' concerns / complaints, and then would either deal with them themselves (if able), or bring them to a designated panel of teachers / administrators who are required to address the issue. In case the designated panel is not addressing the issues, then student representatives should have another line of reporting available (higher-level) so that the panels are held accountable. School-wide awareness-raising of these mechanisms, and introducing those responsible, is necessary for this process to be effective.

Ensure that teachers and administrators are closely involved in any implementation of policies, procedures, or standards. Not only should they be made aware of changes in their schools, but they should be involved in the discussions on how best to implement these changes. This discussion should involve a candid discussion as to why these changes are necessary, and how they will ultimately help the students and teachers.

Ensure all teachers and administrators attend training on alternative discipline, and can demonstrate that they have learned strategies. The critical component in a teacher changing his/her behaviour because he/she believed it to be a positive change, versus fear of getting in trouble, was when he/she saw that alternative discipline was not only effective in keeping order in the classroom, but that it also resulted in children being more engaged and less fearful. Banning CP without providing alternative methods is dangerous, as it gives teachers 'proof' that CP is necessary in order to keep children in line. It will be useful for teachers to attend specific training on alternative discipline, and providing some sort of assessment to ensure that strategies have actually been learnt (awarding a certificate after passing an assessment, or something similar). A strong component of the training should be showing examples of how alternative discipline has worked in other situations (ideally, examples from similar schools in the same country).

Give people facts around SRHR education contributing to decreased disease and pregnancy: We see that when people understand that SRHR education for their children is ultimately going to help them through reduction of disease and decreased pregnancy, then they tend to accept it in being taught in schools. In particular, showing that SRHR does not necessarily lead to increased sexual activity could be helpful. In areas where SRHR is a moral issue, it will be helpful to work with religious leaders first, who will help others accept that SRHR is good for their communities.

Designate a male and female point of contact at each school/community who can help adolescents, confidentially, access SRHR services. We saw many indications that children were embarrassed to access services, or were refused them by teachers/others who did not agree they should have them. Having a point of contact, most especially a female for females, who can help adolescents access what they need, and answer questions, can ensure that available services are actually utilised.

Separate SRHR classes by gender; ensure females are taught by females. We saw evidence that girls in particular were embarrassed to be in classes with males and/or taught by a male teacher.

Separating classes will ensure a more comfortable environment, and the classes will also be able to focus on the issues specific to the gender of the class.

In Muslim countries, work with religious leaders on approaching SRHR in a way that they consider culturally appropriate, and not 'Haram'. Critical in this process will be to work closely with the religious leaders to try to help them see the benefits of SRHR for adolescent and broader community health. If religious leaders can convey to their communities that they agree with SRHR activities as implemented by Plan/partner, then they will likely be less resistant to the idea as clearly seen in Mali, Pakistan, and to an extent in Sierra Leone. Helpful in this of course would be to seek out other Muslim religious leaders who are supportive of SRHR education, and considering they work within the communities (or at least that communities are made aware of these leaders), which has been effective in some areas of Sierra Leone, and we saw at least one religious leader in Mali who accepted SRHR was important. In other Muslim countries where HIV is becoming a larger threat, religious leaders are seen taking more flexible positions on condom use, justifying them through Qur'anic passages and reasoning that the value of life is greater than the sin of condom use. This is not seen in countries with a low HIV incidence, implying that leaders need to see the risk. Uganda and Senegal have been effective in collaborating with Muslim leaders; leaders held conventions to discuss the issue, and speak of it regularly in sermons (Hasnain 2005). In another example in Bangladesh, a local NGO developed a campaign strategy to create a favourable environment for SRHR education by dialoguing with Muslim leaders regarding positive interpretations of Muslim teachings on SRHR, the state of women's health in Bangladesh, and the importance of preparing youth to make well-informed choices (Koishorkal, 2014).

Endnote

ⁱ 'Building Skills for Life' is Plan UK's flagship programme, which seeks to empower adolescent girls, particularly through education. It includes projects in 25 countries (Bangladesh (2), Bolivia (2), Brazil (1), Cambodia (1), Ecuador (1), Egypt (1), El Salvador (1), Haiti (1), India (2), Indonesia (1), Laos (1), Malawi (1), Mali (2), Nepal (1), Pakistan (1), Peru (1), Rwanda (2), Senegal (1), Sierra Leone (2), Tanzania (1), Uganda (2), Zambia (1), Zimbabwe (1). From 2011/2012 annual Report, BS4L) and aims to reach 250,000 girls within its first 5 years, by June 2016. 100% of PPA2 projects are within the BS4L work

ⁱⁱ This last element in part relates to the collection of data on the use of Savings Funds to support girls' education through assisting families in meeting educational expenses. That element of the project is still under review.

ⁱⁱⁱ For the purposes of qualitative analysis, these group-level changes have been coded for easy reference, and also have been grouped under the respective High-Level Changes.

^{iv} The quantitative questionnaires were largely the same from baseline, though certain questions were removed at each wave; others were rephrased. At baseline, a sample twice as large was taken for the quantitative survey. The qualitative methodology was different for each wave, as there were certain issues that required further exploration as the programme went on, and at Y3FR more FGDs were conducted than at baseline or MTE.

^v At a minimum, country teams were required to conduct a pilot activity, which was checked by each consultant for quality; then, each week of data collection the country consultants were required to check in with the global consultants, providing breakdowns of progress that week. For QA on data entry, country consultants were required to send scanned copies of field forms for the global consultants to check against databases.

^{vi} For example in the quantitative data in Mali, Sierra Leone, Malawi and Kenya, certain data were improperly coded and/or values were inverted. Whenever this occurred, the CO consultant was asked to check the hard copies and re-enter. In the qualitative, in some cases notes were entered in incorrect cells (i.e. they did not correspond with the group that actually had the quotation). If any inconsistencies were noted, the CO consultant was asked to double check all notes against hard copies to ensure that quotations were accurately attributed. In other cases FGD notes from an entire group were missing and were never provided (Malawi). However, all notes that were used in the analysis were confirmed to be accurately attributed.

^{vii} These tables show the proportion of males and females never enrolled in school, by age, for each survey wave. However, the data are not directly comparable, as the baseline has a 'none' category rather than 'never enrolled' and the data was collected using differently worded questions.

^{viii} Previous research found that simply asking, 'Do you know Plan/partner', elicited potentially false positive responses as participants may have confused them with other NGOs. Showing the logos, it was decided, would help people to discern the different groups, as signboards are regularly placed in communities indicating the project's sponsors. Of course, it is not a perfect measure, but it appeared to work well in field testing.

^{ix} As non-secondary school-age girls are excluded from the analysis, any system-missing values are treated as effectively not in school. If system-missing values were excluded, the Global % of adolescent girls in school at the Y3FR would increase to 89%.

^x According to UN agencies, and others.

^{xi} Data for Pakistan have been excluded for this measure because they only have same-sex schools; data is therefore not comparable to that of other countries.

^{xii} Data for Pakistan have been excluded for this measure because they only have same-sex schools; data is therefore not comparable to that of other countries.

^{xiii} Data for Pakistan have been excluded for this measure because they only have same-sex schools; data is therefore not comparable to that of other countries.

^{xiv} While primary education is free in all these countries, only Mali, Kenya, and El Salvador offer free post-primary education in government schools. See Annex 5 for detailed table on school fees by country.

^{xv} This is the exact phrasing used on the questionnaires and admittedly, could refer to many other reasons, including financial (i.e., parents stopped child from going because of lack of school fees). However, given that the 'lack of school fees' was another option, we assume that the 'parents stopped from going' more often referred to reasons not related to any of those other options given, but are based specifically on a parents' decision.

^{xvi} The common use of 'don't know' or 'other' codes may indicate enumerator or data entry quality control issues, or a lack of training in probing/back-coding open text responses to the codes set.

^{xvii} The vast majority of the other reasons given in Cambodia for dropping out of school was because of the war, during the Pol Pot regime.

^{xviii} Attitude to schooling was measured across a composite of four attributes – the importance of being considered a bright student by teachers and of getting good enough grades to get into secondary school/college and agreement that they liked school and got along with teachers. The overall score on attitudes is an average across these statements.

^{xix} Though not large enough a change to be statistically significant

^{xx} While many participants attributed the benefit of school to the long-term opportunities that a child would have with a good education, simply the act of going to school was considered to be positive, as one adult male in Zimbabwe said, 'Even if a child goes to school and fails there is a sense of enlightenment and knowledge that you see in them'.

^{xxi} Also in Pakistan, an adult female attributed her recent change in attitude specifically to Plan's sensitization activities in the AFC centres: 'After coming of this centre, we now think that education is more important than profit'.

^{xxii} Also in Sierra Leone, within the context as we saw above where parents are relative more likely to take children out of school, one adolescent male said, 'The NGOs tell use that learning is better than any thing you think about and you live a better life at old age if you have educated children'.

^{xxiii} Note that the qualitative data should be trusted here, as we can ensure that participants were attending Plan schools, while we see less positive outcomes in the quantitative data, for which we have already provided a caveat on the sampled adolescents.

^{xxiv} These findings will be discussed in more depth in the next section; however it is worth mentioning here that 54 of the respondents said, 'more important for boys'; 156 said 'more important for girls' and 839 said 'equally important'.

^{xxv} (v501c,d,c): c) Male adults in this community encourage me to take school seriously; d) Female adults in this community encourage me to take school seriously; e) My parents encourage me to take school seriously

^{xxvi} In three of these four countries (Cambodia, Pakistan and Zimbabwe) there has been a high level of budget expended while in Rwanda the budget was low. Country budgets are - High: Pakistan, Cambodia, Zimbabwe, Kenya; Medium: Mali, Low: Rwanda, El Salvador, Sierra Leone, Malawi.

^{xxvii} Therefore, this indicator is less useful for seeing gender differences, but still useful to see the extent to which there is encouragement from parents (which we see can lead to increased retention). However, it should be noted that this indicator is difficult to unpick since encouragement is also closely related to adult educational attainment, which could be the reason for increased encouragement. In any case, because it is closely related to retention, it is important to keep this indicator.

^{xxviii} The correlation is not significant if we look at the sub-sample of boys or girls, likely because the number of cases in each model is reduced. Therefore, we cannot conclude whether or not female headed households are more supportive to girls specifically as compared to boys, and to what extent this has changed over time (and why).

^{xxix} Quantitative analysis was done with countries where Mothers' Groups were more prevalent (Mali and Malawi) but they did not have significantly higher encouragement scores as compared to other countries. Also, data are too small among

households with single male HHs in order to conduct meaningful quantitative analysis on questions related to paying school fees.

^{xxx} Another said, similarly, 'None of the young people who are of our age is able to build a house for his father and none is married. We go to the gold mines and make money and take care of ourselves and our parents'. And another said, 'I do not think that school is so important. You have to study for long years to start making money while if you go to the mines, you can start making money very fast if you are lucky'.

^{xxxi} One adult male explained it well: 'Most of the time when children reach that age [to upper secondary school], it is difficult to control them they end up becoming too independent and in our community, education is not really valued because there are not many adult who have been successful through education and young people want to make it quick and get married'.

^{xxxii} The story described a situation in which Joseph and Sarah, children of a husband and wife who farmed for a living, we faced with an excellent opportunity to expand their business and increase their income quickly, but which would require that they ask one or both of their children to leave school, to help them with the additional tasks.

^{xxxiii} As one male adolescent in Sierra Leone said, 'Neither [male or female adolescent] wants to be out of school as it hurts, but the family needs the money and cannot afford [to lose] it'.

^{xxxiv} One adult male in Zimbabwe explained that, 'Had it been 2010 we would have pulled [our children] out of school and take them to the farm and then send them [back] later after we get the payment, but it now more important for children to stay in school because cotton is no longer paying and there is risk of drought'.

^{xxxv} Gender preference is measured in the survey using a series of questions about the priority given to girls and boys education. Similar questions were asked of adolescents and adults at each wave of the survey. These are (a) It is more important for a boy than a girl to finish secondary school (b) if there are not enough resources at school such as books, tables and desks it is appropriate that male students should get preference and (c) in a marriage, it is best if the man has more education than the woman.

^{xxxvi} It is important not to forget that such changes can be the result of sampling effects from the non-cohort research design, particularly that those sampled in Rwanda at Y3FR were of a lower socioeconomic status than those at baseline.

^{xxxvii} For adults overall, gender preference scores are lowest in Cambodia, Sierra Leone, Mali, Pakistan; highest in Kenya, El Salvador, and Malawi and among males in Zimbabwe. For adolescents overall, gender preference scores are lowest for Cambodia, Pakistan, Sierra Leone; highest in El Salvador, Kenya, Malawi, Mali, and females in Zimbabwe. As a whole, then, gender preference scores are lowest in Cambodia, Pakistan, Sierra Leone; highest in Kenya, El Salvador and Malawi.

^{xxxviii} 1) when asked, agreeing that generally speaking, girls and boys education is equally important; 2) when asked about real life situations, not indicating prioritisation for boys' education; 3) when actually faced with real-life situations, not prioritising the boys' education.

^{xxxix} For example, in Rwanda, 'That right was given to them by the government because it encourages parents to send all their children to school. Parents don't think anymore that only boys should go to school, as it was before' (Adolescent male, Rwanda).

^{xl} In Rwanda, the majority of participants indicated that the reasons they thought a girl should be educated was simply, 'because she has the right'. Also in Cambodia we see that most participants utilised the 'rights' argument when explaining why they thought girls should be educated. For example, most participants said something similar to one adolescent female, who stated, 'last three years, I did not think that boys and girls had equal rights, and girls had the chance to go to school like boys did', or as an adolescent male said, 'I think boys and girls should go to school. Because boys and girls have equal rights to go to school'. In Sierra Leone, very often participants and KIIs alike repeated the exact same phrases, with little indications of further understanding beyond what they had heard, most often 'when you educate a girl, you educate a nation' or 'With girl's education you will have a better way of life'.

^{xli} Community Profile Summary

^{xlii} Also, a female adolescent in Sierra Leone said that, 'If you educate a girl, it brings support for the family but if you educate a boy; it is for his wife'; an adolescent boy similarly said, 'Girls think about the entire family when they are educated... boys always think about themselves'.

^{xliii} In Zimbabwe, an adolescent female said, 'Girls will never forget their parents and so should be given the chance first... A girl is more responsible if she gets a job she uses the money for useful things but boys will waste it on beer rather than supporting others,' and an adult female said, 'A girl is more caring, if she works she will remember her family'.

^{xliiv} Similarly, an adolescent male in Sierra Leone said, 'Women take care of homes and they can take care of home better than men if they are educated. They spent most of their time with the children and therefore they need to be educated'. And one male adult in Rwanda explained, 'Going to school for girls is of good value because even when she gets married she makes a good home that looks good so when you go to visit she takes good care of you and this makes you feel proud. This is why you shouldn't stop a girl from studying... a girl who has gone to school will develop her home and this reduces the chances of divorce and separation'.

^{xliiv} Another explained something she learned in a Plan meeting: 'Our future will be bright because once we are educated, we shall get good office jobs like a secretary, teacher and assist our parents... they are here in Kenya now'.

^{xliiv} As described previously, we assign the tiers accordingly: Tier 1 indicates that general attitudes have improved, as measured by the basic question 'is girls and boys education equally important'. Tier 2 indicates more specific positive attitudes when faced with hypothetical questions around prioritization of boys versus girls, such that participants do not

prioritise males in any situation. Tier 3 indicates actual practice such that participants do not ever prioritise males, in real-life situations.

^{xlvii} Communities in both Rwanda and Cambodia held community events addressing girls' education. In Rwanda, this included drama/theatre productions on 'Amaboko Hejuru' (hands up for girls' education) and 'open day sessions' where community members come to school to discuss barriers to education. In Cambodia, TV and radio debates were planned on girls' education, in addition to community festivals and public forums.

^{xlviii} In the correlation tables (see Annex 3), inschool_sum is the number of adolescents in school and OA3finreason is the indicator of financial barriers to adolescent girls in school.

^{xlix} By the end of year 3, the project benefitted 950 girls, significantly surpassing the program target of 650 girls.

ⁱ In fact, Plan staff remarked that the most successful component of the scholarship programme was the selection committee, which includes a wide array of stakeholders, such as children, teachers, school support committee members and local authorities.

ⁱⁱ Another group of female adolescents also mentioned how Plan's activities helped children to continue their education: 'Some students are far from the school but they want to study so Plan offered a bicycle for the daughter to go to school'.

ⁱⁱⁱ She added, 'It has made most of the girls to stay in school because some of us do not have the means to buy books and none of our families can afford to pay the teachers to help after school'. Another girl said, 'I benefitted from the books a lot because my parents are not able to buy me all the books that I need and I know that without the kits, I was going to drop out but now I am confident that I will finish high school'.

ⁱⁱⁱⁱ Another agreed, 'at least my parents can concentrate on other issues it won't be so hard' and another, 'those who are on sponsorship benefit as they know that school fees is covered for, so they will continue coming to school'. Another added, 'I think it has helped me because this chance I would never would have gotten it so yes'.

^{liv} One teacher in Malawi said, 'Students were taught but us the teachers were not given the information... the result has been conflict. I could be thinking that what I am doing is the right think whilst unknowingly be breaking a child's rights. Just because the student cannot speak out because of the respect or fear he has for me, they will suffer in silence and it will affect their performance in class'. Another teacher said, 'We try our best to impart the knowledge we gained from these trainings however we are met some challenges... like some teachers were not invited to the training are not willing to hear anything from us. It has resulted in students becoming very rude to teachers; students coming to school very late or missing classes. As a teacher we have no say because they say that they have their right to do that'. We will see in the chapter on safety in school and corporal punishment that indeed, while incidence of CP is decreasing, teachers are not necessarily implementing it because they believe it is right.

^{lv} As one teacher said, 'the methodology requires time that exceeds what is in the timetable', and also that 'the large number of students in the classroom make it difficult to do certain exercises that require splitting students into small groups because the number of groups would be very many, so it becomes difficult to keep an eye on them'.

^{lvi} 'there is an area where they must improve... some activities need support like buying of soap and pads for the girls, and training the teachers more so they can comfortably implement the programmes'.

^{lvii} a. My teacher gives equal attention to boys and girls; , b. Girls take part in leadership positions and activities in the classroom, c. I feel my teachers treat me with respect , d. Girls receive the same rewards as boys for similar achievements in class or sports

, f. The teacher encourages boys and girls to talk and exchange ideas

^{lviii} One female student in Malawi explained that teachers' worked harder to motivate girls, knowing they were at greater risk of leaving: 'When we write tests teachers give girls extra marks to encourage us to work extra harder... looking at the way things are these days most girls marry early, so to avoid this they treat girls better to allow them to go further with education'. In Sierra Leone, one female said, 'Girls are considered as slow learners therefore more attention are given to girls compared to boys'. A teacher in Rwanda said, 'Girls are given privilege because in the National examinations their pass grade is lower compared to boys'.

^{lix} One adolescent female agreed that in state schools, teachers treated boys better: 'Boys study and they succeed in school. But girls can get pregnant and fail in class. So teachers were discouraging girls to study and told girls that they will get pregnant, and parents could refuse to pay school fees, even those who had financial capacity, because they were discouraged and thought that it was useless to educate girls'. However, now that she was in state school, she was treated 'with complete respect' by her teachers, and had benefited immensely as a result of this positive attention.

^{lx} Another said, 'When I sit next to a girl and she has better grades than me, the teacher seems to be happier than if I get better grades than the girls'. A female student confirmed this: 'the girls can attend the extra curricula activities and the boys are excluded. That is why the girls have better grades because they are being favoured'.

^{lxi} a. My teacher gives equal attention to boys and girls, b. Girls take part in leadership positions and activities in the classroom, c. I feel my teachers treat me with respect d. Girls receive the same rewards as boys for similar achievements in class or sports and f. The teacher encourages boys and girls to talk and exchange ideas

^{lxii} In Zimbabwe more reference was made to health clubs; in El Salvador more reference was made to games and sports clubs; in Mali there was only reference to children's school government, to which only a few students belonged.

^{lxiii} She continued, 'The only thing I don't have confidence in is sport, because I am poor at sport'. That this female was able to follow up her statement with a clear differentiation between what she is and is not confident about, helps us to trust

that she is not merely saying things that she expects the researchers want to hear, but is speaking very candidly about her experience.

^{lxiv} We see that girls have increased decision-making ability over time in the clubs to which they belong, reported by the logframe indicator on % of girls who feel that their participation in decision-making is valued by community members, local authorities and family members. The logframe indicator on participation is quite different at the MTE and Y3FR from the indicator used at the baseline. The baseline data was based on the percentage of girls who agreed that their participation in decision-making was valued (by community members, local authorities and family members). These questions were removed from the survey at the MTE, replaced by a measure of the percentage of girls saying that they are involved in decision-making 'a little' or 'a lot' in the groups^{lxiv} to which they belonged.

^{lxv} The biggest shifts were found in Mali, Sierra Leone, Cambodia and El Salvador while in Rwanda, results were much less positive than previously). Only the Rwanda result is a statistically significant difference; however, we must consider that those surveyed were well outside the targeted areas and as such, we would not expect to see direct benefits of the clubs as closely as in other countries

^{lxvi} Sierra Leone, Zimbabwe, Malawi, Kenya and Mali have been working in schools with intensive training on alternative discipline, though in all countries sensitisation surrounding safety in school is promoted during trainings, workshops and other activities. Alternative discipline will be considered in depth later in this chapter, as it is just one component of perceptions of safety and does not totally explain this increase in safety. 98% of children in countries where alternative discipline is taught say they feel safe in school, compared with 96% elsewhere. This is not a large enough difference to be statistically significant, however.

^{lxvii} In Pakistan, the later two waves of results are very similar to each other, suggesting that the baseline data may be spurious due to measurement error or sample variability. However, in other areas there are more consistent results. Adults and adolescents in Zimbabwe have consistent and low agreement that teachers should lose the right to teach. In El Salvador, Mali and Rwanda there appears to be a more gradual reduction in support between cohorts whereas in Malawi and Sierra Leone the results are more similar at baseline and Y3FR with variation at MTE.

^{lxviii} During FGDs, blind voting was conducted with participants after thorough explanation of what we were trying to measure; follow-up discussions validated that the indicators were understood as we report them there. Also during FGDs we were able to determine its relative occurrence in the last three years, also validating that the measurement was of what we understand CP to be. We consider these two issues – acceptance and occurrence – separately, as one cannot assume that changed perceptions (to no longer use it) do not necessarily translate into changed behaviour, nor that changed behaviour necessarily means that people have changed perceptions.

^{lxix} In order to measure perceptions of corporal punishment, which we define as any physical contact (slapping, spanking, whipping, hitting, pushing, pulling hair, pinching, flogging, etc.) used as a form of punishment, a few questions were asked to FGDs to determine whether a) corporal punishment was the same as 'abuse' (and thus, inappropriate) (asked of all groups) and b) whether corporal punishment was appropriate to use in school to discipline children (asked of parents and teachers only).

^{lxx} A definition of what we meant by CP was given to each group, in order to ensure that we meant physical punishment. In some cases, as we will see later, some participants may have interpreted CP as more than hitting, but also to mean certain highly physical chores like digging latrines, etc. Participants never interpreted CP to mean light chores like sweeping, errands, etc. Therefore we can still be confident in our measurement that CP indicates physical punishment.

^{lxxi} In at least three FGDs in Mali (adult and adolescent), participants mentioned the adage, 'in our culture, we say if you do not make your child cry while he is still young, he will make you cry when he grows up'. In Pakistan, adolescents remarked that such punishment was common in state schools, and also necessary because, as one adolescent male said, 'this is necessary for classroom management.... Our parents tell us that teacher punishment will make your future'. Also in Pakistan, adolescent males in state school explained why they thought CP was necessary instead of other methods: 'If a kind teacher come to classroom and he tries to keep student quiet with gentleness, none of the students will care for his advices. But if strict teacher like Sir N. and Sir S [names removed] enters the classroom, everyone become silent because they beat students'. In Rwanda, an adult female explained that, 'When a teacher beats them up with a stick they start asking themselves why they fail that particular subject and whenever they see that teacher they fear and this motivates them to work even harder so they can pass'. A KII here agreed, saying, 'Sometimes I wish that teachers would beat children more so that they behave well'.

^{lxxii} In Sierra Leone, an adolescent female said, 'If corporal punishment is not in school then there will be no order in that school'. In Rwanda, a KII said that bad behaviour justifies CP, but not affording school fees does not.

^{lxxiii} Similarly, an adolescent female in Malawi said, 'corporal punishment is given when you have done wrong while abuse is just given anyhow'. In Zimbabwe, an adolescent female said, 'It's different because to be punished is trying to teach you a better road while abuse whether the teacher scolds you even when you haven't done anything wrong'.

^{lxxiv} As one adolescent boy in Cambodia said: '[Before] he hit hard, but now [the teacher] hits gently, much less than before', and as such, it was acceptable. In Malawi, an adult female said, 'a teacher beating a child to the point that the child is injured, that is abuse. Similarly in Pakistan, an adolescent female said, 'Violence due to which child gets injured is unjust and unfair but slight punishment is ok'. An adolescent female in Rwanda said, 'When students are punished with corporal punishment (beating with a stick), they are not punished in a way that it will have further consequences. Students are not hurt when they get punished'. In Zimbabwe, an adolescent male said, 'it is appropriate depending on how it is

administered. For example a teacher... should use proper tool for that job, not some logs we see being used here'. An adolescent female said, 'If its punishment you can get three canes but then when you keep hurting until the whole class is quiet, feeling sorry for you. That's abuse'. In Rwanda, one adolescent male said, 'Normal punishment would be to beat softly with a small stick. The punishment that we can call abuse would be something like throwing a stone to a child or using a very big stick to beat him up'.

^{lxxxv} Another girl in Kenya said 'Corporal punishment can help someone to become better but abuse (sexual) destroys ones life'.

^{lxxxvi} In Zimbabwe, where very few people even considered CP to be abuse, a teacher said, 'Corporal punishment is a form of abuse... because of the laws that are changing corporal punishment is being deemed as a form of abuse', but evidently did not consider this to be positive.

^{lxxxvii} Adult females in Pakistan verified this: 'If there would be violence in the school then child become scared and will start avoiding school... We have experienced 2 or 3 such type of incidences in our vicinity that children has stopped going school because of punishment'. In Mali, an adolescent male said, 'I know many children who chose the gold mines because the teachers made them think that they are not good for school. They abandon because they are scared of the teachers'; another said, 'If he knows that you will beat him, he can find a way to stop coming to school'.

^{lxxxviii} In Sierra Leone, teachers understood the fear element, as one said, 'If you have any physical contact with the child, the child will become shy and will be unable to take part fully in class discussions'; another said, 'the child will be afraid to come to school and that will lead to drop out'.

^{lxxxix} Another teacher in Mali referred specifically to a Plan event he attended: 'There is no situation corporal punishment is necessary. It can instil fear to a child, and find that work rendered won't be done perfectly. Plan introduced in 'Rock Club', the programme called "learn without fear". According to my learning in past 3 years corporal punishment is not good idea...This is good change'. A KII in Kenya specifically says fewer boys have been dropping out as a result of Plan sensitization/less use of CP. One teacher in Kenya explained how Plan helped his understanding: 'Three years ago we could not even discuss it, it was automatically caning. Plan has taught us and hence bringing to change compared to 3 years ago. Alternative methods of punishment are used instead; [because] caning brings fear for pupils to teachers.... It [caning] has actually gone after the talks have had with the PLAN'.

^{lxxx} A teacher in an NFE said, 'I have neither beaten any of my students nor I have shouted over them but I just get annoyed and tell them with you have made me annoyed, after that they try their level best to overcome their weak areas. Due to this way, my students has improved a lot'; another said, 'Violence destroys the child's ability of creativity. It destroys his/her confidence... the right way is to encourage a child and he/she will slowly gradually improve in a natural way'. An adult female in Rwanda said, 'Normally you have to care of the child, go softly. Because if you punish them, they become afraid and their intelligence level goes down. So instead you have to discuss with them, explain them what is right and what is wrong, and provide advice. This is the best way to educate children,' and another said, 'When you abuse children, and especially girls, they start to misbehave and are tempting to fly away from the household. Then they go to prostitute themselves in Kigali'. Similarly, an adolescent male said, 'Punishment with a stick doesn't remove the mistake and it's better to approach the person and teach them why their mistake was bad'. An adult male said, 'Punishing a kid does not mean beating him/her because I have a small child that I used to beat, and then I attended Plan training where they taught us that beating a child is not good. That's how I saw that there was distance between us because my child used to hide away from me. After the training I stopped beating the child and tried to reconcile with the child and it took time but eventually we came close and now you can't even tell that I am his father because of how close and comfortable we are with each other'.

^{lxxxi} He continued: '...because when he child complains to his father, the father gets upset with the teacher. The punishment that works is when the teacher asks the father to come in to speak about the child, to inform him what he has done, so that the father can correct him at home. That is good punishment, because the father knows how to punish him...Nowadays, a teacher cannot punish him that way, because if he touches a child, the father can accuse him, and they quickly take him away to jail. The teacher is only authorised to teach, but not to impose punishment. We cannot live like we used to'.

^{lxxxii} Malawi KII specifically credits Plan—teachers don't want to be reported.

^{lxxxiii} KII1Com2 in Kenya says CP has been decreasing for last 10 yrs.

^{lxxxiv} KII also says new constitution has led to a decrease

^{lxxxv} In Malawi, a teacher explained the problems clearly: 'Most pupils are becoming rude these days and are used to the fair punishments and in order to maintain discipline, a corporal punishment should be administered to them. If we ask people holding high positions in different organisation, you will be told that their teachers used to hit them and they worked hard to be where they are now but the current crop is not even working hard'.

^{lxxxvi} Similarly, a teacher in Sierra Leone said, 'Over the years the issue of corporal punishment have changed completely. Also the human right law have helped to change the behaviour of corporal punishment that have led to indiscipline among children'. One KII said that because of Plan interventions, teachers no longer used highly demanding physical labour as punishment, but instead would ask students just to sweep or clean school grounds.

^{lxxxvii} In Kenya, teachers see such labour to be more abusive than hitting or beating. There, the understanding seems to be that corporal punishment is temporary pain to teach a lesson and correct bad behaviour while physical abuse were arduous tasks that took a long time, making a person tired, like digging a pit. Many cited this example, stating that it was a

waste of hours and laborious work, whereas caning would be quick and painful but forgotten (but with a lesson learned). As one adolescent male said, 'It is less cruel than other forms of punishment in school'. 'Corporal punishment [hitting] is better, it is caning while abuse is harsh punishment like digging'. An adult considered it to be abuse when a teacher made students chop firewood as a punishment because 'the child will get very tired'. There were similar findings in Sierra Leone, where many children considered any chore to be worse than being beaten, as one adolescent female said, 'If a child commits a crime it is appropriate to beat that child with a whip at most three strokes. We see it as abuse when we are asked to clean the toilet or pound rice for the teachers'. An adult female agreed, 'flogging the child for crime is not a problem but giving a child work like cutting grass and trees should not be the work of the child.'

^{lxxxviii} In case teachers needed things done for them, a 'peon' had been hired to do so, and also teachers are encouraged to come to class with their own water coolers to reduce the chance that they'll ever ask a student for anything.

^{lxxxix} Adolescent female, Sierra Leone: 'They used to ask us to do jobs as a form of punishment but because of the series of workshops and sensitizations it is now minimal. They don't ask us to do jobs at their house but in school they do ask us to do work as a form of punishment'.

^{xc} An adolescent female in Sierra Leone said, 'Some teachers take us to their garden if you fail their test and sometime do work at home. All these acts are being condemned by Plan and ask us to report if any teacher ask us to do a job at their houses' Another male student said, 'Some teachers ask us to carry bricks to their site... A teacher asked us to make garden for them and also ask pupils to harvest in their farms'. One KII agrees, says teachers only assign in-school labour instead, and credits Plan sensitisation to these changes.

^{xc} In Malawi, in one incidence a male reported being sent to teacher's house to cut grass to fence their house and thatch their roofs; one girl said she had been asked to go work on the teachers' fields. It seems as though such incidences are known to be wrong, though, And another said, 'These days it is not happening but in the past teachers could send us to fetch water, firewood for them, we could also cook. Now they received special education on punishments and they know we have our human rights; [before] both male and female teachers were giving such kinds of punishments'.

^{xcii} As one adolescent male said, 'Usually the teacher sends us to collect firewood used to cook for teachers. For girls they are chucked out of classes to go cook for teachers'. One adolescent girl recalled a story: 'Yes. some teachers especially the parent employed teachers (PTA) harass girls. In 2013 a class 8 pupil was impregnated by PTA teacher who has since left the school'.

^{xciii} Another said, 'It happens a lot, like us we have mentioned before, a teacher might even send you to the shops. Teachers would want bread and have their water fetched everyday for them'

^{xciv} Of course, in this measure we need to be careful that some children may be reporting on rumours that they have heard; however, asking the question in this indirect way also would encourage those who were victims to vote.

^{xcv} Another promising indication that sexual abuse / sexual mistreatment may be improving, can be seen in male and female adolescents' response to the question 'is it okay for a boy to kiss a girl if she does not want him to', for which over nine in ten respondents said, 'no, never' across Cambodia, Kenya, Malawi, Mali, Sierra Leone and Zimbabwe.

^{xcvi} Typically, it is the result of one girl stealing another girls' supplies, and is quickly resolved by the teacher asking the girl to give back the supplies, or having them share it. In one case, one girl stabbed another girl in the hand with a pencil, and the girl's parents were informed about the incident, and the girl came back to school, apologetic.

^{xcvii} One boy said that he had a friend who had been teased by other boys because he was poor, 'and asked what he's here for... finally he was embarrassed, and discouraged, and decided to quit school'. Another boy in this group said that he agreed this happened to both boy and girl students who were poor; another girl he knew was mocked because her skin was dark.

^{xcviii} 'there have been some incidences when bullied pupils refuse to go to school because of such related threats'.

^{xcix} Female students also report that if a girl borrows clothing from her friend, or wears the same outfit during the same week, then they are made fun of by their female colleagues. Malawi KIIs say girls more likely than boys to be victims because girls have a harder time retaliating; also bullying of special needs students is an issue—training parents and teachers to reduce stigma has helped

^c 'There was a case of a girl who dropped out from school because of provocation of her clumsiness, and the school authorities could not protect her'; also there were some who had polio who 'faced provocation from able-bodied pupils'.

^{ci} Also, 'there is a reduction in the occurrence of bullying in school... we are advised by our teachers and also Plan/FAWE to stop bullying', which this group believed to be the reason that they saw a reduction in such incidences. Two groups also referred to a peace club in the school, that 'preaches about non-violence in schools and also in the community', helping to 'make violence a thing of the past'.

^{cii} This does not seem to have been a significant problem even in the recent past, as one female student said, 'It used to be worse than now, but even before it was not too serious' and 'it is more like excessive teasing'.

^{ciii} The baseline figures are very high compared with later waves, suggesting an error in the coding or translation of these questions or very different sample characteristics at the baseline. The differences between the Mali and Pakistan baseline and later stages is statistically significant, but likely to be due to an error. It looks like some of the violence indicators in Mali and Pakistan may have been transposed due to data entry error. On the surveys, the adult violence questions are coded scores 5 to 1 agree to disagree while earlier questions are coded 1 to 5.

^{civ} Prior to the establishment of the boarding school, according to one group of girls, 'girls were being raped, were also beaten by other children. Were attacked by cattle rustlers. Such cases have reduced due to presence of police posts who monitor'.

^{cv} As adolescent girls reported, 'Insecurity on the street has increased. Recently, there was an abduction nearby, in a canton. This person's dead body has already been found... We used to be able to go to a classmate's house to do homework. Now, no parent lets their child go out at X time'. Another said, 'It depends on the area. There are areas that are known to be dangerous because they say they belong to gang X. So, this is why there is fear, since just because I live in this neighbourhood they think I'm a member of gang X. That means, if they see me in another neighbourhood, the opponents will think I belong to the other group, and you're in danger'. And another, 'You can't walk the streets too late at night, like yesterday, they told me you could hear a shoot-out'.

^{cvi} This is a widespread 'cultural society' that encompasses Sierra Leone, Liberia, Guinea and parts of Cote d'Ivoire. Poro (for boys) and Sande (for girls) involves rituals (separate societies / rituals / leaders) in which a boy/girl is initiated and only after this, becomes a man/woman. Typically, initiation would involve the girls/boys staying in the forest for months at a time to complete the initiation. Increasingly, initiations are being conducted over school holidays, over the course of a few days, to ensure the practice continues. However, increasingly more people are trying to opt out of joining the society; newer Christian churches consider such membership to be Satanic. While opting out is relatively easily done in urban areas, in rural areas, to not join can be paramount to rejecting one's culture and becoming outcast in the village. Thus, reports of forced initiation are commonplace in these areas; and as such many adolescents indeed are at risk of being kidnapped for a short time to be initiated (sometimes to the parents' approval). In these initiations, girls undergo FGM and depending on rank, can undergo some ritual scarring. Some children are considered by leaders to have criteria wherein they will be higher ranking in the society; these children are held in the forest for longer, to undergo more in-depth initiation and training. The highest-ranking of these children are kept out of school permanently, as their duties are full-time and initiation can take one year.

^{cvi} An adolescent male confirmed their fears: 'Every year they have these secret societies all around the community and they cause a lot of panic to the school children and even the adults that are non members. When they lay hands on these children they forcefully initiate them. The authorities can do anything to stop his act because it is politicised and people in higher places are involved in the society'.

^{cvi} Questions were asked specifically about whether a parent would report a teacher in certain situations, including when his/her child was hit. Annex 3 shows a comparison between the indicators on whether an adult would report hitting or sexual abuse in school; we see that far more often parents and adolescents will report sexual abuse. However, we cannot be sure that they would report *everything* that they consider wrong; possibly only things that are widely agreed upon to be serious. Other issues that may be more contentious, like CP, may not be as easy for adults to report since, while against school rules, those rules are still not widely accepted by everyone, including the schools themselves. Also the data on reporting CP is difficult to interpret since it incorporates issues related to attitudes to CP, and also propensity to report. From the previous chapter on safety in school, we know that sexual abuse is considered to be unacceptable, while CP/hitting is still accepted by a slight majority. Therefore, we would not necessarily expect parents to report something that they do not believe is wrong (CP), so this indicator is not a very good measure of reporting.

^{cix} The pattern of responses at the MTE and Y3FR indicate that the Pakistan baseline has been transposed at the interviewing or data entry stage.

^{cx} 'The committee watches over what happens at school so if there is any problem, its members are informed and they take action in order to remedy it. That is why complaints can be addressed to the teachers as well as to the committee' (adult female); 'the community is highly involved in the children's education through the management committee. The teachers listen to us and they are interested in what we think about what they do' (adult male).

^{cx} For example, if there were a disagreement between girls in school, then first the SRC would try to help. If it was not successful, then they would go to the teachers for further assistance. Usually, according to SRC members, they were successful in resolving the minor situations they had been faced with.

^{cxii} As one female student said, 'When there is something that you are not happy with, you tell the school leaders and when they think it's necessary to change it, they do it. First they assess if this is a relevant complaint, and if yes, they address it', and another said, 'Sometimes if a student gets beaten by a teacher for no reason, you can visit the headmaster to ask for explanations. You can visit the school any time to make sure that everything is fine. This is never a problem to discuss and ask for explanation'. Female students told a story, 'One time a teacher used to beat us terribly in classroom and we told the class monitor who then told the leadership in a meeting and they ordered the teacher to stop'; in another case, 'We used to have a teacher who would tell us bad insults and we told the head student who then went to tell the leadership. The school leadership told him to stop and the insults did not continue'.

^{cxiii} In Sierra Leone, one adolescent male said, 'if we take the complaint to our parents first before telling the school authorities when we come with our parents with the complaint, the principal will be angry with us and ask us to take the matter where because we have jumped is authority. But if the matter is violence he will be angry with us and later takes necessary actions'. Similarly, an adolescent female said, 'The last time I was seriously hit by my friend and I went to make report they also verbally abuse me for that'.

^{cxiv} Also in Rwanda, a female student said, 'When there is something that you are not happy with, you tell the school leaders and when they think it's necessary to change it, they do it. First they assess if this is a relevant complaint, and if

yes, they address it', and another said, 'Sometimes if a student gets beaten by a teacher for no reason, you can visit the headmaster to ask for explanations. You can visit the school any time to make sure that everything is fine. This is never a problem to discuss and ask for explanation'.

^{cxv} In Malawi, for example, one teacher said of the alleged committees, 'they act as a bridge between the students body and the teachers. Some students have negative attitude toward teachers so at least with student representatives they help them talk to these teachers. In addition to this, they work on behalf of teachers when they are busy. However these representatives need to be oriented once they take office on their duties'.

^{cxvi} Similarly, a male student in Sierra Leone said, 'the response to the complaint is faster when it is from our parents'.

^{cxvii} % saying they agree/strongly agree with a. Sexual reproductive health education should be taught at school, b. Young people should be taught how to avoid HIV/AIDS and STDs and c. Parents should support their children to access Sexual reproductive health services.

^{cxviii} A module on SRHR was completed only in Cambodia, Malawi, Mali, Sierra Leone and Kenya. Of these, only in Cambodia was SRHR education delivered through non-specialised partners (i.e. government; ministry of health).

^{cxix} As one young female said, 'to improve on this the school should employ female teachers so that they discussions will be separated from boys and girls'.

^{cxix} A female in another group agreed, 'The class is not very serious because the teacher does not understand what he talks about, he is a man and sometimes he says things that we know are not true'

^{cxix} Though of course, this does not mean that it did not play a role, but considering how often adults mention this, and how infrequently adolescents do, it is worth pointing out in case adults are overly cautious here, especially in Mali.

^{cxix} Based on the accurate answer to a series of true/false statements about when it is possible to get pregnant (between periods, on first sexual encounter, when standing up and if washing after).

^{cxix} Based on agreement with statements about why/when to use condoms (before sex, to prevent against HIV/AIDS and to prevent against pregnancy)

^{cxix} Only in these communities were specific modules related to gender relations conducted; other evidence will be collected from the quantitative and also from other things mentioned during other modules during FGDs and KIIs.

^{cxix} Strickland and Duvvury, 'Gender equity and peace building. From rhetoric to reality: Finding the way'. International center for research on women, 2003.

^{cxix} UNDP, 'Leadership and Change in Post-Conflict States: A Case Study of Liberia', *Capacity Is Development*, 2010.

Annex 1 – Methodology

Sampled communities

The table below shows the four communities in each area that were sampled at the baseline, and also those sampled at MTE.

Table hh: Sampled communities by country

Cambodia	Bat District of Siem Reap
	Doun Peng District of Siem Reap
	Veal Touch District of Kampong Cham
	Ponhea Kraek District of Kampong Cham
El Salvador	El Pepeto Municipality of La Reina in the Department of Chalatenango
	Hacienda San Diego, Municipality of Puerto de la Libertad, Department of La Libertad
Kenya	Machakos
	Tharaka
Malawi	Chinjoka in Kasungu District
	Malivenji in Mzimba District
Mali	Kaniogo in the District of Kangaba
	Niagadina in the District of Kati
Pakistan	Village Fateh Mohammed Soomro (MTE Community), UC Kinjher, Thatta
	Village Bangla Hinjrai (Baseline Community) – UC Hinjrai, Muzafargarh
Rwanda	Ryabihura in Gatsibo District
	Musagara in Bugesera District
Sierra Leone	Masongbo in Bombali District
	Timbo, on the outskirts of Makeni Town
Zimbabwe	Chindukumire in Chipinge District of Manicaland
	Mukweva/Chitsa in Mwenezi District of Masvingo

Quantitative Survey Method

The survey element of the study involved two surveys – a survey of adolescents and a survey of significant adults with responsibility for adolescents within their household. A separate survey with one randomly selected adolescent (aged 10-19 years old) and a significant adult was undertaken within the same household. This enables the analysis to compare the attitudes and experiences of adults and adolescents with the same socio-economic experiences.

In each survey wave, at baseline, MTE and Y3FR, the households interviewed were from a cross-section of the sampled community. Respondents were not targeted on the basis of their knowledge about or contact with Plan or its partners. The survey was not designed to be a longitudinal survey although there may well be respondents who have participated in more than one wave of the survey due to the relatively small size of some of the communities involved.

Sampling Approach

The households surveyed were selected randomly from the two selected communities using the social map developed at the baseline. The social map was constructed in consultation with

community representatives in each of the nine countries. The social map in each country shows a visual representation of the community, with landmarks such as roads, schools etc., detailing each dwelling/household.

As part of the social mapping exercise, community members were asked to discuss the socio-economic profile of the community and to indicate how 'well-being' differs across the community depending on the ability to meet basic needs, influence and power. This well-being analysis, alongside discussions about where different ethnic/minority groups live and where Plan undertakes activities within the community was then used to categorise different areas within the community (**not** individual households). The map was then used to ensure that the households sampled in each survey wave were well spread across the community.

In each of the two sampled communities there was a target to interview 100 individuals – 50 adolescents and 50 significant adults – from 50 randomly selected households. Enumerators were requested to meet quotas on sex to ensure an even spread of boys, girls, men and women were interviewed. This was delivered through alternating male and female interviews. Where a household had more than one eligible adolescent male or female the enumerator randomly selected one of the potential respondents. During fieldwork the ages of adolescent respondents was also monitored to ensure a reasonable mix of those aged 10-14 years and 15-19 years.

In Cambodia, updated mapping and listings of structures and households were performed in the enumeration areas. The listings included information about the number and gender of the adolescents in the household. Ineligible households were first excluded and then households with only female eligible adolescents were put on a female list and households with only male eligible adolescents were put on a male list. If there were both male and female eligible adolescents in the household, the household was randomly assigned to either the male list or the female list. Then, a random sample of 13 (or 12) households was drawn from the female list and a random sample of 12 (or 13) households was drawn from the male list, resulting in a random selection of 25 households in each village. Based on a random start, it was decided whether a male or female significant adult was to be interviewed in each sampled household.

In El Salvador, the main difficulty encountered was covering the quota of significant adult males, given their work schedule in the mornings, and the fact that their workplace lies outside the community. Therefore, fieldwork in the second community was adjusted to balance the gender composition of the significant adult sample, and the age composition in the adolescent sample.

In Kenya, Tharaka had poor access to road network and public transport. The households were sparsely populated and access was mostly by foot. Some households for instance are over 5 miles apart. This required a lot of time to reach every sampled household. Additionally, it is harvest season in this area and most parents were busy harvesting crop and therefore not available at home. To mitigate all these, the evaluation team held a meeting with community leaders to discuss the issue and chart the way forward. During the meeting, the leaders resolved to mobilize parents from sampled households to specific community meeting points where they normally hold meetings to facilitate the interviews.

The fieldwork in **Malawi** took place during the rainy season and as an agrarian society, household members were busy in their fields. From the outset, there were difficulties accessing adolescents aged between 10 and 14 interviewed in the households, which were deliberately targeted during the second week of fieldwork. This might explain the disparity between male and female interviews, which remains unexplained in the Malawi report.

In **Mali**, there was not any social map created during the baseline study that accurately gave an indication about where the households that were to be considered as rich and those to be considered as poor were located. The selection of the participants was made randomly in the two communities. The consultant team set a random starting point from which the data enumerator teams went opposite ways and they would visit one household where they interview an adult and an adolescent, then they would skip the next household before going to the third one.

The Mali consultant noted that ideas of *poverty* and *wealth* are very relative in the Mali communities because the main factor that dissociates the level of ownership within them is the quantity of grain harvested by one household as compared to another and this can change from year to year. Therefore, it was difficult to divide the target communities into two groups based on the criterion of wealth given the timeframe allocated for the field data collection.

The presence of the gold mines close to the communities in Mali has affected the availability of the respondents who were at the mines at the time of the consultants' visits causing most of the interviews to be held at night, prolonging the fieldwork period.

In **Pakistan**, targets were also set to ensure a spread of schooling types, for the following groups: state school girls, NFE girls and AFC boys. The Pakistan data excluded certain questions on SRHR due to cultural sensitivities.

In **Sierra Leone** - the social mapping was old and it was difficult to identify the poor and poorer households based on the mapping. The two communities selected were now almost cosmopolitan communities.

In **Rwanda**, the Musagara Social map was available from the Baseline, while the Rwanda team created the social map for Ryabihura with community. For both communities, a random walk sampling method was used, with enumerators visiting every other household from a number of random start points.

The **Zimbabwe** consultants were able to use the social mapping information available from the baseline and MTE.

Questionnaire design

The surveys used at the Y3FR were very similar to those used at the MTE and the baseline. However, there were amendments made to simplify the routing and to shorten the survey at the MTE that affected the comparability of data. In particular, the household schooling history was significantly amended in the adult survey at the MTE to exclude any household members not aged 10-19, other than the significant adult. That section and the schooling section of the adolescent survey were also changed at the MTE to resolve routing errors and structural inconsistencies apparent at the baseline.

The Y3FR survey is identical to the MTE, except for the removal of the questions used to assess the wealth of households and the amendment of questions about knowledge of Plan/Plan partners. The main reasons for the changes were to shorten the survey and to re-focus the question about Plan/Plan partners to be related to recognition rather than knowledge.

Qualitative Method – Focus group discussions and key informant interviews

Focus group research and key informant interviews were conducted with a sample of the target population; enumerators used random selection with quotas for adult males, adult females, adolescent males, adolescent females, and teachers. As each country had specific combinations of

interventions and implementing partners' unique approach to activities, the qualitative research differed from country to country and even in some cases, within countries.

To facilitate qualitative research with such an array of interventions, a set of modules (which differed for adolescents, teachers and parents) were combined in whatever variety fit the interventions of the sampled community. A 'core module' was prepared for use in all communities, since the themes covered were cross-cutting and broadly related to the programme as a whole.

The questions on the interview guides were designed specifically to measure a) perceptions; b) knowledge; c) actions and within all that, d) change, specifically as it relates to e) Plan/partner activities in the area. This approach was most suitable for the Y3FR, as certain activities ought to be known about and having some affect thus far. This served to both assist in evaluating the progress of activities, and to also help Plan to further refine project activities.

The tools were designed to be easily used by CO and data collectors; also, critically, their format and data entry processes greatly facilitated analysis, as they were grouped according to certain themes as it related to the Theory of Change and logframe (see following section for detailed explanations of the tools). At the country level, these tools enable a rich look into the issues being pursued in the survey research, and also enable us to see unexpected data.

Qualitative research was conducted in the same two communities that had been selected for quantitative research – two per country. In each community, nine focus group discussions were conducted with:

- Adolescent girls (whose age matched those within that country's target age group) x 3
- Adolescent boys (whose age matched those within that country's target age group) x 3
- Female parents
- Male parents
- Teachers (ideally with a 50-50 split of males and females)

*In Zimbabwe, only 4 FGDs with adolescents were conducted per community, since they had fewer number of modules in total and could thus be covered in full, with just 2 groups.

Also, a minimum of three key informant interviews were conducted with a specific selection of individuals depending on the country's context. These names were provided by the country office prior to the team entering the field, and interviews were pre-arranged to ensure that these individuals were available at the time of data collection.

Selection of participants for FGDs

Selection of participants for each focus group required random sampling with quotas as per above. Therefore, to prepare for the group, the CO consultant obtained lists of relevant persons in the community who fit the above descriptions. For example, if we required one group of adolescent girls who had received scholarships, and another group who had not received scholarships, then the CO consultant acquired lists of each as a first step. Then, six to eight were chosen at random¹. In some cases, however, where lists were not available, participants chosen with the assistance of local contacts, who were instructed specifically to select a representative sample of people in the community, who 'best showed the variety' there. If the CO consultant felt that selection was biased,

¹ CO counted the total number of people on the list,

2. CO divided that number by 8; that number became 'n'

3. With eyes closed, CO shuffled through the pages and then place a finger down somewhere on the page. This became the 'start'. The first name pointed to was included on the list of participants. Then, the CO counted down 'n' times to the next name; that became the second participant. This process continued in this way until there were 8 names on the list.

then he/she requested replacements. We will see on the FGD/KII participant characteristics table that for the most part, we seem to have a broad representation within each FGD.

The CO consultant then determined whether or not these individuals would be available and willing to take part in the focus group during the arranged time. If they were not, and the times were not flexible, then another individual was randomly selected using the same process as above. In cases fewer than 8 were available after repeated attempts to find more, it was determined that this was sufficient. It was not expected that there would be lists of parents available; therefore, the CO conducted the random selection (as above) using lists of children enrolled in school; if they were chosen, then the CO approached the caregiver (alternating with M/F throughout the selection but ensuring that no two were from the same family) to sit for the focus group. Finally, for teachers, random selection was employed when possible, ensuring an equal balance of M/F. In cases where it was impossible to get an equal balance, or in Mali even to find any female teachers in the villages at all, so in most cases it was determined that this was satisfactory as long as at least one female was represented and the facilitator made very sure that she felt comfortable participating.

Qualitative tools and methodology/procedure

Key informant interviews were conducted one-on-one, with the facilitator taking notes, in a private location. The key informant interview guide was specific to that particular person and country. Each question was open-ended, but there were areas where the facilitator/note-taker was required to 'code' the response type in addition to taking thorough notes.

Each **focus group** was conducted by one facilitator, and two note-takers. An audio recorder was used for back-up, but not as a replacement for note-takers, who were required to record everything they heard and also note the things that happened during the conversation (i.e. disagreement, laughter, embarrassment, etc.). The focus group discussions were divided into modules, each of which had a particular theme and line of questioning. Not all countries used the combination of modules; instead they were oriented towards the particular interventions. All countries used the first module (perceptions on the importance of education), as this gave a good insight into broad themes and those applicable to every country.

Focus groups lasted around two hours, though in some cases country teams reported that they took longer, and in order to not keep participants too long, cut the FGD short. As a guide, each module had a time limit indicated on the interview guides, so facilitators and note-takers could make sure they addressed every question. (see e-annex for complete field manuals provided to the CO consultants). In focus group discussions, there were two types of question within the modules:

- **Close-ended blind voting questions:** In these questions, the enumerator posed a question to the group, who was instructed to put their heads down/hands up to vote for specific answers. As they voted, the enumerator or the note-taker recorded the tally of responses on a (prepared) flip chart for the whole group to see (this was done for all questions except those in adolescent groups related to specific instances of abuse). At the same time, the note-taker recorded the answers on his/her notes. Once all participants could see the variety of response, the enumerator pointed to each answer and asked for any volunteers to explain why they gave that response. They did not force people to respond, as the reason for blind voting was to allow anonymity. However, they did give everyone a chance to respond and encouraged conversation among the group. When the conversation was finishing and/or everyone had responded, the enumerator continued with follow up questions. The benefit of blind voting was not just for confidentiality, but also because it ensured that respondents were not answering based only on what they thought was the 'normal' answer based on what their colleagues were saying.

- **Open-ended questions:** In these questions, the enumerator simply brought up a subject through a question, and allowed the group to go right into discussion. In some modules they used the flip chart to help respondents visualize the conversation. Enumerators were instructed to encourage everyone in the group to give their opinion for each question. If it seemed that most people had the same ideas/opinions, to go more quickly through the conversation, they asked questions like, ‘Does anyone have a different reason’ or, ‘do all of you agree with this point? If so raise your hand.’ The point was to get a) detailed information and b) an idea as to the variety of opinions in the group. At this point, the note-taker and facilitator came to an agreement upon the relative distribution of responses, and indicated these estimates on the notes themselves (the note forms had pre-categorized response options, including a space for ‘other’ in some cases). The recorded numbers were not required to be exact (as with blind voting), but rather from-the-field estimates as to where the groups individual opinions were. Doing this greatly assisted in the data analysis. In addition to recording this information, of course, the note-taker took detailed notes on the conversation and specific opinions people expressed and why. All open ended questions also included follow up questions to ask, also indicated on each sheet.

Each question/discussion point appeared on a single piece of paper. In addition to the **main question (in bold)**, there were *instructions for the facilitator/note-taker [in italics and brackets]*, and also additional follow-up questions in plain text, which were asked whenever the discussion had not already covered these points. For each response, the note-taker noted what the person voted for or their response type (according to the categories provided), and then their detailed explanation with direct quotations. The conversations were allowed to continue until either a) everyone had spoken or b) there was not much variety in responses and everyone seemed to agree with the same point. Then, the enumerator looked to the follow-up questions to ask in case the issues had not yet been brought up naturally in the FGD.

Before moving onto the next question, the note-taker was to note the ‘**additional categorization**’ boxes on each form. By ticking any of these boxes on a question, he/she was putting a ‘flag’ to make absolutely sure that we paid attention to this important finding later during analysis in case of:

- Strong disagreement: if there was a strongly vocalized disagreement in opinion within this group in terms of the responses to the main question **in bold**, this box was ticked.
- Changed behavior: if any participants indicated that their behavior/attitudes as related to the theme of the question had significantly changed in the last three years, this box was ticked.
- Plan reference: if at any point in the conversation respondents mentioned Plan with respect to having some role in the community as it related to that subject matter, this box was ticked.

Training of local team

Training (Virtual)

Before any training began, it was important for the CO consultant and either (or both) the global or quantitative consultant to conduct a phone meeting to introduce all team members (even those not on the call), expectations for each member of the team, lines of communication, key dates for activities and deliverables, overview of methodology and trainings to occur, and to discuss any additional questions on the work.

Quantitative

The training at the MTE stage was challenging, due to the limited time available for the training and also the poor quality of Skype connections. In some of the training, the sound and connection quality was so poor that the Skype training was abandoned in favour of Skype messaging and emails. To

address this issue, the training materials for the quantitative survey included an audio accompaniment and videos of screenshots, to the main documentation. The audio training talked CO consultants through each survey tool – the survey manual, the adult survey and the adolescent survey. A separate audio tool was developed for the Savings Group survey.

This audio file was to be listened , and videos watched by CO consultants before the Skype training and then used in developing their own training. A phone call was arranged between the quantitative consultant and the CO to discuss any questions after the audio training had been completed by the CO.

Qualitative

Because of the complexity behind qualitative research and analysis, virtual training of the CO consultant on the qualitative tools included a variety of components that could not be fully covered in only one meeting.

Phase 1 – Field research

The first phase of training was on the qualitative methodology and tools themselves. The CO consultant was provided with a written explanation for the broad methodology; detailed information on the process for asking every question; detailed explanation regarding what we hope to learn from each question. The CO consultant was also given the tools themselves, which were to be printed in the country and actually used in the field. Having hard copies of these tools, and having reviewed all documents, was necessary for the interactive component of the training. The CO consultant was also given a collection of training videos with screen shots, presentation slides, and audio, that demonstrated how each question was supposed to be asked, how blind voting would work, and how flip charts were supposed to be used, in addition to thorough explanation of what each question was intending to measure. These videos included mock questions/answers from facilitator/respondent, to give the CO an idea as to what the facilitator should do in certain situations. Also on these videos were examples of what good notes were to look like, as per the mock question/response that is occurring. These training videos helped the CO consultant review as much as needed the procedure for FGDs and KIIs. This was important, since the CO trained the field teams, and assuming the field teams did not speak English, these videos would not have been helpful for data collectors. Following review of the training videos, another phone call was held during which first, clarification questions were asked and then, a period of mock FGD/KII between the CO consultant and global consultant. Only when the CO consultant clearly demonstrated understanding of the process itself, and also the content of the questions, was he/she given the go-ahead to begin training his/her own field staff.

Phase 2 – Data entry and analysis

This phase of training took place on a later date, in most cases after data collection had occurred. Training on the database began with screen recordings and audio of the database itself, and examples of field transcripts that the CO would have collected from the field. These videos showed the CO consultant how to enter data from field transcripts onto the qualitative master sheet, and also how to navigate the various summary data tabs / analysis tabs on the database.

Also in the video, and supplemented with a document explaining it as well, was more detailed guidance (see e-annex for training manual and videos) on how to use the master sheet and summary sheets to begin qualitative analysis. Along with this instruction on data analysis, there was a template for the country report, to show where certain information could be entered, and where it could be found within the database. After the initial training, the CO Consultant was asked to complete a few section of the database, along with the preliminary analysis, and send to the global consultant for guidance and approval to continue.

Training (Field)

In all countries, time allowed for a pilot to be conducted in a rural area (non-intervention) in order for all data collectors and CO consultants to practice all tools. The entire field process was conducted – random selection for survey (though it was appropriate for each data collector to practice with only five respondents), mapping/targeted selection for FGDs and KIIs, six full FGDs and three KIIs. Also, samples of questionnaires (at least one each for adult and adolescent) were sent to the quantitative consultant for review; samples of field forms from at least one FGD were sent to the global consultant. Where possible, the field teams practiced data entry with these field forms (Pakistan); in most other cases though, field forms were scanned and emailed, or were photographed using mobile phones and sent using WhatsApp. In case there were any problems with the quantitative and/or qualitative, then the consultants had a phone conversation to go over the problems, and the testing would be conducted again until it was approved by the global and quantitative consultants. While this delayed the start of fieldwork for all teams, it proved to be critical in ensuring that the data collected was of good quality, as many problems were recognized and corrected as a result of the piloting.

Data maintenance and QA

Quantitative

Maintaining quality in any survey is challenging, with a need to balance what is desirable (complete control over every stage of data collection, input and analysis) and what is achievable (effective delegation, good processes for checking, progress reporting that is not too onerous). Across nine countries, it is difficult to maintain on-going feedback and quality control and the experience of the MTE suggested the need for some more formal processes and tools.

Survey implementation in country

At the MTE, the flow of information from the CO regarding the timing of their fieldwork, their sample communities and sampling approach was inconsistent. For this reason, a survey implementation document was developed for each CO to use in Y3FR. As soon as the CO consultant was appointed, the CO was expected to email the completed survey implementation document to the Lead Quantitative Consultant.

Sampling

The sample design for the Y3FR was closely matched to the MTE: a target of 200 respondents in each country (100 adults and 100 adolescents) was to be interviewed, with 50 adults and 50 adolescents interviewed in each community. There was a further quota to be met to ensure that half the interviewees in each community are male and half female. As far as possible, we maintained control over the randomness of the sample community selection. This ensured that COs could not, whether consciously or subconsciously, ‘cherry-pick’ the communities where they might have believed they had more/better impact. The survey implementation tool requested details of the sample community and the proposed sample method.

Ideally, the sample approach was to use the Social Mapping outputs developed at the baseline, to ensure consistency. However, at the MTE there were a number of countries that no longer had access to the Social Mapping or for whom there was a need to select an alternative community for whom a Social Map was not available. Where this was the case, the survey implementation tool requested details of the sampling approach. Where this diverged from the Social Map, the QDC liaised with Plan UK to ensure that the proposed sample approach met their requirements.

Interviewer/enumerator quality control

In some of the countries at the baseline and the MTE, the quota of respondents did not match the target of 50 male and female adults and 50 male and female adolescents. To improve data quality in Y3FR, we designed an interviewing progress sheet to be completed and returned by each consultant

to the LQC each week. This highlighted issues and enabled Plan to decide on where remedial action was needed. In addition to the progress report, the CO consultant was required to email/Skype message/call during the first day of interviewing to report on the activities of the day and highlight any issues or concerns. Then, additional follow-up calls were planned at least once per week.

Data entry quality control

At the MTE stage, it emerged that response patterns in some of the attitudinal grids suggested that responses had been transposed (i.e. using codes 1 to 5 rather than codes 5 to 1) in some questions. These were highlighted in the MTE report and in additional technical annexes/papers. As noted above, some of these issues related to translation changing the meaning of the question at the MTE. Adequate time for translation and the checking procedure outlined above resolved this. However, we also added quality control checks to the data entry stage.

The person inputting the data in each country was required to send photos of a selected page from a random sample of 10 surveys. This allowed the LQC to check the Epidata against the original surveys as a quality control measure. If errors were found, the CO consultant was required to re-enter all of the data. This was to occur one time during each week of data collection; it was to be compared only when data had been entered, but having a selection of one questionnaire per week also served as an ongoing QA for the forms being filled out correctly as the field work was ongoing.

Data cleaning and trouble-shooting

We also conducted checks of the data when running the descriptive statistics to ensure that response patterns of these questions made sense. Where they did not, we asked the country to re-visit the Epidata to check that coding was not at fault.

Qualitative

There are a number of components of qualitative research that are at risk of being of poor quality; because of this, very close QA was provided for all field teams at the very early stages of data collection. The global consultant was available on the phone during all stages of the field pilot, and the CO was encouraged to call for clarification at any point. As explained above the data collected from the field pilot was carefully reviewed and commented on prior to launch of data collection activities. Using WhatsApp or other mobile applications that were appropriate for the country context (ie, any messaging system that allows easily sending photographs without a wireless connection in case these were not reliable), the CO consultant was, upon request, required to send photos of every page of field notes to the global consultant, for review.

In addition to reporting weekly numbers of household interviews (described above), at the end of every week of data collection, the CO consultant was also required to provide a summary of the qualitative events that occurred that week, with the following details:

- Which community
- Which group (adolescent female 1, adolescent female 2, adolescent male, adult male, adult female, teacher)
- # participants in each group

Also, the CO was asked to take a photograph of each page of notes, such that the detail could be read clearly, for his/her own records. This was important in case notes were lost or damaged in some way. Where possible, even if only at the end of data collection, the CO was to email all of these photos to the global consultant, in appropriately labelled folders for each community and FGD.

Overall

Finally, twice per week (ideally, on days that qualitative data collection had occurred), the CO consultant and global consultant connected over email, phone, or WhatsApp to discuss logistical and content-related issues that arose during survey collection, FGDs and KIIs. This served both as a

way to ensure QA, but also because such meetings were helpful for COs at the end of a day to come up with a broad 'take-away' for what they have discovered, and also so that we could troubleshoot problems from the field. The CO was encouraged to keep his/her own field notes for each day of events, which would be helpful during the analysis stage. The global consultant kept detailed notes of the topic of each correspondence, to refer to later on when looking at country-level analyses. The data collection tracking sheet also needed to be provided (as explained for each type of data collection above) to the global and quantitative consultants each week. The tracking for both types of data collection was consolidated on a single sheet.

With Mali, Zimbabwe, Cambodia, Rwanda, El Salvador and Sierra Leone, this frequent communication occurred largely as planned. There were issues with communication with Kenya and Malawi, where quality control processes were not effectively followed through as a result of, according to the CO consultants, limited cellular connectivity at the field level. Despite this, we do not have concerns with the data collected in these locations as close checks of the data were conducted when consultants were back in contact, and the data were confirmed to be collected according to all indicated procedures. Had the data not been up to the quality standards required, the field teams would have been required to re-enter the field. This was not ever necessary.

Meanwhile, the global consultant and quantitative consultant were in frequent communication with one another to report on other QA issues that may have arisen from any communication with CO consultants, so that each was aware of all activities and potential problems occurring in the field. The global consultant took the lead on logging and following up on any issues.

Ethical considerations in research

In any research that deals with vulnerable or marginalized populations, it is imperative to pay close attention to the potential to do harm through asking questions or eliciting conversation. The research team followed ethical guidelines as prescribed by the British Sociological Association and also the Child Protection Policy provided by Plan UK. The team was acutely aware of the need to obtain vocal informed consent from EVERY participant in the study; each participant was told that his/her name would not be used in any project documents without their explicit permission; pseudonyms would be used in any narratives, and that we would give a unique ID to each participant, which would be linked to their names but those names would be kept separately in a password protected document. The importance of us keeping track of their individual progress (if needed) was explained to them such that they understood its importance and could give informed consent.

If, at any point in a conversation (whether during surveys, focus groups, or interviews) it appeared that the participant no longer wanted to speak or be present, then it was imperative that the researcher a) could identify this easily and b) stop the research immediately. Enumerators were instructed that the participant should never be coerced to take part in the first place or to 'keep answering' while taking part.

Certain questions dealt with sensitive topics; therefore it was important that the researcher, while obtaining informed consent, explain the types of questions that would be asked on the survey or during the conversation, and assure the participant that a) his/her answers would remain totally anonymous (if it would be); b) that he/she could choose to not answer a question; c) he/she could stop the interview at any point without question. It was also important that only females conduct interviews with adolescent girls, or that females were available at any time to conduct interviews with older females if requested. All indications are that this procedure was followed through by each of the field teams, as CO consultants reported it as such.

Part of the child protection policy was for data collectors and CO staff while in the field to report child protection issues. Protocols were developed for each country office, and were shared as part of training activities. During weekly check-in calls, the global and quantitative consultants asked whether any child protection issues came up and if so, how they were dealt with. If they were not being dealt with appropriately, relevant Plan staff were notified immediately. Such an incidence occurred in Cambodia where it was followed up effectively. No other incidents were reported.

Country-level data analysis

CO Consultants were required to prepare their own country report based on the data that they collected, with the assistance of the global and quantitative consultants. They were provided with a detailed outline of the report; also, the quantitative consultant conducted all the data analysis, and provided user-friendly descriptive tables of each question, at each wave. The global consultant reviewed field notes and draft analyses, provided detailed guidance and recommendations going forward. In all countries, at least three draft reports were submitted to the global consultant for clarity of expression, verifying analyses and accurate reporting of data, structure/flow, and most importantly, the overall strength in its critical analysis of the programme. In many cases, most of these items were lacking; combined with the need for quality in these reports in order to benefit country offices, the review process resulted in, for every CO consultant, extensive commenting and revisions, and at times requests for re-drafting of entire chapters. Upon the global consultant's approval, the draft was sent to UKNO and CO for higher-level review. Only when UKNO, the global consultant and the CO signed off on the document was the CO consultant released. Because of the need for multiple redrafts, and persistent problems with CO consultants meeting agreed-upon deadlines, the review process was significantly lengthened. One month after the original milestone date, and at the time of writing the global report, only 2 of 9 final reports have been submitted. However, the qualitative and quantitative raw data were collected prior to CO consultant's beginning the writing of the report, so analysis using this raw data was made possible despite not having complete reports, or in case reports were not especially useful.

The following items were focused upon in the country reports such that [ideally] the CO, UKNO and the global consultant would have a concise and analytical piece to refer to in considering the relative success of the PPA in each country.

Quantitative

The key elements of the country-level and global data analysis were:

1. The provision of accessible, descriptive statistics for the Country Offices
2. Global analysis of the log-frame outcome indicators
3. Comparison with the baseline to examine the changes in attitudes, behaviours and experiences observed so far
4. Analysis by country and gender to explore differences
5. Analysis of the global data to examine the impact/contribution of work in different 'thematic areas'. A draft version of these thematic areas is shown in the e-annex.

In some cases, EMIS data was referred to in reporting on certain indicators like enrolment, retention, attendance and exam scores.

Qualitative

Country-level Analysis

Country teams were provided with detailed guidance on conducting qualitative analysis (see e-annex for manuals) in order to ensure that they, as objectively as possible, analysed their data with an eye toward the effects of the program and key outcome indicators. Databases were provided for each module, which provided summary tables based upon the coding of each 'response type' for each question, and linked each question with the Theory of Change and also certain Specific Outcomes in

the logframe. Templates were provided in each database into which CO consultants were to import key quotations and write basic summaries based on the notes for each question. In the summary tables, certain items were flagged using conditional formatting, to ensure the CO consultant paid attention to at a minimum:

- Differences between groups (adult males, adult females, adolescent males, adolescent females, teachers, community leaders) attitudes and practices, within a single community
- Differences between communities' attitudes and practices, within the country
- Areas where attitudes and practices are 'far off' from what the intervention is trying to achieve
- Areas where attitudes and practices are 'on or close to target' for what the intervention is trying to achieve
- Areas where there has been an expressed change in attitude or practice, within a single group
- Conversation points that were strongly debated, indicating important differences of opinion within a group
- Areas where Plan activities were specifically mentioned.

Global-level Analysis

The global analysis had the same procedure for that provided in the country-level analysis; however, of course, the scale was much larger and broader country-level themes were explored. The global analysis referred to both the raw data and also to individual country reports. It was intended that the global consultant would be able to utilize these reports as the main source of information in preparing the global report; however, the quality of reports was such that it became necessary in most cases to refer back to the raw data, which were provided by each country team in the qualitative database. In preparing the global report, the global consultant referred back to these country reports in order to ensure that findings were consistent and also to ensure nothing additional was missed. Where inconsistencies between analyses occurred, it has been noted.

When all qualitative data was inputted into each country's database and sent to the global consultant, it was all imported into a master database that enabled intra-country and cross-country comparisons, with respect to logframe indicators, and TOC goals. The database included variables related to specific features of that particular country/community, to enable disaggregation of certain data/findings based on those features. Key features to acknowledge included a) type(s) of intervention; b) duration of interventions; c) implementing partners involved; d) relative socioeconomic status of the participants. Then, the data was analysed thematically, to show trends, outliers, where change did/did not occur, explanations for change (specifically as related to project activities), and any new issues that arose that can inform future Plan activities.

Similarly, the quantitative data was analysed according to similar criteria, and presented thematically. The quantitative consultant provided relevant cross-tabulations that a) report on key logframe indicators disaggregated at a minimum by country and gender; b) report on unexpected findings; c) report on difficult-to-explain findings; d) provide data on the TOC goals. These figures are presented thematically in the report, and qualitative data will supplement the findings.

Limitations

Research design limitations

One critical limitation on the survey methodology was the sample design. The samples at the MTE and the Y3FR stage were drawn from two of the four communities sampled at the baseline stage. This means that the sample pool in some or all of the nine countries at MTE and Y3FR could vary

significantly from that at the baseline if the two selected communities are significantly different in character from the two not selected. The possible impact of this design is considered below, where differences between waves and outlying values between the baseline, MTE and Y3FR on the logframe indicators are explored.

Country reports note the short-comings on the survey design. The sample size of the quantitative part of the evaluation was relatively small, which limited the possibility of generalizing the results. This also limits the possibility to effectively compare findings from the baseline, midterm evaluation and the year 3 evaluations.

In addition, the sampling strategy that was used (i.e. replacing households when the sampled household was unavailable or ineligible) meant that the results of this study only represents the views of respondents that were available for an interview at the time of the field work (e.g. households that often migrate for work had a lower probability of being included in the sample than households residing in the village for most of the year). This was noted as a particular issue in Cambodia. Detailed explanations of the implications of this limitation for each country are provided below.

In **Cambodia**, the majority of respondents were attending primary school at the time of the study (75% of males and 60% of females). As most PPA2 programme activities in Cambodia were conducted in lower secondary schools, so respondents might have never participated in these activities.

In **El Salvador**, it was noted that the gender composition of the samples of adults and adolescents were similar to the baseline, but different from the mid-term evaluation where adult women were overrepresented (87%) and adolescent males under-represented (39%). This meant that most of the comparisons were made between the results in the baseline and those in the Final Evaluation.

In **Malawi**, the consultant noted the difficulties in comparing data across different samples of communities and the small sample size, with efforts made to account for any 'odd' findings in the quantitative data by triangulating with qualitative data; checking back on background characteristics of respondents, as well as making reference to national trends and what research has already established.

The **Rwandan** team (among others) highlighted the challenges posed by the study design, with the different communities interviewed at the baseline, MTE and Y3FR causing comparability issues. They also expressed reservations about the robustness of the sampling methodology, which might lead to biases in household selection. The team also noted that the small sample sizes limited the level of disaggregation possible at the country level. In Rwanda, there was also a disparity between the communities selected for the survey and qualitative fieldwork and those where the schools are involved in PPA activities.

In **Zimbabwe**, it was also noted that without a control it is difficult to estimate the contribution of PPA2's activities to changes in enrolment and pass rates. Contribution is therefore based on the achievement of results in the lower level of the anticipated results chain including changes in knowledge and attitudes to determine a plausible link and contribution to changes in enrolment for girls. Contribution was also based on perceptions of attribution by respondent in qualitative interviews.

Where sample sizes were judged too small to make conclusions, the Zimbabwe team used secondary data from annual reports, EMIS and other sources of data, as well as the results of the

qualitative interviews for the project to provide comparison and validation of the findings from the two communities.

Two other important design factors are that (1) the surveys involve different households at different waves of the survey and (2) there is no comparator group. A longitudinal survey design would have enabled the study to assess changes in experiences and attitudes across time within the same households. Establishing a 'control' group, with characteristics closely matched to the intervention communities, would allow the analysis to control for external factors (economic decline, conflict, etc).

Data quality concerns

As mentioned above, QA was conducted on all data, both quantitative and qualitative, to ensure that questionnaires were properly administered, that FGD/KIIs were appropriately conducted, and from there, that data was accurately entered. We are confident that at the field level, the data collected was conducted according to stated guidelines, and also that the data entered is accurate. In some cases, data needed to be re-entered as QA checks demonstrated inconsistencies. For example in the quantitative data in Mali, Sierra Leone, Malawi and Kenya, certain data were improperly coded and/or values were inverted. Whenever this occurred, the CO consultant was asked to check the hard copies and re-enter. In the qualitative, in some cases notes were entered in incorrect cells (ie they did not correspond with the group that actually had the quotation). If any inconsistencies were noted, the CO consultant was asked to double check all notes against hard copies to ensure that quotations were accurately attributed. In other cases FGD notes from an entire group were missing and were never provided (Malawi). However, all notes that were used in the analysis were confirmed to be accurately attributed. As such we have no data quality concerns for Y3FR.

Reporting concerns

As explained above, reports were of varying quality, and in many cases were characterised by poor or inaccurate reporting of data, or limited and/or clearly biased analyses. As such, it was necessary for the global consultant to refer instead to the raw data in completing the analysis, and then referring back to the country reports to note where there are any inconsistencies in analysis, but also to export any additional qualitative data that may not have been provided in the raw data sets.

Annex 2 – Rwanda profile

This Annex shows a detailed profile of Rwandan girls, who appear to have more negative views on a number of issues. Differences highlighted in pink show that at the Y3FR, a third of Rwandan girls were Muslim and 22% lived with a related guardian rather than their parents, who were absent but not more likely to be deceased than was the case at the MTE. Girls at the Y3FR were more likely to name their mother **or** father rather than both parents as having paid their school fees. Girls at the Y3FR were also far more likely to not currently be in school, having dropped out of education before finishing secondary school. This suggests that the Rwandan girls interviewed at the Y3FR are systematically different from those interviewed at the MTE and appear to be possibly economic migrants or possibly refugees from displaced or separated families. This may be due to availability bias, as these households may have been more available/accessible during the fieldwork period. The results for Rwanda at the Y3FR should be interpreted with this in mind.

Table ii: Sex of the HH Head

	Y3FR (n)	Y3FR %	MTE (n)	MTE %
Male	33	67%	35	70%
Female	16	33%	15	30%
Total	49	100%	50	100%

Table jj: Religion

	Y3FR (n)	Y3FR %	MTE (n)	MTE %
Muslim	16	33%	1	2%
Christian – other	28	57%	46	92%
Hindu	1	2%	0	0%
Animist / Traditional	1	2%	0	0%
Buddhism	1	2%	0	0%
Other	2	4%	3	6%
Total	49	100%	50	100%

Table kk: Whom do you live with?

	Y3FR (n)	Y3FR %	MTE (n)	MTE %
Mother	8	16%	9	18%
Both parents	28	57%	35	70%
Related Guardian	11	22%	4	8%
Non-related Guardian	1	2%	1	2%
Others	1	2%	1	2%
Total	49	100%	50	100%

Table ll: Are both parents alive?

	Y3FR (n)	Y3FR %	MTE (n)	MTE %
Father deceased	8	16%	7	14%
Both deceased	3	6%	4	8%
Both alive	38	78%	39	78%
Total	49	100%	50	100%

Table mm: Who paid for your school fees?

	Y3FR (n)	Y3FR %	MTE (n)	MTE %
Mother	12	24%	7	15%
Father	9	18%	2	4%
Both parents	13	27%	31	66%
Related Guardian	4	8%	2	4%
NGO	4	8%	4	9%
There is no fee to pay	4	8%	1	2%
Others	3	6		
Total	49	100	47	100.0

Table nn: Final school status grouped

	Y3FR (n)	Y3FR %	MTE (n)	MTE %
Never enrolled	0	0%	2	4%
Dropped out before finishing secondary	24	49%	3	6%
In school	25	51%	45	90%
Total	49	100	50	100

Table oo: Respondent's current age

Y3FR			MTE		
N	Valid	49	N	Valid	50
	Missing	0		Missing	0
Mean		14.04	Mean		13.76
Median		14.00	Median		13.00
Minimum		10	Minimum		10
Maximum		19	Maximum		18

Annex 3 – Additional Quantitative Data

Background Data

Table pp: Child marriage in targeted countries; as reported by Unicef

	Child marriage (%) 2002-2012*, married by 15	Child marriage (%) 2002-2012*, married by 18
Cambodia	2.8	18
El Salvador	5	25.4
Kenya	6.2	26.4
Malawi	11.7	49.6
Mali	14.5	55
Pakistan	6.7	24
Rwanda	0.8	8.1
Sierra Leone	17.7	43.7
Zimbabwe	3.9	30.5

Respondent characteristics

Table qq: Age profile of adolescents interviewed (by community)

Country	Age group	Male		Female	
		n	%	n	%
Cambodia	10-14	33	66%	28	56%
	15-19	17	34%	22	44%
El Salvador	10-14	35	64%	34	64%
	15-19	20	36%	19	36%
Kenya	10-14	25	50%	32	64%
	15-19	25	50%	18	36%
Malawi	10-14	22	48%	35	59%
	15-19	24	52%	24	41%
Mali	10-14	16	32%	21	42%
	15-19	34	68%	29	58%
Pakistan	10-14	24	48%	19	38%
	15-19	26	52%	31	62%
Sierra Leone	10-14	23	46%	32	64%
	15-19	27	54%	18	36%
Rwanda	10-14	28	53%	28	53%
	15-19	25	47%	25	47%
Zimbabwe	10-14	19	38%	21	36%
	15-19	31	62%	37	64%
Total	10-14	225	50%	250	53%
	15-19	229	50%	219	47%

Figure 23: % of adolescents that have been married, by community, Y3FR, MTE and baseline

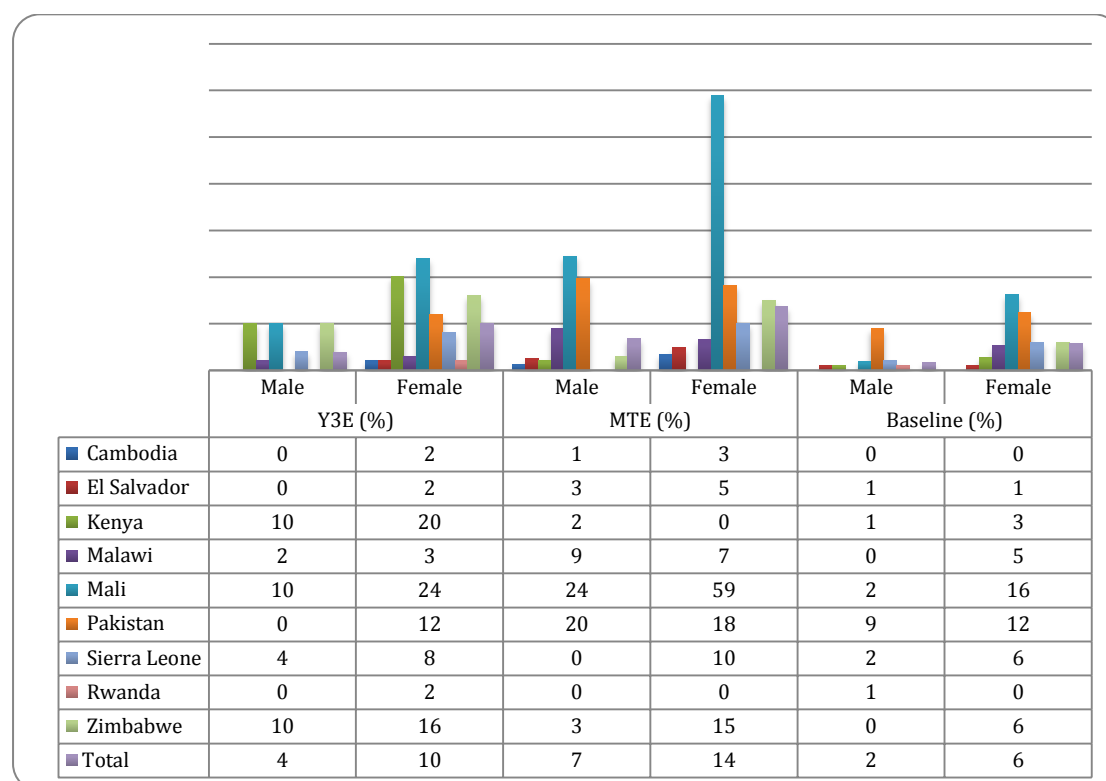


Table rr: % of household members aged 10-14 years old never enrolled in school

	Y3FR		MTE		Baseline	
	Age 10-14		Age 10-14		Age 10-14	
	Male	Female	Male	Female	Male	Female
Cambodia	5%	0%	1%	1%	4%	6%
El Salvador	0%	0%	0%	1%	9%	7%
Kenya	0%	0%	0%	2%	6%	4%
Malawi	0%	0%	0%	0%	1%	1%
Mali	26%	18%	38%	45%	27%	38%
Pakistan	7%	13%	0%	6%	27%	22%
Sierra Leone	0%	6%	6%	6%	0%	1%
Rwanda	2%	3%	2%	0%	5%	3%
Zimbabwe	3%	1%	2%	2%	9%	6%

Table ss: % of household members aged 15-19 years old never enrolled in school

	Y3FR		MTE		Baseline	
	Age 15-19		Age 15-19		Age 15-19	
	Male	Female	Male	Female	Male	Female
Cambodia	8%	4%	2%	4%	7%	9%
El Salvador	0%	0%	13%	6%	0%	3%
Kenya	0%	0%	0%	0%	6%	4%
Malawi	0%	0%	0%	0%	1%	1%
Mali	38%	28%	37%	42%	25%	38%
Pakistan	0%	8%	5%	9%	17%	28%
Sierra Leone	3%	9%	6%	3%	3%	9%
Rwanda	3%	4%	3%	3%	4%	3%
Zimbabwe	2%	0%	2%	2%	6%	2%

Table tt: % of household members aged 19 years old or more never enrolled in school

	Y3FR		MTE		Baseline	
	Age >19		Age >19		Age >19	
	Male	Female	Male	Female	Male	Female
Cambodia	36%	24%	34%	37%	49%	63%
El Salvador	8%	12%	27%	23%	24%	33%
Kenya	7%	10%	2%	6%	18%	34%
Malawi	9%	5%	2%	2%	10%	19%
Mali	80%	73%	76%	86%	68%	88%
Pakistan	27%	75%	40%	44%	46%	83%
Sierra Leone	56%	63%	72%	72%	48%	75%
Rwanda	13%	26%	29%	48%	29%	39%
Zimbabwe	12%	9%	20%	18%	14%	32%

Table uu: Significant adult educational attainment by country (male/female at Y3FR)

Country	Highest educational attainment	Male		Female	
		n	%	n	%
Cambodia	Dropped out before completing secondary	32	64%	38	76%
	Never enrolled	18	36%	12	24%
El Salvador	Completed secondary or beyond	0	0%	4	7%
	Dropped out before completing secondary	46	90%	46	81%
	Currently in post-primary education	1	2%	0	0%
	Never enrolled	4	8%	7	12%
Kenya	Completed secondary or beyond	6	13%	9	18%
	Dropped out before completing secondary	37	80%	36	72%
	Never enrolled	3	7%	5	10%
Malawi	Completed secondary or beyond	3	9%	4	5%
	Dropped out before completing secondary	28	82%	66	90%
	Never enrolled	3	9%	3	4%
Mali	Completed secondary or beyond	0	0%	1	2%
	Dropped out before completing secondary	10	20%	12	26%
	Never enrolled	39	80%	33	72%
Pakistan	Completed secondary or beyond	10	22%	1	2%
	Dropped out before completing secondary	22	49%	7	15%
	Never enrolled	13	29%	38	83%
Sierra Leone	Completed secondary or beyond	4	8%	1	2%
	Dropped out before completing secondary	17	34%	15	30%
	Currently in primary education	1	2%	2	4%
	Never enrolled	28	56%	32	64%
Rwanda	Completed secondary or beyond	0	0%	1	2%
	Dropped out before completing secondary	39	87%	41	72%
	Never enrolled	6	13%	15	26%
Zimbabwe	Completed secondary or beyond	17	33%	17	30%
	Dropped out before completing secondary	29	56%	34	61%
	Never enrolled	6	12%	5	9%
Total	Completed secondary or beyond	38	9%	39	9%
	Dropped out before completing secondary	276	62%	272	60%
	Currently in post-primary education	1	0%	2	0%
	Currently in primary education	1	0%	0	0%
	Never enrolled	128	29%	142	31%

Figure 24: Awareness of Plan among adolescents, by sex and country (Y3FR, MTE and baseline – adolescents)

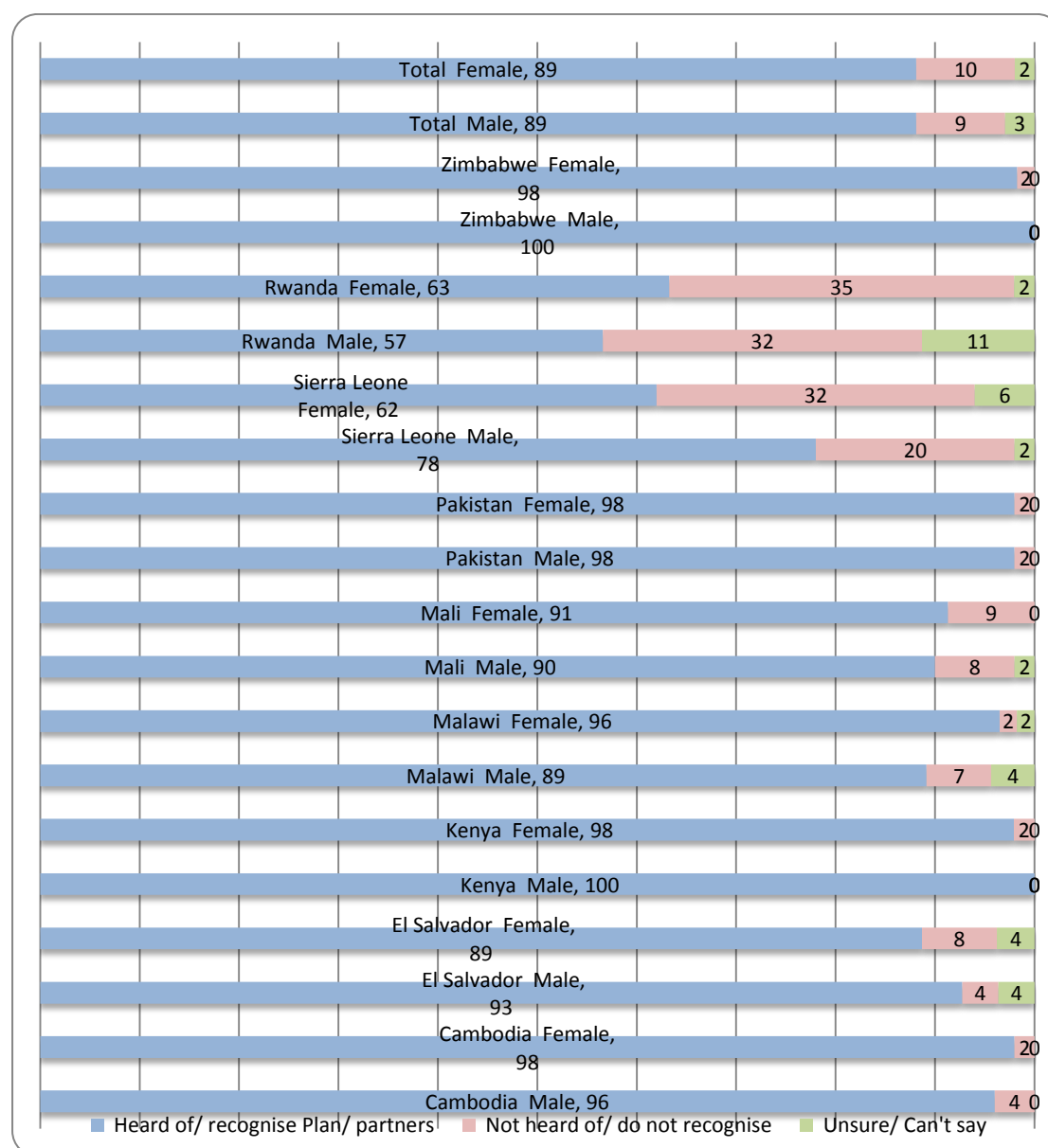


Table vv: Change in average age of drop-out, from baseline to Y3FR (all household members aged 10-19)

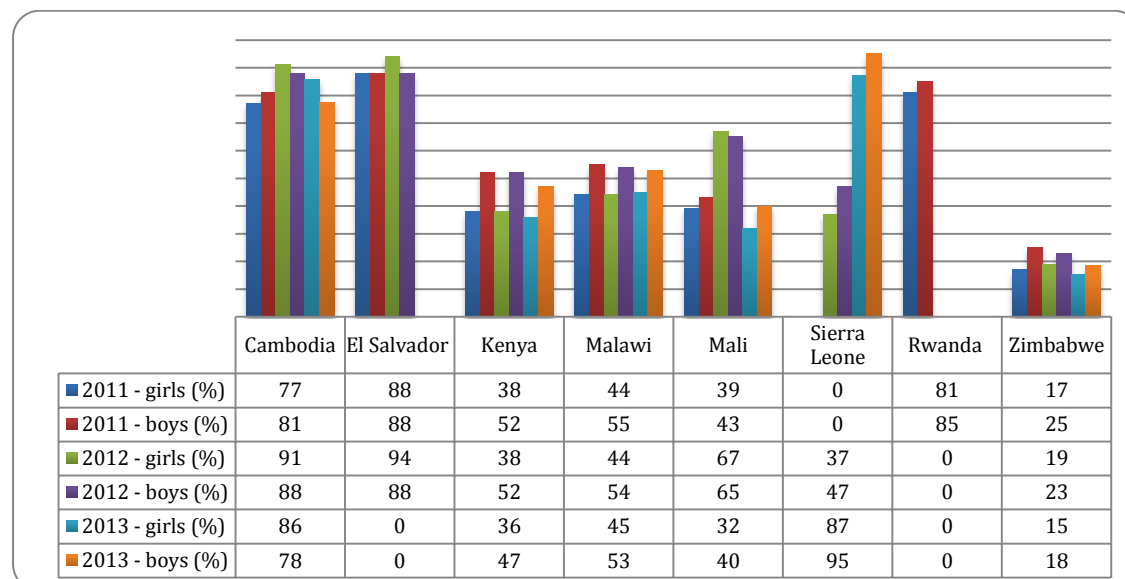
Country	Sex	Baseline	MTE	Y3FR	% change (baseline to Y3FR)
Cambodia	Male	14.4	15.1	14.9	3%
	Female	13.2	13.4	12.7	-4%
	Total	13.8	14.3	13.9	1%
El Salvador	Male	13.4	13.3	13.1	-2%
	Female	13.4	12.8	12.6	-6%
	Total	13.4	13.0	12.8	-4%
Kenya	Male	26.7	18.8	17.1	-36%
	Female	20.9	15.7	17.2	-18%
	Total	23.6	17.9	17.1	-27%
Malawi	Male	17.9	18.1	18.4	3%
	Female	15.9	15.0	15.5	-3%
	Total	16.8	16.8	17.0	1%
Mali	Male	13.7	14.8	15.4	12%

	Female	12.7	13.4	13.2	4%
	Total	13.3	14.2	14.2	7%
Pakistan	Male	12.0	14.3	13.8	15%
	Female	11.3	11.8	12.9	14%
	Total	11.6	13.6	13.7	17%
Sierra Leone	Male	16.3	18.4	15.5	-5%
	Female	14.4	15.0	15.1	5%
	Total	15.3	16.8	15.3	0%
Rwanda	Male	14.3	15.5	12.8	-10%
	Female	14.2	14.4	13.6	-5%
	Total	14.2	15.1	13.2	-7%
Zimbabwe	Male	14.4	16.1	16.5	14%
	Female	14.5	14.0	15.7	9%
	Total	14.4	15.5	16.1	12%

Exam pass rates

With available data (which one should interpret with caution since there could be changes in data collection procedures or exam systems across countries, over time), **overall at Y3FR girls pass less often than boys on national examinations**, but there are some improvements. For both boys and girls, the results on exam pass rates are quite mixed, with best results in Cambodia and Sierra Leone in 2013 and El Salvador in 2012. Mali shows lower results after a very significant improvement in 2012 (but the later data is incomplete). Sierra Leone also shows a very large improvement since 2012 while Zimbabwe shows still low levels of attainment. However, as already mentioned, the amount of missing and incomplete data across the whole EMIS data sets means data might be unreliable, and the above conclusions should be taken with caution. Also, it is important to note that exam results are normally available between 12 to 18 month after the exam. This means that most of the results we are discussing here refer to over a year ago and possibly to a cohort that got most of its education before the PPA.

Figure 25: Exam pass rates among boys and girls (pass rates at Grade 9, school-leaver*)



* Note: no global data (presumably due to lack of comparable data); Mali 2013 figure based on incomplete data

Enrolment / Retention / Dropping out

Table ww: Top five reasons for dropping out/never enrolling, adults/adolescents by country (Y3FR)

Country	Reason not enrolled/dropped out	Male (%)	Reason not enrolled/dropped out	Female (%)
Cambodia	Other	32	Other	31
	Lack of school fees	19	Work at home	17
	Had to work to support family	19	Had to work to support family	11
	School far from home	12	He/she is not interested	10
	He/she is not interested	6	Lack of school fees	8
El Salvador	Lack of school fees	60	Lack of school fees	38
	Had to work to support family	19	He/she is not interested	18
	He/she is not interested	11	School far from home	14
	School far from home	6	Parents stopped from going	9
	Illness	2	Other	6
Kenya	Lack of school fees	72	Lack of school fees	59
	Did not pass exams	6	Parents stopped from going	14
	Other	6	Got pregnant	5
	Lack of materials	3	Illness	5
	Got married	3	He/she is not interested	5
Malawi	Lack of school fees	45	Lack of school fees	53
	Got married	13	School far from home	9
	Illness	8	Got married	6
	Lack of materials	5	He/she is not interested	6
	Work at home	5	Lack of materials	6
Mali	Had to work to support family	16	Parents stopped from going	26
	Lack of school fees	15	He/she is not interested	12
	He/she is not interested	15	Work at home	10
	I don't know	15	Lack of school fees	8
	Work at home	9	Got married	8
Pakistan	Had to work to support family	26	Work at home	67
	Work at home	24	Got pregnant	11
	Other	17	Parents stopped from going	11
	He/she is not interested	10	Other	11
	Parents stopped from going	10	Lack of school fees	0
Sierra Leone	Lack of school fees	40	Lack of school fees	42
	I don't know	26	I don't know	13
	Had to work to support family	11	Other	13
	Lack of materials	9	Work at home	8
	Other	6	Parents stopped from going	8
Rwanda	Lack of school fees	39	Lack of school fees	39
	Other	14	Parents stopped from going	16
	He/she is not interested	13	Lack of materials	9
	Work at home	7	He/she is not interested	8
	Did not pass exams	7	Illness/not a good student	6
Zimbabwe	Lack of school fees	74	Lack of school fees	80
	He/she is not interested	11	He/she is not interested	10
	Parents stopped from going	7	Work at home	4
	Lack of materials	2	Parents stopped from going	4
	School far from home	2	Other	2
Global	Lack of school fees	32	Lack of school fees	38
	Had to work to support family	9	Parents stopped from going	10
	Other	8	He/she is not interested	9
	He/she is not interested	8	Work at home	8
	Work at home	5	Other	7

Source: Significant adult survey, household schooling section. Respondents were asked to select a single/main reason

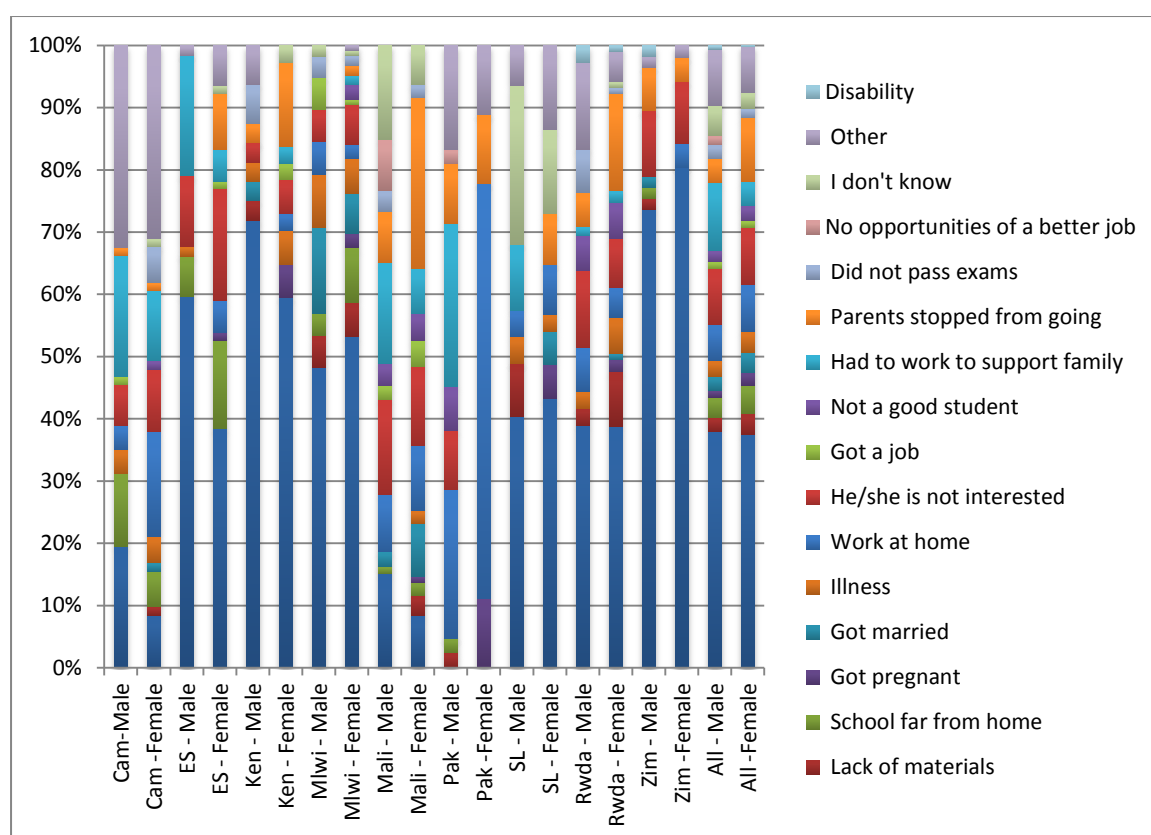
Table xx: % and number of adolescents planning to continue in school next year (Y3FR, MTE and baseline)

Country	Y3FR		MTE		Baseline	
	Male	Female	Male	Female	Male	Female
Cambodia	31	38	120	102	65	56
	91%	95%	98%	94%	93%	93%
El Salvador	47	42	35	41	76	74
	98%	95%	100%	95%	95%	86%
Kenya	49	49	45	47	85	103
	100%	98%	100%	98%	99%	99%
Malawi	41	54	51	42	69	91
	100%	100%	100%	98%	100%	100%
Mali	26	28	23	8	65	44
	96%	100%	96%	89%	88%	94%
Pakistan	26	43	26	50	55	30
	100%	86%	93%	96%	96%	94%
Sierra Leone	48	43	49	38	89	78
	100%	98%	100%	93%	97%	96%
Rwanda	29	25	41	42	75	69
	94%	100%	91%	93%	90%	88%
Zimbabwe	38	35	73	73	78	71
	97%	97%	95%	97%	96%	95%

Table yy: Reasons for drop-out from adult household schooling history (main reason, single response)

	Male	Female	Total
Lack of school fees	37.8%	37.2%	37.6%
He/she is not interested	9.7%	7.9%	8.9%
Other	9.1%	6.8%	8.1%
Parents stopped from going	5.0%	10.0%	7.3%
Had to work to support family	9.4%	4.2%	7.0%
Work at home	6.9%	6.8%	6.9%
School far from home	3.3%	4.9%	4.0%
I don't know	4.2%	3.4%	3.9%
Illness	2.8%	3.2%	3.0%
Lack of materials	2.5%	3.0%	2.7%
Got married	1.3%	4.5%	2.7%
Not a good student	2.7%	1.7%	2.2%
Did not pass exams	2.4%	1.1%	1.8%
Got pregnant		3.4%	1.5%
Got a job	1.3%	.9%	1.1%
No opportunities of a better job	1.1%	.2%	.7%
Disability	.3%	.4%	.3%
Don't know	.2%	.2%	.2%

Figure 26: Reasons for dropping out/never enrolling, adults/adolescents by country (Y3FR)



Source: Significant adult survey, household schooling section. Respondents were asked to select a single/main reason

Attitudes

To provide additional data to support analysis on practice vs. gender preference scores, we consider correlations of parent attitudes and the number of their boys v. girls in schools. It appears that even if people have positive or negative attitudes in these 'realistic' situations, this does not necessarily mean that they will act accordingly. Correlation analysis from the surveys shows this. The data from the household schooling history section of the adult survey was used to create a variable based on the share of adolescent boys and girls in school, in that household. As seen in Table zz:, of those households with boys and girls within the household, 55% had an equal proportion of boys as girls in school while 10% had no children in school. A similar proportion of households had more boys than girls in school.

Table zz: Profile of boys and girls in school within households (Y3FR)

Mix of boys and girls	n	%	% (excluding boy/girl
More boys in school than girls	68	7%	19%
No children in school	38	4%	10%
Equal numbers of boys and girls in school	199	22%	55%
More girls than boys in school	60	6%	16%
Total	365	40%	100%
No girls in household	281	30%	
No boys in household	278	30%	

Comparing this derived variable with attitudes to education and gender preference in education, there is **not** a significant correlation shown between better attitudinal scores on everyone being schooled (Tier 1) and on gender preference (Tier 2), and the likelihood to have an equal number or more girls in school (Tier 3). **In short, using this measure, positive attitudes do not appear to necessarily determine behaviour when it comes to deciding whether to send a boy or girl to**

school.² We might expect there to be more favouring of boys versus girls where scores are lower, and less favouring of boys over girls where scores are higher but this is not the case; even those with less positive attitudes to education make decisions about girls and boys similarly to those with positive attitudes. In making sense of this finding, it is important to consider what the data are telling us: a) the problem is not so much one of choosing whether to send girls vs. boys to school in the first place, but in keeping both genders there and nurturing the environment for them both to succeed, which these data do not tell us anything about; and/or b) the measure of ‘attitudes’ is not entirely reliable, in case attitudes toward girls’ education are being reported as more positive than they actually are (people saying what they think they should, based on superficial sensitisation, but where they would not necessarily act in such a way) and/or c) girls are attending school despite parents’ negative attitudes (being pushed and supported by another source).

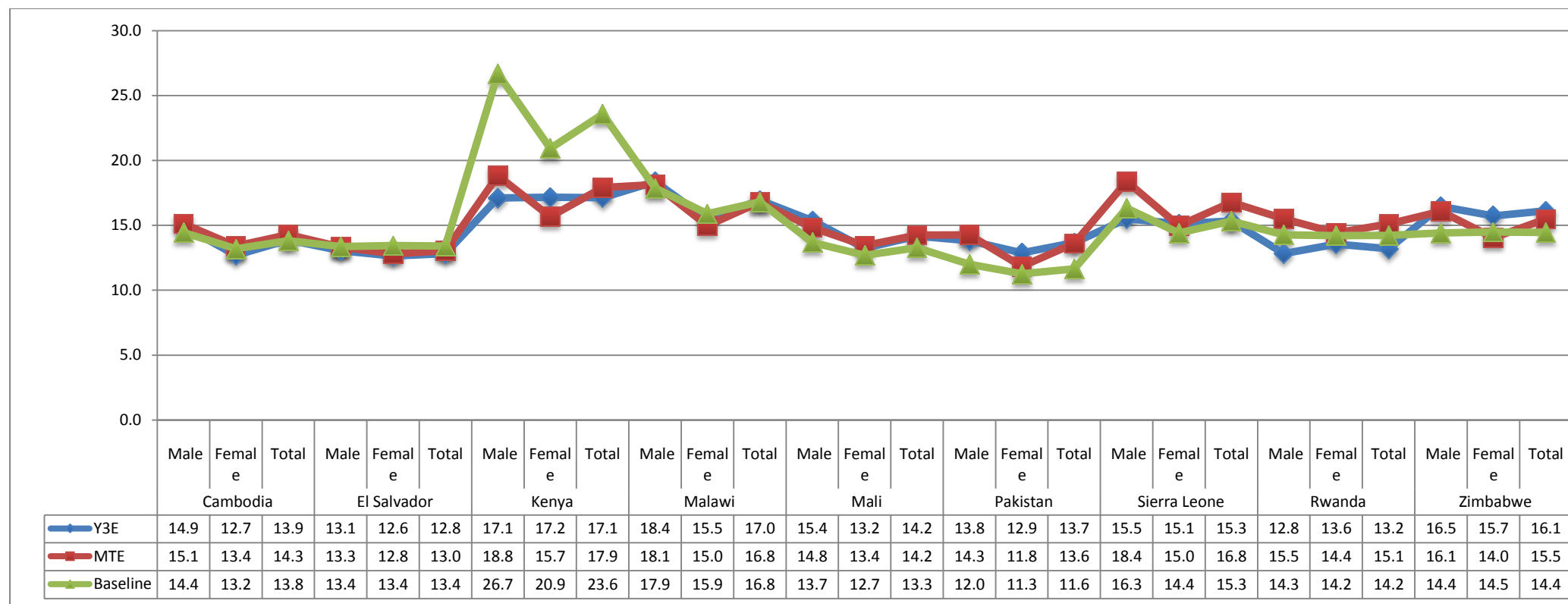
Safety

Table aaa: % agreeing that ‘teachers who hit children should lose the right to teach’ - by adult/adolescent across 3 waves

% agreeing that teachers who hit should lose right to teach						
	Y3FR		MTE		Baseline	
	Adolescents	Adults	Adolescents	Adults	Adolescents	Adults
Cambodia	31%	54%	31%	28%	45%	54%
El Salvador	58%	47%	58%	71%	85%	77%
Kenya	27%	12%	36%	20%	25%	28%
Malawi	34%	33%	16%	19%	33%	36%
Mali	7%	16%	24%	27%	42%	31%
Pakistan	35%	36%	38%	23%	74%	66%
Sierra Leone	29%	25%	11%	4%	28%	12%
Rwanda	17%	14%	34%	28%	35%	25%
Zimbabwe	11%	14%	7%	14%	13%	6%
Total	28%	28%	28%	26%	42%	37%

² This analysis is based on a comparison of boys and girls attendance. So, where there are boys and girls in a household, the split of boys and girls in education is examined. Here, we find that there is not a strong relationship between saying that education is important for all or having favourable views on gender preference and the ratio of girls to boys in school.

Figure 27: Mean age when left school, by sex and country (Y3FR, MTE and baseline)



Correlation Tables

Table bbb: Correlation – parental encouragement score and whether currently in school

		encourage Parental encouragement score - adol	V202 Currently attending school:
encourage Parental encouragement score - adol	Pearson Correlation	1	-.192**
	Sig. (2-tailed)		.000
	N	906	882
V202 Currently attending school:	Pearson Correlation	-.192**	1
	Sig. (2-tailed)	.000	
	N	882	897

** . Correlation is significant at the 0.01 level (2-tailed).

Table ccc: Correlation – educational encouragement, significant adult educational attainment, age and sex

		Encourage- OA1	Sigadult- school Significant adult educational attainment	V7 Age:	V8 Sex:
encourageOA1	Pearson Correlation	1	-.160**	-.057	.041
	Sig. (2-tailed)		.000	.088	.222
	N	901	877	901	901
sigadultschool Significant adult educational attainment	Pearson Correlation	-.160**	1	.049	.024
	Sig. (2-tailed)	.000		.138	.479
	N	877	899	899	899
V7 Respondent's Current Age:	Pearson Correlation	-.057	.049	1	-.017
	Sig. (2-tailed)	.088	.138		.596
	N	901	899	923	923
V8 Respondent's sex:	Pearson Correlation	.041	.024	-.017	1
	Sig. (2-tailed)	.222	.479	.596	
	N	901	899	923	923

** . Correlation is significant at the 0.01 level (2-tailed).

Sigadultschool – 1= Completed secondary or beyond, 2=Dropped out before completing secondary, 3=Currently in post-primary education, 4=Currently in primary education, 5=Never enrolled

Table ddd: Correlation analysis- financial barriers and number of adolescents in school

		inschool_sum Number of adolescents in school	OA3finreason Financial barrier identified for girls
inschool_sum	Pearson Correlation	1	-.206**
Number of adolescents in school	Sig. (2-tailed)		.000
	N	914	914
OA3finreason Financial barrier identified for	Pearson Correlation	-.206**	1

girls	Sig. (2-tailed)	.000	
	N	914	914

**. Correlation is significant at the 0.01 level (2-tailed).

OAFinreason - 0=no adolescent girls not attending school, 1=at least one adolescent girl not in school but no financial barrier being mentioned and 2=at least one adolescent girl not in school and mention of a financial barrier.

Table eee: Correlation analysis - financial barriers and attitudes

		OAFinreason	schoolatt Overall score - all children educated	schoolatt2 Gender preference score
OAFinreason	Pearson Correlation	1	-.091**	-.065*
Financial barrier	Sig. (2-tailed)		.006	.049
identified for girls	N	914	913	914
schoolatt Overall	Pearson Correlation	-.091**	1	.128**
score - all children	Sig. (2-tailed)	.006		.000
educated	N	913	923	923
schoolatt2 Gender	Pearson Correlation	-.065*	.128**	1
preference score	Sig. (2-tailed)	.049	.000	
	N	914	923	924

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table fff: Correlation analysis - financial barriers and attitudes

		OAFinreason	schoolatt Overall score - all children educated	schoolatt2 Gender preference score
OAFinreason	Pearson Correlation	1	-.091**	-.065*
Financial barrier	Sig. (2-tailed)		.006	.049
identified for girls	N	914	913	914
schoolatt Overall	Pearson Correlation	-.091**	1	.128**
score - all children	Sig. (2-tailed)	.006		.000
educated	N	913	923	923
schoolatt2 Gender	Pearson Correlation	-.065*	.128**	1
preference score	Sig. (2-tailed)	.049	.000	
	N	914	923	924

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table ggg: Correlation between ages of adolescent respondents, group membership and influence (Y3FR)

		numgroups Number of groups a member of	V702Y Contribute to or influence decisions in any	V7 Respondent's Current Age:
numgroups Number	Pearson Correlation	1	.336**	.149**
of groups a member	Sig. (2-tailed)		.000	.000
of	N	923	620	923
V702Y Contribute to	Pearson Correlation	.336**	1	.007
or influence decisions	Sig. (2-tailed)	.000		.862
in any group or club:	N	620	620	620
V7 Respondent's	Pearson Correlation	.149**	.007	1
Current Age:	Sig. (2-tailed)	.000	.862	
	N	923	620	923

**. Correlation is significant at the 0.01 level (2-tailed).

Table hhh: Correlation – group membership and contribution/influence

	V702Y Contribute to or influence decisions in any group or club:		
	Pearson Correlation	Sig. (2-tailed)	N
V702XA School prefect:	.199**	.000	569
V702XB Child Protection Committee:	.237**	.000	571
V702XC School Coexistence Committees	.209**	.000	571
V702XD IG groups:	.260**	.000	570
V702XE Youth organizations	.269**	.000	571
V702XF Health Committees:	.211**	.000	571
V702XG Self Help Group:	.275**	.000	571
V702XH School Management Committee:	.276**	.000	571
V702XI Community Development Committee:	.285**	.000	571
V702XJ Religious Group:	.207**	.000	571
V702XK School council/clubs:	.184**	.000	571
V702XM Sports clubs:	.021	.615	571
V702XN Drama/ theatre clubs:	.196**	.000	571
V702XO Girls Rights/ advocacy group:	.207**	.000	571
V702XP Peer/ education groups:	.231**	.000	571
V702XQ Ludoclubs	.054	.616	90
V702XL Other:	.269**	.000	520
V702Y Contribute to or influence decisions in any group or club:	1		571
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

Table iii: Correlation analysis – parental encouragement logframe indicator and sex of household head (Y3FR - adolescents)

		encourageOA1	V9 Sex of HH
encourageOA1	Pearson	1	.066*
	Sig. (2-tailed)		0.047
	N	901	900
V9 Sex of HH Head:	Pearson	.066*	1
	Sig. (2-tailed)	0.047	
	N	900	922
* Correlation is significant at the 0.05 level (2-tailed).			

Regression analysis

In a regression analysis run on the adult's scores on attitudes to education, gender and decision-making, different influences come to bear than in the adolescent models, where religion had been important.

In each regression model, the variables explored were those relating to the household and adult respondent characteristics – adult respondent age, sex, sex of the household head, educational attainment of the adult, religion and marital status and number of children in school. There is no wealth indicator so the educational attainment of the adult and number of children in school are proxies for that. See below for the full regression outputs. The explanatory power of the models is quite weak (the R squared is low at as little as 2% to no more than 20%) but the analysis does allow us to see what variables are most significant, from those tested.

In the regression of the score on it being important that everyone is educated, the only variable included in the model (using step-wise regression to remove non-significant variables) is the sex of the respondent, with women giving significantly lower scores than men. However, in the model on adult attitudes to gender preferences in schooling (where higher scores indicate the support for girls education) different variables were important. In that model, the critical variables were the religion and educational attainment of the adult respondent, with better-educated, Christian and then Muslim adult respondents more likely to give higher gender preference scores. Muslim adults gave lower scores on violence in school than others, however, while the adults with more children in school (a proxy for wealth) gave higher scores on school violence (where higher score indicate more willingness to report violence or abuse in school). The number of children in school is more influential than educational attainment in this model (though might arguably both proxy wealth).

Educational attainment is also an important predictor of scores on violence in school, with higher educational attainment associated with higher scores on reporting violence in school. Below shows the full regression analysis output for the adults.

Attitudes to gender-based violence are better (i.e. disagreement that violence against women and girls is justified) for adults with a higher level of educational attainment, older adults and adults in female-headed households. Gender based violence scores are lower where adults are Muslim or female, compared with non-Muslim adult respondents and men.

The sex of the adult respondent is also important in attitudes towards SRHR. Regression analysis on the scores on discussing sexual health matters and support for SRHR teaching in school show interesting results. In the model of the scores on adults discussing sexual health matters, Muslim respondents gave significantly lower scores, while women and those with more children in school (a proxy for wealth) gave higher scores on discussing sexual matters (when asked whether they discussed issues about puberty and marriage responses of 'sometimes' or 'always' get higher scores than 'rarely' or 'never').

For support for SHRH teaching, men gave higher scores than women on support for SRHR teaching in school and other religions gave higher scores than Muslim or Christian adults. Women, Muslims and Christian gave lower scores on supporting SHRH teaching in school (though, as we see in the analysis above, women were more likely to discuss sexual health matters themselves).

Regression - Overall score - all children educated

Table jjj: Regression Analysis - All children educated

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.162 ^a	.026	.025	11.55464

a. Predictors: (Constant), V8 Respondent's sex:

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3187.130	1	3187.130	23.872	.000 ^b
	Residual	118823.632	890	133.510		
	Total	122010.762	891			

a. Dependent Variable: schoolatt Overall score - all children educated

b. Predictors: (Constant), V8 Respondent's sex:

Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	98.930	1.247		79.350	0.000
	V8 Respondent's sex:	-3.787	.775	-.162	-4.886	.000

a. Dependent Variable: schoolatt Overall score - all children educated

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	V7 Respondent's sex:	.014 ^b	.412	.680	.014	.969
	V9 Sex of HH Head:	.054 ^b	1.438	.151	.048	.785
	V101 Marital Status:	-.047 ^b	-1.410	.159	-.047	.972
	inschool_sum	.045 ^b	1.356	.175	.045	1.000
	sigadultschool Significant adult educational attainment	-.043 ^b	-1.291	.197	-.043	.999
	muslim	.007 ^b	.197	.844	.007	.997
	christian	.011 ^b	.321	.749	.011	.994
	otherrel	-.023 ^b	-.698	.485	-.023	.999

a. Dependent Variable: schoolatt Overall score - all children educated

b. Predictors in the Model: (Constant), V8 Respondent's sex:

Regression – gender preference

Table kkk: Regression Analysis - Gender Preference

Model Summary				
Model	R	R Square	Adjusted R	Std. Error of the Estimate
1	.366 ^a	.134	.133	19.48156
2	.391 ^b	.152	.151	19.28467
3	.414 ^c	.172	.169	19.07568
4	.421 ^d	.177	.173	19.02358

a. Predictors: (Constant), christian
b. Predictors: (Constant), christian, muslim
c. Predictors: (Constant), christian, muslim, sigadultschool Significant adult educational attainment
d. Predictors: (Constant), christian, muslim, sigadultschool Significant adult educational attainment, inschool_sum

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	52385.788	1	52385.788	138.028
	Residual	338162.227	891	379.531	
	Total	390548.015	892		
2	Regression	59558.217	2	29779.108	80.073
	Residual	330989.799	890	371.899	
	Total	390548.015	892		

3	Regression	67057.163	3	22352.388	61.428	.000 ^d
	Residual	323490.852	889	363.882		
	Total	390548.015	892			
4	Regression	69183.935	4	17295.984	47.793	.000 ^e
	Residual	321364.080	888	361.896		
	Total	390548.015	892			
a. Dependent Variable: schoolatt2 Gender preference score						
b. Predictors: (Constant), christian						
c. Predictors: (Constant), christian, muslim						
d. Predictors: (Constant), christian, muslim, sigadultschool Significant adult educational attainment						
e. Predictors: (Constant), christian, muslim, sigadultschool Significant adult educational attainment, inschool_sum						
Coefficients^a						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	63.792	.926		68.920	0.000
	christian	15.319	1.304	.366	11.749	.000
2	(Constant)	57.842	1.636		35.362	.000
	christian	21.269	1.871	.509	11.366	.000
	muslim	8.671	1.975	.196	4.392	.000
3	(Constant)	64.065	2.121		30.210	.000
	christian	20.045	1.871	.479	10.716	.000
	muslim	10.888	2.013	.247	5.408	.000
	sigadultschool Significant adult educational attainment	-2.258	.498	-.157	-4.540	.000
4	(Constant)	62.317	2.234		27.891	.000
	christian	19.416	1.883	.464	10.309	.000
	muslim	10.569	2.012	.239	5.253	.000
	sigadultschool Significant adult educational attainment	-2.205	.497	-.153	-4.439	.000
	inschool_sum	1.347	.556	.075	2.424	.016
a. Dependent Variable: schoolatt2 Gender preference score						
Excluded Variables^a						
Model		Beta In	t	Sig.	Partial	Collinearity
					Correlation	Tolerance
1	V7 Respondent's Current Age:	.029 ^b	.919	.358	.031	.997
	V8 Respondent's sex:	-.053 ^b	-1.689	.092	-.057	.994
	V9 Sex of HH Head:	-.033 ^b	-1.039	.299	-.035	.985
	V101 Marital Status:	-.046 ^b	-1.464	.144	-.049	.988
	inschool_sum	.088 ^b	2.815	.005	.094	.977

	sigadulthood Significant adult educational attainment	-.112 ^b	-3.276	.001	-.109	.826
	muslim	.196 ^b	4.392	.000	.146	.476
	otherrel	-.150 ^b	-4.392	.000	-.146	.813
2	V7 Respondent's Current Age:	.024 ^c	.763	.446	.026	.996
	V8 Respondent's sex:	-.053 ^c	-1.709	.088	-.057	.994
	V9 Sex of HH Head:	-.033 ^c	-1.076	.282	-.036	.985
	V101 Marital Status:	-.035 ^c	-1.130	.259	-.038	.981
	inschool_sum	.081 ^c	2.598	.010	.087	.974
	sigadulthood Significant adult educational attainment	-.157 ^c	-4.540	.000	-.151	.777
	otherrel	. ^c				0.000
3	V7 Respondent's Current Age:	.042 ^d	1.359	.175	.046	.980
	V8 Respondent's sex:	-.043 ^d	-1.402	.161	-.047	.989
	V9 Sex of HH Head:	-.023 ^d	-.729	.466	-.024	.979
	V101 Marital Status:	-.026 ^d	-.826	.409	-.028	.977
	inschool_sum	.075 ^d	2.424	.016	.081	.972
	otherrel	. ^d				0.000
4	V7 Respondent's Current Age:	.041 ^e	1.323	.186	.044	.980
	V8 Respondent's sex:	-.043 ^e	-1.390	.165	-.047	.988
	V9 Sex of HH Head:	-.019 ^e	-.609	.543	-.020	.976
	V101 Marital Status:	-.023 ^e	-.739	.460	-.025	.975
	otherrel	. ^e				0.000
a. Dependent Variable: schoolatt2 Gender preference score b. Predictors in the Model: (Constant), christian c. Predictors in the Model: (Constant), christian, muslim d. Predictors in the Model: (Constant), christian, muslim, sigadulthood Significant adult educational attainment e. Predictors in the Model: (Constant), christian, muslim, sigadulthood Significant adult educational attainment, inschool_sum						

Regression – school-based violence (reporting)

Table III: Regression analysis - School-based violence reporting

Model Summary					
Model	R	R Square	Adjusted R	Std. Error of the	
1	.107 ^a	.011	.010	15.31673	
2	.130 ^b	.017	.015	15.28350	
a. Predictors: (Constant), muslim b. Predictors: (Constant), muslim, inschool_sum					
ANOVA ^a					
Model	Sum of	df	Mean Square	F	Sig.
1 Regression	2427.940	1	2427.940	10.349	.001 ^b

	Residual	209030.490	891	234.602		
	Total	211458.430	892			
2	Regression	3567.488	2	1783.744	7.636	.001 ^c
	Residual	207890.942	890	233.585		
	Total	211458.430	892			
a. Dependent Variable: schoolviol School violence score						
b. Predictors: (Constant), muslim						
c. Predictors: (Constant), muslim, inschool_sum						
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	65.212	.631		103.329	0.000
	muslim	-3.480	1.082	-.107	-3.217	.001
2	(Constant)	63.691	.933		68.252	0.000
	muslim	-3.309	1.082	-.102	-3.058	.002
	inschool_sum	.975	.441	.074	2.209	.027
a. Dependent Variable: schoolviol School violence score						
Excluded Variables^a						
Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
					Tolerance	
1	V7 Respondent's Current Age:	.013 ^b	.404	.686	.014	1.000
	V8 Respondent's sex:	-.024 ^b	-.724	.469	-.024	.997
	V9 Sex of HH Head:	-.035 ^b	-1.039	.299	-.035	.993
	V101 Marital Status:	.016 ^b	.475	.635	.016	.982
	inschool_sum	.074 ^b	2.209	.027	.074	.995
	sigadultschool Significant adult educational attainment	-.046 ^b	-1.243	.214	-.042	.794
	christian	-.002 ^b	-.035	.972	-.001	.476
	otherrel	.001 ^b	.035	.972	.001	.905
2	V7 Respondent's Current Age:	.012 ^c	.362	.717	.012	1.000
	V8 Respondent's sex:	-.024 ^c	-.722	.470	-.024	.997
	V9 Sex of HH Head:	-.032 ^c	-.953	.341	-.032	.991
	V101 Marital Status:	.019 ^c	.557	.577	.019	.980
	sigadultschool Significant adult educational attainment	-.041 ^c	-1.105	.270	-.037	.790
	christian	-.018 ^c	-.360	.719	-.012	.466
	otherrel	.013 ^c	.360	.719	.012	.886
a. Dependent Variable: schoolviol School violence score						
b. Predictors in the Model: (Constant), muslim						
c. Predictors in the Model: (Constant), muslim, inschool_sum						

Regression – gender-based violence

Table mmm: Regression Analysis - Gender-based violence

Model Summary						
Model	R	R Square	Adjusted R	Std. Error of the		
1	.318 ^a	.101	.100	18.62917		
2	.347 ^b	.120	.118	18.43665		
3	.374 ^c	.140	.137	18.23992		
4	.382 ^d	.146	.142	18.18835		
5	.389 ^e	.151	.147	18.14027		
6	.394 ^f	.155	.150	18.10797		
a. Predictors: (Constant), sigadulthood Significant adult educational attainment						
b. Predictors: (Constant), sigadulthood Significant adult educational attainment, muslim						
c. Predictors: (Constant), sigadulthood Significant adult educational attainment, muslim, V8 Respondent's sex:						
d. Predictors: (Constant), sigadulthood Significant adult educational attainment, muslim, V8 Respondent's sex: , V7 Respondent's Current Age:						
e. Predictors: (Constant), sigadulthood Significant adult educational attainment, muslim, V8 Respondent's sex: , V7 Respondent's Current Age: , V9 Sex of HH Head:						
f. Predictors: (Constant), sigadulthood Significant adult educational attainment, muslim, V8 Respondent's sex: , V7 Respondent's Current Age: , V9 Sex of HH Head: , inschool_sum						
ANOVA ^a						
Model		Sum of	df	Mean Square	F	Sig.
1	Regression	34702.879	1	34702.879	99.995	.000 ^b
	Residual	309217.838	891	347.046		
	Total	343920.717	892			
2	Regression	41400.910	2	20700.455	60.900	.000 ^c
	Residual	302519.807	890	339.910		
	Total	343920.717	892			
3	Regression	48154.991	3	16051.664	48.247	.000 ^d
	Residual	295765.726	889	332.695		
	Total	343920.717	892			
4	Regression	50155.961	4	12538.990	37.903	.000 ^e
	Residual	293764.756	888	330.816		
	Total	343920.717	892			
5	Regression	52036.177	5	10407.235	31.626	.000 ^f
	Residual	291884.540	887	329.069		
	Total	343920.717	892			
6	Regression	53402.725	6	8900.454	27.144	.000 ^g
	Residual	290517.992	886	327.898		
	Total	343920.717	892			
a. Dependent Variable: gbviolence Gender based violence score						
b. Predictors: (Constant), sigadulthood Significant adult educational attainment						
c. Predictors: (Constant), sigadulthood Significant adult educational attainment, muslim						
d. Predictors: (Constant), sigadulthood Significant adult educational attainment, muslim, V8 Respondent's sex:						
e. Predictors: (Constant), sigadulthood Significant adult educational attainment, muslim, V8 Respondent's sex: , V7 Respondent's Current Age:						

f. Predictors: (Constant), sigadulthood Significant adult educational attainment, muslim, V8 Respondent's sex: , V7 Respondent's Current Age: , V9 Sex of HH Head:

g. Predictors: (Constant), sigadulthood Significant adult educational attainment, muslim, V8 Respondent's sex: , V7 Respondent's Current Age: , V9 Sex of HH Head: , inschool_sum

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized	
		B	Std. Error	Beta	
1	(Constant)	94.302	1.358		69.452
	sigadulthood Significant adult educational attainment	-4.283	.428	-.318	-10.000
2	(Constant)	93.808	1.348		69.571
	sigadulthood Significant adult educational attainment	-3.323	.476	-.246	-6.984
	muslim	-6.488	1.462	-.157	-4.439
3	(Constant)	102.064	2.267		45.031
	sigadulthood Significant adult educational attainment	-3.188	.472	-.236	-6.759
	muslim	-7.008	1.451	-.169	-4.831
	V8 Respondent's sex:	-5.530	1.227	-.141	-4.506
4	(Constant)	96.450	3.212		30.024
	sigadulthood Significant adult educational attainment	-3.340	.474	-.248	-7.040
	muslim	-6.729	1.451	-.162	-4.638
	V8 Respondent's sex:	-4.963	1.245	-.126	-3.985
	V7 Respondent's Current Age:	.114	.046	.078	2.459
5	(Constant)	94.028	3.360		27.983
	sigadulthood Significant adult educational attainment	-3.385	.473	-.251	-7.149
	muslim	-6.464	1.451	-.156	-4.454
	V8 Respondent's sex:	-6.467	1.392	-.164	-4.644
	V7 Respondent's Current Age:	.114	.046	.078	2.459
	V9 Sex of HH Head:	3.858	1.614	.084	2.390
6	(Constant)	92.264	3.464		26.637
	sigadulthood Significant adult educational attainment	-3.321	.474	-.246	-7.011
	muslim	-6.360	1.450	-.154	-4.387
	V8 Respondent's sex:	-6.541	1.390	-.166	-4.704
	V7 Respondent's Current Age:	.111	.046	.076	2.405
	V9 Sex of HH Head:	3.997	1.612	.087	2.479
	inschool_sum	1.071	.525	.063	2.041

a. Dependent Variable: gbviolence Gender based violence score						
Excluded Variables ^a						
Model		Beta In	t	Sig.	Partial Correlation	Collinearity Tolerance
1	V7 Respondent's Current Age:	.110 ^b	3.466	.001	.115	.990
	V8 Respondent's sex:	-.129 ^b	-4.084	.000	-.136	.999
	V9 Sex of HH Head:	.016 ^b	.515	.607	.017	1.000
	V101 Marital Status:	.061 ^b	1.931	.054	.065	1.000
	inschool_sum	.067 ^b	2.095	.036	.070	.992
	muslim	-.157 ^b	-4.439	.000	-.147	.794
	christian	.093 ^b	2.658	.008	.089	.826
	otherrel	.057 ^b	1.798	.072	.060	1.000
2	V7 Respondent's Current Age:	.102 ^c	3.227	.001	.108	.986
	V8 Respondent's sex:	-.141 ^c	-4.506	.000	-.149	.993
	V9 Sex of HH Head:	.002 ^c	.056	.955	.002	.989
	V101 Marital Status:	.041 ^c	1.296	.195	.043	.977
	inschool_sum	.062 ^c	1.964	.050	.066	.991
	christian	-.016 ^c	-.338	.736	-.011	.466
	otherrel	.011 ^c	.338	.736	.011	.886
3	V7 Respondent's Current Age:	.078 ^d	2.459	.014	.082	.953
	V9 Sex of HH Head:	.084 ^d	2.390	.017	.080	.781
	V101 Marital Status:	.065 ^d	2.049	.041	.069	.953
	inschool_sum	.062 ^d	1.996	.046	.067	.991
	christian	-.002 ^d	-.048	.962	-.002	.464
	otherrel	.002 ^d	.048	.962	.002	.882
4	V9 Sex of HH Head:	.084 ^e	2.390	.017	.080	.781
	V101 Marital Status:	.058 ^e	1.825	.068	.061	.944
	inschool_sum	.060 ^e	1.933	.054	.065	.990
	christian	-.013 ^e	-.281	.779	-.009	.460
	otherrel	.009 ^e	.281	.779	.009	.874
5	V101 Marital Status:	.036 ^f	1.077	.282	.036	.834
	inschool_sum	.063 ^f	2.041	.042	.068	.988
	christian	-.022 ^f	-.471	.638	-.016	.457
	otherrel	.016 ^f	.471	.638	.016	.869
6	V101 Marital Status:	.038 ^g	1.127	.260	.038	.834
	christian	-.035 ^g	-.764	.445	-.026	.448
	otherrel	.026 ^g	.764	.445	.026	.852
a. Dependent Variable: gbviolence Gender based violence score						
b. Predictors in the Model: (Constant), sigadultschool Significant adult educational attainment						
c. Predictors in the Model: (Constant), sigadultschool Significant adult educational attainment, muslim						
d. Predictors in the Model: (Constant), sigadultschool Significant adult educational attainment, muslim, V8 Respondent's sex:						

e. Predictors in the Model: (Constant), sigadultschool Significant adult educational attainment, muslim, V8 Respondent's sex: , V7 Respondent's Current Age:

f. Predictors in the Model: (Constant), sigadultschool Significant adult educational attainment, muslim, V8 Respondent's sex: , V7 Respondent's Current Age: , V9 Sex of HH Head:

g. Predictors in the Model: (Constant), sigadultschool Significant adult educational attainment, muslim, V8 Respondent's sex: , V7 Respondent's Current Age: , V9 Sex of HH Head: , inschool_sum

Regression – discussing sexual health matters

Model Summary

Model	R	R Square	Adjusted	Std. Error of the
1	.199 ^a	.040	.039	21.19157
2	.215 ^b	.046	.044	21.12905
3	.228 ^c	.052	.049	21.07607

a. Predictors: (Constant), muslim

b. Predictors: (Constant), muslim, V9 Sex of HH Head:

c. Predictors: (Constant), muslim, V9 Sex of HH Head: , inschool_sum

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16477.300	1	16477.300	36.691	.000 ^b
	Residual	399683.539	890	449.083		
	Total	416160.839	891			
2	Regression	19278.403	2	9639.201	21.591	.000 ^c
	Residual	396882.437	889	446.437		
	Total	416160.839	891			
3	Regression	21710.443	3	7236.814	16.292	.000 ^d
	Residual	394450.396	888	444.201		
	Total	416160.839	891			

a. Dependent Variable: shealth Discuss sexual health score

b. Predictors: (Constant), muslim

c. Predictors: (Constant), muslim, V9 Sex of HH Head:

d. Predictors: (Constant), muslim, V9 Sex of HH Head: , inschool_sum

Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	55.115	.873		63.119	0.000
	muslim	-9.075	1.498	-.199	-6.057	.000
2	(Constant)	49.837	2.280		21.863	.000
	muslim	-8.762	1.499	-.192	-5.845	.000
	V9 Sex of HH	4.178	1.668	.082	2.505	.012
3	(Constant)	47.409	2.499		18.968	.000
	muslim	-8.506	1.499	-.187	-5.673	.000
	V9 Sex of HH	4.338	1.665	.085	2.605	.009
	inschool_sum	1.427	.610	.077	2.340	.020

a. Dependent Variable: shealth Discuss sexual health score

Excluded Variables^a

						Collinearity
Model		Beta In	t	Sig.	Partial Correlation	Tolerance
1	V7 Respondent's	.030 ^b	.906	.365	.030	1.000

	V8 Respondent's	.076 ^b	2.317	.021	.077	.997
	V9 Sex of HH Head:	.082 ^b	2.505	.012	.084	.993
	V101 Marital Status:	.020 ^b	.614	.540	.021	.982
	inschool_sum	.073 ^b	2.227	.026	.074	.995
	sigadulthood Significant adult educational attainment	-.052 ^b	-1.401	.162	-.047	.795
	christian	.098 ^b	2.057	.040	.069	.476
	otherrel	-.071 ^b	-2.057	.040	-.069	.905
2	V7 Respondent's	.036 ^c	1.097	.273	.037	.994
	V8 Respondent's	.048 ^c	1.312	.190	.044	.785
	V101 Marital	-.012 ^c	-.343	.731	-.012	.845
	inschool_sum	.077 ^c	2.340	.020	.078	.993
	sigadulthood Significant adult educational	-.058 ^c	-1.574	.116	-.053	.791
	christian	.088 ^c	1.847	.065	.062	.473
	otherrel	-.064 ^c	-1.847	.065	-.062	.898
3	V7 Respondent's	.035 ^d	1.060	.290	.036	.994
	V8 Respondent's	.047 ^d	1.266	.206	.042	.785
	V101 Marital	-.010 ^d	-.289	.772	-.010	.845
	sigadulthood	-.053 ^d	-1.437	.151	-.048	.788
	christian	.073 ^d	1.517	.130	.051	.462
	otherrel	-.053 ^d	-1.517	.130	-.051	.878

a. Dependent Variable: shealth Discuss sexual health score

b. Predictors in the Model: (Constant), muslim

c. Predictors in the Model: (Constant), muslim, V9 Sex of HH Head:

d. Predictors in the Model: (Constant), muslim, V9 Sex of HH Head: , inschool_sum

Regression – support for SRHR teaching in schools

Model Summary

Model	R	R Square	Adjusted	Std. Error of the
1	.105 ^a	.011	.010	18.61642
2	.135 ^b	.018	.016	18.56096

a. Predictors: (Constant), V8 Respondent's sex:

b. Predictors: (Constant), V8 Respondent's sex: , otherrel

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3470.868	1	3470.868	10.015	.002 ^b
Residual	308794.751	891	346.571		
Total	312265.619	892			
2 Regression	5652.263	2	2826.131	8.203	.000 ^c

Residual	306613.356	890	344.509		
Total	312265.619	892			

a. Dependent Variable: srh Support for SRH score

b. Predictors: (Constant), V8 Respondent's sex:

c. Predictors: (Constant), V8 Respondent's sex: , otherrel

Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	75.918	2.008		37.802	.000
	V8 Respondent's sex:	-3.950	1.248	-.105	-3.165	.002
2	(Constant)	75.080	2.030		36.987	.000
	V8 Respondent's sex:	-3.841	1.245	-.103	-3.085	.002
	otherrel	4.314	1.714	.084	2.516	.012

a. Dependent Variable: srh Support for SRH score

Excluded Variables^a

Model		Beta In	t	Sig.	Partial	Collinearity
					Correlation	Tolerance
1	V7 Respondent's Current Age:	.041 ^b	1.213	.225	.041	.969
	V9 Sex of HH	.045 ^b	1.187	.236	.040	.786
	V101 Marital Status:	-.028 ^b	-.835	.404	-.028	.972
	inschool_sum	-.025 ^b	-.752	.452	-.025	1.000
	sigadultschool	-.037 ^b	-1.121	.263	-.038	.999
	muslim	-.039 ^b	-1.157	.248	-.039	.997
	christian	-.024 ^b	-.725	.468	-.024	.994
	otherrel	.084 ^b	2.516	.012	.084	.999
2	V7 Respondent's Current Age:	.047 ^c	1.378	.169	.046	.965
	V9 Sex of HH	.049 ^c	1.311	.190	.044	.784
	V101 Marital Status:	-.031 ^c	-.914	.361	-.031	.971
	inschool_sum	-.016 ^c	-.466	.642	-.016	.987
	sigadultschool	-.036 ^c	-1.082	.280	-.036	.999
	muslim	-.014 ^c	-.397	.691	-.013	.900
	christian	.015 ^c	.397	.691	.013	.809

a. Dependent Variable: srh Support for SRH score

b. Predictors in the Model: (Constant), V8 Respondent's sex:

c. Predictors in the Model: (Constant), V8 Respondent's sex: , otherrel

Annex 4 – Understanding differences between the waves

Age at drop-out and time spent studying

Table nnn shows that there is not a straight-forward relationship between the relative ages of household members at school drop-out and the time adolescents spend on studying or other things (i.e. not chores, farming or income generating activities). Both these indicators are a proxy for the commitment the household has (or can afford to have) to learning – through first of all encouraging young people to stay in school until they are older and secondly to spend time on studying as opposed to chores, farming or income generating.

Table nnn: % change in age of drop-out from school of household members and % change in time spent studying

Country	Sex	% change in age at drop-out (baseline to Y3FR)	Change in % of time spent on studying ³
Cambodia	Male	3%	-7%
	Female	-4%	13%
El Salvador	Male	-2%	23%
	Female	-6%	84%
Kenya	Male	-36%	-38%
	Female	-18%	-38%
Malawi	Male	3%	170%
	Female	-3%	184%
Mali	Male	12%	55%
	Female	4%	20%
Pakistan	Male	15%	61%
	Female	14%	-33%
Sierra Leone	Male	-5%	31%
	Female	5%	67%
Rwanda	Male	-10%	20%
	Female	-5%	17%
Zimbabwe	Male	14%	158%
	Female	9%	44%

In Zimbabwe, we see a higher age of school drop-out in the Y3FR cohort compared with the baseline and also a far larger amount of time (among those still in school) spent on studying or other things (i.e. not contributing to the household running or finances). In Kenya, we see a relatively lower age at school drop-out at the Y3FR and also a much lower proportion of time spent on studying and other things.

Proposition – households at the Y3FR were better off in Zimbabwe than those at the baseline. Households at the Y3FR in Kenya were less well-off than at the baseline, which affects time for studying. We would expect better scores at the Y3FR on attitudes/support for education in Zimbabwe than in Kenya.

³ Between MTE and Y3FR

However, in some countries we see more time for studying and leisure among those in school at the Y3FR, on average, despite a lower age at school drop-out at Y3FR than found in the baseline cohorts (in El Salvador and Rwanda).

Proposition: In El Salvador and Rwanda, households are less well-off households at the Y3FR but tend to have children who have dropped out of school. The experiences of those in school is quite positive, however. This might suggest that the children still in school in El Salvador and Rwanda are better off and able to study/have leisure time.

If we look at the difference in adolescent attitudes, we see a similar mixed picture. In Cambodia, the lower average age of respondents at Y3FR compared with the baseline is found alongside **better** attitudes to school and better gender sensitive schooling scores **but** lower average scores on gender preference in schooling. In Mali, respondents at Y3FR were older, on average, and gave **lower** scores on attitudes to school but higher scores, on average, for gender preference and gender sensitive schooling.

Table 000: % change in average age of drop-out from school of household members, % change in average adolescent ages and % change in adolescent attitude scores (all % are based on the means – ages and scores)

Country	Sex	% difference in age at drop-out (adult/all adol)	% diff in age of adolescent	% diff in adol school attitudes	% diff adol gender preference	% diff in gender sensitive schooling
Cambodia	Male	3%	-2%	8%	-14%	10%
	Female	-4%	-2%	15%	-7%	10%
El Salvador	Male	-2%	-4%	6%	8%	20%
	Female	-6%	-2%	-2%	0%	7%
Kenya	Male	-36%	6%	0%	8%	-1%
	Female	-18%	1%	6%	6%	5%
Malawi	Male	3%	1%	0%	7%	6%
	Female	-3%	3%	3%	4%	5%
Mali	Male	12%	6%	-4%	44%	19%
	Female	4%	12%	-9%	22%	8%
Pakistan	Male	15%	10%	4%	8%	5%
	Female	14%	5%	7%	18%	3%
Sierra Leone	Male	-5%	5%	2%	-12%	8%
	Female	5%	0%	4%	-14%	11%
Rwanda	Male	-10%	1%	-4%	-8%	-8%
	Female	-5%	0%	-5%	-8%	-9%
Zimbabwe	Male	14%	12%	10%	-15%	5%
	Female	9%	8%	5%	7%	1%

The relatively younger respondents in El Salvador at the Y3FR appear to be more positive overall (although girls to a lesser extent than boys).

In Sierra Leone, boys and girls were more positive about schooling generally and gender sensitivity in school at the Y3FR compared with the baseline, but more negative on gender preference.

In Rwanda, adolescents were younger on average at the Y3FR but were less positive, on average, across the board. This is more likely to relate to overall household characteristics (the ages of drop-out is lower) than the age of the respondents. See also Annex 2 for analysis of Rwanda.

On balance, overall, we would not expect to find results skewed by the different ages of adolescent respondents, however, as globally these are balanced out overall as shown in table AX3 below. The average age of the baseline cohort is 14 while the average age at the Y3FR is 14.5. This is not a significant difference.

Table ppp: Average (mean) age of male and female adolescents at baseline, MTE and Y3FR

Sex of adolescent	Average age (mean)		
	Baseline	MTE	Y3FR
Male	14.0	13.8	14.5
Female	14.0	14.3	14.4
Total	14.0	14.0	14.5

Log frame analysis and country sample characteristics

Very significant in-country differences might impact to some extent on the Global analysis, unless the overall effects of better and worse scores between the cohorts cancel each other out. This section looks at the impact of sample characteristics and 'outliers' on the Global logframe indicators.

We can think about outliers as very different than the average picture, which might skew the average. For example, Rwanda and Mali show much lower than average enrolment rates for girls at the Y3FR while Pakistan shows much lower than average enrolment at the baseline. There is more of an argument to exclude/test the Pakistan and Rwanda data as the Mali data, though far lower than the average, is consistently low across time.

Table qqq: % of adolescent girls currently in school in operational areas, removing outliers

	Baseline value*	MTE	Y3FR
Cambodia	64%	77%	87%
El Salvador	90%	78%	90%
Kenya	97%	93%	100%
Malawi	93%	94%	94%
Mali	49%	34%	58%
Pakistan	37%	84%	100%
Sierra Leone	90%	88%	90%
Rwanda	86%	91%	56%
Zimbabwe	79%	77%	71%
Global	77%	83%	83%
Excluding outliers	(81%)		(86%)

The Global figure is weighted to take account of different sample sizes in different countries at the MTE

*N.B. Question changes mean data is not directly comparable with baseline. The syntax for the baseline was very complex and not clear so the baseline data was re-run to match MTE syntax.

If we exclude Pakistan from the baseline figure, the global baseline would be 81%. If we excluded Rwanda from the Y3FR the global figure would be 86%. This suggests that although excluding the 'skewing' low figures at the baseline and Y3FR, the overall shift is very similar, but a 5% increase from 81% to 86% rather than a 6% shift from 77% to 83%.

On the logframe indicator on community support, there is less evidence of an outlier effect. Zimbabwe has a higher proportion agreeing than average (82%, compared with 69% overall) but this has been the case since the baseline. Mali has a lower level of agreement but this is also consistent with earlier waves.

Table rrr: % of adolescent girls who feel their parents and other community adults support them in education - no significant outliers

	Baseline value*	MTE	Y3FR
Cambodia	57%	75%	63%
El Salvador	80%	69%	74%
Kenya	71%	66%	71%
Malawi	74%	79%	72%
Mali	65%	48%	55%
Pakistan	60%	71%	68%
Sierra Leone	69%	73%	69%
Rwanda	56%	72%	66%
Zimbabwe	75%	72%	82%
Global	68%	70%	69%

**N.B. Log frame was revised. The baseline score was based on a different question (v503a). % of Adults who disagrees or strongly disagrees that "I do not think it's important for girls to go to secondary school/lower secondary school"*

Table sss: % of girls who state they believe that their concerns are acted upon by school management – removing outliers

	Baseline value*	MTE	Y3FR
Cambodia	53%	82%	78%
El Salvador	48%	79%	64%
Kenya	50%	79%	84%
Malawi	48%	72%	69%
Mali	88%	100%*	93%
Pakistan	13%	60%	100%
Sierra Leone	34%	48%	91%
Rwanda	44%	98%	84%
Zimbabwe	79%	85%	69%
Global	51%	76%	81%
Excluding outliers	(53%)		(78%)

** Large difference but checked baseline, which is correct (well, 51% not 52% but large difference)*

Mali data is based on just 9 cases at the MTE. Syntax updated for Y3FR to include v202=3 (NFE).

There was considerable variation in the baseline data, although Pakistan stands out in particular as having very low figures at baseline and very high figures at the Y3FR. If we exclude Pakistan from the global figure at the baseline and Y3FR, the % agreeing that management acts on concerns would be 53% at the baseline and 78% at the Y3FR, still a 25% shift.

Table tt: % of Adolescent girls who agree or strongly agree that they feel safe at school (of those currently in school) – no outliers removed

	Baseline value	MTE	Y3FR
Cambodia	67%	88%	95%
El Salvador	97%	93%	93%
Kenya	94%	96%	100%
Malawi	81%	100%	94%
Mali	86%	89%	100%
Pakistan	94%	98%	100%
Sierra Leone	72%	71%	95%
Rwanda	96%	100%	100%
Zimbabwe	77%	92%	100%
Global	85%*	93%	97%

* Baseline figure presented was 70% - possibly adjusted to include FGD? Re-run based on syntax above
Mali data based on 9 cases at MTE. Syntax updated for Y3FR to include v202=3 (NFE).

On the measure of feeling safe in school, there is very strong agreement across countries at the Y3FR so no outliers to consider. At the baseline, Cambodia was lower than average but quite similar to Sierra Leone and not far off Zimbabwe, so less of true 'outlier'.

On the measure of involvement in decision-making, Rwanda and Pakistan have much lower than average scores. However, for Pakistan this is similar to the MTE finding so less likely to indicate spurious data.

Table uu: % that are members of clubs that feel they are involved in decision-making 'a little' or 'a lot'

	Baseline value*	MTE	Y3FR
Cambodia	70%	65%	86%
El Salvador	64%	65%	90%
Kenya	70%	74%	73%
Malawi	65%	31%	70%
Mali	72%	60%	68%
Pakistan	66%	42%	46%
Sierra Leone	77%	52%	79%
Rwanda	69%	83%	38%
Zimbabwe	71%	65%	71%
Global	69%	59%	67%
Excluding outliers			(70%)

* Based on v701a,b,c ** (70% reported initially)

Removing the Rwanda figure from the baseline data increases the Y3FR figure from 67% to 70%.

The indicator on financial barriers shows such large variation between countries that the idea of 'outliers' is less useful here. The numbers of girls not in school is so small that the % figures presented below represent very low figures and so this is not an ideal logframe indicator.

Table vvv: Financial barriers Logframe indicator by country

Specific Outcome A - Indicator 3	% of parents citing financial barriers as a reason for adolescent girls not attending school	
	Y3FR	MTE
Cambodia	64%	27%
El Salvador	30%	31%
Kenya	100%	0%
Malawi	22%	0%
Mali	17%	9%
Pakistan	0%	0%
Sierra Leone	13%	0%
Rwanda	68%	50%
Zimbabwe	65%	68%
Global	43%	24%

Source: Y3FR and MTE household schooling history

Note: Country data needs to be interpreted with caution due to small numbers.

The data for Mali, Pakistan and Rwanda stands out at the baseline as quite a lot higher or lower than other survey waves and indicates possible measurement error or sample bias. There are less outliers at the Y3FR, with Mali higher than other country figures but consistent with the baseline.

Table www: % of community members who agree that physical violence against girls is acceptable

	Baseline value	MTE	Y3FR
Cambodia	12%	18%	9%
El Salvador	2%	2%	2%
Kenya	9%	4%	4%
Malawi	1%	9%	7%
Mali	58%	32%	36%
Pakistan	48%	16%	18%
Sierra Leone	7%	13%	18%
Rwanda	3%	22%	17%
Zimbabwe	21%	14%	11%
Global	18%	14%	13%
Excluding outliers	(8%)		

Source: Significant adult survey; Agreement that "It is okay for a boy to hit a girl if she insults him"

The logframe for violence against girls is actually reported on the % not disagreeing that it is OK for boys to hit girls. These figures are shown below, compared with the % agreeing.

Table xxx: % not disagreeing that it is OK for boys to hit girls

	Baseline	MTE	Y3FR
Not disagreeing	23%	18%	16%
Excluding outliers	(13%)		
Agreeing	18%	14%	13%

Excluding outliers	(8%)		

However, removing the Mali, Pakistan and Rwanda data has a very large effect, since it involves a third of the data. It might be safer to acknowledge the errors in the baseline and refer instead to the MTE as a more credible comparator.

Examining research sampling effects

A number of the country reports highlight the various shortcomings of the research design. The sampled communities are not identical at the baseline, MTE and Y3FR. Different households are sampled than were interviewed at the baseline and MTE and the sample sizes are small. Quotas were set on sex but not on other factors and a random walk method was used rather than a random pre-selected method. There was also feedback from country consultants that the sampled communities did not necessarily correspond to areas where PLAN/partners activities had been concentrated.

This poses the problem that there are changes observed in the data that are explained by the differences in the characteristics of the sample rather. This is seen in particular in the case of Rwanda (see Annex 2).

Here, we look at the differences in the logframe indicators between the baseline, MTE and Y3FR. We would expect to see stable results or a slight improvement in the indicators rather than large changes (whether positive or negative). It is reasonable to assume that any very large changes are due to either measurement error or differences in sample characteristics. We know, for instance, from the regression analysis that religion and sex significantly influence adolescent views, along with having a parent who has died, the sex of the household head, educational attainment of education funding sources and contact with PLAN. On the adult regression models, significant variables are -

It follows that where unexpected results are accompanied by differences in these significant explanatory variables, there is a sampling effect.

Gender and decisions in the household

In most countries the average score given on involvement in decision-making was higher for women at the Y3FR than found at the baseline. The exceptions are Kenya, Mali and Rwanda.

Annex 5 – Additional Qualitative Data

Additional background data

Table yyy: School fees for Junior Secondary and Secondary level education, by country

Country	Officially free JSS	Officially free SSS	Average cost of schooling
Cambodia	No	No	Priority Action Programme provides operational funds to schools and scholarships to poor students, esp. rural. Cost of education varies by location/grade, but ranges from Riel 23,000-237,000 (\$6-58) per year per child
El Salvador	Yes	Yes	Additional expenditures average \$275 per year
Kenya	Yes	Yes	Parents responsible for non-tuition costs, which average Ksh 10,000

Malawi	No	No	
Mali	Yes	Yes	
Pakistan	No	No	Avg. government secondary school fee expenditure ranges from Rs. 534, additional fees cost roughly Rs. 2,242
Rwanda	No	No	Policy on JSS is unclear: conflicting laws. Seems there are school fees from FGD conversations
Sierra Leone	No	No	Technically, free for girls and children living in Northern and Eastern regions; doubtful if actually implemented
			Le 156,000 (JSS), Le 169,000 (SSS) (roughly \$25)
Zimbabwe	No	No	Government day secondary schools charge amounts ranging from \$50 to \$70 for school fees. Many schools make parents pay a deposit of \$40-\$60 to secure a spot in Form 1.

Participants in FGDs and KIIs

Table zzz: Number of participants in FGDs, by country

	Adolescent Female	Adolescent Male	Adult Female	Adult Male	Teacher	Total
Cambodia	38	44	16	14	14	126
El Salvador	41	39	14	11	12	117
Kenya	32	31	13	14	14	104
Malawi	47	34	14	14	8	117
Mali	40	40	16	13	12	121
Pakistan	48	45	16	16	16	141
Rwanda	33	33	13	12	13	104
Sierra Leone	47	47	16	16	16	142
Zimbabwe	32	19	16	13	6	86
Total	358	332	134	123	111	1058

Table aaaa: FGD Adolescent participants by in school / out of school status

	# Adolescents not in school	# Adolescents in school
Cambodia	0	90
El Salvador	0	81
Kenya	0	44
Malawi	0	74
Mali	29	55
Pakistan	12	81
Rwanda	26	48
Sierra Leone	0	88
Zimbabwe	20	44
Grand Total	87	605

Table bbbb: FGD Mean Age by group

	Adolescent Female	Adolescent Male	Adult Female	Adult Male	Teacher	Total
Cambodia	14.7	15.1	38.3	42.3	27.3	21.8
El Salvador	13.7	14.1	43.9	57.2	28.1	24.6
Kenya	15.2	15.4	36.8	43.4		25.1

Malawi	15.3	16.1	38.3	42.0	36.3	21.0
Mali	15.7	15.2	45.8	43.2	34.9	23.6
Pakistan	14.3	12.8	43.9	45.8	24.4	21.9
Rwanda	16.0	16.7	43.8	40.4	31.5	23.9
Sierra Leone	14.4	14.5	36.8	40.8	34.0	23.4
Zimbabwe	15.8	15.4	43.2	43.6		24.5
Grand Total	15.0	14.9	41.2	44.1	30.4	23.2

FGD Blind voting / Coded data

Table cccc: FGD Responses for Parents, Adolescents, Teachers: "Is it more important for boys or girls to go to school?" (CODED)

	a) More important for boys	b) more important for girls	c) equally important	d) it's not important to go to school for anyone	e) no response / don't know
Cambodia	2.38%	2.38%	95.24%	0.00%	0.00%
El Salvador	0.00%	0.00%	100.00%	0.00%	0.00%
Kenya	0.00%	0.00%	100.00%	0.00%	0.00%
Malawi	4.27%	11.97%	83.76%	0.00%	0.00%
Mali	13.22%	35.54%	46.28%	4.13%	0.83%
Pakistan	4.26%	36.17%	59.57%	0.00%	0.00%
Rwanda	0.00%	4.81%	95.19%	0.00%	0.00%
Sierra Leone	12.68%	20.42%	66.90%	0.00%	0.00%
Zimbabwe	6.98%	12.79%	76.74%	0.00%	3.49%
<i>Female</i>	3.46%	22.15%	74.19%	0.20%	0.00%
<i>Male</i>	6.59%	5.05%	86.59%	0.88%	0.88%
<i>Teacher</i>	6.31%	21.62%	72.07%	0.00%	0.00%
Total (n = 1058)	5.10%	14.74%	79.30%	0.47%	0.38%

Table dddd: FGD Responses for Students: "How helpful have educational activities been in the last 3 years" (CODED)

	a) They have been very helpful	b) They have been somewhat helpful	c) They have not been helpful at all	d) I choose not to take part in them	e) I do not have access to them	f) there are not any new activities in the last 2-3 years that I know of
Cambodia	73.63%	26.37%	0.00%	0.00%	0.00%	0.00%
El Salvador	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Kenya	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Malawi	71.95%	21.95%	3.66%	1.22%	1.22%	0.00%
Mali	29.09%	14.55%	12.73%	5.45%	34.55%	3.64%
Pakistan	37.21%	29.07%	0.00%	16.28%	17.44%	0.00%
Rwanda	56.90%	3.45%	0.00%	0.00%	18.97%	20.69%
Sierra Leone	65.96%	15.96%	0.00%	0.00%	9.57%	8.51%
Zimbabwe	67.57%	16.22%	5.41%	0.00%	0.00%	10.81%
<i>Female</i>	74.50%	17.85%	0.85%	0.85%	3.12%	2.83%
<i>Male</i>	59.39%	11.95%	3.07%	5.12%	15.02%	5.46%
Total (n=646)	67.65%	15.17%	1.86%	2.79%	8.51%	4.02%

Table eeee: Parent and teacher FGD: 'Is corporal punishment appropriate to use in school?' (BLIND VOTE)

	Always/ sometimes ok	Never ok
Cambodia	66%	34%
El Salvador	27%	73%
Kenya	85%	15%
Malawi	65%	35%
Mali	15%	85%
Pakistan	60%	40%
Rwanda	70%	30%
Sierra Leone	98%	2%
Zimbabwe	92%	8%
<i>Female</i>	74%	26%
<i>Male</i>	66%	34%
<i>Teacher</i>	54%	46%
Total n= 366	65%	35%

Table ffff: FGD Responses for Students: How has the rate of CP changed in the last 3 years? (BLIND VOTE)

	Decreased incidence	Same incidence	Increased incidence
Cambodia	100%	0.00%	0%
El Salvador	57%	24.62%	18%
Kenya	56%	11.48%	33%
Malawi	82%	6.58%	12%
Mali	94%	5.56%	0%
Pakistan	51%	49.09%	0%
Rwanda	96%	3.85%	0%
Sierra Leone	65%	31.91%	3%
Zimbabwe	42%	25.58%	33%
<i>Female</i>	69%	19.03%	12%
<i>Male</i>	77%	15.27%	8%
Total (n=645)	73%	17.26%	10%

Table gggg: FGD Responses for Adults and Adolescents: "How serious is fighting/bullying in you/your child's school?" (BLIND VOTE)

	a) Often serious	b) Sometimes serious	c) Rarely serious	d) Never serious
Cambodia	19.33%	15.97%	37.82%	26.89%
El Salvador	8.74%	82.52%	0.00%	8.74%
Kenya	10.00%	52.50%	17.50%	20.00%
Malawi	18.69%	57.01%	21.50%	2.80%
Mali	0.00%	0.00%	27.71%	72.29%
Pakistan	0.00%	4.80%	13.60%	81.60%
Rwanda	0.00%	12.79%	41.86%	45.35%
Sierra Leone	11.81%	25.98%	48.03%	14.17%
Zimbabwe	2.60%	11.69%	27.27%	58.44%
<i>Adolescents</i>	10.49%	26.44%	30.85%	32.22%
<i>Adults</i>	3.21%	36.95%	14.86%	44.98%
Total (n=907)	8.49%	29.33%	26.46%	35.72%

Table hhhh: FGD Responses for students: "Do you feel like you have the confidence to speak out in school if there is an issue you feel strongly about?" (CODED)

	a) Yes, I feel very confident;	b) Yes, I feel somewhat confident;	c) No, I'm not very confident;	d) I have nothing to speak out on
Cambodia	11.76%	68.63%	13.73%	5.88%
El Salvador	88.68%	0.00%	1.89%	9.43%
Malawi	70.73%	29.27%	0.00%	0.00%
Pakistan	25.00%	75.00%	0.00%	0.00%
Rwanda	69.70%	21.21%	3.03%	6.06%
Female	52.34%	40.63%	5.47%	1.56%
Male	56.10%	31.71%	2.44%	9.76%
Total	53.81%	37.14%	4.29%	4.76%

Case studies

Mali and Gold Mining

The extent to which these positive attitudes are fully embraced is therefore questionable in Sierra Leone, Mali and Zimbabwe. We saw above that there is a living example of this in Mali, where people are faced with immediate and lucrative gains, as a result of the plentiful jobs in nearby goldmines, and 'quick money' is a feasible option for many of the residents, for which the work requires no education.

The extent to which these positive attitudes are fully embraced is therefore questionable in Sierra Leone, Mali and Zimbabwe. We saw above that there is a living example of this in Mali, where people are faced with immediate and lucrative gains, as a result of the plentiful jobs in nearby goldmines, and 'quick money' is a feasible option for many of the residents, for which the work requires no education. One male adolescent explained, "Here it is because of the mines that we are not going to school. Most of us here used to go to school but when the mines opened and we saw young people of our age going to the mines and making all that money, many of us dropped out." Plan has recognized that this is a serious problem in the communities, and as such has implemented a system whereby any adolescents who are seen working on the mines instead of attending school, are alerted to the school authorities. This has been mostly successful, though it does not eliminate the desire to go to these gold mines. Despite their broadly positive attitudes to education, the particularly high profit margin of gold mining created an even more difficult decision for them in continuing education (

One adult male explained the severity of the problem:

"You have some young people who go to the mines and less than a two months later, they come back with brand new motor bikes and they influence the other children into dropping out of school and in our community, we do not have role models who have been successful through education. That is why, it is very much likely that many children will drop out after finishing junior secondary school".

There is evidence, however, that people have recently begun to recognise the limits of getting 'quick money', as one male adolescent who had dropped out of school for mining explained, "Our parents used to encourage us to go to the mines but now most of them have regretted it because there are so many people in the mines that we are not making any money". Another adolescent male said, "At this time last year, my mind was more on going to the mines to make quick money but now, most of those who go to the mines come back empty handed. Very few people manage to make any money at all, that is why, I am more concentrated on my studies and I have better grades now." That gold was less easy to

find these days was verified during KILs in Mali.⁴ Despite their broadly positive attitudes to education, the particularly high profit margin of gold mining created an even more difficult decision for them in continuing education).⁵

There is evidence, however, that people have recently begun to recognise the limits of getting ‘quick money’, as one male adolescent who had dropped out of school for mining explained, “Our parents used to encourage us to go to the mines but now most of them have regretted it because there are so many people in the mines that we are not making any money”. Another adolescent male said, “At this time last year, my mind was more on going to the mines to make quick money but now, most of those who go to the mines come back empty handed. Very few people manage to make any money at all, that is why, I am more concentrated on my studies and I have better grades now.” That gold was less easy to find these days was verified during KILs in Mali.

Global - Why should boys be prioritized in education?

Despite the broadly improved attitudes to girls’ education across all countries, there were, albeit very rarely, respondents who considered it conceptually more important to educate a boy; the reasons they give are revealing as to the residual ‘traditional’ attitudes that have not dissipated despite various interventions (Plan and others) aimed at changing such attitudes. **These explanations also help to explain why, in practice, many parents and adolescents still actually prioritise boys when they are faced with the ‘non-ideal’ situation of their daily lives.** Also, we can consider such explanations to indicate the **need for more attention on certain areas in sensitisation, since they have not resonated with at least some people**, and could also suggest that even among those who indicated that they thought boys and girls were equal, they **still consider these ideas in practice**. The most common reasons given were that a) girls may become pregnant while in school, which will require them to drop out; b) girls were not as naturally intelligent as boys; c) girls would stay in the home anyway, so they did not need education; d) educated female would have a hard time finding a husband; e) an educated girl would leave home, and forget the family; f) girls’ would meet too many boys in school; g) girls could not leave their communities to go to school (see below for more discussion on these reasons)

Overall, in the qualitative very few (54 of 1058) participants expressed priority for boys. Notably, these attitudes were much more common among adolescent males, and almost **exclusively in Mali and Sierra Leone**. One explanation for this could be that in both of these countries, males also expressed the sentiment that they felt ‘left out’ of certain interventions, particularly the extra classes or activities that prioritized girls (discussed later). Therefore, their relative non-acceptance could be a result of either their simply not having had access to the sensitisation activities, which seems unlikely given reporting from other male participants who took part in these activities, or more likely, it could be a defensive response as a result of their not being included, and feeling women were benefiting at their expense. Conversely, nobody expressed the opinion that boys should be prioritised in El Salvador, Rwanda or Kenya; nor did any male adolescents indicate that they felt ‘left out’ at all in these communities. Overall,

⁴ One male adolescent explained, “Here it is because of the mines that we are not going to school. Most of us here used to go to school but when the mines opened and we saw young people of our age going to the mines and making all that money, many of us dropped out.” Plan has recognized that this is a serious problem in the communities, and as such has implemented a system whereby any adolescents who are seen working on the mines instead of attending school, are alerted to the school authorities. This has been mostly successful, though it does not eliminate the desire to go to these gold mines.

⁵ One adult male explained the severity of the problem: “You have some young people who go to the mines and less than a two months later, they come back with brand new motor bikes and they influence the other children into dropping out of school and in our community, we do not have role models who have been successful through education. That is why, it is very much likely that many children will drop out after finishing junior secondary school”.

though, while such opinions were a small minority, they are still important to consider as they underline the traditional attitudes that still need to be overcome, both conceptually and in practice.

Many parents are cautious in their investments in education to the extent that girls are disadvantaged – some think that girls are a less secure investment, most often because **girls may become pregnant while in school, which will require them to drop out**. For some respondents, simply having access to school would increase the chances of a girl becoming pregnant, so this was an even more elevated risk. An adolescent female in Rwanda explained that this was a common idea that her parents had, and that such perceptions were based on good evidence that this was the case: “Our parents think that if we go to school we will get pregnant... we think that we should go to school, but yes, it happens often that girls get pregnant in school by either teachers or male students.” It seems as though parents did not consider this risk to be so significant as to keep their daughters out of school, but is still a factor that could play into a parent’s decision if the need arose for them to prioritize one over the other. Some changes have been seen in Zimbabwe in such sentiments, as one adolescent female said, “In the past like 2009 they would say boys should go to school because girls might get pregnant and get married so that would be money wasted...[but] it is still important for both to go because they have the same rights.” However, given that such attitudes are relatively recent, one can expect that they still exist among others.

Some participants simply thought that **girls were naturally not as intelligent as boys**, and would not have success at school. Others **did not see a clear need for a girl, who had ‘traditional’ roles, to be educated**. As one adolescent male in Mali said, “she needs school less than [male] because she will get married soon and her husband will take care of her.” With such thinking, a woman’s traditional work had gone on for many years without her having any education, and participants saw no clear need for any change in this regard. Another explanation for why girls and boys should not have equal rights was a result of the traditional attitude that an **educated female would have a hard time finding a husband**, as he would feel threatened by her power (Mali, Pakistan). Also, some parents worried that if their girl was educated, then **she would leave the family permanently** to pursue her independency, thereby forgetting about the family who hoped the investment in education would lead to their being supported later in life (Mali, Pakistan). Another explanation was that girls were ‘different’ from boys in terms of how they might use their education, and **would not necessarily use their education to the advantage of themselves or the family**; as one participant in Cambodia said, parents thought girls would use their writing skills simply to ‘write love letters’ to boys. Other parents in the past worried that their girls in school would become **preoccupied with ‘boyfriends’**, particularly in Malawi and Zimbabwe.

Even if it is accepted that girls’ education is important, there still exists the reality that in most of these contexts, attending levels higher than primary school requires the child to leave home during school the school term because of the long distance daily travel would require; in **Pakistan in particular is simply not acceptable for an unmarried girl to leave home**.⁶ Thus we see a clear limitation of the Plan

⁶ As such, we see in Pakistan that NFEs established within the communities are hugely popular because they enable these girls to stay at home while reaching higher levels. The problem still remains, however, that in Pakistan parents are still reluctant to send their girls away for higher levels, despite their overwhelmingly positive attitudes toward girls’ education conceptually. There are safety and financial constraints at work in this case, which will be explored in later sections, but it is important to note that in this context, there are also residual traditional attitudes surrounding the option of sending girls away for school. As one adult male said, “Boys are sent to these schools out of village but girls are not sent, because the overall situation is also risky if we send our daughters alone to school”; similarly, an adult female explained, “This is our culture to keep the girls inside the home after passing five classes [primary]. If the school is in the village then we may allow our daughters to get higher education but we cannot let them go out of the village, whereas boys are allowed.” Similarly, an adult male said, “The NFE

intervention in Pakistan, such that if the NFE were to shut down, and attitudes remain as they are now, then it is likely that girls will simply stop their education. In addition to the issue of parents allowing girls to travel for school, we must also consider that some of the girls are already married (in Pakistan and Mali), and have families to attend to in the community. In this case, it is even more difficult for them to attend any sort of schooling outside of the community, as they have many obligations at home and must be able to return often and quickly. According to an adult female in Pakistan, “It would be almost impossible for them to go out the home for several hours for matriculation. It is manageable when the school is at doorstep because in break time they come and feed their children.”

Country-level details by topic

Clubs outside of school

In **Rwanda**, all of the adolescents who had access to additional activities thought they were very helpful for them, and enjoyed them. In particular, adolescents referred to the Tuseme (speak-out) clubs that were established in which, according to an adolescent male, “we sing traditional songs, study the history of our country, we share leisure time, help each other... it helps us to be relaxed and happy.” During Tuseme clubs, adolescents do theatre to help them learn about certain concepts like history, cleanliness, how to treat other people, and other life skills that would promote their continuing of education. They also practiced traditional and modern dancing to help them learn to express themselves and ‘relax’. Participants in this club indicated that they were helpful both for learning about certain subjects, and also in gaining confidence, as one adolescent female said, ‘we learned how to be fearless and speak up in a group of people’. Another adolescent female said that ‘being a member of these clubs prevents one from feeling lonely... when they have general assembly, we have confidence to speak; we no longer fear’. Also in these clubs, adolescents learn about how to treat one another, as one adolescent female said, ‘To help each other and work together prevents one from feeling lonely and we are not selfish anymore... for example if one of us is in conflict with parents, or has some misunderstandings, we can help them to solve the problem because of what we have learned in these clubs’. Beyond this, adolescents said that the clubs helped them in class because they had more confidence to participate: “[We were] going to class and remaining quiet... but when we went to Tuseme Club and saw other students talking we became less shy”, and also ‘helped us to better understand our lessons’. One adolescent male said similarly, ‘[In the clubs] you become less isolated and get to know other people. Those who never went to the activities are not like that’. Both boys and girls in all groups said that these clubs were instrumental in their confidence increasing, helping them to feel more comfortable speaking out on other issues and also interacting with people who normally they would have been shy around (community leaders, adults, older children, etc.).

Other clubs are available in Rwanda, such as anti-GBV club, environment club, and study clubs. One group of adolescent boys pointed out that as a result of the anti-GBV club activities, they had learned that ‘men are the ones who do the abuse, so it is them who need to stop it... when we grow up and become men we will be conscious of that and not abuse those around us and help our sisters’. We see that while those who attended clubs were overwhelmingly positive about them, and often demonstrated during FGDs that they had learned a lot from them, **not all children had regular access** – nearly half of all FGD respondents said that either they could not attend, or did not know that they existed. One adolescent female said, ‘Because we live far from the school and the club are scheduled

School changed our behaviour to send girls for higher education and this is mainly because the school is inside our homes and in the same village. Our community don’t feel it [is] good to send their girls for education out of village because as such, we don’t see any benefit of girls education.”

after class hours so it is difficult for us to attend, we have to leave the school early to go home' and another said, 'It depends on where I have to go after school. It is difficult for me to stay for the clubs'. There is a gender difference here – girls tended to know about them but claim that they could not access them, while more often boys indicated that they did not even know about the activities. This suggests that more outreach can be done in order to include the boys in clubs, but also to consider the possibility of holding activities during different times or locations to ensure everyone has equal access to them.

In **Malawi**, participants indicated that establishment of clubs through FAWEMA was only very recent, and as such they were not able to evaluate them except for a few months of activities. From what they have seen, however, they seem to **enjoy acting in dramas to deliver certain messages** such as how to report sexual abuse, and interestingly, 'how to deal with sexual feelings should we have them... we should be taking a cold shower, participating in some sporting activities as well as doing some school work'. They also learned about children's rights more broadly, but also how to respect and obey their parents. It seems much of the emphasis, based on participants reporting, is on avoiding relationships with the opposite sex, because this is a major contributor to dropping out. As of MTE, 8 mothers groups had been established and linked with Tuseme clubs. Together, they work to promote information about children's rights and re-enrol girls who have dropped out, in addition to promoting SRHR information.

Participants indicated that **these clubs were quite limited in activities**, in that 'it is a new club hence most of these messages have not reached many people... they should be visiting us more often'. One adolescent male who was part of the club indicated that people did not take them seriously: "Our messages are not reaching everyone because people think its just a drama for them to cool off their minds while other don't listen because they think its personal". An adolescent male in another group said similarly, "Most people underestimate our potentials hence they don't listen to us. There is need to have more gatherings so we keep on spreading the messages."

In **Cambodia**, adolescents described the 'children's club', 'peer education team' and 'children council team'. The peer education team (which appears to also be the children's club), which also involved community leaders, had workshops, and conducted sensitization in the villages about the importance of education. Many topics are covered in these workshops, as one adolescent female reported, "do not hate friends, discriminate against the poor, discriminate against gender"; 'teaches about AIDS'; teaches to 'study hard', teaches about women's periods; nutrition". Adolescents who were involved in the peer education team were overall positive about their experience, indicating that **they were listened to in case they had other ideas, and that they had the freedom, and courage, to go into villages to talk to people about what they learned**. As one adolescent female said, being involved in this 'course' "you will be brave and not frightened and other said that it would 'help to develop yourself'. A few adolescents however, indicated that they **were not yet brave enough to join the club**; one adolescent female said, "[I am] unable to participate or join the children's committee because I am shy, scared... was afraid that as I instructed people, they might spread story to tell others' and also that because **all the club teachers were men**, 'was afraid, shy, and would rather stay home'. Another girl said that there was nowhere for her to change clothes in the room that was available, and this discouraged her from attending.

In **Kenya**, adolescents were only mentioned clubs that occurred for class 6 to secondary level, active during holidays, 'that **keep us busy to help reduce engaging in bad company**'. These clubs took part in sporting events, dramas and debates. Plan helped to organize competitions between the clubs, so that 'we hardly have time to waste', and instead spend time on constructive activities. Not only are these

clubs fun, but they are also educational (learning life skills, SRHR, sanitation, disease) and help increase participants' confidence by giving participants leadership responsibilities during club activities.

In **Sierra Leone**, both male and female adolescents indicated that there were clubs established by FAWE that had activities for males and females like **dramas and debates to help them learn about certain topics, and also to help them have the confidence to speak**. One adolescent female recalled a debate that was organized by FAWE, where one club debated another on the motion: "Education is more important for girls than boys", which had the combined affect of teaching the adolescents how to speak in public and helping them to further understand issues surrounding girls' rights. One strong focus it seems of these clubs was to help improve adolescents' speech; to speak 'proper English' which would in turn give them the confidence to speak out to others more often. One adolescent female said, 'The training we get from FAWE and Restless Development has actually enhanced my confidence to speak in public and have debate outside my school compound'⁷. An adolescent male recalled that 'my confidence level has increased since I started attending inter-schools debate competition in Makeni and Freetown organized by Plan'. Another strong aspect of these clubs is that adolescents are encouraged to transmit their knowledge to others in their families and communities; adolescents indicated that they did this often with good results, and were able to gain even more confidence by doing this. Adolescents also appreciated that in some cases, they would be rewarded with 'prizes' for good performance during the debates (school materials, help with school fees, etc). In turn, their families were happy to have them involved in these clubs.

In Mali, the reports found active student government and participation in one sampled area in which the study was conducted, but not in the other due to insufficient numbers of teachers in the school who therefore had less time to dedicate to supporting clubs as of MTE. Children's School Government (CSG), which acts like the accountability group—they rep the students and carry the concerns out to the admin. Girls' participation is encouraged here and thus girls are active (girl is head of one CSG).

In Zimbabwe, health clubs aim to promote access to health services and facilitate regular school and community health campaigns. Students also participate in School Development Committees to share their views on their education. From Y3FR: "In focus group discussions in-school adolescents showed more knowledge than their out-of-school counterparts," attributed to health clubs supported through the BS4L project. Therefore, these students are exposed to SRHR knowledge, but the knowledge does not go much further than those who are involve din the clubs (i.e. non members don't get as much exposure). Also present were drama clubs, which aimed to change attitudes of students towards education, but they didn't come up in interviews possibly because of their limited scale. Overall, girls have increased their roles in clubs and increased their confidence levels as well: "More girls are participating in groups or clubs as compared to 2010 (81% and 57% respectively). Of those that are participating in groups or clubs 91% contribute or influence somewhat decisions in any group or club, and increase of 26.8% from the baseline in 2010."

In El Salvador, students participate in student government and school coexistence committees, sports clubs, religious clubs, and games clubs, which offer alternative learning activities such as guided activities during recess to reduce violence. These clubs received training on leadership, governance,

⁷ She continued, "The only thing I don't have confidence in is sport, because I am poor at sport'. That this female was able to follow up her statement with a clear differentiation between what she is and is not confident about, helps us to trust that she is not merely saying things that she expects the researchers want to hear, but is speaking very candidly about her experience.

formulating work plans. The student government, which has a work plan, promoted initiatives such as clean-up campaigns, recycling, soccer tournaments, guided activities during recess in coordination with the Games-Club, educational field trips, and simulation exercises in case of earthquakes or tsunami. The initiatives promoted by student governments in the 3 schools visited in Community 2 were guided activities during recess, fundraising for school celebrations, and for the farewell party at the end of the school year including a running small candy-store, and organizing a field trip, and they had the teachers' support in organizing the school celebrations. Support for the student government elections made for a civil exercise with a competency based campaign and more informed voting. Training on leadership, governance, and preparing work plans provided adolescents on the student governments, coexistence committees and games clubs with the tools to empower their capacities and work more systematically, based on results, and increased their influence on decision making at school.

Corporal punishment incidence by country

Below we provide an explanation of the specific type of changes that are claimed to have occurred country-by-country, in order of the extent to which we see improvement in reported rates of occurrence. We will also see within each country description some other interpretations of inappropriate punishment beyond hitting.

Much improved

In **Pakistan**, we see strong sensitisation with all groups, along with strong rules/mechanisms in place that restrict CP. It therefore rarely occurs, and instead teachers use alternative discipline. It is reported by nearly all students that CP does not exist at all within the NFE centres (for girls) nor in the AFC centres (for boys and girls). Here, all participants point out that CP has never, and would never occur, and this is a stark distinction from what they experienced at state schools, where children were often afraid of attending because of severe CP. One adult female said, "In state school, teachers may use abusive language but here in NFE and AFC established by HANDS and SAFWCO, we have never ever heard a single abusive word". There, girls were subjected to punishments like being slapped on the face, having to stand on their desks, doing sit-ups, or standing in the sun for 30 minutes at a time. Discipline here, instead, was through calm discussion and reasoning with students, and was considered to have positive effect by adolescents, teachers and parents in terms of improving their child's learning experience, and still ensuring they had good discipline. That said, some girls in one group⁸ did mention forms of discipline that, while they didn't consider it CP, one might still consider it as such. One group, for example, said that instead of standing in the sun for 30 minutes, they now stood only for a few minutes; instead of 100 sit ups, they instead did 20. Most participants, though, said they never had punishment like this, and instead would get 'lecture' from the teacher, or a polite request to stop some behaviour, as one girl said, "The language of love is more powerful than the stick". Overall, we see that there is a great improvement in terms of their no longer being exposed to such CP in a learning environment; the same can apply for the males who have moved into the AFCs where they too no longer face CP.

In **Mali**, we see strong sensitisation with all groups, along with strong rules/mechanisms in place. It therefore rarely occurs, and instead teachers use alternative discipline. Students report that CP has almost entirely disappeared, where 3 years ago it was completely normal to see. All KIIs confirm this finding. They attribute this change primarily to teachers being afraid of getting in trouble, since they know clearly the rules, as one adolescent female said, "It has decreased a lot because the teachers are told that if they hurt a child they will be expelled from the school and they will pay for the medication,

⁸ It appears that they are referring to NFEs though this is not totally clear; it occurs in only one group in community 2

that is why they do not do it anymore, they prefer to call the children's parents when there are children who do not act right at school".⁹ Students also report that teachers, instead of beating them, try to reason with them in school before reaching out to their parents. Despite this positive change, some students also reported that teachers did still beat students from time to time, but did so in hiding so as to avoid getting in trouble.

In **Cambodia**, we see weak sensitisation with all groups, but strong rules/mechanisms in place. However, CP is only reduced in severity and frequency; it is still very much utilized in addition to alternative discipline strategies. Some students who reported a decrease said that while they were still disciplined, the nature of the discipline was different (i.e. chores), and/or less harsh.¹⁰ A teacher in Cambodia described what he had learned about CP as a result of various interventions over the last 8 years, including Plan's: "[Through these NGOs and government] students get high knowledge, teachers change their attitude... Parents know about children rights... the changes resulted from teacher's knowledge about scaring of students that cause them not to go to school and quit study.... 7 to 8 years, the violence was extremely reduced via educating by ministry of education, Plan, SP, and other partners". Students in Cambodia also referred to 'pictures about children's rights' that said clearly, CP was not acceptable.

In **Rwanda**, students report that they are beaten less, and instead are punished by doing chores, or are verbally reprimanded. KIIs from both community say that CP is decreasing but still occurs—as a result of government interventions mainly, and some changes in parents' attitudes. There is little mention of Plan here. Some KIIs also mentioned that even though CP had reduced, some parents would prefer teachers to use CP as a more effective way to discipline their children who they saw as unruly. Plan Rwanda facilitated Parent-Teacher Committees trainings on mechanisms to address cases of violence/abuse against children, especially adolescent girls, in 2011, and an open training addressing violence prevention was offered by RWAREC in 2012. Plan also supported Codes of Conduct trainings and CPCs. **It is possible that having a wide range of anti-violence trainings contributed to the improvements seen in Rwanda.**

Moderately improved

In **Malawi**, we see weak sensitisation with all groups, but strong rules/mechanisms in place. CP has reduced moderately; however, forms of alternative discipline are not used. Most students report that they are punished less often (when previously they would have been 'beat' for the same indiscipline) and also that teachers use totally different punishments, which are much less severe. Previously, they would be hit, or would be tasked with physically arduous chores like digging pit latrines, mopping out the toilets, hoeing, or slashing grass in a large yard. Nowadays, however, they are only asked to mop or sweep in the classroom, and are 'no longer whipped'. One adolescent male mentioned that more often, teachers try to use verbal 'guidance' as a first step. Also, these punishments now reportedly do not

⁹ Another student indicated that reporting such behaviour was an option for students and parents: "It has decreased a lot because now, the teachers are scared to beat the children because they know that if we report them they will be in trouble. If you misbehave, they will summon your parents and it is up to the parents to see what to do".

¹⁰ One girl said, "We still have punishment but not serious. The punishment is only write the lesson/ clean the class/ wash the toilet/ pick up the litter"; another said that previously, the teacher would throw the chalkboard at her but "now he is growling to simply hit slightly". Another said, "Before when students made mistake tore book apart, doing exercise incorrectly threw book away, but now only tear a few sheets of paper, before when students made mistake, he hit hard, but now hit gently, much less than before". Other students reported that new discipline strategies were for them to write lessons on the blackboard, or to 'redo the exercise again and again'.

occur during school hours, so that students are not missing learning time: “in the past we were not learning much because of disturbances when the teacher sends you out to do punishment” (adolescent male). Another adolescent male explained how Plan had helped: “YONECO actually gave us a toll free help line number so that we should report whenever teachers gives us harder punishments. PLAN introduced a suggestion boxes in which we put in our complaints”, which apparently students felt free to use in case any CP occurred, and which teachers reported encouraged them to follow the rules, even if they did not agree with them.¹¹ In Malawi, strengthening of CPCs and interventions with boys called “Gentlemen Search” appear to have focused mainly on school-based GBV. **If the GBV focus was offered instead of sensitisation on corporal punishment in some communities, or overshadowed information on CP, it is possible that this accounts for the only “moderate” improvement.**

In El Salvador, there has been good sensitization with all groups, and strong mechanisms/rules put into place. CP has reduced moderately; however, forms of alternative discipline are not used. The decrease in hitting was attributed to the organization of School Coexistence Committees with children’s participation in formulating coexistence rules with school members, as one teacher explained,

“The coexistence committee was formed with participation of parents and students. They were categorizing misconduct as serious, very serious and extremely serious, and were proposing solutions, the way we should treat each case. We are not going to do anything to injure anyone’s [child’s] dignity”.

However, it seems as though alternative forms of discipline are not known, since the decrease in the most severe forms of corporal punishment lead to an increase in verbal violence, along with an increase in physical labour as punishment (tidying the classroom, or the bathrooms at school). Also important, and unique to El Salvador, is the report from at least two adolescent FGDs that when teachers call parents (instead of using CP), then they are effectively deferring the physical punishment to the home, since some parents still agree that student behaviour justifies the use of corporal punishment at school. **This is likely due to the absence of alternative discipline trainings.** The Community Profile reports that while teachers were trained on participative formulation of rules, they have not been adequately trained on positive forms of discipline and substitutions for corporal punishment.

In Sierra Leone, we see weak sensitisation with teachers and parents, but relatively strong rules/mechanisms in place combined with sensitised adolescents. However, CP is only reduced in severity and frequency; it is still very much utilized instead of any alternative discipline. Only very recently, it seems that students were subjected to extremely severe CP that, they claim, often seriously injured children. It seems as though Plan/partner workshops and sensitisation, along with various sensitisation materials have contributed to a significant reduction in such abuse. Also, it seems as though reporting mechanisms are in place that enable students/parents to report teachers who they think are not following the rules, as was seen with hotlines in Malawi.¹²

¹¹ All three KIIs in Com2 credit Plan with decrease, but not mentioned in Com1

¹² One male student explained, “Student have the phone numbers of student rights activist and they can call them and complain any teacher heavily flogging a student... Teachers are now aware that the students knows their right and if the violate their rights actions will be taken against them they have significantly reduced the corporal punishment.” Another said, “Previously they used to beat us over a desk and wound us but now if you wound a student by beating a disciplinary action will be taken against the teacher and this has helped to reduce corporal punishment.”

Based on adolescent's reporting, this 'reduction' refers to a lessening frequency and severity of the CP, not at all an elimination of it.¹³ One KII agreed that CP is reduced thanks to Plan, but that still happens or that labour is substituted; also that it applies more to boys than girls. In addition to becoming less severe, it also seems as though CP is less arbitrary, as students say that now when they are beaten, it is because they deserve it, whereas before, it would happen for no apparent reason:

"We have seen changes since FAWE/Plan came to the school to advice the teachers on issues related to punishment. Also our teachers were even being advised by teachers from other schools on how to punish the pupil. [Now] most of the time the punishments we receive we deserved them because we cause lot of trouble to the teachers. - In some cases before the teachers were just abusive without any reason; would punish you because they are teachers and we are pupils]".

Some students, however, did not agree that the incidence of CP had been reduced; one adolescent female said, "It is the same, teachers are still beating us as they use to do. When you are late they beat you more than 8 'curts' and ask you again to clean the compound... They beat us even in front of our principal and [the principal] says nothing about it".¹⁴ A few other students reported that teachers used severe CP just as often, and for arbitrary reasons, for example if a teacher asked a student for money and he/she could not pay it, then he/she would be 'flogged'.¹⁵ While teachers were trained on alternative discipline in Sierra Leone, **codes of conduct trainings seem to have focused on sexual relations, punctuality and attendance—not abuse**. Perhaps stronger sensitisation on rules against CP would lead to a decrease in incidence.

Little improved

In **Kenya, there has been minimal sensitisation with all groups, and minimal mechanisms / rules put into place to eliminate CP in schools. CP is not significantly reduced in severity nor frequency**. What few students reported decrease in CP, do not attribute this to any sensitisation or improved behaviour of teachers. As one boy said, "Plan advised students to avoid mistakes" in order to avoid CP; others simply said, 'Ministry of education declared it illegal' and were unable to articulate more¹⁶. Most students took it for granted that teachers would beat them if they misbehaved". An adult female mentioned that serious physical punishment had gone down, though moderate caning was still appropriate: "Severe corporal punishment has gone down of late. Knowledge of children's rights by the pupils has influenced this. They can even report someone to police if seriously a teacher abuses corporal punishment. Plan gave the children a helping at Kolpin". However, there is still evidence in Kenya that teachers do not quite accept that eliminating CP in all situations is effective, nor that there are any mechanisms put in place to enforce the rules, so teachers continued to do it as they saw appropriate, as one said, "To an extent it helps because whenever you instil fear to a kid who doesn't know what right

¹³ As one male student in Sierra Leone remarked, "Before this time they use to abuse us but now they use corporal punishment. This happened because of FAWE sensitization." Similarly, a female student said, "The way they flog us is a bit minimal now. They use to put us [on the] desk and beat us like animals but that is no longer happening now, to me generally it has decrease. You can see the paintings on the walls condemning such act. The drawing was done by Plan [referring to drawings on the school wall expressing that CP was inappropriate]". A parent of a child in Sierra Leone added to this, "My child told me corporal punishment has reduced in school because of FAWE/Plan came to the school sensitising teachers and pupils about the dangers of corporal punishment and advice teachers on alternate ways of punishing a child".

¹⁴ Another said that teachers "sometimes call parents and flog us in front of them and at times our parents also beat us". Another adolescent female said, "we have got several workshops and school sensitisation but the teacher still flog us and sometimes they even wound us".

¹⁵ KII does say that sensitisation/teaching alt methods/involving parents has helped, but still don't mention concrete measures. In Com2, hard labour still happens, but only when there is construction work going on near the town, according to KII—otherwise just CP; doesn't mention change.

¹⁶ KII also says new constitution has led to a decrease

and wrong he ends up choosing what is right and leaving what is wrong”.¹⁷ The evidence is clear, here, that there have been minimal sensitisation with adolescents or parents (thus negative attitudes) but some success in sensitizing teachers, but minimal mechanisms / rules put into place to eliminate CP in schools. The community profile reports that not all teachers attended seminars offered by Plan. Only 95 teachers were trained by Plan on alternative discipline and conflict resolution methods, while 35 CPCs have been established in schools

In Zimbabwe there has been minimal sensitisation with all groups, and minimal mechanisms / rules put into place to eliminate CP in schools. CP is not significantly reduced in severity nor frequency.

Most students indicated that they were beat as often as they always had been; those who did perceive a reduction, however, were not able to articulate any reasons why, as one adolescent male even said, “It has decreased; I don’t really know why but we are now rarely beaten”. Other students linked the incidence of CP only to their own behaviour, as was seen in Kenya: “It is the same because the child has not changed the same offences she committed last year 2012 would be the same as now” (Adolescent female); another said, “We haven’t changed our attitude so we still get punishment”. **While trainings took place in Zimbabwe, it appears that they were not effective.** Teachers were trained on codes of conduct and reducing use of CP, alternative discipline, and the impact and prevention of child abuse. Given that they did not result in an improvement here, it appears, that these trainings were either not effective in conveying their message, did not reach enough teachers to promote change, or need to be accompanied by stronger rules to be effective.

Safety to and from school

In **Pakistan**, the **safety concerns that parents have for their daughters have been almost totally eliminated as a result of the establishment of the NFE centres, which are within the girl’s own community.** The safety concern is one of the most significant for parents here, which becomes particularly troubling if girls have to leave the village for schooling. Indeed, as we saw in the chapter on attitudes, while parents were overwhelmingly supportive of girls’ education conceptually, the reality was that they would be very reluctant to send a girl further for education. As such, if the NFEs were to close, then the girl would likely stop attending school; this comment was reiterated by nearly every FGD group, and every KII in this research. While some parents’ concerns were about their daughter becoming too independent, for others they were simply afraid that without her family and community there to support her, then she would be victimised by men. Therefore, we cannot be sure in what regard the intervention has been effective since it is somewhat different from those in other countries, in simply removing the walk to/from school. There is, however, good evidence that the school itself has implemented helpful security mechanisms, which, at the least, help parents to feel more confident that their daughters are safe. The primary role of CPCs, it seems, is in ensuring that girls have regular attendance, that parents continue to enrol them in school, and to an extent having meetings within the community to discuss any issues going on. They are attributed to having played a primary role in convincing parents to enrol girls into school in the first place, as one adult male said:

“CPC played key role in finding a common and neutral place for the NFE – the NFE center house is built separately and all villagers have agreed to send their girls if the NFE is opened there. CPC also plays important role on convincing parents to send their girls if they leave the school for any reason”

It appears as though actual violence is not a concern when these schools are within the community, but that it occurs outside the community. There is no evidence, however, that those who commit such acts

¹⁷ Another teacher admitted that at times, “children are caned, but not in the presence of visitors”.

(outside the community) are faced with punishments, or that there are security mechanisms outside the boundaries of the school; given parents continued reservations about letting their girls leave the community, we may assume that this is an area requiring more work.

In El Salvador, despite the rise in the perception of security inside school, the conditions of **insecurity on the street and in the community have increased over the last 3 years due to the presence of gangs**. On the street, young and adolescent girls run the risk of becoming victims of sexual violence or being pressured into becoming a gang member's girlfriend, while young and adolescent boys run the risk of becoming victims of verbal and physical violence, being induced into drug use, or being recruited as gang members.¹⁸ Despite these serious concerns, participants indicated that Plan/partner had executed no actions concerning insecurity on the street. To try to deal with it, parents have resorted to dropping off and picking up their children from school, a significant burden in their already busy working day.

In **Kenya**, the two sampled communities have **different outcomes: Tharaka has had relatively strong and multi-faceted interventions with Plan's clear assistance, and has seen positive changes; Machakos has done little to address this, has not (according to FGD and KII participants) had any Plan assistance, and has seen negative changes**. For example, in the community that had established a boarding school (Tharaka), all females agreed that it had helped to eliminate their prior concerns of safety to and from school; for those who boarded, indeed, there was no travel needed and as such, they felt safe. Security had also improved in this area for those who lived in the nearby village and still walked to/from school. Here, students mentioned that there were police posts that had been recently set up in the community, which further secured the area.¹⁹ A boy from Tharaka verified how unsafe the area was in 2011: "Before girls could not walk to school alone may be as a big group or in pairs. If not rape they were snatched their belongings; however, 'this has changed from 2011, due to introduction of village elders who usually hold meetings with the community to discuss on security issues". Community Peace Committees had also been established in Tharaka, but seem to have only the role of escorting children to/from school: "The CPCs ensure that children who come early to school are escorted to school by parents". **All these elements combined – community policing, sensitisation with community members, and boarding girls nearby the school – have greatly improved the situation in Tharaka**, according to all participants in this village.

In Machakos, however, no boarding school had been established, and other mechanisms were weak and as such, many girls still felt quite unsafe going to and from school. As one reported, and other male and female groups verified: "unsafe conditions have increased with the coming up of local beer places... there are so many misbehaved people who move around at night and pick other people's items left outside at night and especially water pipes... both boys and girls fear such insecurity scenarios". In trying to address this issue, community members have set up 'nyumba kumi', wherein the selected chairman goes house to house to monitor how households 'conduct themselves', and also that village councils

¹⁸ As adolescent girls reported, "Insecurity on the street has increased. Recently, there was an abduction nearby, in a canton. This person's dead body has already been found... We used to be able to go to a classmate's house to do homework. Now, no parent lets their child go out at X time". Another said, "It depends on the area. There are areas that are known to be dangerous because they say they belong to gang X. So, this is why there is fear, since just because I live in this neighbourhood they think I'm a member of gang X. That means, if they see me in another neighbourhood, the opponents will think I belong to the other group, and you're in danger". And another, "You can't walk the streets too late at night, like yesterday, they told me you could hear a shoot-out".

¹⁹ Prior to the establishment of the boarding school, according to one group of girls, "girls were being raped, were also beaten by other children. Were attacked by cattle rustlers. Such cases have reduced due to presence of police posts who monitor".

have been active in trying to stop people from abusing drugs and drinking, many of whom, they say, are young men who have dropped out of school. Girls also report that there are boys from other schools who "waylay us on the way and solicit for sex or even touching our breasts". The work of the community members sensitising the others has had some positive effect, though, according to young males, because the perpetrators were young males and they had been talked to about why it is wrong to do this, with apparently some positive effect. Community members remarked that they had established a CPC over the last year, and had some examples of positive work, for example as one male student explained, "[CPC] follows up on rape cases. E .g a class 8 girl case was followed up by the village councils and the culprits was jailed and convicted. There have been programmes to prevent drug sellers in the area and local brewers of illicit brew. They work hard in hand with the police". However, it seems that the extent to which CPC members can ensure all adolescents' safety is very limited. None in this village referred to any type of external policing, and they had to do all the work to make sure their communities were safe. Participants did not indicate any involvement from NGOs or others on trying to help this issue; **anything that was done was community-led, and was limited to sensitising community members and referring cases to police. We see evidence that this is not enough, as the situation has deteriorated for girls.**

In Malawi, participants say that acts of violence are less likely today, and attribute this decrease to sensitisation, community policing, and giving discipline to perpetrators. Interventions have been strong and multifaceted, and as such we see good progress. One significant factor for participants was that there was sensitisation with boys and girls who were often those who would cause risks to one another, though girls were more often at risk.²⁰ Another girl explained that such acts had reduced because perpetrators, including those who are not students, were brought to justice:

"One day as I was going home from school, a certain man wanted to rape me but I screamed for help but he ran away. People looked for him and they found him at the market. he got arrested. since then rape cases have reduced. PLAN works hand in hand with the community members so that this behaviour of violence comes to an end."

Girls were clear about what they should do in case they were a victim of such violence: to report directly to the school. The problem has also gotten better as a result of schools disciplining students who try to commit violence. One female said, "you can be reported to school even if you fight along the way home or to school and you get punished, before the school used to have much older kids who used to pick on you, now they have left so they don't scare you or beat you up."²¹

Plan has also helped to establish security in both villages through CPCs which some also referred to as 'role models', which most participants attributed to be the key reasons that violence had gone down so much. As one female student explained, "There is a group of men who work with Plan in order to combat violence. This group is usually known as the role models. So we report all the violent crimes to

²⁰ One adult female explained: "They [acts of violence to/from school] used to happen especially between boys and girls, but things have changed ever since PLAN, MAGA, FAWEMA and the youth friendly health officer enlightened us on the effects of violence on children... teaches us about violence through dramas and trainings. FAWEMA through mother groups makes sure that children that do violent acts are treated accordingly".

²¹ Another girl told a story: "Las term (September-December 2013), a Form Four student (name redacted) had proposed to a form one student (name redacted) who turned down his proposal. [Boy] got mad that he torn apart her uniform pushed her to the ground and pushed her bicycle on the ground. When the matter was reported to FAWEMA, [boy] was punished and since then no such cases have been reported... There is always a penalty to those who do violent stuff; as a result people are now afraid".

them”.²² An adult male was well-aware of what they did: “We meet with them about children rape, children fighting and they come to catch people and take them to the police these people are called vigilante police help the actual police”; others, however, said that while they knew of them, they needed to make their presence more well-known. In both communities, though, residents said that the CPC members did not live in the area, so they could not totally protect their community.²³ In addition to CPCs, there seem to be an increase in police presence in the communities. An adult male said: “police unit goes around homes (patrol) so violence has decreased” according to him, he had not heard of such violence for over a year.

In **Sierra Leone**, we see that there has been **good improvement with regards to violence against boys/girls to and from school, particular when it comes to rape, assault, theft and verbal harassment, but also an on-going fear of the secret societies, where children could be kidnapped**. Most participants said that some of the most serious issues that they had been faced with since the civil war had greatly improved; many attributed this to the establishment of community peace committees, which Plan/FAWE was said to have a primary role in. One female student said,

“On the way to and from school violence was occurring in the community by community youths sexually assaulting girls. This made lot of girls to be afraid of going to school. Complaints were made to FAWE/Plan and they held meetings with the community people and they form a child protection committee to stop these youth perpetuating the acts. Since then such acts have never been seen in this community”²⁴

It seems from these reports that the CPC works primarily in sensitising community members, giving them guidelines for behaviour, and taking in reports from people in case there is an incidence. One female student said,

“When someone abuses you for example sexually, you pick up the matter with them [CPC], they will follow up the matter with the police. If a child has problem with his/her parents at home, we always tell our teachers that are part of the CPC in the school and they will take us home and talk to our parents on our behalf”²⁵

All FGD members agreed that such threats of punishment were important deterrents in the reduction in violence to/from school. The only complaint about CPCs was that sometimes, they were not available, or in some cases, adolescents hadn’t been taken seriously, as one male student said, “they regard us as liars and people not saying the truth at all”.

²² An adolescent male verified this: “Plan Malawi through other organisations like FAWEMA and YONECO sensitized the parents, teachers, parents and children about children’s rights. these organisations formed a child protection committee. They make sure that pupils walk safely to and from school”.

²³ “Ever since club was introduced, they only visited us once where they introduced themselves as child protection committee members and their role hence they need to be visiting us often so that we learn more about violence. They work hand in hand with PLAN.”

²⁴ A male student also said, “We now have these child protection people in our school and the community that are always there to pick up child issues”.

²⁵ A male student agreed, “When an abuse occur against a child and the matter is reported to them they seriously pick up the matter and if the needs arises they can pursue the matter to court. Restless Development [partner] and Plan are really helping this committee to do their job.” An adult female explained that the CPC had set up laws in the community: “If a man talks to a girl along the road without the consent of the girl you will be beaten by other youth and even hand you over to the police. If you rape a girl you will be handed over to the police and ask your family to leave the community.’ It is unclear whether this rule where the family must leave the community is something promoted by Plan/FAWE.

Participants said that the best success at sensitisation was with certain males in the communities, many of whom were ex-combatants and had not ever learned that violence was wrong. Having received such sensitisation from CPCs, their attitudes and behaviour were reportedly changed, as one adult female described: “just after the civil war there was lots of violence in the schools and also the community itself. Most of these children took part in the civil war as child combatants but because of the numerous training and rehabilitation of these children by NGOs like Plan it has helped to reduce this violence’. One adolescent female explained the sorts of things that were working to reduce ‘gangsterism’ in her school: “This violence caused by some students stops certain students from coming to school and most often they injure students. This violence is now minimal because we organise dramas that condemned these acts and sometimes we attend workshops organised by Plan.”

It is unclear to the extent that any perpetrators are punished for violence outside of school. One girl reported that they were disciplined for behaving this way in school, “Because of the rules and regulations now in the school, some students have minimize the gangstarism in the school, if a student caught the suspend him/her indefinitely”. However, **all participants were positive that acts of violence between community members was minimal as a result of sensitisation that they had received**, and for students especially, because of the things they were being taught within the school, and being disciplined for infractions.

However, there is **not any indication that there is community or external policing in the area**, to try to reduce such acts from happening in the community; participants in all FGDs reported that there are still problems related to an area that is far more difficult to sensitise against: cultural societies – Poro and Sande²⁶ – wherein girls and boys were at risk of being taken, and forcefully initiated into the societies. This often means that they will miss school for a few days, up to a few months depending on what the Poro/Sande leaders decide the child’s rank in the society should be. There were some efforts to try to combat this problem, for example the CPC tried to establish that boys/girls could never be abducted as long as they were wearing school uniforms. However, this was not effective, and the community members called for additional help, as one adult female said,

“The only violence or unsafe situation for our children when going or coming from school is the yearly secret society initiations most especially the Poro society. They run after our children most especially the boys that are not member to initiate them forcefully. This situation at time make it impossible for children to go to school for days and the authorities been members are doing nothing to stop this act.”²⁷

²⁶ This is a widespread ‘cultural society’ that encompasses Sierra Leone, Liberia, Guinea and parts of Cote d’Ivoire. Poro (for boys) and Sande (for girls) involves rituals (separate societies / rituals / leaders) in which a boy/girl is initiated and only after this, becomes a man/woman. Typically, initiation would involve the girls/boys staying in the forest for months at a time to complete the initiation. Increasingly, initiations are being conducted over school holidays, over the course of a few days, to ensure the practice continues. However, increasingly more people are trying to opt out of joining the society; newer Christian churches consider such membership to be Satanic. While opting out is relatively easily done in urban areas, in rural areas, to not join can be paramount to rejecting one’s culture and becoming outcast in the village. Thus, reports of forced initiation are commonplace in these areas; and as such many adolescents indeed are at risk of being kidnapped for a short time to be initiated (sometimes to the parents’ approval). In these initiations, girls undergo FGM and depending on rank, can undergo some ritual scarring. Some children are considered by leaders to have criteria wherein they will be higher ranking in the society; these children are held in the forest for longer, to undergo more in-depth initiation and training. The highest-ranking of these children are kept out of school permanently, as their duties are full-time and initiation can take one year.

²⁷ An adolescent male confirmed their fears: “Every year the have this secret societies all around the community and they cause a lot of panic to the school children and even the adults that are non members. When they lay hands on these children they forcefully initiate them. The authorities can do anything to stop his act because it is politicised and people in higher places are involved in the society”.

This society greatly influenced boys and girls decisions about whether to go to school, and how they would get there: "At present we are unable to use certain routes to our school because of fear of forceful conscription. Apart from that, the community is generally peaceful".

Accountability by country

Mali reports the highest accountability, where students and adults are very positive about the schools' accountability, saying that whenever they have a complaint, they can easily approach the headmaster directly, or contact the school management association: "The committee watches over what happens at school so if there is any problem, its members are informed and they take action in order to remedy it. That is why complaints can be addressed to the teachers as well as to the committee" (adult female); "the community is highly involved in the children's education through the management committee. The teachers listen to us and they are interested in what we think about what they do" (adult male). Adolescents pointed out that because the community was so small, everyone knew everyone and this helped with the overall respect that people had for one another, "Yes they do listen to complains and act on them. The teachers and the school headmaster are all from outside the community but they have been here for so long that they are part of the community and they know every body here and every body know them and they are well respected" (adolescent male).

In **Pakistan**, students and parents are happy with the accountability in the NFEs and AFCs. Frequent mention was made of the CPC in helping to ensure that parents and students had somewhere to go in case they had a complaint, and also as having an overall 'monitoring role' to see what sorts of things the school would need. It seems that students are kept out of school meetings, as no male or female students indicated having any role in school management committees. For the most part, though, those who attended AFCs or NFEs, or their parents, said that there wasn't really anything to complain about in the schools in the first place. However, it seems that in case there were, they feel confident in doing so, and believe it would be effective. The SRC (Student Representative Committee) was attributed to having an important role in mediating between other students and the teachers. For example, if there were a disagreement between girls in school, then first the SRC would try to help. If it was not successful, then they would go to the teachers for further assistance. Usually, according to SRC members, they were successful in resolving the minor situations they had been faced with.

In **Pakistan**, girls were very positive about their roles in the SRCs, where they said they had a lot of opportunities to sit with teachers, and be involved in the lives of other students.²⁸

Girls who were not in the SRCs also thought they were good for maintaining discipline in the schools, but thought their role was too limited in terms of other things, like helping the students to get more supplies, as one girl said, "The role of SRC committee is very limited. They maintain discipline in the school, that's it".

In **Rwanda**, students and parents are positive about their schools' accountability; typically, if a student has a complaint then he/she will report it to his/her representative (head boy/ head girl), who will then bring it to the school committee. Some students said that this was an effective mechanism, as one female student said, "When there is something that you are not happy with, you tell the school leaders and when they think it's necessary to change it, they do it. First they evaluate if this is a relevant

²⁸ One girl explained, "I feel good to sit in the meetings because I get updates and feel involved in the school matters and in decision making. Then everybody ask me about the decisions made in committee and issues discussed there. This is for the first time that schools are working this way having committees to monitor and resolve the issues. This is good thing".

complaint, and if yes, they address it”, and another said, “Sometimes if a student gets beaten by a teacher for no reason, you can visit the headmaster to ask for explanations. You can visit the school any time to make sure that everything is fine. This is never a problem to discuss and ask for explanation”.

Most people said that their student representatives did a good job at getting their complaints to the administration, and that the administration also made sure to address any complaints. Female students told a story, “One time a teacher used to beat us terribly in classroom and we told the class monitor who then told the leadership in a meeting and they ordered the teacher to stop”; in another case, “We used to have a teacher who would tell us bad insults and we told the head student who then went to tell the leadership. The school leadership told him to stop and the insults did not continue”. One male student said that the only reason the leadership may not do something about a complaint, would be if the representatives did not make the complaint to the leadership in the first place: ‘If the problems actually reached the director of the school, they would get resolved’. It seems as though the only matters that may not reach the director, however, were those dealing with requests for additional materials, etc.; none of the students or parents reported on the representatives failing to elevate a concern with a students’ well-being in school. Most parents were also positive about the parent-teacher meetings that took place, where adults believed that they were respected, as one male said:

“We talk about it in the school meeting and by the time we leave we usually have a solution such that even when the school has a problem they let us know... What we say in the meeting immediately creates change and at the following meeting we look at how the solutions were put in action. When nothing has been done then we make new decisions but this does not happen very often”.

Regarding suggestions for school improvement, in addition to the administration being responsive to complaints of problems in school, they seem quite responsive to students who have requests that they think would make their educational experience even better. One male student explained, “for example, you can have an English teacher and s/he doesn't teach well, so you tell it to the school and they hold a meeting about it and they see what they can do”; another male group verified this, saying “when we have” a teacher who teaches badly, we tell the prefect of studies and they resolve it’.

In **Rwanda**, while most students were positive about their schools’ accountability, particularly in that they could report problems to ‘class monitors’, but there was still some evidence that there were still problems. It seems as though most of the complaints come from students who reported their concerns to teachers or administrators directly, rather than through the class monitors. It may be the case that not everyone knows that they should be in contact with the class monitors, or that in some classes, class monitors do not exist. One female student said, “Students a lot of time are shy and don’t tell their problems to the leadership because of lack of confidence or fear of speaking or being afraid of being insulted”. A few students reported that if they complained directly to a teacher, they would get in trouble: ‘The school does not hear our complaint... the teacher would beat you if you complained about something’. In another case, an adolescent male described the negative repercussions from complaining about teacher misconduct:

“A teacher once beat me and broke my arm so I went to the director of the school and there was a teachers’ meeting and the teacher was told to take me to the hospital and they took me on a moto[rcycle] but when I came back to school the teacher would harass me by looking at my notes all the time and trying to find fault within. He would say that I am writing within the wrong margin, etc. and one day he sent me back home”.

There seems to be another limitation in that some students believe that they are not taken seriously unless their parents are involved, as one female student said, “When a parent shared his/her complaints they would listen to him/her more than they listen to a student because sometimes when a student goes to complain they tell him/her to bring his/her parents”. The main problems in Rwanda, it seems are when students report directly to teachers/staff about problems they are having. When students work through school monitors, or get their parents to back them up, they have more success in having their complaints acknowledged.

Regarding making suggestions, participants saw limited success in the suggestions that they made which they believed were necessary for better education for their children. For example, one adolescent male explained, “The school doesn’t quickly act on our complaints, they don’t always understand quickly what the issue is. For example, there was a new teacher from the francophone system and we reported that he was not able to teach in English but the school didn’t change anything about it”. Another said, “I enrolled in the computer science option but the school doesn’t have computer! We kept asking for them but the school didn’t change anything about it. This year the computers finally arrive but for us we are completing our curriculum without practical experience on computers”; “We don’t have labs and we complained but the school did not act... Also in the options of journalism and languages, we don’t have novels. We reported it but nothing was provided as yet”. One parent understood, though, “The school can’t always address the parents’ complaints because the school has its own regulations and they can’t change them just because of parents’ wishes. The school changes what they think is ok to be changed”. Some students said that they would complain to their representatives about such matters, but the representatives would not consider their complaints to be valid, and as such, they would not bring it to the administration.

Others in Rwanda pointed out that the school did not take into consideration the challenges that parents had in paying school fees, and instead of helping them, would simply chase the child out of school. Apparently, in some cases the students would not inform the parents that they had fees due, and instead of the school contacting the parents, they would simply tell the child to leave. One parent said,

“if a student can’t afford the school fees or arrive late, the school chases him out. They waste the child time and opportunities. They should call out the parents instead. We already complained to the school about this, and they said they would not do it anymore, but it is not changing and they do it again... The issue is that the headmaster called a meeting about this but some parents do not attend meetings so they are not aware of the school decisions. That is why the school still chases out students to inform the parents that they have to pay”.

In **Rwanda**, students explained how they voted for their class monitors: ‘We vote because we believe in them, so they represent us very well’, and were responsive about bringing problems to the teachers and headmaster as needed, or solving it themselves if they could. One girl said that,

“Whatever you bring to them they tell the headmaster. We all know them because they introduce themselves to each classroom. If you are shy, you can go and tell the head student and she/he tells the head master and you feel represented... They are resolved... When the problem is simply, the head student resolves it himself/herself”.

For example, the class monitors noticed that a lot of girls were having trouble because they’d get an unexpected period in school; rather than having to go to the head teacher every time this occurred, the class monitors requested that they have access to sanitary pads more regularly, so a girl could simply ask the head girl. The monitors also were reported to be very good at teaching other students the things they learned during trainings. Only one complaint was made about the monitors, from an adolescent

male: “sometimes the head boy can take advantage of his position. Sometimes he enters class to provide information and if one of the students misbehaves, he will beat him up although eh doesn't have the right to do so; it is not his role”. As a whole, though, most people were happy with them, including teachers, as one said, “Students elect good and well-behaved students to represent them so they do a good job... the head students know news timely so that when there is a problem among students she/he tells the leader in a timely manner”.

In **Sierra Leone**, most students are positive about their schools’ accountability, saying that whenever they have a complaint, they are usually addressed effectively. Students typically report their concerns first to the ‘class master’, who will then report it to the teacher, but in case the complaint is about the teacher, they go to the principal. Sometimes school prefects are able to deal with the complaint on their own in case the problem is between students; other times students go directly to the principal if the complaint is ‘serious’ (i.e. abuse). Students’ complaints, it seems, are taken more seriously if they come with their parents, as one male student said, “the response to the complaint is faster when it is from our parents”. Students remark that there have been good improvements recently as a result of the new reporting mechanism, along with sensitisation that students and teachers have received,

“previously about three years back when we complain to the school authorities certain violations against students committed by teacher the authorities don’t take actions they consider our stories as make-up stories but now because of Plan advice in seminars and workshops about student and child right they do listen and take actions on our complains”.

In **Sierra Leone**, a few adolescents reported that they were not always taken seriously when they reported that a teacher had abused them / given them CP, and that in some cases unless they came with their parents to complain, they were ignored. One female student said, “A teacher flogged me badly and I reported the matter to the principal, with that, the principal asked me to leave his office and use abusive words to me”. Other students reported that there were repercussions if they complained, as one adolescent male said,

“if we take the complain to our parents first before telling the school authorities when we come with our parents with the complain, the principal we be angry with us and ask us to take the matter where because we have jumped is authority. But if the matter is violence he will be angry with us and later takes necessary actions”.

Similarly, an adolescent female said, “The last time I was seriously hit by my friend and I went to make report they also verbally abuse me for that”. In other cases, when students reported problems amongst themselves, “When we report issues affecting us to teachers they will tell us to settle it ourselves”. Again it seems as though the problems arise when students try to deal with the situation with just one person who works at the school, rather than going through the ‘class master’ who is responsible for bringing complaints to the school authorities, and following up on them. We saw above that those who voiced concerns to the class master were happy with the outcome.

In **Cambodia**, it appears as though the schools are somewhat effective in taking action when a parent or student reports that rules are being broken. Some students indicated that they were familiar with student governance committees, and brought their complaints to them with some positive results. According to one female student, the student government committee regularly met with teachers, where teachers would sometimes help, but at other times, ‘when we ask we don’t get it’ with regard for specific requests to the school. One female student said, “When there is a big issue, they take care, but if minor issue, they don't take care”. A bigger limitation, it seems, is that many students do not seem to be reporting problems to these committees, and instead go directly to teachers/administrators, which

sometimes worked well. One female suggested that there had been a reduction in gang violence in school because teachers were being told about the problems, and the teachers would then help to settle the fight. In Doun Peng, the school principal was also reported to be involved in students' safety concerns, as one female student said, "School principal takes care and helps to explain to classroom teachers not to hit students... he pays attention and takes care of all the students" and as such, most participants indicated that they would be comfortable making complaints to him as needed.

Regarding suggestions for school improvement, there are indications that the schools are well-engaged with students and parents when it comes to their requests for more resources in the school. One group of boys described that they had proposed a football net and school fence, and both were provided. They mentioned the use of a 'PO Box' for students to use in order to give requests. Even when their requests are impossible to meet due to limited resources at the school, the teachers are clear with the students that they have acknowledged their request and will keep it in consideration in case resources allow later.

In **Cambodia**, students are aware of the student governance committee, who is responsible for hearing student complaints and bringing them to the school; some students were happy with their work. However, some students indicated that they were not good; one saying "they don't even seem to want to talk to us." Others saw their role as peer educators, but not as all saw them as those who could help solve their problems. It appears as though only some think that teacher abuse is dealt with well; for many others, there is still a serious issue with abuse, and for most, there are issues with teacher attendance, issues that are not being addressed despite complaints. One female student said: "If teacher don't show up in class, students make complaint, and teacher said nothing, but later said if parents came to complain, he would say he is busy; it was just a little thing why complained" and in one case when a parent complained, the teacher 'showed much anger'. Another female said, "last time teacher didn't come to teach, I went to inform the principal and later the teacher said, just a little thing why you need to tell principal. As he yelled like this, I feel scared. Sometimes, he hit on female student's head, (using knuckle of fingers)". A few students reported that certain teachers were mean (even one was reported to be sexually abusing one girl in an FGD; Plan was notified of this during Y3FR research), such that students were afraid to ever make any complaint to or about these teachers. For them, they had no alternative but to deal with the teachers' abuse. One girl told her parent about this teacher, and the parent suggested to her to simply stay away from the teacher, and to not talk with him. We see clear evidence here that although most students feel comfortable reporting teacher misbehaviour, there still are some teachers who are getting away with such behaviour, and students are seriously affected as a result. A male student in the same village also said, he was "A bit reluctant because when the teacher knows about that [complaint], the teacher will punish us".

Regarding making suggestions, the main complaints from students were about the quality of teaching. Often students reported dissatisfaction with their teachers' willingness to help them, even if they asked for it. One boy reported "I lost motorbike key, when I told the teacher, he didn't help me finding it... not paying any attention"; another reported that his teacher, "didn't care who are coming school and who are not. He didn't even say hello to students. He didn't pay any attention, care, and concern to the minor issue thus, it made us feel no confidence on him, but discouraging". Students indicated that they did not know how to report such incidences; as such behaviour from teachers was somewhat normal. In some cases, parents would go to the teachers' house to request to him/her to pay more attention, but this was met with little success.

In **Cambodia**, students reported that either they did not know of the school governance committees, or that they were not very effective; one female student said, “They have never been paying any attention, didn't care, and seem like they didn't even want to talk to us... Some of information have reached us and some not”. Most students did not even mention such committees, indicating that if they had a concern, they went straight to teachers or administrators (with varying, often not good, results). Thus we can assume that if these committees do exist, then they are quite weak and unlikely to be taken seriously by students nor administration. Nor were there other groups that were referred to by the participants that seemed to play any role in helping to monitor / report safety concerns within the school.

In **Malawi**, only some students are aware of any specific processes by which complaints could be made; the others indicated that they would report directly to an individual (teacher or administrator); those who utilized the former strategy saw better outcomes. Most students were aware of the suggestion boxes that were put in schools, which seemed to be particularly effective when multiple students were making the same complaint. In one case when, “we once reported to the school authorities that one of the teachers was fond of cracking jokes at the expense of teaching, and they confronted the teacher who stopped immediately” (adolescent female). In another case, a complaint was brought against a teacher who “was fond of abusing students. He could hit them on small issues, so the suggestion box was filled with complaints about him. When the school committee met they agreed to arrange a transfer for him and it worked” (adolescent male). Teachers agreed that students utilised these suggestion boxes, but were not happy about them because, according to one group of teachers, they were introduced ‘secretly’, and teachers only found out about them when student representatives were ‘threatening them’: “With the sad and happy boxes, the pupils are able to confront their teachers by warning them that if they dare do something displeasing to the students, they will report to the organisations like YONECO. YONECO introduced a help line which the pupils use to report if they feel like their rights are being violated”.

Despite this mention of the student representatives, none of the students themselves indicated any knowledge of such individuals. When suggestion boxes did not work, some students said they would report directly to the teacher first when they have a complaint and if it gets ‘out of hand’ they go directly to the Headmaster who, it seems, is sometimes responsive in dealing with such complaints. In one case, students heard stories about a headmaster who was sexually abusing girls himself, and in order to address this issue they first tried to confront him, to no effect, but then went to the community peace committee who helped the students: “we then reported to the CPC who helped us in drafting our complaints which were then sent to the government. The Headmaster was then dismissed”.

There are other cases where students felt as though the school would not address their concern, and reported directly to Plan staff. One adolescent male explained, “a certain boy beaten a girl after the girl refused to be in a sexual relationship with him but when she reported this to the teacher they did not help her finally, she reported to Samuel Banda from Plan who called the boy”. One female student attributed the students’ new found confidence to report a teacher to Plan’s work:

“[If] a teacher touches a learner’s breast then we report to other teachers, parents and mother group. These people resolve the issue... in the past we never used to speak out but ever since FAWEMA and PLAN sensitised us on our rights like the right to education, the right to play, the right to a healthy life... this has boosted our confidence”.

Participants also indicated that YONECO had set up a help line for them to call in case there are any complaints that they have, though nobody indicated that it had been used.

Despite some success stories in **Malawi**, serious problems remain. It appears as though unless there is a large number of students joining together to make a complaint, then students are a) too afraid to complain in the first place or b) their complaint is ignored. Also, no students indicated that there was a student group or student representatives to whom they could complain, even though teachers said that these individuals did exist, and were among those who went through the comments in the suggestion boxes. Many students reported that when they observed teachers misbehaving (beating students or missing class), nothing was done even if they complained to school authorities: “When we had reported to the former headmaster about teachers behaviour of missing classes he did nothing. In addition to that, when we report fighting cases to teachers they do nothing about it e.g. when [name redacted], a form one student had reported to the Headmaster about being beaten by [name redacted] a form four student, for not accepting to be his girlfriend, he did nothing”. Some students indicated that they didn’t even want to complain in the first place, “We are also afraid to complain, and anyway the teachers refuse responsibility of negligence because they are scared to lose their job”. Another said, “I am always afraid of the issues backfiring so I don’t even try to complain”. Sometimes the problems are so bad, and parents are so exasperated with trying to get the school’s attention, that they go directly to Plan with their complaints, or remove their children from school entirely. One female student told about her friend who was proposed to by the school headmaster; she felt that the only way to deal with this was to report ‘to the NGO’, and as a result, she was not suspended for making this report since they were closely monitoring the situation. While the NGO was able to deal with this, it was clear that without the NGO, the problem would never have been reported or dealt with. A female parent in Malawi explained how here children were victims of bullying as a result of their ethnicity, which not addressed by the school despite complaints from her, such that they dropped out:

“There was tribalism in this community to the extent that my two children dropped out of school and got enrolled in the city school. Their friends used to bully them that they are outcasts in the Tumbuka society as we are Chewa. But when complained to the authorities they did nothing, such that one day I was involved in a fight with one of the teachers wife who deliberately threw my daughters bucket when she had gone to draw water”.

Regarding making suggestion to the school, they were equally displeased about the responses to their requests; in particular, students were unsure as to why their complaints for additional resources were ignored, as one adolescent female said, “On the issues of clubs, when we complain that there is need for clubs i.e quiz , wildlife, drama, debate they do not do anything”. Students here had no examples of times when they asked for something, and received it.

In **Malawi**, no such committee was said to exist by students, nor do there seem to be students delegated to hear other students’ complaints and bring them to school authorities. When asked about student who they went to with complaints/ suggestions about the school, students most often referred to the suggestion boxes; other than that were mothers groups, whom they went to in order to get assistance; the Tuseme groups, though not specifically responsible for hearing students complaints, did take an active role in trying to bring up certain issues to the school, which they felt helped others to be sensitized to the issue, but that their requests are still ignored by school management. As one Tuseme member explained,

“Male teachers used to ask girls out and we thought it wise to preform a play in order to highlight the dangers of having an affair with students i.e. loss of respect, impregnating the girls who will later drop out of school or even die during child delivery. we invited our parents, guardians, the chief, school management committee and our fellow students. since then, this behaviour has decreased. However, we have been asking the school authority to ask the government to recruit female teachers to this school but none has been done so far”.

Members of Tuseme groups have also taken it upon themselves, without the assistance of the school in any significant capacity, to sensitise to other girls about the dangers of dropping out of school, and to avoid early pregnancy. One teacher verified that while the Tuseme members tried to lead certain activities, they were not always given permission to do so because, according to teachers, 'they were not ready'. In one example given by a teacher, the group wanted to go to visiting neighbourhood schools to do sensitisation, but "there was no official letter communicating with us... so due to communication breakdown they couldn't go".

Beyond their roles in teaching other students, there is no indication that members of Tuseme groups regularly hear student's complaints, nor do they have any sort of status in or invitation to school management committees, which of course will limit the extent to which they are acknowledged when they bring a complaint. Teachers verified that these Tuseme clubs were effective in getting students, particularly females, to speak out more often, and let the school administration know what they wanted. One teacher said, "In the past, it was only boys who were confident in speaking out their views as compared to girls because of inferiority complex... [now] we know that this confidence is the result of workshops that they have been attending, which were organized by Plan".

Curiously, teachers mentioned the existence of committees that were made up of students, teachers and PTA members, saying that one of their roles was to look through what is in the suggestion boxes, called 'happy' or 'sad' boxes depending on how the student felt: "They also communicate through the happy and sad boxes which were introduced by Plan Malawi. Students usually put in the boxes what they are sad and happy about. Every month end the suggestions are analysed by a committee comprising of students, teachers and some members from the PTA. If someone is found in the wrong, they are called and advised to change. This is really helping". Teachers were somewhat positive about the student's apparent role in school management committees; one said,

"they act as a bridge between the students body and the teachers. Some students have negative attitude toward teachers so at least with student representatives they help them talk to these teachers. In addition to this, they work on behalf of teachers when they are busy. However these representatives need to be oriented once they take office on their duties".

However, another teacher said that the suggestion boxes and help line were introduced 'secretly', such that teachers only found out about them 'when we heard it from the students when they were threatening us'. While we can verify the existence of these boxes, and that they sometimes bring about change, that there is no mention by students or parents of any student involvement in going through these boxes, we cannot be certain to what extent they are actually taking on this role.

In **Kenya**, most participants indicated that complaints were typically not listened to or acted upon, though they understood the mechanisms to make a complaint was through speaking to the class representative. Few were able to explain any process by which complaints were made; usually they mentioned that they could talk to a 'school committee' or the 'chairman of the PTA'. Even fewer had anything positive to say about this system, or its effectiveness, except for one adult female who said that there was a time in which a girl had been sexually harassed (not clear by whom) in class, and it was reported directly to Plan (unclear what the outcome was).

In **Kenya**, most respondents indicated that the reporting mechanisms for CP and other forms of abuse were ineffective. Even if they felt comfortable making complaints (which was not always the case), often nothing was done as a result of them. Many participants said that there was no formal mechanism to issue a complaint, but that they would consider approaching the school committee, head teacher or

heads of education officers; there was also a suggestion box available. However, doing this did not result in changes in most cases. One adolescent female explained it: "There is a suggestion box though it is not opened frequently as it should be"; another said, "one can go directly to the head teacher or through the prefects... If personal issues one can go directly to the head teacher although female teachers are not preferred, they don't give us their attention; and another said, "most of the complaints through suggestion box are never responded to and we don't know the reasons behind". An adult female concurred: "The head teacher has refused to call meeting even when parents demand. One head teacher misused school finances and the parents demanded his removal [with no result]. Some head teachers even frustrate the sponsorship programme. Hence SMCs should be educated on their roles. The selection of B.O.G is not done properly this should be changed". Parents who were able, instead of dealing with these problems, would move their children to private schools. Those who could not afford it had to 'suffer' the teachers' behaviour. Another adult female mentioned that someone from Plan had told them that they could make complaints directly to the Plan office, but were unclear whether this had any significant effect. Parents were also aware that Child Protection Committees were supposed to be implemented, but had yet to see any evidence that they were active. They were hoping that these would provide more effective reporting mechanisms for when children were abused / beat in school, but as yet, the problems continued.

Regarding making suggestions to the school, a female student indicated that students had complained about the poor state of their buildings, but that nothing was done about it: "We complain about teachers but nothing is done; they themselves even know the extent which our buildings are but they don't do anything". When it came to asking for assistance for their child, either in terms of some leniency on paying school fees, or getting feedback on their performance, some indicated that they were reluctant to approach the school in the first place, as one adult female said:

"Parents have no freedom to contribute or complain about money or resources. Children can be victimised if the parents complain, also parents can't complain to the committee. Teachers also don't like inviting parents for meeting. If parents ask about children performance, teachers regard it as a waste of time and discuss the child with other teachers. Teachers need to be educated on the need of listening to parents".

In **El Salvador**, most adolescents are positive about the reporting mechanisms, as one adolescent girl said,

"Things have changed because of the new law, or the rights we have. It might be that there are more laws protecting children. Teachers have been trained on how to deal with students. That is why they no longer use corporal punishment. They know the law now, and they know they should not do it. Because, if there is a problem, if they do something to a student that makes them feel bad, the authorities are alerted, and they know they can get into trouble. I say this because it is due to the laws that it has decreased".

Adolescent satisfaction is in stark contrast to adults, who often say that the school never listens to them (described later).

In **Zimbabwe**, most parents were happy with the reporting procedures in schools, while adolescents were less positive, saying that "I think if you tell your parents and they come and complain instead of you going the chances of it being fixed are more than if you do it yourself". Students were not able to explain any formal reporting mechanism in place, merely that you can 'complain to a teacher' or 'complain to head lady'. One female adult described a positive case,

"I had a child... who used to beat up girls on their way to school so he was reported to the head now he no longer does that. [Also] I reported about my child who used to be abused by the teacher who used to step on his chest as punishment and ever since then it has never happened again. Its like when my child comes

to me complaining about the happenings at school I can talk to him or if its serious go to the school but some of the complaints the child brings are silly thing like noise, so I don't go".

Another adult male indicated that things had improved recently, "It depends on the complaint but they act on it and offer solutions. The issue of ignoring complaints was rampant way back but of late it has been addressed".

In **Zimbabwe**, most students were not aware of any formal process by which they could make complaints, and instead would simply tell a teacher or the head teacher in case something concerned them. In some cases, they would tell their parents who would take care of the situation, it seems, more effectively than if a student made the complaint himself/herself. As one adolescent male said, "We go to the CPC, they don't even care at times they ask to go back and nothing is done. I once complained about the non-attendance of teachers they just say "He/She will come"; a female student said, "We are afraid to complain because who will you complain to if it's about teachers you will not say anything". Beyond that, students were reluctant to complain in the first place, because there were repercussions, as one male said, "Some of us have illnesses and cant participate in sports if you complain they actually beat". No parents indicated any problems with accountability, suggesting that the schools will listen to complaints, but that students perhaps do not have a clear idea as to how to go about it, or that there has not been enough work done in sensitising teachers/ school committees around the role that students should play in school governance and oversight.

Summary of qualitative findings – ranked by country

Table iii: Summary of qualitative findings; relative rank by country

Sub-theme	Cambodia	El Salvador	Kenya	Malawi	Mali	Pakistan	Rwanda	Sierra Leone	Zimbabwe	Global
CHANGES										
Attitude change	1	2	3	3	2	3	1	1	2	2.00
Financial barriers change	3	ns	na	na	3	3	na	na	1	2.50
Safety change	3	2	3	3	3	3	3	3	3	2.89
CP incidence change	3	1	1	2	3	3	3	2	1	2.11
bullying / fighting change	2	1	1	1	3	3	3	2	2	2.00
safety to/from school change	na	1	2	3	na	3	na	2	na	2.20
chores change	2	2	1	2	3	3	2	2	1	2.00
participation in clubs change	3	3	3	3	3	3	3	3	3	3.00
RELATIVE										
CP attitude	2	1	1	1	3	3	3	1	1	1.78
Attitude Relative	1	3	3	3	2	1	2	1	2	2.00
accountability of school relative	2	2	1	1	3	3	3	3	2	2.22
participation of students in school relative	2	na	2	1	na	3	3	2	1	2.00
srhr attitudes relative	3	3	3	2	2	na	3	2	3	2.63
srhr knowledge relative	3	2	3	3	3	na	2	1	3	2.50
teacher training perceptions relative	2	2	2	1	2	3	2	2	1	1.89
GSP relative	3	3	1	2	3	2	1	3	2	2.22
Total changes	2.43	1.71	2.00	2.43	2.86	3.00	2.50	2.14	1.86	2.33
total relative	2.25	2.29	2.00	1.75	2.57	2.50	2.38	1.88	1.88	2.16
Total all	2.33	2.00	2.00	2.07	2.71	2.78	2.43	2.00	1.87	2.24

Outcome matrix, based on qualitative data, to provide snapshot of a) global ranking; b) improvement, stagnancy, deterioration with respect to each theme/subtheme=

Ranks 1-3: 3 is best, 1 is worst



Annex 6 – Community Profiles

Table jjjj: Zimbabwe Community Profile

ZIMBABWE	Mukweva-Chitsa	CHINDUKUMIRE CHIPINGE ZIMBABWE
When did Plan start work in this community (if present before PPA)	Since 1992	Plan started working in Chindukumire in 1994
What are the main PPA activities implemented in this community? What are the main <u>NON</u> PPA activities in this community?	PPA Activities: • Promoting positive attitudes towards girls' education through engagement meetings with parents and children on the rights of the child. • Reducing financial barriers to girls' education through scholarship support. • Improving the quality of education through in-service teacher trainings on gender sensitive teaching, code of conduct, alternative discipline. • Reducing violence (child abuse) in and around schools. • Increasing access to SRHR services through supporting establishment of school based health clubs. Non PPA Activities: • Plan supported educational sponsorship of marginalised orphans and other vulnerable children.	PPA Activities: • Scholarships for girls who had dropped out from school through Bloc Grants and direct fees payment. • Village Saving and Lending Groups (Training started November 2013) • Awareness campaigns on the importance of education and rights of the child targeting parents and children • Supporting School Health Clubs establish child friendly corners • In-service teacher trainings on the code of conduct, alternative discipline methods • In-service training to teachers on SRHR Non PPA Activities: • Plan supported educational sponsorship of marginalised orphans and other vulnerable children. • Women and their Children's Health programme supporting with maternal and neo-natal child health care.
Which activities have encountered most challenges in this community?	• Adolescent girls who benefited from scholarships are dropping out of school. • Community engagements on Child protection issues have reached many children in schools, but parents have knowledge gap in child protection issues. • Overwhelming response from girls who dropped out of school wanting to access financial support, but the budget is inadequate.	• There are cases of adolescent girls who benefited from scholarships who are still dropping out of school. • More needs to be done to reach many parents with education on Child Protection. • Though teachers and nurses have been trained on SRH, there is need for concerted efforts to impart the same knowledge to parents and the larger community. • There has been a response from girls who dropped out of school wanting to access financial support, but the budget is inadequate.
How would you describe the composition of this community? (for example: most people have the same religion, same language, practice same type of livelihood? Are there are internally displaced/refugees? Seasonal migration is	• This community largely has people of the Shona culture. There is however a few people of the Ndebele and Shangani speaking origin. • The people rely on rain-fed agriculture to grow crops such as cotton, maize and sorghum. • Livestock production is practiced by most families with small livestock	his community is Ndau dominated. There is however a few people who have a Shangani background. • The people rely on rain-fed agriculture to grow crops such as cotton, maize and sorghum. • Livestock production is practiced by most families with small livestock (chicken) being the most

common/nomadic population)	(chicken) being the most common. • Young men and women normally migrate to South Africa to seek employment	common. • Young men and women normally migrate to South Africa to seek employment. • There is a huge ethanol plant in the area however its functionality has been erratic and local who had been employed there have since been laid off
What have been the most significant milestones of the PPA in these communities?	• School teaching and learning environment has improved as a result of the block grants. • Girls' access to education has increased. • Peoples' attitudes towards girls' education have improved • Community attitudes towards young mothers and adolescent girls' education have also improved.	• Chindukumire has always been a community that witness mass exodus of young people and male adults to neighbouring South Africa. Very little importance has been attached to education as most young people admire returnees from SA who bring back flashy items resulting in high drop outs. Also young girls have been lured into marriages and thus affect their learning. • School teaching and learning environment has improved as a result of the block grants. • Girls' access to education has increased. • Parents attitudes towards girls' education have improved • Community attitudes towards young mothers and adolescent girls' education have also improved.
How long have the Child Protection Committees been in place in this community?	• The government enacted a policy that spelt the need for all schools to have CPCs well before the PPA. However their functionality and in some cases existence has been invisible. The PPA has however, trained new office bearers in 2010 and subsequent years.	• Since 2011, the PPA has been supporting schools in this community to revitalise the existing but malfunctioning CPCs. In some instances establish new CPCs. The government enacted a policy that spelt the need for all schools to have CPCs well before the PPA. However their functionality and in some cases existence has been invisible.
What is the remit of the Child Protection committees in this community? (for example: only violence in school, only serious violence/assault/rape, only awareness raising but no-reporting etc)	• They report on all child protection issues in and around schools and communities. They hold awareness campaigns on ROC. • They make referrals of cases to various government and community structures such as the District CPC, Justice system, local community based social protection nets such as food aid programme, school fees assistance such as BEAM and other NGOs	• They report on all child protection issues in and around schools and communities. They hold awareness campaigns on ROC. • They make referrals of cases to various government and community structures such as the District CPC, Justice system, local community based social protection nets such as food aid programme, school fees assistance such as BEAM and other NGOs
Who are the most influential leaders in this community? (for example: traditional leaders, religious leaders etc) Are there any women leaders?	• Heads of schools • Kraal heads and Chiefs. • School Development Committees • Women lead smaller groups like VS and L, Community projects like nutrition gardens, and some are members of SDCs.	• Heads of schools • Kraal heads and Chiefs. • School Development Committees • Women lead smaller groups like VS and L, Community projects like nutrition gardens, and some are members of SDCs.
How actively involved in the PPA are these community leaders?	• They participate during community awareness and community dialogues where advocacy issues are discussed.	• Mainly they participate during the beneficiary selection processes, community awareness and community dialogues where advocacy issues are discussed. • They assist in Child protection issues particularly case follow ups and case management.
Have you delivered any teacher training in this	• Teachers were trained on gender sensitive teaching, SRHR,	• Teachers were trained on gender sensitive teaching, SRHR,

community in 2013? What was the focus of this training?	code of conduct and PLAP	code of conduct and PLAP
Has there been much teachers' turn-over in the PPA schools? If yes, please provide more info on number and main reasons.	No	· There have been cases of transfers but not worth indicating as "much turn over".
Are most teachers qualified teachers or unqualified?	Most teachers are qualified.	· Most teachers are qualified.
Are there SRHR services present in this community? Please detail what services are available.	• There is clinic nearby in the community which support with family planning services for men and women. However this support may not be adequate for and sensitive to adolescents SRH needs. • Community caregivers are also available in the community who provide information, SRHR, HIV and AIDS.	• There is one Rural Health Centre/clinic in the community which support with family planning services for men and women. However this support may not be adequate for and sensitive to adolescents SRH needs. • Present also is a government structure of Community Health Workers/caregivers who mainly provide information SRHR, HIV and AIDS but these are seen to be working mainly with adults compared to adolescents.
How long have the school clubs/speak-out clubs/ GBSFMT been implemented in this community?	• Three years under the PPA	· Three years under the PPA
Has the PPA been referring/linking beneficiaries to Savings Groups in this community? If yes please describe how.	• This last year of the project, Plan trained people on VS&L and deliberately highlighted that one of the objectives of the savings clubs is to ensure that girls access education.	· The PPA is working with adult women and man, young people in this community training them on VS&L. The thrust of this activity has been to build household resilience through generating income that can be used with a bias towards supporting girls' access to education.
How many savings groups are there in this community? How many members are there in these groups?	10 groups with 18 males and 73 female members in total	· 4 groups with 69 people, 15 males and 54 females.
How often do the Savings Group meet? When do they meet?	Meet once a month. Some meet near gardens, schools while others meet near water sources	· The groups often meet monthly
How long have the Savings Groups been active in this community?	Since October 2013	· The groups have been active since October 2013

Table kkkk: Malawi Community Profile

MALAWI	Chinjoka	Malivenji
When did Plan start work in this community (if present before PPA)	2008	2001
What are the main PPA activities implemented in this community? What are the main <u>NON</u> PPA activities in this community?	training for young people on rights And formation of TUSEME to engage with local power holders to challenge And address barriers that impact on social And academic development of girls. - training for local leaders on girls And rights And raising awareness on barriers to girls education culminating the	- Training for young people on rights and formation of TUSEME to engage with local power holders to challenge and address barriers that impact on social and academic development of girls. - Training for local leaders on girls and rights and

	formation of mother groups. - Adolescent RHR (awareness sessions on ASRH using theatre, peer educators And mentors for girls success) - Strengthening CP committees with a focus on school-related GBV - gender responsive teaching methodologies for teachers - Implementation of GBFSMT	raising awareness on barriers to girls education. Culminating the formation of mother groups. - SRHR (awareness sessions on ASRH using theatre, peer educators and mentors for girls success) - Strengthening CP committees with a focus on school-related GBV - Gender responsive teaching methodologies for teachers
Which activities have encountered most challenges in this community?	SRHR related work due to mobility challenges And time for peer educators to hold sessions.	- Ending violence on the way to school particularly for primary school learners. - Sex and sexuality issues particularly adolescents' right to access contraceptives.
How would you describe the composition of this community? (for example: most people have the same religion, same language, practice same type of livelihood? Are there are internally displaced/refugees? Seasonal migration is common/nomadic population)	The community is a mixture of Chewa 30% and Tumbuka (70%) tribes both speaking Chewa and Tumbuka languages. 90% of the community members are Christian with the remaining percentage subscribing to Islam and traditional belief systems. The community is 20km from economically active centres which means most families are not engaged in viable small scale businesses. Agriculture is a common type of livelihood and most families grow arable crops for food and sale.	The dominant tribe is Tumbuka with all the inhabitants sharing Tumbuka language. Most of the community members brick moulding, sale of firewood and growing of arable crops for sale are major sources of livelihood for most families. The community is stable with limited migration considering that it is about 11 km from Mzuzu city.
What have been the most significant milestones of the PPA in these communities?	the dominant marriage system is patrilineal, attitudinal changes among community members towards girls' education. - Improvement in the school environment through deployment of additional teachers And improvements in infrastructure changes achieved through the Implementation of GBFSMT - Speak-out clubs – changes in girls ability to Speak out, improved assertiveness And decision making skills apart from	- Ending violence is schools which has seen significant reduction on cases of corporal punishment and peer violence. - Improvement in the school environment including construction of sanitary facilities - Generally the school has become more girl-friendly and responsive to the needs of girls and boys. - Reduction in drop outs and improved performance of girls - Improved reporting of cases by girls and boys with a corresponding effective response mechanism though violence on the way to school remains an issue. - Participation of young people in school management- girls and boys are consulted in important steps being taken in school.
How long have the Child Protection Committees been in place in this community?	3 years	3 years
What is the remit of the Child Protection committees in this community? (for example: only violence in school, only serious violence/assault/rape, only awareness raising but no-reporting etc)	Note that CP committees were established by Plan as part of a wider project aimed at strengthening CP system and their remit was mainly on serious issues including child labour issues since Kasungu is a tobacco growing area. The committees were accountable to Area Development Committees and Village	Note that CP committees were established by Plan as part of a wider project aimed at strengthening CP system and their remit was mainly on serious issues including child labour issues since Kasungu is a tobacco growing area. The committees were

	Development Committees. PPA work looked at strengthening existing ones and expanding their remit to ensure they cover even less serious cases with a focus on gender to address SRGBV.	accountable to Area Development Committees and Village Development Committees. PPA work looked at strengthening existing ones and expanding their remit to ensure they cover even less serious cases with a focus on gender to address SRGBV.
Who are the most influential leaders in this community? (for example: traditional leaders, religious leaders etc) Are there any women leaders?	Local leaders, religious leaders and members of various committees particularly health.	Local leaders and government extension workers
How actively involved in the PPA are these community leaders?	Actively involved – both local and religious leaders.	Quite involved that they even patronise child-led events to listen to voices of boys and girls. School management committee listens to girls and boys more
Have you delivered any teacher training in this community in 2013? What was the focus of this training?	Selected teachers as patrons and matrons for speak-out clubs but also as part of local leadership to support mother groups.	Yes, in 2012 but only 4 teachers. The focus was on gender and making the learning and teaching gender responsive not forgetting gender responsive school management.
Has there been much teachers' turn-over in the PPA schools? If yes, please provide more info on number and main reasons.	No	NO
Are most teachers qualified teachers or unqualified?	Secondary school: 6 qualified male teachers Primary school: 10 male teachers (7 qualified)	Yes. Only 1 out of 8 is a student teacher under an Open Distance Learning Arrangement.
Are there SRHR services present in this community? Please detail what services are available.	Yes but not as comprehensive and not accessible by most adolescents due to cultural and attitudinal barriers that still exist though improving for the better. The nearest health centre is 4 km away and it's not youth friendly.	Yes but not as comprehensive and not accessible by most adolescents due to cultural and attitudinal barriers that are The nearest health centre is 9 km away.
How long have the school clubs/speak-out clubs/GBSFMT been implemented in this community?	Speak-out clubs – 8 months ago GBFSMT – 14 months ago	16 months
Has the PPA been referring/linking beneficiaries to Savings Groups in this community? If yes please describe how.	Yes	YES
How many savings groups are there in this community? How many members are there in these groups?	QUESTION DOES NOT EXIST IN ORIGINAL	QUESTION DOES NOT EXIST IN ORIGINAL
How often do the Savings Group meet? When do they meet?	QUESTION DOES NOT EXIST IN ORIGINAL	QUESTION DOES NOT EXIST IN ORIGINAL
How long have the Savings Groups been active in this community?	2 years	8 YEARS

Table III: Sierra Leone Community Profile

SIERRA LEONE	Masongbo Community	Timbo Community
When did Plan start work in this community (if present before PPA)	Plan started working in this community in 2009 implementing FGM projects titled 'Breaking the silence on girls' and women's rights'. Plan started implementing the PPA in this community in April 2011.	Plan started work in Timbo Community in April 2011 – started with the PPA project.
What are the main PPA activities implemented in this community? What are the main <u>NON</u> PPA activities in this community?	Main PPA activities I. Open air awareness raising on girls' rights and gender equality II. Training of school clubs on girls' rights and gender equality III. Awareness raising sessions with teachers and school authorities on the teachers' code of conduct with focus on punctuality, attendance and sexual relations with pupils IV. Awareness raising sessions with community members and teachers' union on teachers' code of conduct with focus on punctuality, attendance and sexual relations with pupils V. Training of teachers on the teachers' code of conduct VI. Support to inter/intra school debating events VII. Refresher training for primary and secondary school teachers on alternative forms of discipline VIII. Capacity building training of CTA members on reporting and responding to violence against children in families, schools and communities IX. Training of school clubs on life skills (leadership skills, negotiation skills, assertiveness etc) X. Training of girls and boys on sexual reproductive health right XI. Quarterly focus group discussions with parents, adolescent girls and boys, service providers, guidance counsellors and other teachers to best test their knowledge, attitudes and beliefs on SRH, especially the use of contraceptives XII. School wall paintings (murals) replicating important aspects on the teachers' code of conduct XIII. Training of nurses and teacher coordinators on adolescent friendly services XIV. Training of guidance counsellors and teacher coordinators on life skills and sexual reproductive health XV. Awareness raising at community level on SRH with	Main PPA Activities I. Open air awareness raising on girls' rights and gender equality II. Training of school clubs on girls' rights and gender equality III. Awareness raising sessions with teachers and school authorities on the teachers' code of conduct with focus on punctuality, attendance and sexual relations with pupils IV. Awareness raising sessions with community members and teachers' union on teachers' code of conduct with focus on punctuality, attendance and sexual relations with pupils V. Training of teachers on the teachers' code of conduct VI. Support to inter/intra school debating events VII. Refresher training for primary and secondary school teachers on alternative forms of discipline VIII. Capacity building training of CTA members on reporting and responding to violence against children in families, schools and communities IX. Training of school clubs on life skills (leadership skills, negotiation skills, assertiveness etc) X. Training of girls and boys on sexual reproductive health right XI. Quarterly focus group discussions with parents, adolescent girls and boys, service providers, guidance counsellors and other teachers to best test their knowledge, attitudes and beliefs on SRH, especially the use of contraceptives XII. School wall paintings (murals) replicating important aspects on the teachers' code of conduct XIII. Training of nurses and teacher coordinators on adolescent friendly services XIV. Training of guidance counsellors and teacher coordinators on life skills and sexual reproductive health XV. Awareness raising at community level on SRH with

	emphasis on contraceptive use XVI. Awareness raising with traditional and religious leaders on sexual reproductive health XVII. Awareness raising on the existence and functions of government policy on school fee subsidy and the girl child fund XVIII. Training of school boards and children to develop and use education self assessment tools XIX. Support feedback sessions on the outcomes of education self assessment tools XX. Production and distribution of the teachers' code of conduct XXI. Capacity building workshops supporting girls and boys to establish and/or participate in school governance and building their capacity to engage duty bearers NON PPA activities in this community Advocacy and awareness raising on female genital mutilation, early child marriage, teenage pregnancy and gender based violence (My Body, My Right Project)	emphasis on contraceptive use XVI. Awareness raising with traditional and religious leaders on sexual reproductive health XVII. Awareness raising on the existence and functions of government policy on school fee subsidy and the girl child fund XVIII. Training of school boards and children to develop and use education self assessment tools XIX. Support feedback sessions on the outcomes of education self assessment tools XX. Production and distribution of the teachers' code of conduct XXI. Capacity building workshops supporting girls and boys to establish and/or participate in school governance and building their capacity to engage duty bearers XXII. Training of school boards and CTA on National Educational Standards and Frameworks XXIII. Production and distribution of anti violence awareness raising behaviour change communication materials like posters, flyers XXIV. Production and distribution of IEC materials on SRH NON PPA Activities No record of non PPA activities in Timbo
Which activities have encountered most challenges in this community?	• Training of school clubs on girls' rights • Training on the teachers' code of conduct	• Training of school clubs on girls' rights • Training on the teachers' code of conduct
How would you describe the composition of this community? (for example: most people have the same religion, same language, practice same type of livelihood? Are there are internally displaced/refugees? Seasonal migration is common/nomadic population)	Masongbo is inhabited by different ethnic groups with "Themne" being the predominant Ethnic Group. This implies that the majority of the people living in Masongbo speak Themne as their local dialect. Both Muslims and Christians inhabit Masongbo community although it is observed that Muslim population surpasses the Christian population. The predominant economic activity of the indigenes is subsistence farming with petty trading, backyard gardening, stone-crushing, and okada riding being other forms of economic activities people are engaged in. There is an amputee camp in Masongbo with a population of about 100 people.	Timbo is a semi-urban settlement inhabited by multiple ethnic groups. However, the most prominent tribe there are the Fullahs. There are also Themnes and Limbas. Majority of the tribes there speak Krio (Lingua-franka or broken English). Muslims are in the majority in Timbo in terms of religious dominance. People there are mostly traders (some are petty traders and some trade in cattle). Trading is the main source of income for the people in Timbo Community.
What have been the most significant milestones of the PPA in these communities?	The most significant milestones of the PPA in Masongbo are: • Children have become increasingly aware of their rights • Teachers' absenteeism and sexual relations with girls reduced • School drop-out as a result of pregnancy reduced	The most significant milestones of the PPA in Timbo are: • Children have become increasingly aware of their rights • Teachers' absenteeism and sexual relations with girls reduced • School drop-out as a result of pregnancy reduced

	• Parents are supportive of their girls' education • More girls are completing junior secondary school • Knowledge of sexual reproductive health and access to adolescent friendly services increased • Girls and boys have developed skills in public speaking and are bold to make a public speech	• Parents are supportive of their girls' education • More girls are completing junior secondary school • Knowledge of sexual reproductive health and access to adolescent friendly services increased • Girls and boys have developed skills in public speaking and are bold to make a public speech • Violence in school has reduced
How long have the Child Protection Committees been in place in this community?	The child welfare committee (CWC) nationally recognized as a child protection structure has been in place for an estimated period of eight years. The committee is formed at chiefdom level by the Ministry of Social Welfare, Gender and Children's Affairs covering all communities under the chiefdom including Masongbo in Makarie Gbanti Chiefdom. This structure exists in all the chiefdoms though highly under resourced to function effectively.	Child protection committees referred to as CWCs (Child Welfare Committees) have been in place for roughly eight years in the Makarie Gbanti Chiefdom where Timbo is located. These were formed by the Ministry of Social Welfare, Gender and Children's Affairs. This structure exists in all the chiefdoms, but underfunding is negatively impacting its effectiveness.
What is the remit of the Child Protection committees in this community? (for example: only violence in school, only serious violence/assault/rape, only awareness raising but no-reporting etc)	This committee seeks to ensure the right of the child thereby provide services to protect/prevent the child from abuse and response to child protection incidences in the community such as child neglect, violence in schools, sexual harassment etc; but then reports to the Social Welfare Ministry or FSU (Family Support Unit) as the case may be. The CWC is considered as a key structure in the referral path-way system.	This committee deals with all child abuse cases in the community such as negligence treatment of children, violence in schools etc; but then reports to the Social Welfare Ministry or FSU (Family Support Unit) as the case may be all child abuse cases above its jurisdiction such as assault, rape etc.
Who are the most influential leaders in this community? (for example: traditional leaders, religious leaders etc) Are there any women leaders?	The influential leaders in Masongbo community include the traditional chiefs, religious leaders (Pastors and Imams), societal heads (sowes), herbalists, youth leaders, councillors and Mammy Queens (women's leaders). There is one female chief (Acting Section Chief) in Masongbo Community.	The influential leaders in Timbo community include the traditional chiefs, Muslim Clerics, youth leaders, councillors, women's leader, and the Fullah Business Men. There is a mammy Queen (women's leader) in Timbo.
How actively involved in the PPA are these community leaders?	Community leaders participate in awareness raising sessions, meetings and trainings organised by the project	Community leaders participate in awareness raising sessions, meetings and trainings organised by the project
Have you delivered any teacher training in this community in 2013? What was the focus of this training?	Teacher training was done in 2013 on alternative forms of discipline. That training befitted teachers from the community junior secondary school and primary school in Masongbo that the project is supporting. The training focused on the following issues: • Violence and its forms in the home and school • Discipline versus punishment • Punishment in the home and school • The roles of teachers and school authorities in minimising violence in schools • Gender Based Violence and its effects on girls' schooling • Alternative forms of discipline	Teacher training was done in 2013 on alternative forms of discipline. That training befitted teachers from the junior secondary school and primary school in Timbo that the project is supporting. The training focused on the following issues: • Violence and its forms in the home and school • Discipline versus punishment • Punishment in the home and school • The roles of teachers and school authorities in minimising violence in schools • Gender Based Violence and its effects on girls' schooling • Alternative forms of discipline

	• Impact of previous trainings on teachers	• Impact of previous trainings on teachers
Has there been much teachers' turn-over in the PPA schools? If yes, please provide more info on number and main reasons.	No	No
Are most teachers qualified teachers or unqualified?	Most teachers are unqualified	Most teachers are qualified
Are there SRHR services present in this community? Please detail what services are available.	There is a community health centre (CHC) in Masongbo. This provides services like health education, family planning sensitisation and provision of contraceptives such as condom and pills, and maternal and childcare health services.	There is a maternal child health post (MCHP) in a nearby community called Pilap. This provides services like health education, family planning sensitisation and provision of contraceptives such as condom and pills, and maternal and childcare health services.
How long have the school clubs/speak-out clubs/ GBSFMT been implemented in this community?	The speak clubs and/or school clubs have existed in this community for nearly three years	The speak clubs, school clubs and GBSFMT have existed in this community for nearly three years
Has the PPA been referring/linking beneficiaries to Savings Groups in this community? If yes please describe how.	No	No
How many savings groups are there in this community? How many members are there in these groups?	There are no saving groups in this community	There are no saving groups in Timbo
How often do the Savings Group meet? When do they meet?	Not applicable	Not applicable
How long have the Savings Groups been active in this community?	Not applicable	Not applicable

Table mmmm: El Salvador Community Profile

EL SALVADOR	EI PEPETO, LA REINA, CHALATENANGO.	SAN DIEGO HACIENDA
When did Plan start work in this community (if present before PPA)	– 1995 Plan inicio actividades en la comunidad. – 2012 se inició con el PPA2.	Plan tiene 15 años de estar trabajando en la comunidad y el PPA tiene 3 años de estarse desarrollando.
What are the main PPA activities implemented in this community? What are the main <u>NON</u> PPA activities in this community?	Choosing And shaping student governments. - Strengthening Ludoclubes school.	has been working in this community in community development plans, disaster prevention, youth work, education processes with schools.
Which activities have encountered most challenges in this community?	NO ANSWER	Los proyectos relacionados a la prevención de desastres.
How would you describe the composition of this community? (for example: most people have the same religion, same language, practice same type of livelihood? Are there are internally displaced/refugees? Seasonal migration is common/nomadic population)	Most of the town is Catholic, but there are a significant proportion of other Christian denominations. Productive activities are similar as is agriculture and livestock minor one. A percentage of migration to the United States	This community is characterized by having working families in different areas and informal sales such as agriculture, laborers, artisanal fisheries. Families 50% profess the Catholic religion and the rest mainly other evangelical religions.

	from youth	
What have been the most significant milestones of the PPA in these communities?	Participation of children in activities of capacity building and leadership skills.	
How long have the Child Protection Committees been in place in this community?	No child protection committees established yet.	No local committees established rights protection but no guidelines and processes have if there is any case of child protection.
What is the remit of the Child Protection committees in this community? (for example: only violence in school, only serious violence/assault/rape, only awareness raising but no-reporting etc)	It has worked a process of information and awareness with children on the topic of violence prevention "bullying" and the importance of not reproducing the cycle all types of violence.	N/A
Who are the most influential leaders in this community? (for example: traditional leaders, religious leaders etc) Are there any women leaders?	Religious leaders. Traditional leaders. Institutional leaders.	Members of the community development organizations, volunteers and teachers.
How actively involved in the PPA are these community leaders?	INTERMEDIATE	Are participative leaders because they meet all the activities of the projects with responsibility
Have you delivered any teacher training in this community in 2013? What was the focus of this training?	NO	Projects for teachers not directly, but if process has worked in schools with children.
Has there been much teachers' turn-over in the PPA schools? If yes, please provide more info on number and main reasons.	NO	The teachers involved have remained supporting project activities without rotation.
Are most teachers qualified teachers or unqualified?	Are qualified by the Ministry of Education teachers.	Teachers are professionals who have spent processes to be employed by the Ministry of Education.
Are there SRHR services present in this community? Please detail what services are available.	Limited. People have to travel to the nearby town for specific SRHR services.	has worked with young people at the municipal level as promoters and promoters of Sexual and Reproductive Health educational processes have been conducted in one of the schools in the community but not directly from the community.
How long have the school clubs/speak-out clubs/ GBSFMT been implemented in this community?	MAYO 2012	has worked with Ludo clubs (support playgroups through recess directed) and supporting initiatives of the ministry of education as student committees and governments cohabitation for two years.
Has the PPA been referring/linking beneficiaries to Savings Groups in this community? If yes please describe how.	N/A	N/A
How many savings groups are there in this community? How many members are there in these groups?	QUESTION DOES NOT EXIST IN ORIGINAL	QUESTION DOES NOT EXIST IN ORIGINAL
How often do the Savings Group meet? When do they meet?	QUESTION DOES NOT EXIST IN ORIGINAL	QUESTION DOES NOT EXIST IN ORIGINAL
How long have the Savings Groups been active in this community?	N/A	N/A

Table nnnn: Kenya Community Profile

KENYA	Gaceuni . Tharaka	Makongo / Machakos
When did Plan start work in this community (if present before PPA)	Plan started working in Gaceuni in 2007	2003
What are the main PPA activities implemented in this community? What are the main <u>NON</u> PPA activities in this community?	PPA activities include: school BOM leadership trainings, child protection trainings/ negative cultural practices impacting on girl child education, advocacy trainings for children, family life orientation training for parents, education awareness trainings/ campaigns for parents and children, Adolescent sexual reproductive health trainings for children and CHWs, life skills training for children, teachers training on alternative discipline/ learn without fear. Non PPA activities include: class room constructions, provision of water tanks for schools, child protection trainings for parents and children, village savings and loans trainings for parents, crop value addition trainings for parents, leadership trainings for CBO leaders and water management committees, school health promotion training for club patrons and children, management committees.	Sensitization of boys and girls as well as their parents on social cultural issues affecting girls' education Capacity strengthening of boys and girls on life skills Strengthening opportunities for boys and girls to participate in school decision making processes eg through student councils Engage with cultural / Opinion / religious leaders on impact of negative cultural practices impacting on girl child education Linking parents with adolescent boys and girls to Livelihood initiatives initiated by Plan through VSLA Supporting the formation and strengthening of child protection structures at the community level Supporting the dissemination of existing education policies including the basic education act and the role of parents in school governance
Which activities have encountered most challenges in this community?	Child protection trainings/ negative cultural practices impacting on girl child education.	Strengthening of community child protection structures due to entrenched culture of violation of children rights
How would you describe the composition of this community? (for example: most people have the same religion, same language, practice same type of livelihood? Are there are internally displaced/refugees? Seasonal migration is common/nomadic population)	Most people are Christians, they speak the same language (Kitharaka), they practice same type of livelihood ie mixed farming. There are no internally displaced persons although people move to other places during draught in search of food, water and pasture for their animals. In addition, during draught, the Borana community invades the area in search of water and pasture for their animals as this area borders northern Kenya, which results to cattle rustling.	Makongo community is fairly homogenous being comprised of the Akamba community. Majority belong to various denominations of the Christian faith. Being an ASAL region, economic activities are mainly influenced by the rainfall patterns but most practice peasant farming. Overall, there are limited livelihood options and mainly men have to seek for employment in nearby towns including the capital city - Nairobi
What have been the most significant milestones of the PPA in these communities?	Retention of pupils in school, increased enrolment for girls, child protection ownership by community, formation of school BOMs, formation of locational AACs which addresses children issues.	A reduction on the total number of girls dropping out of school as a result of getting pregnant. This was as a result of the continuous sensitization to both boys and girls as well as their parents on the same
How long have the Child Protection Committees been in place in this community?	3 years. They formed through other Plan activities but strengthened through PPA.	For the last one year
		The had been formed as part of the community initiative on issues of security but have been trained under PPA2 to

		support issues of child protections
What is the remit of the Child Protection committees in this community? (for example: only violence in school, only serious violence/assault/rape, only awareness raising but no-reporting etc)	They address all forms of abuse against children as well as reporting to the law enforcing agencies.	The committee has an overall responsibility of monitoring, reporting and responding to child protection concerns in their village. They link up with the government's Ministry of Interior and Coordination of National government for any support and follow up of child abuse related concerns
Who are the most influential leaders in this community? (for example: traditional leaders, religious leaders etc) Are there any women leaders?	Both traditional and religious leaders are influential. They are both men and women.	Religious leaders and leaders of Social welfare groups in the community. Women social welfare groups are very strong and their leaders are normally women
How actively involved in the PPA are these community leaders?	They participate in addressing cultural issues affecting education through holding community awareness meetings, child protection committees, they are involved in school BOMs.	PPA2 has been engaging with these leaders as they are key opinion shapers in the village
Have you delivered any teacher training in this community in 2013? What was the focus of this training?	A training was done for teachers on alternative discipline.	None
Has there been much teachers' turn-over in the PPA schools? If yes, please provide more info on number and main reasons.	Yes. Teachers have moved from Gaceuni due to hardship, inadequate accommodation facilities for women teachers and in accessibility to social amenities, insecurity due to cattle rustling.	There has not been high turnover but majority of the school have very few teachers employed by the government. The schools have to bridge the gap by recruiting untrained teachers from their locality
Are most teachers qualified teachers or unqualified?	Most teachers are qualified, however due to the high teacher turn over, parents are forced to employ un trained locals to meet the need especially for lower primary classes.	All teachers employed by the government are qualified. This forms the bulk of the teachers in PPA2 schools. Since they are not enough, parents supplement by hiring teachers majority of who are not trained
Are there SRHR services present in this community? Please detail what services are available.	Yes. HIV and AIDs dialogues, testing and counselling, awareness on safer sex practices, family planning services, dispensing of condoms, referrals for HIV positive persons for care and support. Dialogue session on the negative effects of FGM is also provided in schools and community gatherings.	The community has a dispensary that is not suited for provision of youth friendly SRHR services
How long have the school clubs/speak-out clubs/ GBSFMT been implemented in this community?	1 year.	The last one year
Has the PPA been referring/linking beneficiaries to Savings Groups in this community? If yes please describe how.	Community were trained on savings and the initiative was embraced by a number groups.	Yes The Livelihood Program has trained and supports community resource persons on VSLA. These teams trains groups and supports in following up such groups on issues of savings and loans. These community own resource persons are normally invited to share this information with parents during PPA2 organized discussion forums
How many savings groups are there in this	20 groups.	There are approximately seven groups with each group

community? How many members are there in these groups?		averaging between 10 to 30 members
How often do the Savings Group meet? When do they meet?	Weekly and monthly	Savings groups normally meet on weekly basis Each group has its own schedule but mostly meetings are scheduled in the afternoons when participants have finished with their other engagements
How long have the Savings Groups been active in this community?	2 years.	The last one year

Table 0000: Mali Community Profile

MALI	NIAGADINA et SALAMALE	
When did Plan start work in this community (if present before PPA)	Plan started working in both communities well before the implementation of PPA (Niagadina :1991 ; Salamalé : 1987)	
What are the main PPA activities implemented in this community? What are the main <u>NON</u> PPA activities in this community?	The main activities implemented in these communities are: • The support girls with school kits • The building courses • Sensitization (SRHR, gender, schooling for girls); • Training (teacher, community leader CBOs, EDG) • School Governance • Resolution of internal conflicts between CGS and school.	
Which activities have encountered most challenges in this community?	Both of these communities are facing strong gold panning and students leave school to go massively in placer (gold mines). Reducing dropout in favor of placer and weddings is a major challenge for us.	
How would you describe the composition of this community? (for example: most people have the same religion, same language, practice same type of livelihood? Are there are internally displaced/refugees? Seasonal migration is common/nomadic population)	Both of these communities are quite homogeneous and sharing 95% the same cultural values (language, religion) and have essentially the same sources of income (agriculture and maintenance gold panning). However, there is a massive movement of new population (urban and neighboring countries) to these communities as part of the gold mining which has exposed many ills (AIDS, schooling, high cost of living due to the gold etc..)	
What have been the most significant milestones of the PPA in these communities?	The building courses have enabled girls who stayed in school to be able to catch more or less boys in terms of rank in class. Also, awareness sessions compared to the ephemeral gains, however, allowed the return of several students who were definitely gone, returned to participate in the examinations at the end of the year; it shows that there is a beginning of awareness with respect to the final abandonment to gold mines. We also think that compared to other surrounding villages where gold was discovered on their soil, the more severe wave of education in these villages that the project communities (Niagadina and Salamalé)	

How long have the Child Protection Committees been in place in this community?	Since 2002, but the committees were not functional. With PPA they started work. All these committees were revitalized by partner NGOs working in the field.	
What is the remit of the Child Protection committees in this community? (for example: only violence in school, only serious violence/assault/rape, only awareness raising but no-reporting etc)	Sensitize communities to reduce violence in school environment, family and community. Inform adolescents on remedies in cases of violence. Encourage reporting of violence.	
Who are the most influential leaders in this community? (for example: traditional leaders, religious leaders etc) Are there any women leaders?	The village chief is the most listened to in these communities. However, religious leaders may have more influence on the members of his brotherhood	
How actively involved in the PPA are these community leaders?	Community leaders are involved in the activities. They always participate or delegate someone to take part in the great awareness sessions that we organize in communities.	
Have you delivered any teacher training in this community in 2013? What was the focus of this training?	Yes, teachers have received training; it was based on SRHR.	
Has there been much teachers' turn-over in the PPA schools? If yes, please provide more info on number and main reasons.	No, teachers of schools PPPs are relatively stable	
Are most teachers qualified teachers or unqualified?	About 30% of qualified teachers and 60% Niagadina Salamalé.	
Are there SRHR services present in this community? Please detail what services are available.	Yes, the Community Health Centre.	
How long have the school clubs/speak-out clubs/ GBSFMT been implemented in this community?	Governments children exist in 02 communities since 2007 but as these governments are renewed every year, this was not the case. So APP with these governments have been revitalized.	
Has the PPA been referring/linking beneficiaries to Savings Groups in this community? If yes please describe how.	Yes, but not a Salamalé Niagadina. Salamale Facilitator for the PPP project benefit meetings of these women to talk about the link between savings and schooling for girls.	
How many savings groups are there in this community? How many members are there in these groups?	5 Groups EPC by communities with a staff of 25-30 people.	
How often do the Savings Group meet? When do they meet?	The Group is very common among the President and that every Monday.	
How long have the Savings Groups been active in this community?	Since 2011 we have EPC groups in these communities.	

Table pppp: Pakistan Community Profile

PAKISTAN	Hinjrai Bangla (Chandia old name)	Fateh Mohammad Soomro
When did Plan start work in this community (if present before PPA)	Plan stated work in this community from December 2010 flood response in "Getting Children Back To School" (GCBS) project supported by UKNO. PPA interventions started by December 2011	Plan started its work in this community February 2012
What are the main PPA activities implemented in this community? What are the main <u>NON</u> PPA activities in this community?	Establishment of one NFE centre, 2 AFC (1 for boys & 1 for girls), The formation of Child Protection Committees (CPC), engagement of youth group & local opinion leaders, conducted FGDs, CPC sessions on women rights and importance of girls education and child rights. Through BBCMS (Broad Based Community Meetings)	• Orientation session with Community • Meetings and dialogue with local opinion leaders for attitude change • Focused group discussions (FGDs) with Parents for bringing back girls in post primary education. • Monitoring Visits, internal & external • Community introduced with the surveillance systems and

	communities were sensitized, mobilized and motivated towards establishment of NFE centres in these BBCMs all three partners of the project participated and shared the details of the project (both components Health & Education). In the beginning of the project religious leaders & influential of all project communities were contacted and detail orientation of the project was provided to them. They raised several questions for which satisfactory answers were given to them. From this community a religious leader Paish Imam Ghulam Shabeer Sahab was engaged in activities of AFC after having knowledge about the project activities and their effects he facilitated the team. He also shared the sessions of Health & hygiene to his students at religious schools Madrassa. 71 NFE learners were enrolled and 41 are retained. AFC Boys & Girls data Early (9-13 years) Middle (14-16 Years) Later 917-19 Years) Total Boys 41 35 31 107 Girls 44 27 29 100 Total 85 62 60 207	formation of surveillance committees. • Regular meetings with the surveillance committee members on the importance of girls education and taking measures for their protection • Dissemination of IEC material on girls post primary education, ASRHR, Child rights etc • Meetings with youth forums working on education. • Gender sensitization Meetings with teachers. Non PPA-2 Activities • Sponsorship • CBO Formation • Early Childhood Care and Development (ECCD) • Community selected for partnership in February 2012 under sponsorship program. • The community development plan (CDP) has been formed, adult men, women, children forums were established.
Which activities have encountered most challenges in this community?	None acceptance by community in enrolment, retention of learners, non availability of B forms. B form preparation was one of the major activity at NFE centres for their board registration for which following challenges of non cooperative behaviour were faced as B Forms of learners were not formed, when they go for this purpose to NADRA office it was found that entries of other siblings under age 18 will also be done whereas birth certificates of siblings of NFE learners were not obtained earlier. Therefore, the parents were not cooperating in getting birth certificates of other siblings as it requires significant monetary applications. To obtain the birth registration forms and preparation of B forms from the registration offices requires in person presence of the family adults to pursue these documents. Due to harvesting of rice crop parents preferred to go in field	Mobilizing surveillance committee on girl's protection issues and realizing them importance of girls education. Establishment of non formal education (NFE) centre for girls countered challenge from the community on insisting for establishing similar opportunity of learning for boys of the community. However, the social mobilization efforts by the IPs helped community understand the project intervention and engagement of girls in the education for the Grade VIII program under Allama Iqbal Open University (AIU) technical guidance. Girls have been engaged in the income generating activities such as embroidery, stitching and other agricultural support to their families before joining this program. It remained a challenge to motivate parents and families to continue their presence at the learning centres. The religious leaders of the community stressed the community on the religious education and avoid girls' enrolment in the public schools. However, the consecutive

	instead of visiting NADRA office & Union Council office for birth registration forms. However, after continuous social mobilization efforts parents realized the importance and supported in seeking these registration documents for their young girls. The registration forms make candidate eligible to get them registered for the Grade X examination under the DG Khan board. Challenges in Retention of NFE learners As it was a flood affected area due to which people of the community were in habit of getting benefits in form of goods therefore they were also thinking the same in case of NFE centres although it was clearly shared with them that no tangible items such as food items or NFIs will be provided except facility for the education for young girls falling under ages 13-19 years. In this community there is also an issue of early marriages through mobilization and sensitization girls after getting married were able to continue their learning. Another centre in the community have the facility of stitching classes and sewing machines were available there, they also giving monthly stipend to learners which affected the attendance of NFE learners, learners felt more productive to go there instead of NFE centres. At Adolescent Friendly Centres (AFCs) in the beginning parents take it as wastage of time as per their understanding they says children only play there and gain nothing but with the passage of time when children shows life skills they learnt in AFCs at their home and parents also know its effectiveness. In the beginning an issue of hiring of AFC staff as per community wish was also observed but transparent hiring process adhered with the involvement of community so that they can know only capable person is being selected.	consultations with the community elders and religious leaders (head of mosque) in particular changed their thoughts towards importance of girls' education. Due to the support of religious leaders the community started sending their girls for the enrolment at the non-formal education (NFE) centres.
How would you describe the composition of this community? (for example: most people have the same religion, same language, practice same type of livelihood? Are there are internally	Majority of people in community are Muslims and engage in the profession of agriculture & labour. Seasonal migration is common during harvesting and monsoon /flood seasons.	• Almost all houses were damaged due to disaster in 2010. • Post disaster, 107 newly houses were constructed • 100% population in the community are Muslim • Only Sindhi language is spoken and understood in the

displaced/refugees? Seasonal migration is common/nomadic population)	Common language is Saraiki and common caste of the population belongs to Chandia, Hassam, Mashori & Porra.	community. • Livelihood patterns are farmers, carpenters, labourers, fishing ,tailoring , and Govt school teachers • Almost all residents have same caste i.e. Soomra's • Indigenous community • Homogenous community
What have been the most significant milestones of the PPA in these communities?	Significant achievement is community acceptance, attitudinal change on ASRHR and realization of importance of girls' education due to strong social mobilization interventions, which seemed impossible at the time of inception.	• Awareness & Ownership of Parents towards Girls education. • CBO involvement in village issues. • CBO has been created linkages with other local NGOs, they are able to bring projects such as water filtration plant, shelter homes etc. • In start of project we face many problems to convince the community on for the project activities because the community is too rigid in terms of religion. • Girls' enrolment at the NFE centres and parents willingness to provide them an opportunity for learning. • Girls and Boys enrolment at AFC centres and parents willingness to participate in these activities. • Retention of learners at the centre. • Provide more details for the AFC establishment Since 2012
How long have the Child Protection Committees been in place in this community?	Child Protection Committees (CPC) formed in February 2012 and supported by PPA	• Committee was formed in March 2012 under (BS4L Project) while observing less interest of few members, Parents and Focal person requested to restructure the committee and it was reformed by 21st Feb 2013. • Since 2 years CPCs are functioning • CPCs almost formed by IPs
What is the remit of the Child Protection committees in this community? (for example: only violence in school, only serious violence/assault/rape, only awareness raising but no-reporting etc)	Child Protection Committees are playing their role actively to address child protection issues by ensuring safe access to and from schools and raising awareness at community level. Strengthening of CPC is in process for reporting on child protection. The engagement is more towards awareness raising on the issues of protection. The referral system has been introduced by creating linkages with the district line departments. Involvement of CPC in reporting mechanism: • Capacity building of CPC • Sensitization on effectiveness & importance of reporting • Coordination and linkages with Child Protection unit	• The Committee is named (Surveillance Committee). • Only awareness raising about rights & protection issues • It helps learners & teachers while coming and going at NFE & AFC. • It ensures 100% attendance at the non-formal education centres and adolescent friendly centres. • It helps learners in solving their protection issues. The learners are aware by their rights & Almost the learners are from same village they easily share their issues with committee & the committee resolves the issues timely • It motivates parents for sending their learners at NFE & AFC. • It resolves problems or challenges faced by the learners at NFE & AFC.
Who are the most influential leaders in this	Mostly influential Leader in this community is political and	• The committee have 50% male member and 50% female

community? (for example: traditional leaders, religious leaders etc) Are there any women leaders?	religious leaders. 04 community members are part of CPC and one of them is ex lady councillor.	both are at work . • Religious leaders are quite influential • CBO activists including women
How actively involved in the PPA are these community leaders?	The community leaders are actively engaged for girl's education advocacy at community level, and in the governance of NFE & AFC centres. They advocate on increase in enrolment of learners at NFEs and AFCs, reduce absenteeism ratio, retention, addressing child protection issues, birth registration campaign and awareness raising on the importance of girls education.	• As most of committee members are parents of learners so they are much interested in working for the NFE & AFC. • Most supportive to PPa2 interventions
Have you delivered any teacher training in this community in 2013? What was the focus of this training?	Five (5) teacher's trainings were organized by System Foundation and CGNP Partner (s). Total 3 NFE teachers were trained one was local from this community and two are from other villages but hired for this NFE centre. The local teacher attended 2 trainings, one training spread over to 12 days and second training for 3 days. Whereas other teachers had received several training since Jan'12 till the date. The focus of training was syllabus of foundation, Class IX & X Grade courses, test & revision, child centre teaching methodology ,child protection and information on disaster risk reduction (DRR.) The monthly reflection meetings are being held with NFE teachers to share the progress and address the issues related to NFE centres and syllabus.	• 2 NFE teachers are trained • 5 teachers' trainings attended by both teacher.
Has there been much teachers' turn-over in the PPA schools? If yes, please provide more info on number and main reasons.	The teachers turn-over in this PPA community is not high, just one teacher left because of distance issue after her marriage in other district.	• No turn over in this community. • Same teachers are teaching who started in March 2012 when NFE started.
Are most teachers qualified teachers or unqualified?	Teachers are qualified they are post graduate & hold Bachelor degree in Education (B.Ed.)	Teachers are qualified post graduate and other is graduate
Are there SRHR services present in this community? Please detail what services are available.	• 2 AFCs (1 for boys & 1 for girls) • 107 boys enrolled • 100 girls enrolled • 2 AFC facilitators (1 in each centre man/ Woman) • 2 group leaders (1 in each centre boy/ girl) for peer learning approach	Yes. Adolescent friendly centre is addressing issues related to SRHR. Adolescents Reproductive Health & Rights (ASRHR) • Health & Hygiene • Peer Education • Communication Skills

	• 1 CHE at each centre • # of sessions conducted at AFC: Health and Hygiene 200 Peer education 65 Communication skills 84 Life skills 75 Hepatitis 57 Sexual Abuse 45 Puberty Changes 95 HIV AIDS 43 STIs 40 Early Marriages 53 The referral mechanism is recently developed to provide SRH services to adolescent at Rural Health Centre and basic health unit. The topics of reproductive health & family planning discussed during the referral mechanism.	• Life Skills • Hepatitis • Sexual Abuse • Puberty Changes • HIV/AIDS • STIs • Early Marriages • Interactive Theaters • Games • Sweeing Two AFCs are established in the community. The AFC for Girls enrolled 90 learners and AFC boys with 70 learners. Four sessions are being conducted on each topic 52 in a month and 724 sessions in the year.
How long have the school clubs/speak-out clubs/ GBSFMT been implemented in this community?	N/A	NA
Has the PPA been referring/linking beneficiaries to Savings Groups in this community? If yes please describe how.	N/A	NA
How many savings groups are there in this community? How many members are there in these groups?	N/A	NA
How often do the Savings Group meet? When do they meet?	N/A	NA
How long have the Savings Groups been active in this community?	N/A	NA

Table qqqq: Rwanda Community Profile

RWANDA	Ryabihura and Musagara
When did Plan start work in this community (if present before PPA)	Since November 2011
What are the main PPA activities implemented in this community? What are the main <u>NON</u> PPA activities in this community?	PTCs training - Remedial classes/catch-up - Tuseme Clubs - Peer communication - VSLAs - Men engagement trainings and anti GBV clubs

Which activities have encountered most challenges in this community?	The community has no school and is located far from the PPA2 schools although most of PPA2 activities are implemented at school level. This is the main challenge because only some few community members who have their children in surrounding schools are the ones that are benefiting from PPA2 activities.
How would you describe the composition of this community? (for example: most people have the same religion, same language, practice same type of livelihood? Are there are internally displaced/refugees? Seasonal migration is common/nomadic population)	The community members belong to various religious groups, speak the same language (Kinyarwanda) They are all farmers and they mostly depend on the agricultural products. They all native and stay in one place.
What have been the most significant milestones of the PPA in these communities?	Community perception regarding girl's education has been changed because girls are now having the same opportunities and rights as boys. This was due to trainings and awareness raising campaigns.
How long have the Child Protection Committees been in place in this community?	They have been in place since PPA2 intervention (from 2011)
What is the remit of the Child Protection committees in this community? (for example: only violence in school, only serious violence/assault/rape, only awareness raising but no-reporting etc)	The CP Committees were concerned with not only violence in school, serious violence/assault/rape, awareness raising but also reporting and responding to the cases raised
Who are the most influential leaders in this community? (for example: traditional leaders, religious leaders etc) Are there any women leaders?	The most influential leaders are government officials and religious leaders local leader like DEOs(district education officers, opinion leaders and elders and district health workers)
How actively involved in the PPA are these community leaders?	Some community members are in the CP committees at schools, others are members of VSLAs
Have you delivered any teacher training in this community in 2013? What was the focus of this training?	Yes, the training of school administrators on school administration and gender disaggregated data. Teachers training on gender responsive pedagogy, teaching methodologies that is gender aware and school based mentorship programs and use of English as a medium of instruction through debates were conducted.
Has there been much teachers' turn-over in the PPA schools? If yes, please provide more info on number and main reasons.	Not often.
Are most teachers qualified teachers or unqualified?	All teachers are qualified Yes.
Are there SRHR services present in this community? Please detail what services are available.	Yes, the SRHR services are provided by Community Health Works, CP committees and Education Volunteers.
How long have the school clubs/speak-out clubs/ GBSFMT been implemented in this community?	Since 2012
Has the PPA been referring/linking beneficiaries to Savings Groups in this community? If yes please describe how.	Yes, as this activity was implemented in the community surrounding the school .However, this community has no school and whereby it is far from its surrounding schools, a few have benefited.
How many savings groups are there in this community? How many members are there in these groups?	0
How often do the Savings Group meet? When do they meet?	n/a
How long have the Savings Groups been active in this community?	SICNE BEGINNING OF 2012

Table rrrr: Cambodia Community Profile

CAMBODIA	Kampong Raing village, Seda commune, Dambae district, Kampong Cham province.	Don Peng village, Don Peng commune, Angkor Chum district, Siem Reap province.

When did Plan start work in this community (if present before PPA)	Plan begin its project activity from 2005	2006
What are the main PPA activities implemented in this community? What are the main <u>NON</u> PPA activities in this community?	PPA Activities - Scholarship support to girls who are from the poorest and poor family base on ID poor I & II. - Gender Equality training to student and local leaders and teachers - Child-Friendly-School include corporeal punishment training to teachers and school principals - Training to school support committee members on Gender Responsive Management and their Role and Responsibility - Child Right training to student - Parenting education to push their children to go to school - HIV/AIDS campaign - School enrolment campaign - Public forum and women day celebration - Remedial classes/Slower Learner class - Friend to friend educates to students who were absent and faced some problem. NON PPA activities - WASH (well, latrine, hand washing, CLTS) - Child Protection and participation - DRR - ECCD - Empowering for the poor people. This project supports the poorest families for improving livelihood condition which implemented by Plan Cambodia partner (KrY organization). - Livelihood project which implementing by CEDAC - Family protection network which implemented by Plan Cambodia's partners - SRH project for out of school youth which implemented by Plan Cambodia partners, RHAC organization. - School building/library/playground	PPA Activities - Scholarship support to girls who are from the poorest and poor family base on ID poor I & II. - Gender Equality training to student and local leaders and teachers - Child-Friendly-School include corporeal punishment training to teachers and school principals - Training to school support committee members on Gender Responsive Management and their Role and Responsibility - Child Right training to student - Parenting education to push their children to go to school - HIV/AIDS campaign - School enrolment campaign - Public forum and women day celebration - Remedial classes/Slower Learner class - Friend to friend educates to students who were absent and faced some problem. NON PPA activities - WASH (well, latrine, hand washing, CLTS) - Child Protection and participation - DRR - ECCD - Empowering for the poor people. This project supports the poorest families for improving livelihood condition which implemented by Plan Cambodia partner (KrY organization). - Livelihood project which implementing by CEDAC - Family protection network which implemented by Plan Cambodia's partners - SRH project for out of school youth which implemented by Plan Cambodia partners, RHAC organization. - School building/library/playground
Which activities have encountered most challenges in this community?	- Family Protection Network - Sexual Reproductive Health for out of school youths which implemented by Plan partners (RHAC)	- Educate parents to push their children to school. They always complaint that (If I send or keep my child in school ARE YOU "teacher" FEED MY CHILD?) They are not value the advantage of education. They are value the instant needs. - Drop-out of school because they immigrated to abroad especially Thailand. And some student went to Anlong Veng district, Odor Meanchey province which outside their village settlement for selling labours for cassava harvesting.

		- Signpost to live hood organization
How would you describe the composition of this community? (for example: most people have the same religion, same language, practice same type of livelihood? Are there are internally displaced/refugees? Seasonal migration is common/nomadic population)	All people have the same religion, they believe in Buddha and have same language (Khmer/Cambodian language), they mostly practice same type of livelihood (they are farmers planting rice, do secondary crop and fishing during wet season). They are mostly living transitional live in the community. The migration to outside community is not high but some of youth are migration to other provinces and abroad like Phnom Penh, Thailand and Malaysia.	- Most of them are farmer - Religion: Buddha - Seasonal migration to Thailand after rice harvest finished or some people stay and work at Thailand for a whole year. - The main occupations are farmers and selling labour outside community and at abroad.
What have been the most significant milestones of the PPA in these communities?	- The dropout of adolescent girl is decreased. - The completion rate of student is increased - The teacher has applied the Child Center Teaching Methodology - The class room environment and decoration is improved.	- Promote girl rights to access to local education with good quality - They are aware of SRHR - Increase enrolment at the beginning and could not maintain for the whole year as they are mostly drop-out after rice harvested from Jan-April.
How long have the Child Protection Committees been in place in this community?	It has a Family Protection Network from 2006 which supported by Plan Cambodia. This network committee consist of youth, adult and local authority. The purposes of networks are protecting children and women from violence, trafficking, rape and etc. In addition, the role of this structure is to reporting and refers case to police and local authority for intervention.	It has a Family Protection Network from 2011 which supported by Plan Cambodia. This network committee consist of youth, adult and local authority. The purposes of networks are protecting children and women from violence, trafficking, rape and etc. In addition, the role of this structure is to reporting and refers case to police and local authority for intervention.
What is the remit of the Child Protection committees in this community? (for example: only violence in school, only serious violence/assault/rape, only awareness raising but no-reporting etc)	Mostly domestic violence	Commit to: - Health and safety of children and family - Against violence - Child rights awareness
Who are the most influential leaders in this community? (for example: traditional leaders, religious leaders etc) Are there any women leaders?	The most influential leader in this community is the Village Leader who is a male.	The most influential leader is village leader (Male) and vice village leader is female. Most of them believe Buddha.
How actively involved in the PPA are these community leaders?	Those leaders have involved as school support committee to join any training, meeting, education youth and any event such as forum, women day, enrolment campaign and HIV/ADIS Day celebration. In addition, he always supports Plan Cambodia partners to implement such mobilize people to take part in the project activities.	He involved any training, meeting, education youth and any event such as forum, women day, enrolment campaign and HIV/ADIS Day celebration. In addition, he always supports Plan Cambodia partners to implement such mobilize people to take part in the project activities. He is also a member of school support committee assisted to mobilize local resource for school development.
Have you delivered any teacher	- We had provided the training course to teachers on the new	- We had provided the training course to teachers on the new

training in this community in 2013? What was the focus of this training?	version of Child-Friendly Lower School for lower secondary school teachers, How to develop learning and teaching materials with gender responsive, Gender Equality, Child Right and Violence.etc. The main purposes were to improve teaching and learning environment for girls and boys student.	version of Child-Friendly Lower School for lower secondary school teachers, How to develop learning and teaching materials with gender responsive, Gender Equality, Child Right and Violence.etc. The main purposes were to improve teaching and learning environment for girls and boys student.
Has there been much teachers' turn-over in the PPA schools? If yes, please provide more info on number and main reasons.	There was some teachers moved to other school locations but there were new comer replacement the vacancy post. The reason of turnover is due to they returned to their home land and to a better economic areas especially at the urban or town area.	There were some teachers moved to other school locations. The reason of turnover is due to they returned to their home land and to a better economic areas especially at the urban or town area.
Are most teachers qualified teachers or unqualified?	There are qualified teachers for each subject but lack of English teacher. Most of them were trained properly and graduated from government teachers training colleague (finish pedagogy) which studied at least 2years after finished secondary school (Grade12).	- Lack of teachers because turn-over was high and the school principal decided to assign one teacher for 4-6 subjects and asked teachers from other school to assist. - Most of them were trained properly and graduated from government teachers training colleague (finished pedagogy) which studied at least 2years after finished secondary school (Grade12).
Are there SRHR services present in this community? Please detail what services are available.	There is one Health Center near the community where the people can access SRHR service and cure when they are facing any SRH problem. The service is not well function because the lack of qualified health staff and expert. In addition, the counselling room and teacher counsellors are available in lower secondary school which student can access during they are studying at school.	There is one Health Center near the community where the people can access SRHR service and cure when they are facing any SRH problem. The service is not well function because the lack of qualified health staff and expert. In addition, the counselling room and teacher counsellors are available in lower secondary school which student can access during they are studying at school.
How long have the school clubs/speak-out clubs/ GBSFMT been implemented in this community?	The girl and boys school friendly monitoring tool have been implemented in school since 2012. This tool has been led by girls and boys groups with the technical support by teacher counsellors. Child Peer Educators were established in 2011 and the project started to build capacity them and support them to provide echo education to other student in 2012.	• The girl and boys school friendly monitoring tool have been implemented in school since 2012. This tool has been led by girls and boys groups with the technical support by teacher counsellors. • Child Peer Educators were established in 2011 and the project started to build capacity them and support them to provide echo education to other student in 2012.
Has the PPA been referring/linking beneficiaries to Savings Groups in this community? If yes please describe how.	N/A	No
How many savings groups are there in this community? How many members are there in these groups?	N/A	No
How often do the Savings Group meet? When do they meet?	N/A	No
How long have the Savings Groups been active in this community?	N/A	No

Annex 7 – Data collection tools

Quantitative: Significant Adult Survey

ADOLESCENT BOYS AND GIRLS (AGES 10-19) ACCESS TO LOWER SECONDARY EDUCATION Building skills for life Questionnaire					
RESPONDENT'S INTRODUCTION AND CONSENT (FOR ALL RESPONDENTS)					
Hello, my name is _____ and I work with the PLAN . We are conducting a survey to understand factors affecting access to lower secondary education for young people and also to understand if these factors are different for boys and girls. We would like to ask you questions to help us understand the factors that can affect the ability of young people particularly girls to attend or not to attend lower secondary education. The results of this study will be used by PLAN to improve programs targeted towards improving children access to and experience of schooling. The results of this study will also be presented to institutions, including governments that are involved in decision-making and provision of services targeted at young people to improve school attendance and enrolment. All the information you provide will be confidential and will be used for the purposes of this study only. This interview is not expected to cause you any harm or discomfort. However, if you feel uncomfortable with certain questions you can choose not to answer them. However we hope that you will be able to participate since your views are important to improve our program that aims to improve enrollment into secondary school for both boys and girls and to ensure that their schooling experience is improved. This interview will take about an hour of your time.					
3.1 Do you accept to participate in the study?	(1=YES; 2=NO - SEE INSTRUCTION BELOW) <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/>				
(FW: IF REASON IS RELATED TO TIME BEING INCONVENIENT FOR RESPONDENT, PLEASE MAKE APPOINTMENT TO COME BACK AND DO THE INTERVIEW). OTHERWISE THANK RESPONDENT FOR HIS/HER TIME AND END THE INTERVIEW AND RECORD THE FINAL STATUS OF THE INTERVIEW ON THE COVER SHEET					
3.3 IF THE RESPONDENT ACCEPTS TO BE INTERVIEWED: Thank you for agreeing to participate in our study. Could you please sign here to show that you have accepted to participate in the study. Respondent's Signature..... (If unable to sign, tick box to acknowledge that permission is given) <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/>					
3.7 RECORD THE START TIME (24 HR-FORMAT)	<table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;">H</td> <td style="width: 20px; height: 20px;">M</td> <td style="width: 20px; height: 20px;">P</td> <td style="width: 20px; height: 20px;">M</td> </tr> </table>	H	M	P	M
H	M	P	M		
E.G.1500 IS 3PM					

SIGNIFICANT ADULT QUESTIONNAIRE

ADOLESCENT BOYS AND GIRLS (AGES 10-19) ACCESS TO LOWER SECONDARY EDUCATION

1.0 IDENTIFICATION INFORMATION and CONSENT

1.1 SIGNIFICANT ADULT QUESTIONNAIRE (TICK TO MAKE SURE YOU HAVE THE CORRECT FORM) ☐1.2 FIELD WORKER'S CODE 1.3 DATE OF INTERVIEW (DD/MM/YYYY) 1.4 RESPONDENT'S ID 1.5 HOUSEHOLD ID 1.6 RESPONDENT'S DATE OF BIRTH (DD/MM/YYYY) 1.7 RESPONDENT'S CURRENT AGE (AT DATE OF INTERVIEW) IN YEARS 1.8 RESPONDENT'S SEX (1=Male; 2=Female) ☐

1.8a RESPONDENT'S NAME _____

1.9 SEX OF HOUSEHOLD HEAD (1=Male; 2=Female) ☐

1.9a NAME OF HOUSEHOLD HEAD _____

1.11 LOCATION OF RESPONDENT (1=Urban; 2=Rural) ☐

1.12 NAME OF VILLAGE/TOWN _____

1.13 NAME OF WARD _____

1.14 NAME OF DISTRICT _____

1.15 FINAL RESULT OF INTERVIEW

FINAL RESULT CODE ☐

1=COMPLETED

4=OTHER (SPECIFY) _____

2=REFUSED

5=INCAPACITATED

3=PARENT/GUARDIAN REFUSED

OFFICE/FIELD CHECK DETAILS

1.16 FIELD SUPERVISOR'S/TEAM LEADER'S CODE 1.17 DATA ENTRY CLERK'S CODE

SECTION 1: SOCIODEMOGRAPHIC CHARACTERISTICS

SECTION 1: SOCIODEMOGRAPHIC CHARACTERISTICS																																							
NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																																				
101	MARITAL STATUS OF RESPONDENT	MARRIED 01 SINGLE/NEVER MARRIED 02 DIVORCED 03 WIDOWED 04 																																					
103	RELIGION OF RESPONDENT	MUSLIM 01 CHRISTIAN 02 HINDU 03 ANIMIST/TRADITIONAL 04 BUDDHIST 05 OTHER _____ 96 (SPECIFY)																																					
104	ETHNICITY OF RESPONDENT (Check ethnicity Code in the code list in section 8)																																						
NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																																				
	WEALTH RANKING QUESTIONS HAVE BEEN REMOVED FROM Y3E - THESE WILL BE RE-INSTATED AT THE END-LINE																																						
117	Tell me if you (Strongly Agree, Agree, Neither Agree or Disagree, Disagree or Strongly Disagree) with the following statements <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 45%;"></th> <th style="width: 10%;">Strongly Agree</th> <th style="width: 10%;">Agree</th> <th style="width: 15%;">Neither Disagree nor Agree</th> <th style="width: 10%;">Disagree</th> <th style="width: 10%;">Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td> <u>READ THE STATEMENTS</u> <u>CIRCLE ONLY ONE CODE PER STATEMENT</u> NOTE CODE NUMBERS </td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>a. I make all the decisions about who to enroll into school in this household</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>b. I usually consult with my spouse regarding the schooling of children in this family</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>d. I have no say over who goes to school or not go to school in this household</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>f. If resources are not enough then it is better to send a boy rather than a girl to school</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>				Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	<u>READ THE STATEMENTS</u> <u>CIRCLE ONLY ONE CODE PER STATEMENT</u> NOTE CODE NUMBERS						a. I make all the decisions about who to enroll into school in this household	5	4	3	2	1	b. I usually consult with my spouse regarding the schooling of children in this family	5	4	3	2	1	d. I have no say over who goes to school or not go to school in this household	5	4	3	2	1	f. If resources are not enough then it is better to send a boy rather than a girl to school	5	4	3	2	1
	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree																																		
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f. If resources are not enough then it is better to send a boy rather than a girl to school	5	4	3	2	1																																		

FAMILY SCHOOLING HISTORY: Household Roster (Information on household members) - For the respondents and other HH members aged 10-19 LIVING IN THE HOUSEHOLD											
Line No.	Name of HH member <i>Put the head of household first in the list and then other household members aged from 10 years and above</i>	Sex: 1=Male 2=female	Is the household member married? Y=YES, N=No	Age of HH member (in years - last birthday)	Has the HH member ever enrolled in school? (Y=Yes, N=No)	IF EVER ENROLLED Is the HH member currently in school (Y=Yes, N=No)	IF IN SCHOOL What Grade of school is the HH member currently in? (WRITE IN GRADE)	Highest education level completed IF LEFT SCHOOL (see codes BELOW - write in others)	IF DID NOT ENROL/ COMPLETE PRIMARY/ SECONDARY (No at Q224a or CODES 01 TO 03 AT 225) Main Reason for dropping out / for not enrolling into primary/secondary school. SEE CODES BELOW	Age left school (IF NOT CURRENTLY AT SCHOOL)	Is {NAME} disabled? Y=YES, N=NO
	219	220	220a	223	224a	224b	224c	225	226	229	228
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											

224c (CO to adapt)

School grade	
Grades	Write in
1 to 12 if primary and secondary use continuous grading	1 to 12
Primary (Grades 1 to 6)	
	1 01
	2 02
	3 03
	4 04
	5 05
	6 06
Secondary (Grades 1 to 4)	
	1 07
	2 08
	3 09
	4 10

225	
Highest Education COMPLETED	
DID NOT FINISH PRIMARY	01
FINISHED PRIMARY BUT DID NOT ENROL IN LOWER/SECONDARY	02
STARTED LOWER/SECONDARY BUT DID NOT COMPLETE SECONDARY	03
FINISHED SECONDARY	04
COLLEGE (Diploma/Higher Diploma/University)	05
OTHER	96

226	
Main Reason for dropping out/ not enrolling in primary/secondary school	
03=Lack of school fees	
04=Lack of school materials	
05=School very far from home	
06=Got pregnant	
07=Got married	
08=Illness	
09=Work at home (including household chores and care giving duties)	
10=He/she is not interested	
11=Not a good student	
12=Got a job	
13=She/he had to work to help support the family	
14=Parents stopped her from going	
15=Did not pass exams	
16=There are no opportunities of getting a better job after school	
17=I don't know	
18= OTHER	<u>SPECIFY</u>
19=Disability	

SECTION 3 ATTITUDE TOWARDS SCHOOLING

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES					SKIP
Tell me if you (Strongly Agree, Agree, Neither Agree or Disagree, Disagree or Strongly Disagree) with the following statements							
303	ATTITUDES ON SCHOOLING FOR GIRLS AND PERCEPTIONS OF FUTURE OPPORTUNITIES f. All children must be educated regardless of whether they are a boy or a girl						
		Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	
		1	2	3	4	5	
304	a. It is more important for a boy than a girl to finish secondary school b. If there are not enough resources at school such as books tables and desks it is appropriate that male students should be given preference. c. In a marriage, it is best if the man has more education than the woman						
		Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	

SECTION 4 VIOLENCE

404	Gender BASED VIOLENCE ATTITUDES NOTE CODE NUMBERS						
		Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	
		5	4	3	2	1	
407	b. If a teacher hits my child I would report that teacher to appropriate authorities c. If a school employee makes sexual approaches to my child I would report the school employee to appropriate authorities d. Teachers who hit children should lose the right to teach e. If a teacher hits my child its probably because my child deserves it						
		Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	
		5	4	3	2	1	
		5	4	3	2	1	
		5	4	3	2	1	
		5	4	3	2	1	

SECTION 5 PARENTS AND COMMUNITY SUPPORT TOWARDS GIRL EDUCATION

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	Skip																																				
501	I would like to ask you a few questions about the relationship with your children and how you get along. (READ STATEMENT) Would you say (READ CHOICES)? d. I have discussed with my children issues to do with puberty and growing up e. I have discussed with my children issues to do with sexual health	<table border="1"> <thead> <tr> <th>Never</th> <th>Some times</th> <th>Most of the time</th> <th>All the time</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </tbody> </table>	Never	Some times	Most of the time	All the time	1	2	3	4	1	2	3	4																									
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503	Tell me if you (Strongly Agree, Agree, Neither Agree or Disagree, Disagree or Strongly Disagree) with the following statements <table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Neither Disagree nor Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>NOTE CODE NUMBERS</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>a. I do not think it is important for girls to go to secondary school / lower secondary school</td> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>b. I do not think it is important for boys to go to secondary / lower secondary school</td> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>c. I consult with girls in my household over when they will be married</td> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>d. I consult with boys in my household over when they will be married</td> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table>		Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	NOTE CODE NUMBERS						a. I do not think it is important for girls to go to secondary school / lower secondary school	5	4	3	2	1	b. I do not think it is important for boys to go to secondary / lower secondary school	5	4	3	2	1	c. I consult with girls in my household over when they will be married	5	4	3	2	1	d. I consult with boys in my household over when they will be married	5	4	3	2	1		
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d. I consult with boys in my household over when they will be married	5	4	3	2	1																																		
504	ASK ALL Before today, had you been aware of Plan/partner? SHOW PICTURE/LOGO FOR PLAN/PARTNERS	Heard of/recognise Plan/partn 1 → 504b Not heard of/do not recognise 2 → 504x Unsure/cannot say 3 504x																																					
504b	ASK ALL KNOWING ABOUT PLAN (CODE 01 AT 504) ASK THOSE WHO KNOW ABOUT PLAN/PARTNER (CODE 01 AT 704A) And which of the following statements describes your involvement with Plan/partner in the last year? READ OUT ALL OPTIONS CODE ALL THAT APPLY Some Plan activities are provided by..... LIST COUNTRY PARTNERS HERE:	I have received leaflets or 1 information I have attended a community ev 2 My husband/wife/partner has 3 attended a community event My child/children have Plan 4 activities in school My children are involved in Plan activities 5 in their school My child/children have 6 attended Plan UK activities out of school My child/childre have 7 received financial or material assistance from Plan (e.g. support for school fees, textbooks, etc.)																																					

504c	And what type of activity/topic did that cover? DO NOT READ OUT CODE ALL THAT APPLY	Education 1 Gender 2 Girl's Rights 3 Sexual and reproductive health 4 Child protection 5 Don't know/can't remember 6 Other - specify 7 _____	

SECTION 6: SRH&R

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES						SKIP				
602	Tell me if you (Strongly Agree, Agree, Neither Agree or Disagree, Disagree or Strongly Disagree) with the following statements											
	READ ALL STATEMENTS AND CIRCLE APPROPRIATE CODE	Strongly Agree	Agree	Nor Disagree	Disagree	Disagree	Refused to answer					
	a. Sex and reproductive health education should be taught at school	1	2	3	4	5	8					
	b. Sex education encourages young people to have sex	1	2	3	4	5	8					
	d. I do not want my daughter(s) to be taught sex education in school	1	2	3	4	5	8					
	e. I would give consent to my daughter to access family planning services	1	2	3	4	5	8					
	f. I do not want my son(s) to be taught sex education in school	1	2	3	4	5	8					
	g. I would give consent to my son to access family planning services	1	2	3	4	5	8					
704	RECORD THE END TIME (24 HR-FORMAT) E.G.1500 IS 3PM END THE INTERVIEW BY THANKING THE RESPONDENT	<table border="1" style="margin: auto;"> <tr> <td style="width: 40px; text-align: center;">H</td> <td style="width: 40px; text-align: center;">H</td> <td style="width: 40px; text-align: center;">M</td> <td style="width: 40px; text-align: center;">M</td> </tr> </table>						H	H	M	M	REMEMBER TO FILL IN THE FINAL STATUS OF THE INTERVIEW ON THE COVER SHEET
H	H	M	M									

SECTION 8: COUNTRY SPECIFIC QUESTIONS

In this section, PLAN country offices can add 3-4 questions considered as important for the baseline. These questions will not be analysed globally.

801

802

803

804

CODE LIST FOR ETHNIC GROUPS:

Quantitative: Significant adolescent questionnaire

ADOLESCENT BOYS AND GIRLS (AGES 10-19) ACCESS TO LOWER SECONDARY EDUCATION Building skills for life Questionnaire

PARENTAL/GUARDIAN CONSENT FORM (ONLY FOR RESPONDENTS AGED 10-17 YEARS)

Hello, my name is _____ and I work with the PLAN. We are conducting a survey to understand factors affecting access to lower secondary education for young people and also to understand if these factors are different for boys and girls. We would like to ask [CHILD'S NAME] questions about his/her schooling, their perceptions and attitudes towards schooling, reproductive health issues and generally about other experiences growing up in school as well as in this community. We would like to understand how these factors can affect their ability to attend or not to attend lower secondary education. The results of this study will be used by PLAN to improve programs targeted towards improving children access to and experience of schooling. The results of this study will also be presented to institutions, (including the government) that are involved in decision-making and provision of services targeted at young people to improve school attendance and enrolment. We would like to ask your permission to be able to discuss these issues with your child in private.

All the information provided by [CHILD'S NAME] will be confidential and will be used for the purposes of this study only. This interview is not expected to cause your child any harm or discomfort. However, if your child feels uncomfortable with certain questions s/he can choose not to answer them. However we hope that your child will be able to participate since his/her views are important to improve our program that aims to improve enrollment into secondary school for both boys and girls and to ensure that their schooling experience is improved.

2.1 May [CHILD'S NAME] participate in the study?

(1=YES; 2=NO)

(FW: CHECK THAT REFUSAL IS NOT TO TIME BEING INCONVENIENT FOR RESPONDENT, PLEASE MAKE APPOINTMENT TO COME BACK AND DO THE INTERVIEW).

OTHERWISE THANK PARENT FOR HIS/HER TIME AND END THE INTERVIEW AND RECORD THE FINAL STATUS ON THE COVER SHEET .

2.3 IF THE PARENT/GUARDIAN ALLOWS CHILD TO BE INTERVIEWED: Thank you for letting [CHILD'S NAME] participate in our study. Could you please sign/mark here to show that you have accepted to participate in the study.

Respondent's Signature.....

(If unable to sign, tick box to acknowledge that permission is given)

☐

CHECK APPROPRIATE BOX BELOW

2.4 PARENT/GUARDIAN AGREES MINOR
CAN BE INTERVIEWED

☐

↓
APPROACH ELIGIBLE MINOR
FOR INFORMED CONSENT

PARENT/GUARDIAN DOES NOT
AGREE MINOR CAN BE INTERVIEWED



END INTERVIEW

ADOLESCENT BOYS AND GIRLS (AGES 10-19) ACCESS TO LOWER SECONDARY EDUCATION
Building skills for life Questionnaire

RESPONDENT'S INTRODUCTION AND CONSENT (FOR ALL RESPONDENTS)

Hello, my name is _____ and I work with the PLAN. We are conducting a survey to understand factors affecting access to lower secondary education for young people and also to understand if these factors are different for boys and girls. We would like to ask you questions about schooling, your perceptions and attitudes towards about a variety of issues related to schooling, such as reproductive health issues and about other experiences you have growing up in school as well as in this community. We would also want to understand how family situations may also influence whether children attend school or not. We would like to understand how these factors can affect your ability to attend or not to attend lower secondary education. The results of this study will be used by PLAN to improve programs targeted towards improving children access to and experience of schooling. The results of this study will also be presented to institutions, (including the government) that are involved in decision-making and provision of services targeted at young people to improve school attendance and enrolment. We would like to speak with you in private about these issues.

All the responses you provide are confidential and will be used for the purposes of this study only. This interview is not expected to cause you any harm or discomfort. However, if you feel uncomfortable with certain questions you can choose not to answer them. We, however, hope you will participate in this survey since your views are very important. This interview will take about 1 hour of your time.

3.1 Do you accept to participate in the study? (1=YES; 2=NO)

☐

**(FW:CHECK THAT REFUSAL IS NOT RELATED TO TIME BEING INCONVENIENT FOR RESPONDENT, PLEASE MAKE APPOINTMENT TO COME BACK AND DO THE INTERVIEW).
OTHERWISE THANK RESPONDENT FOR HIS/HER TIME AND END THE INTERVIEW AND RECORD THE FINAL STATUS OF THE INTERVIEW ON THE COVER SHEET**

3.3 IF THE RESPONDENT ACCEPTS TO BE INTERVIEWED: Thank you for agreeing to participate in our study. Could you please sign here to show that you have accepted to participate in the study.

Respondent's Signature.....

(If unable to sign, tick box to acknowledge that permission is given)

☐

3.7 RECORD THE START TIME (24 HR-FORMAT)

E.G.1500 IS 3PM

h	m	sec	AM/PM

BUILDING SKILLS FOR LIFE: KIT/WFA/PLAN

BOYS AND GIRLS (AGED 10-19 YEARS) QUESTIONNAIRE

ADOLESCENT BOYS AND GIRLS (AGES 10-19) ACCESS TO LOWER SECONDARY EDUCATION

1.0 IDENTIFICATION INFORMATION and CONSENT

1.1 ADOLESCENT QUESTIONNAIRE	☐								
1.2 FIELD WORKER'S CODE									
1.3 DATE OF INTERVIEW (DD/MM/YYYY)	<table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;">D</td> <td style="width: 20px; height: 20px;">D</td> <td style="width: 20px; height: 20px;">M</td> <td style="width: 20px; height: 20px;">M</td> <td style="width: 20px; height: 20px;">Y</td> <td style="width: 20px; height: 20px;">Y</td> <td style="width: 20px; height: 20px;">Y</td> <td style="width: 20px; height: 20px;">Y</td> </tr> </table>	D	D	M	M	Y	Y	Y	Y
D	D	M	M	Y	Y	Y	Y		
1.4 RESPONDENT'S ID	<table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;">0</td> <td style="width: 20px; height: 20px;">0</td> <td style="width: 20px; height: 20px;">3</td> </tr> </table>	0	0	3					
0	0	3							
1.5 HOUSEHOLD ID	<table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>								
1.6 RESPONDENT'S DATE OF BIRTH (DD/MM/YYYY)	<table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;">D</td> <td style="width: 20px; height: 20px;">D</td> <td style="width: 20px; height: 20px;">M</td> <td style="width: 20px; height: 20px;">M</td> <td style="width: 20px; height: 20px;">Y</td> <td style="width: 20px; height: 20px;">Y</td> <td style="width: 20px; height: 20px;">Y</td> <td style="width: 20px; height: 20px;">Y</td> </tr> </table>	D	D	M	M	Y	Y	Y	Y
D	D	M	M	Y	Y	Y	Y		
1.7 RESPONDENT'S CURRENT AGE (AT DATE OF INTERVIEW) IN YEARS	<table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>								
1.8 RESPONDENT'S SEX (1=Male; 2=Female)	☐								
1.8a RESPONDENT'S NAME									
1.9 SEX OF HOUSEHOLD HEAD (1=Male; 2=Female)	☐								
1.9a NAME OF HOUSEHOLD HEAD									
1.10 COUNTRY CODE	☐								
1.11 LOCATION OF RESPONDENT (1=Urban; 2=Rural)	☐								
1.12 NAME OF VILLAGE/TOWN									
1.13 NAME OF WARD									
1.14 NAME OF DISTRICT									
1.15 FINAL RESULT OF INTERVIEW	☐								

FINAL RESULT CODE

1=COMPLETED

4=OTHER (SPECIFY) _____

2=REFUSED

5=INCAPACITATED

3=PARENT/GUARDIAN REFUSED

OFFICE/FIELD CHECK DETAILS

1.16 FIELD SUPERVISOR'S/TEAM LEADER'S CODE	<table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>		
1.17 DATA ENTRY CLERK'S CODE	<table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>		

SECTION 1: SOCIODEMOGRAPHIC CHARACTERISTICS			
NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
101	MARITAL STATUS OF RESPONDENT IF SINGLE OR NEVER MARRIED GO STRAIGHT TO 103 AFTER PUTTING THE CODE FOR NEVER MARRIED IN BOX	MARRIED 01 SINGLE/NEVER MARRIED 02 DIVORCED 03 WIDOWED 04 	
103	RELIGION OF RESPONDENT	MUSLIM 01 CHRISTIAN 02 HINDU 03 ANIMIST/TRADITIONAL 04 BUDDHIST 05 OTHER _____ 96 (SPECIFY)	
104	ETHNICITY OF RESPONDENT (Check ethnicity Code in the code list in section 8)		
106	Whom do you live with? MARK ONLY ONE APPLICABLE ANSWER PROBE TO FIND OUT WHETHER THE RESPONDENT LIVES WITH A PARENT OR GUARDIAN PROBE: IF LIVING WITH GUARDIAN; ASK: Are you related?	MOTHER 01 FATHER 02 BOTH PARENTS 03 → RELATED GUARDIAN 04 NON-RELATED GUARDIAN 05 WITH FRIENDS 06 ALONE 07 SPOUSE 08 WITH SIBLINGS ONLY..... 09 OTHERS 96 (SPECIFY)	110
107	ASK IF NOT LIVING WITH BOTH PARENTS Are both your parents still alive? (CODE ONE RESPONSE ONLY)	MOTHER DECEASED 01 FATHER DECEASED 02 BOTH DECEASED 03 BOTH ALIVE 04 	

110	GENDER DIVISION OF LABOUR Which of the following activities do you engage in AT HOME Please state the estimated number of hours you spend PER WEEK on these activities. Round to the nearest hour, for example, 1 hour 30 minutes will be coded as 2 hours: 1 hour 15 minutes will be coded as 1 hour: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>0</td><td>2</td></tr> <tr><td>0</td><td>1</td></tr> </table> (IF RESPONDENT DOES NOT DO ANY OF THE ACTIVITIES PLEASE PUT CODE 00 for time) a. Cooking b. Cleaning the household c. Child care d. Caring for old/sick or other members of the family e. Washing clothes f. House maintenance and/or repair g. Collecting water h. Collecting firewood i. Herding livestock j. Farming (During the farming season) k. Small business activity l. Learning/studying hours at home m Other _____ (SPECIFY)	0	2	0	1	NOTE - YOU MAY NEED TO ASSIST THE RESPONDENT TO ARRIVE AT AN AVERAGE FOR THE WEEK BASED ON TYPICAL DAYS E.G. IF THEY DO AN HOUR A DAY OF CLEANING, THAT WOULD BE A TOTAL OF 7 HOURS A WEEK <table> <tr><td>H</td><td>H</td><td>PER WEEK</td></tr> <tr><td>H</td><td>H</td><td>PER WEEK</td></tr> <tr><td>H</td><td>H</td><td>PER WEEK</td></tr> <tr><td>H</td><td>H</td><td>PER WEEK</td></tr> <tr><td>H</td><td>H</td><td>PER WEEK</td></tr> <tr><td>H</td><td>H</td><td>PER WEEK</td></tr> <tr><td>H</td><td>H</td><td>PER WEEK</td></tr> <tr><td>H</td><td>H</td><td>PER WEEK</td></tr> <tr><td>H</td><td>H</td><td>PER WEEK</td></tr> <tr><td>H</td><td>H</td><td>PER WEEK</td></tr> <tr><td>H</td><td>H</td><td>PER WEEK</td></tr> <tr><td>H</td><td>H</td><td>PER WEEK</td></tr> </table>	H	H	PER WEEK	H	H	PER WEEK	H	H	PER WEEK	H	H	PER WEEK	H	H	PER WEEK	H	H	PER WEEK	H	H	PER WEEK	H	H	PER WEEK	H	H	PER WEEK	H	H	PER WEEK	H	H	PER WEEK	H	H	PER WEEK
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H	H	PER WEEK																																								
SECTION 2 SCHOOLING																																										
NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																																							
201	The next set of questions I would like to ask have to do with schooling Have you ever enrolled into school? By this I mean formal schooling such as primary / secondary school / tertiary PLEASE WRITE CODE IN BOX	<table> <tr><td>YES</td><td>.....1</td></tr> <tr><td>NO</td><td>.....2</td></tr> </table>	YES	1	NO	2	<table> <tr><td>205</td></tr> </table>	205																																		
YES	1																																									
NO	2																																									
205																																										
202	ASK ALL <u>EVER</u> ENROLLED IN SCHOOL Are you currently attending school? By this I mean formal school such as primary school/ secondary school/tertiary	<table> <tr><td>YES</td><td>.....1</td></tr> <tr><td>NO</td><td>.....2</td></tr> </table>	YES	1	NO	2	<table> <tr><td>206</td></tr> </table>	206																																		
YES	1																																									
NO	2																																									
206																																										
203a	ASK ALL <u>NOT</u> CURRENTLY IN SCHOOL How old were you when you stopped attending school?	AGE <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td></td><td></td></tr> </table>																																								
203b	And what Grade were you at in your last year of school?	GRADE <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td></td><td></td></tr> </table>																																								
		DON'T KNOW	98																																							

204	ASK ALL NOT CURRENTLY IN SCHOOL What is the highest level of school completed? (e.g. By completing primary school, I mean finishing all the years) READ OUT OPTIONS PLEASE PUT CODE IN BOX AT THE BOTTOM	<table border="1"> <tr> <td>I DID NOT FINISH PRIMARY</td> <td>01</td> </tr> <tr> <td>I FINISHED PRIMARY BUT DID NOT ENROL IN LOWER/SECONDARY</td> <td>02</td> </tr> <tr> <td>I STARTED LOWER/SECONDARY BUT DID NOT COMPLETE SECONDARY</td> <td>03</td> </tr> <tr> <td>I FINISHED SECONDARY</td> <td>04</td> </tr> <tr> <td>COLLEGE (Diploma/Higher Diploma/University)</td> <td>05</td> </tr> </table> OTHER 96 (SPECIFY)	I DID NOT FINISH PRIMARY	01	I FINISHED PRIMARY BUT DID NOT ENROL IN LOWER/SECONDARY	02	I STARTED LOWER/SECONDARY BUT DID NOT COMPLETE SECONDARY	03	I FINISHED SECONDARY	04	COLLEGE (Diploma/Higher Diploma/University)	05	205a 215																								
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I FINISHED SECONDARY	04																																				
COLLEGE (Diploma/Higher Diploma/University)	05																																				
205	Why have you never been enrolled into school? Please DO NOT READ options. Only write the code for the response SELECT UP TO 3 MOST IMPORTANT REASONS. CODE ABOVE IN ORDER OF IMPORTANCE	Most important 2nd reason 3rd reason <table> <tr><td>Lack of school fees</td><td>01</td></tr> <tr><td>Lack of school materials</td><td>02</td></tr> <tr><td>School far away from home</td><td>03</td></tr> <tr><td>I got pregnant/or gave birth</td><td>04</td></tr> <tr><td>I got married/am getting married</td><td>05</td></tr> <tr><td>Sickness</td><td>06</td></tr> <tr><td>I have/had a lot of work to do at home</td><td>07</td></tr> <tr><td>I am/was not interested in secondary schooling</td><td>08</td></tr> <tr><td>I am not a good student</td><td>09</td></tr> <tr><td>My parents/guardians said/ say so</td><td>10</td></tr> <tr><td>I did not pass my exams</td><td>11</td></tr> <tr><td>There are no opportunities to get a job after school</td><td>12</td></tr> <tr><td>I have to work to support my family.....</td><td>13</td></tr> <tr><td>I am disabled</td><td>14</td></tr> <tr><td>Other</td><td>96</td></tr> <tr><td>(SPECIFY)</td><td></td></tr> <tr><td>I don't know</td><td>98</td></tr> </table>	Lack of school fees	01	Lack of school materials	02	School far away from home	03	I got pregnant/or gave birth	04	I got married/am getting married	05	Sickness	06	I have/had a lot of work to do at home	07	I am/was not interested in secondary schooling	08	I am not a good student	09	My parents/guardians said/ say so	10	I did not pass my exams	11	There are no opportunities to get a job after school	12	I have to work to support my family.....	13	I am disabled	14	Other	96	(SPECIFY)		I don't know	98	AFTER CODING THOSE NEVER ENROLLED NOW SKIP TO SECTION 3 Q303 (CODE 2 AT 201)
Lack of school fees	01																																				
Lack of school materials	02																																				
School far away from home	03																																				
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(SPECIFY)																																					
I don't know	98																																				
205a	ASK THOSE LEAVING SCHOOL BEFORE COMPLETING SECONDARY Why did you not progress further in school? Please DO NOT READ options. Only write the code for the response SELECT UP TO 3 MOST IMPORTANT REASONS. CODE ABOVE IN ORDER OF IMPORTANCE	Most important 2nd reason 3rd reason <table> <tr><td>Lack of school fees</td><td>01</td></tr> <tr><td>Lack of school materials</td><td>02</td></tr> <tr><td>School far away from home</td><td>03</td></tr> <tr><td>I got pregnant/or gave birth</td><td>04</td></tr> <tr><td>I got married/am getting married</td><td>05</td></tr> <tr><td>Sickness</td><td>06</td></tr> <tr><td>I have/had a lot of work to do at home</td><td>07</td></tr> <tr><td>I am/was not interested in secondary schooling</td><td>08</td></tr> <tr><td>I am not a good student</td><td>09</td></tr> <tr><td>My parents/guardians said/ say so</td><td>10</td></tr> <tr><td>I did not pass my exams</td><td>11</td></tr> <tr><td>There are no opportunities to get a job after school</td><td>12</td></tr> <tr><td>I have to work to support my family.....</td><td>13</td></tr> <tr><td>I am disabled</td><td>14</td></tr> <tr><td>Other</td><td>96</td></tr> <tr><td>(SPECIFY)</td><td></td></tr> <tr><td>I don't know</td><td>98</td></tr> </table>	Lack of school fees	01	Lack of school materials	02	School far away from home	03	I got pregnant/or gave birth	04	I got married/am getting married	05	Sickness	06	I have/had a lot of work to do at home	07	I am/was not interested in secondary schooling	08	I am not a good student	09	My parents/guardians said/ say so	10	I did not pass my exams	11	There are no opportunities to get a job after school	12	I have to work to support my family.....	13	I am disabled	14	Other	96	(SPECIFY)		I don't know	98	THOSE NOT IN SCHOOL NOW SKIP TO 215 (CHECK Q204= 01,02,03)
Lack of school fees	01																																				
Lack of school materials	02																																				
School far away from home	03																																				
I got pregnant/or gave birth	04																																				
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Other	96																																				
(SPECIFY)																																					
I don't know	98																																				
206a	ASK ALL CURRENTLY IN SCHOOL What School Grade/Year are you in at present? CODE GRADE IN BOX AND CIRCLE PRIMARY/SECONDARY OR USE OTHER EDUCATION CODES	GRADE <table> <tr> <td>Primary</td> <td>1</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td>Secondary</td> <td>2</td> <td></td> </tr> <tr><td colspan="3"> </td></tr> <tr> <td>College</td> <td></td> <td>20</td> </tr> <tr> <td>University</td> <td></td> <td>21</td> </tr> <tr> <td>Other post secondary</td> <td></td> <td>96</td> </tr> </table>	Primary	1		Secondary	2					College		20	University		21	Other post secondary		96																	
Primary	1																																				
Secondary	2																																				
College		20																																			
University		21																																			
Other post secondary		96																																			

206b	And to allow us to compare the experiences of people in different schools, can you give me the name of your school? (Assure them that their responses are confidential and will not be shared with anyone at all, including their school)	School Name _____ Refused 999	
207	Do you expect to continue with your schooling next year?	YES 1 NO 2 DON'T KNOW 3	
208	During the past year did you ever miss school for any reason at all	YES 1 NO 2	IF BOY GO TO Q215 If GIRL GO TO Q 210
208a	ASK ALL WHO HAVE MISSED ANY SCHOOL During the past year how many days did you miss school	1-7 DAYS 01 8-14 DAYS 02 15-30 DAYS 03 ABOVE 30 days 04	
209	ASK ALL IN SCHOOL WHO HAVE MISSED SOME SCHOOL DAYS What were the reasons you missed school in the past year MULTIPLE ANSWERS ARE POSSIBLE Please DO NOT READ options. Only write the codes for the response SELECT UP TO 3 MOST IMPORTANT REASONS. CODE ABOVE IN ORDER OF IMPORTANCE	Most important 2nd reason 3rd reason To help at home 01 Fear of being attacked at school 02 Fear of being attacked on the way to school 03 Lack of school fees 04 Lack of bus fare/transport 05 I did not feel like going to school 06 I was sick 07 To care for relatives 08 To work to support my family 09 Fear of corporal punishment 10 Initiation 11 Fear of being bullied 12 Fear of being abused 13 OTHER 96 (SPECIFY) _____	
210	CHECK FOR ALL GIRLS WHO ARE IN SCHOOL IF RESPONDENT IS <u>BOY</u> SKIP TO Q215 During the past year did you ever miss school because of your period	YES 1 NO 2	→ 215
210a	ASK <u>GIRLS ONLY</u> WHO ARE IN SCHOOL During the past year how many days did you miss school because of your period?	1-7 DAYS 01 8-14 DAYS 02 15-30 DAYS 03 ABOVE 30 days 04	
211	ASK <u>GIRLS ONLY</u> WHO ARE IN SCHOOL What was the main reason that made you miss school during your period? Please DO NOT READ options. Only write the code for the response	PAIN (ABDOMINAL/HEADACHE) 01 LACK OF SANITARY TOWELS 02 UNEXPECTED PERIODS 03 FEAR/SHAME 04 LACK OF TOILETS AT SCHOOL 05 LACK OF WATER AT SCHOOL 06 PARENT/OTHER STOPPED ME FROM GOING 07 OTHER 96 (SPECIFY) _____	248

215	ASK ALL THOSE IN SCHOOL AND THOSE EVER ENROLLED ASK BOYS AND GIRLS Currently/when you were in school who pays/paid for your school fees and other school costs Please DO NOT READ options. Only write the code for the response	MOTHER 01 FATHER 02 BOTH PARENTS 03 RELATED GUARDIAN 04 NON-RELATED GUARDIAN 05 NGO 06 PLAN 07 SELF 08 GOVERNMENT/LOCAL AUTHORITY 09 OTHER: 96 (SPECIFY)																
216	READ options write number of hours in corresponding box. IF respondent does not do the task write 00 in corresponding box Which of the following activities do/did you engage in at school? Please state estimated number of hours you spend PER WEEK on these activities. Round to the nearest hour, for example, 1 hour 30 minutes will be coded as 2 hours: 1 hour 15 minutes will be coded as 1 hour: <table border="1"> <tr><td>0</td><td>2</td></tr> <tr><td>0</td><td>1</td></tr> </table> (IF RESPONDENT DOES NOT DO ANY OF THE ACTIVITIES PLEASE PUT CODE 00 for time) a. Fetching water b. Cleaning Classrooms c. Running errands for teachers (such as doing their housework) d. Physical sporting activities e. Learning activities in class f. Other _____ (SPECIFY)	0	2	0	1	NOTE - YOU MAY NEED TO ASSIST THE RESPONDENT TO ARRIVE AT AN AVERAGE FOR THE WEEK BASED ON TYPICAL DAYS E.G. IF THEY SPEND AN HOUR A DAY FETCHING WATER, THAT WOULD BE A TOTAL OF 7 HOURS A WEEK <table border="1" style="display: inline-table; margin-right: 10px;"> <tr><td>H</td><td>H</td></tr> </table> PER WEEK <table border="1" style="display: inline-table; margin-right: 10px;"> <tr><td>H</td><td>H</td></tr> </table> PER WEEK <table border="1" style="display: inline-table; margin-right: 10px;"> <tr><td>H</td><td>H</td></tr> </table> PER WEEK <table border="1" style="display: inline-table; margin-right: 10px;"> <tr><td>H</td><td>H</td></tr> </table> PER WEEK <table border="1" style="display: inline-table; margin-right: 10px;"> <tr><td>H</td><td>H</td></tr> </table> PER WEEK <table border="1" style="display: inline-table; margin-right: 10px;"> <tr><td>H</td><td>H</td></tr> </table> PER WEEK	H	H	H	H	H	H	H	H	H	H	H	H
0	2																	
0	1																	
H	H																	
H	H																	
H	H																	
H	H																	
H	H																	
H	H																	

303	ATTITUDES ON SCHOOLING FOR GIRLS AND BOYS PERCEPTIONS OF FUTURE OPPORTUNITIES ASK ALL Tell me if you (Strongly Agree, Agree, Neither Agree or Disagree Disagree or Strongly Disagree) with the following statements f. All children must be educated regardless of whether they are a boy or a girl						
		Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	
		1	2	3	4	5	
304	a. It is more important for a boy than a girl to finish secondary school b. If there are not enough resources at school such as books tables and desks it is appropriate that male students should be given preference. c. In a marriage, it is best if the man has more education than the woman	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
305	GENDER SENSITIVE SCHOOLING ASK ALL CURRENTLY IN SCHOOL OTHERS SKIP TO SECTION 5 Classroom interaction a. My teacher gives equal attention to boys and girls b. Girls take part in leadership positions and activities in the classroom c. I feel my teachers treat me with respect d. Girls receive the same rewards as boys for similar achievements in class or sports f. The teacher encourages boys and girls to talk and exchange ideas						THOSE NOT IN SCHOOL GO TO SECTION 5
		Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
SECTION 4 VIOLENCE							
NO.	<u>IN THIS ENTIRE SECTION READ THE OPTIONS</u> QUESTIONS AND FILTERS	CODING CATEGORIES					SKIP
	ASK ALL THOSE CURRENTLY IN SCHOOL OTHERS SKIP TO CHECK AT Q501 b. I feel safe when I am at my school	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	
402		1	2	3	4	5	
407	b. If a teacher hits a child she/he would report that teacher to appropriate authorities c. If a school employee makes sexual approaches to a child she/he should report the school employee to appropriate authorities d. Teachers who hit children should lose the right to teach e. If a teacher hits a child its probably because the child deserves it	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	
		NOTE CODE NUMBERS					
		5	4	3	2	1	
		5	4	3	2	1	
		5	4	3	2	1	

SECTION 5 PARENTS AND COMMUNITY SUPPORT TOWARDS GIRL EDUCATION																													
IN THIS ENTIRE SECTION READ THE OPTIONS																													
NO.	QUESTIONS AND FILTERS	CODING CATEGORIES		SKIP																									
	CHECK IF CURRENTLY LIVING WITH PARENT OR GUARDIAN? (TICK APPROPRIATE BOX) ☐ YES ☐ NO (SKIP TO 601)			601																									
501	ASK ALL LIVING WITH PARENT OR GUARDIAN I would like to ask you a few questions about the relationship with your parents/guardians and how you get along. (READ STATEMENT) Would you say (READ CHOICES)? a. My parents are interested in what I think and feel b. When I have problems, I can talk them over with my parents c. Male Adults in this community encourage me to take school seriously d. Female Adults in this community encourage me to take school seriously e. My parents encourage me to take school seriously	<table border="1"> <thead> <tr> <th>Never</th> <th>Some times</th> <th>Most of the time</th> <th>All the time</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </tbody> </table>		Never	Some times	Most of the time	All the time	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Never	Some times	Most of the time	All the time																										
1	2	3	4																										
1	2	3	4																										
1	2	3	4																										
1	2	3	4																										
1	2	3	4																										
SECTION 6: SRH&R																													
IN THIS ENTIRE SECTION READ THE OPTIONS UNLESS INSTRUCTIONS STATE OTHERWISE																													
NO.	QUESTIONS AND FILTERS	CODING CATEGORIES		SKIP																									
601	ASK ALL ONLY ASK GIRLS (a) . FOR BOYS JUST CIRCLE 6 AND SKIP TO (b) a. I knew about menstruation before I had my first period ASK ALL b. I know where to get an HIV test if I needed one c. I know where to get contraceptives if I ever needed them d. I can afford contraceptive, if I ever needed them e. I have been to a clinic for family planning and sexual reproductive health	<table border="1"> <thead> <tr> <th>YES</th> <th>NO</th> <th>N/A - BOY</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>6</td> </tr> <tr> <td>1</td> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td>2</td> <td></td> </tr> </tbody> </table>		YES	NO	N/A - BOY	1	2	6	1	2		1	2		1	2		1	2		AFTER ANSWERING IF RESPONDENT HAS NEVER BEEN TO SCHOOL SKIP TO Q609							
YES	NO	N/A - BOY																											
1	2	6																											
1	2																												
1	2																												
1	2																												
1	2																												
602	ASK ALL <u>EVER</u> ENROLLED IN SCHOOL a. Sexual reproductive health education should be taught at school b. Young people should be taught how to avoid HIV/AIDS and STDs c. Parents should support their children to access Sexual reproductive health services	<table border="1"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Neither Disagree nor Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td colspan="5">NOTE CODE NUMBERS</td> </tr> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table>		Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree	NOTE CODE NUMBERS					5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	
Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree																									
NOTE CODE NUMBERS																													
5	4	3	2	1																									
5	4	3	2	1																									
5	4	3	2	1																									
603	My school has/had sexual reproductive health and rights education classes	YES..... 1 ☐ NO..... 2 ☐		609																									
604	I have attended sexual reproductive health and rights education classes	YES..... 1 ☐ NO..... 2 ☐																											

609	ASK ALL Now I'd like to ask you some questions about pregnancy. Please tell me if the statements are true or false a. A woman is more likely to get pregnant halfway between two periods b. A girl can get pregnant the very first time she has sex c. A girl cannot get pregnant if she has sex whilst standing up d. A girl cannot get pregnant if she washed herself thoroughly after sex				True	False	I Don't Know			
				1	2	3				
				1	2	3				
				1	2	3				
				1	2	3				

610	These next questions are about male condoms. Please tell me whether you agree or disagree with them, even if you have never used a male condom a. A male condom should always be put on <u>before</u> sexual intercourse starts b. A male condom can be used more than once c. Using a male condom is a sign of not trusting your partner d. It is embarrassing to buy or ask for male condoms e. It's a good idea to use male condoms to protect against getting AIDS. f. It's a good idea to use male condoms to protect against getting pregnant g. Using two male condoms at a time is better than using one	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know	
	a.	1	2	3	4	5	8	
	b.	1	2	3	4	5	8	
	c.	1	2	3	4	5	8	
	d.	1	2	3	4	5	8	
	e.	1	2	3	4	5	8	
	f.	1	2	3	4	5	8	
	g.	1	2	3	4	5	8	

THOSE NOT IN SCHOOL SKIP TO Q702

SECTION 7: CIVIC PARTICIPATION AND EMPOWERMENT									
NO.	QUESTIONS AND FILTERS	CODING CATEGORIES							
701	ASK THOSE CURRENTLY IN SCHOOL. OTHERS SKIP TO Q702X Thank you for answering these questions, we are almost done with the interview Tell me if you (Strongly Agree, Agree, Neither Agree or Disagree, Disagree or Strongly Disagree) with the following statements d. School management listens to my concerns	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree			
		NOTE CODE NUMBERS							
		5	4	3	2	1			

702x	ASK ALL COMMUNITY GROUPS PARTICIPATION Do you belong to any of the following groups or clubs? READ OUT Circle YES or NO for each group in the list below a. School Prefect b. Child Protection Committee c. Child Parliament d. Income generating groups e. Youth Development Committee f. Health Committees g. Self-help group h. School Management Committee i. Community Development Committee j. Religious group k. School council/school clubs m. Sports clubs n. Drama/theatre clubs o. Girls Rights/advocacy group p. Peer education groups/clubs? l. Other _____ (SPECIFY)	YES	NO	N/A			
	a.	1	2	3			
	b.	1	2	3			
	c.	1	2	3			
	d.	1	2	3			
	e.	1	2	3			
	f.	1	2	3			
	g.	1	2	3			
	h.	1	2	3			
	i.	1	2	3			
	j.	1	2	3			
	k.	1	2	3			
	m.	1	2	3			
	n.	1	2	3			
	o.	1	2	3			
	p.	1	2	3			
	l.	1	2	3			

IF NONE SKIP TO 704a

702y	ASK WHERE ANY CODED 1 AT Q702X (OTHERS SKIP TO Q704a) To what extent do you feel that you have a chance to contribute to or influence decisions in the groups or clubs you belong to?	NOT AT ALL 1 NOT VERY MUCH 2 A LITTLE 3 A LOT 4	
704a	ASK ALL Before today, had you been aware of Plan/partner? SHOW PICTURE/LOGO FOR PLAN/PARTNERS	Heard of/recognise Plan/partners 1 Not heard of/do not recognise 2 Unsure/cannot say 3	704b 704x 704x
704b	ASK THOSE WHO KNOW ABOUT PLAN/PARTNER (CODE 01 AT 704A) And which of the following statements describes your involvement with Plan/partner in the last year? READ OUT ALL OPTIONS CODE ALL THAT APPLY Some Plan activities are provided by..... LIST COUNTRY PARTNERS HERE:	I have received leaflets or information 1 I have attended a community event 2 My parents/family have attended a community event 3 There are Plan activities in my school 4 I am/have been involved in Plan activities in school 5 I have attended Plan activities out of school 6 I have received financial or material assistance from Plan (e.g. support for school fees, textbooks, etc.) 7 None of these 8	704x
704c	And what type of activity/topic did that cover? DO NOT READ OUT CODE ALL THAT APPLY	Education 1 Gender 2 Girl's Rights 3 Sexual and reproductive health 4 Child protection 5 Don't know/can't remember 6 Other - specify 7	
704x	RECORD THE END TIME (24 HR-FORMAT) END THE INTERVIEW BY THANKING THE RESPONDENT	H H M M REMEMBER TO FILL IN THE FINAL STATUS OF THE INTERVIEW ON THE COVER SHEET	

SECTION 8: COUNTRY SPECIFIC QUESTIONS

In this section, PLAN country offices can add 3-4 questions considered as important for the baseline. These questions but will not be analysed globally.

801

802

803

804

CODE LIST FOR ETHNIC GROUPS:

Qualitative Interview Guides Module 1 - CORE

ADOLESCENTS			MODULE 1 - CORE ISSUES: perceptions on the importance of education for boys and girls; staying in school; time spent on school activities; quality of education; safety/exploitation in school			TOTAL TIME FOR THIS MODULE: 71 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
A - 1.1	8	How important is it for children to go to school? Is there a difference in importance for boys versus girls, or is it equal? Does your opinion differ from that of people in your community? Are there certain leaders in this community that have different opinions than you?	Who do you think should go to school?	<i>[OPEN ENDED, allow people to speak for a while, but we are trying to find out if there is any feeling that boys vs girls have priority - if you hear this, probe more into such a response; from there if anyone indicates it is more important for one versus the other, probe into that; also, probe into 'why' for each.</i>	a) More important for boys b) more important for girls c) equally important d) it's not important to go to school for anyone e) no response / don't know	a) Why is school important / not important for girls vs. boys; b) has your opinion changed in the last three years? c) If it has changed, why has it changed? d) Has Plan had any role in your opinion on this? E) if plan had any role, what particular project / event?
A - 1.2	8	How is the quality of teaching in this school, especially as compared to three years ago? What kinds of changes have there been? What caused these changes? How have these changes in quality of teaching affected students? Are there any special programs to help students?	How helpful have additional educational activities, that are new in the last 2-3 years, been for you?	<i>[OPEN ENDED, Probe into any specific activities that have been occurring in this community - maybe some students have participated while others haven't; we want to find out of those who have, how it was, and also the extent to which this group of students has taken advantage of them</i>	a) They have been very helpful; b) They have been somewhat helpful; c) They have not been helpful at all; d) I choose not to take part in them; e) I do not have access to them f) there are not any new activities in the last 2-3 years that I know of	a) can you explain why you gave this answer - if they are helpful, what in particular? If they are not helpful, why not? b) can you explain what specifically is done in these learning sessions? C) what would you do to make them more useful for you

A-1.3	3	Figure out if there is a perceived difference between corporal punishment and other forms of physical violence	What do you understand 'corporal punishment' to mean? Is it abuse? Is this different from other kinds of abuse?	<i>[OPEN ENDED- get an idea as to whether, when you start asking question about corporal punishment vs. other 'more serious' violence, that the participants see the distinction themselves.]</i>	a) Yes, corporal punishment is different / not abuse; b) any physical contact is abuse	a) if they are different - what is the difference between corporal punishment and abuse? B) is either one appropriate?
A-1.4	8	How often are children subject to corporal punishment? What do you consider to be 'corporal punishment'. Is it used in school, under which circumstances, and to whom (boys v girls)? Is it considered appropriate? Has incidence decreased?	Has the frequency of corporal punishment in your school changed in the last 2-3 years?	<i>[BLIND VOTE For this question it is important that you distinguish corporal punishment, and serious violence, as explained by the group in the previous question. In general, corporal punishment is something that is accepted to some extent, as a form of punishment. Serious violence, however, is typically considered to be inappropriate]</i>	a) It has decreased significantly; b) it has decreased some; c) it is the same; d) it has increased somewhat; e) it has increased significantly; f) it never happened	a) can you explain the situations in which corporal punishment is used; b) do you think this is an effective way to punish children? What are the good things and the bad things about it? C) is corporal punishment necessary in certain situations? D) If there was a change, why is this? e) is this a good change? why?
A-1.5	8	Exploitation of children by teachers - for girls to do housework / could lead to sexual exploitation; for boys to do school-related tasks and other chores. How often does this happen? Is it changing?	Do teachers in this school ever ask students to do household chores, community labor or school labor, as a form of punishment?	<i>[BLIND VOTE, we're trying to learn about whether children are exploited in this way by teachers, and whether this has changed in the last 2-3 years]</i>	a) Yes, often; b) Yes, sometimes; c) No, never	a) If you said yes, what kinds of things do the teachers have students do? B) What is the reason they give for asking students to do this (i.e. punishment, for extra credit, etc.); c) are there differences in the type of things teachers ask students to do depending on if the student is a boy or a girl? <i>[Probe carefully whether girls are subject to sexual exploitation in any cases?]</i> d) Do both male and female teachers do this? e) Has it always been this way? Is it happening less often, more often or the same as 2-3 years ago?

A-1.6	8	Are there incidences of bullying or serious fighting between students in schools? Between girls, boys, girls/boy? What kind of violence / how severe is it?	How serious is bullying and fighting in your school, meaning it can make some students afraid to go to school?	<i>[BLIND VOTE]. Clarify that you mean the type of bullying/fighting between students that can make children afraid or reluctant to go to school, either because they are victims themselves or they see others as victims and it worries them]</i>	a) Often serious; b) Sometimes serious; c) Rarely serious; d) Never serious	a) What do these fights and the bullying look like? Does it happen between boys and girls, boys and boys, girls and girls? B) What are the causes for these fights? For what reasons are students ever bullied? C) Is this situation ever resolved? If so, how? Who intervenes? D) do you know of any time someone has left school because of this kind of violence? e) has the situation changed at all in the last 3 years? f) If it has changed, what was the cause for the change?
A-1.7	8	Do you believe that you can succeed in school and in other areas of life? Have they always felt this way? If no, what gave them this confidence?	As compared to this time last year, how confident are you, generally speaking?	<i>[BLIND VOTE, If necessary, explain what you mean by confidence: "when you believe that you are able to do things well. For example, if you believe that you will perform well on a test, then that means you have confidence".]</i>	a) I'm more confident; b) My confidence is the same; c) I'm less confident	a) If you are more confident, what in particular has made you more confident? Can you provide a story of what helped your confidence? B) if your confidence is less, can you explain what happened to make it less? C) sometimes people have confidence in one area but not another. Do you have confidence in some ways but not in others? Like what?
A-1.8	5	Is there a difference in the way teachers treat boys versus girls? If no, was there ever any difference? Like what? What caused the change?	Is there any difference in the way boys are treated by teachers as compared to girls?	<i>[OPEN ENDED, we want to know particularly whether participants think boys or girls are treated better than one another, and when?]</i>	a) Yes, teachers treat boys better b) Yes, teachers treat girls better c) No, students are treated equally	a) If different, what are the ways that boys are treated as compared to girls; b) do you think it is appropriate for teachers to treat boys and girls differently; c) have teachers always treated boys and girls in this way? D) [if a change] what do you think are the reasons for the changes?

A-1..9 a,b,c	6	Are there any examples of severe violence in schools (i.e. physical abuse beyond corporal punishment; sexual abuse; verbal abuse).	How often have you, or someone you know personally, experienced serious physical, sexual, or verbal abuse?	<i>[3 BLIND VOTES: Make sure to distinguish between this and corporal punishment, if the group said there was a distinction. If there was no distinction, just ask about violence generally; BLIND VOTE for each type of violence; <u>do not record</u> on flip chart, and <u>do not discuss</u> responses except to say that they can talk to us confidentially after the group is finished]</i>	For physical, sexual and verbal (Each): a) Often; b) sometimes c) Never	No discussion
A-1.10	3	Who commits this violence?	If any of you answered yes to any of the types of violence, who committed this violence against you? You can vote more than once	<i>[BLIND VOTE do not record on flip chart, and do not discuss responses except to say that they can talk to us confidentially after the group is finished]</i>	a) Male teacher; b) female teacher; c) Male staff member; d) female staff member; e) male student; f) female student; g) other	No discussion
A-1.11	3	Determine to what extent the frequency of such things has changed over time	Has the rate of serious physical, sexual, or verbal abuse against students in your school changed in the last 2-3 years?	<i>[BLIND VOTE, do not record responses on flip charts] However, allow discussion only if adolescents are willing - do not push them to talk about this</i>	a) it has increased; b) it has stayed the same; c) it has decreased; d) there has never been any of this kind of violence, e) no response/ don't know	a) does anyone want to talk about some of the changes that have happened here? If violence has decreased, can you think of reasons why? B) If violence has stayed the same, can you think of things that may help violence to decrease?

A-1.12	8	Is there something worth complaining about in school? (specifically as it relates to violence)). If student/parent complained, would these complaints be welcomed? How are complaints made? Would they be acted upon? How has this changed in the last 3 years? Why? - what is still missing for reporting (confidence in action, fear or retaliation, shame etc.) - what do they think of the responses of the CP committees to issues reported? Is it now adequate? if not why?	If there is something to complain about in school, will the school hear your complaint and act on it?	<i>[OPEN ENDED, if needed, open the conversation with complaints that students/parents have about their school. Then ask them whether that is something that they have complained about, to whom, and what the outcome is. If they have not actually complained, then find out whether they have something to complain about and if so, why they have not complained and how that aligns with the answer choices]</i>	a) yes, if I or my parent complains then the school will always act on it; b) yes, I or my parent can complain but the school will not always act on it; c) no, the school does not accept any complaints about anything; d) there is nothing to complain about	a) do you complain directly to the school? What is the mechanism? B) is there a difference between whether you or your parents complain? C) If you complain and nothing happens, why do you think this is? D) can you give an example of a time you or someone you know made a complaint, and it was addressed? e) has the situation always been this way? If it changed, what caused the change? f) has there ever been a time when you or someone you know complained, and they suffered as a result (i.e., there was retaliation against it or shame from it?)
A-1.13	8	If faced with financial problem / opportunity, is there a priority between sons or daughters staying in school? Do parents/children think in terms of the short-term (i.e. making money from a business deal) or the long-term (i.e. investing in child's education for their future). Is there a way that families can find other ways to make the business work, without taking their children out of school (i.e. relative degree of opportunity / resourcefulness).	[TIME PERMITTING] I'm going to tell you a story about a brother and sister named Joseph and Sarah who are about your age. They are both enrolled in Junior school, and they both want to finish secondary school and go to college. Their parents are farmers who have recently had the opportunity to sell to a buyer from the city for which they are guaranteed to make very good money, but they need more help on their	<i>[ONLY COMPLETE THIS QUESTION IF TIME REMAINS FOR THIS MODULE] [BLIND VOTE, heads down, hands up voting. After recording responses on flip chart, invite the group to explain their answers. Probe into 'why' for each person's response]</i>	a) take Joseph out of school to work	a) What is the benefit of choosing Joseph/Sarah over the other? B) how will this affect the family in the long term versus the short term? C) will Joseph/Sarah be happy with the decision their family makes? Will they have a say in the decision? D) Do you think you would have given the same response 3 years ago? If not, why did it change? e) Are there any programs you can think of that influenced the way you feel about this issue? f) if you said that they would 'find other ways', what might this look like in your community? What are the options?

			farm to meet the demands of the buyer. As it is the children help on the farm when they are out of school, but the parents really need help all day, every day in order to secure this deal with the buyer. What will happen to Joseph and Sara? We're going to vote and then explain our answers.			

ADULT PARENTS			MODULE 1 - CORE ISSUES: perceptions on the importance of education for boys and girls; staying in school; time spent on school activities; quality of education; safety/exploitation in school			ESTIMATED TIME FOR THIS MODULE: 55 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
P-1.1	8	How important is it for children to go to school? Is there a difference in importance for boys versus girls, or is it equal? Does your opinion differ from that of people in your community? Are there certain leaders in this community that have different opinions than you?	Who do you think should go to school?	<i>[OPEN ENDED, allow people to speak for a while, but we are trying to find out if there is any feeling that boys vs girls have priority - if you hear this, probe more into such a response; from there if anyone indicates it is more important for one versus the other, probe into that; also, probe into 'why' for each.</i>	a) More important for boys e) no response / don't know b) more important for girls c) equally important d) it's not important to go to school for anyone	a) Why is school important / not important for girls vs. boys; b) has your opinion changed in the last three years? c) If it has changed, why has it changed? d) Has Plan had any role in your opinion on this? E) if plan had any role, what particular project / event?

P-1.2	10	What are the reasons you/your child might leave school early? What are the differences between a child's hopes and the reality of the situation in this community? If financial, when will family make sacrifices in order to ensure education? If financial not a problem, is this because of Plan? IF financial is not a problem, are there other barriers?	a) What year in school do you hope [you/your children] will achieve? <i>[no discussion yet, only blind voting]</i> b) Now I want to find out what year you expect [yourself/your child] to achieve, considering the actual situation here in the community.	<i>[TWO BLIND VOTES - After part A), conduct a blind vote, heads down, hands up voting. After recording responses on flip chart, move right into the next close-ended question about expectations - make sure the group really understands the difference between these two questions - and do another blind vote on expectations. Then, when you have both charts completed, show the group where there are differences between hopes and expectations. Ask people to comment if they indicated that their expectations did not match their hopes, and why this was, specifically?]</i>	a) some primary; b) finish primary; c) finish junior secondary; d) finish senior secondary; e) finish college	a)[if differences between hopes and expectations] - Why are there differences here? What are the barriers that will keep you/your child from achieving the level of school he/she wants; b) Is there a difference between boys and girls here? What is the difference? why is this? c) [If few differences] Can you tell me how it is possible that children can achieve what they want? Has it always been this way? d) What things are there to help the children achieve what they want? e) [for all] if we asked this question 3 years ago, how would this be different? Would children have fewer hopes? Fewer expectations?
P-1.3	5	Figure out if there is a perceived difference between corporal punishment and other forms of physical violence	What do you understand 'corporal punishment' to mean? Is it abuse? Is this different from other kinds of abuse?	<i>[OPEN ENDED- get an idea as to whether, when you start asking questions bout corporal punishment vs. other 'more serious' violence, that the participants see the distinction themselves.]</i>	a) Yes, corporal punishment is different / not abuse; b) any physical contact is abuse	a) if they are different - what is the difference between corporal punishment and abuse? B) is either one appropriate?

P-1.4	8	How often are children subject to corporal punishment? What do you consider to be 'corporal punishment'. Is it used in school, under which circumstances, and to whom (boys v girls)? Is it considered appropriate? Has incidence decreased?	<i>[If there was a perceived difference] Is corporal punishment appropriate to use in school?</i>	<i>[BLIND VOTE, For this question it is important that you distinguish corporal punishment, and serious violence, as explained by the group in the previous question. In general, corporal punishment is something that is accepted to some extent, as a form of punishment. Serious violence, however, is typically considered to be inappropriate]</i>	a) Always okay; b) Sometimes okay; c) Never okay	a) Does this occur often within the schools? ; b) What are the good things and the bad things about it? C) is corporal punishment necessary in certain situations? D) has the incidence of corporal punishment changed in the last three years? How so? Why? e) is this a good change?
P-1.5	8	Are there incidences of bullying or serious fighting between students in schools? Between girls, boys, girls/boy? What kind of violence / how severe is it?	How serious is bullying and fighting in your child's school, meaning your child may be afraid to go to school because of it?	<i>[OPEN ENDED, allow discussion and continue with follow-up questions as needed. Clarify that you mean the type of bullying/fighting between students that can make children afraid or reluctant to go to school, either because they are victims themselves or they see others as victims and it worries them]</i>	a) Often serious; b) Sometimes serious; c) Rarely serious; d) Never serious	a) Explain the types of fighting and bullying that your child tells you about - are they between boys and girls, or amongst girls/boys. What do they fight about?; b) has this ever made your child scared to go to school? Why? C) Has the situation changed at all in the last three years? d) if so, what are the reasons for the changes? Who is involved?

P-1.6	8	Is there something worth complaining about in school? (specifically as it relates to violence)). If student/parent complained, would these complaints be welcomed? How are complaints made? Would they be acted upon? How has this changed in the last 3 years? Why? - what is still missing for reporting (confidence in action, fear or retaliation, shame etc.) - what do they think of the responses of the CP committees to issues reported? Is it now adequate? if not why?	If there is something to complain about in school, will the school hear your complaint and act on it?	<i>[OPEN ENDED; if needed, open the conversation with complaints that students/parents have about their school. Then ask them whether that is something that they have complained about, to whom, and what the outcome is. If they have not actually complained, then find out whether they have something to complain about and if so, why they have not complained and how that aligns with the answer choices]</i>	a) yes, if I complain they will always act on it; b) Yes, if I complain they will sometimes act on it; c) no, the school does not accept complaints from us; d) there is nothing to complain about	a) what is the mechanism for the school hearing your complaint? B) what are some of the things you have complained about - do you have examples of the whole process you went through? c) Do your children tell you things that happen at school that deserve complaints? Do you always turn their complaint back to the school? d) has the situation always been this way? If it has changed, what caused the change?; e)as there ever been a time when you or someone you know complained, and they suffered as a result (i.e., there was retaliation against it or shame from it?) f) do you know about CPCs?

P-1.7	8	If faced with financial problem / opportunity, is there a priority between sons or daughters staying in school? Do parents/children think in terms of the short-term (i.e. making money from a business deal) or the long-term (i.e. investing in child's education for their future). Is there a way that families can find other ways to make the business work, without taking their children out of school (i.e. relative degree of opportunity / resourcefulness).	I'm going to tell you a story about a brother and sister named Joseph and Sarah who are about your age. They are both enrolled in Junior school, and they both want to finish secondary school and go to college. Their parents are farmers who have recently had the opportunity to sell to a buyer from the city for which they are guaranteed to make very good money, but they need more help on their farm to meet the demands of the buyer. As it is the children help on the farm when they are out of school, but the parents really need help all day, every day in order to secure this deal with the buyer. What will happen to Joseph and Sara?	<i>[BLIND VOTE, Probe into 'why' for each person's response, very generally at first to see what kinds of things they say</i>	a) take Joseph out of school to workb) take Sarah out of school to workc) take both out of school to workd) take neither out of school and pass on the opportunitye) take neither out of school and find other ways to take advantage of the opportunityf) no response / don't know	a) What is the benefit of choosing Joseph/Sarah over the other? B) how will this affect the family in the long term versus the short term? C) will Joseph/Sarah be happy with the decision their family makes? Will they have a say in the decision? D) Do you think you would have given the same response 3 years ago? If not, why did it change? e) Are there any programs you can think of that influenced the way you feel about this issue? f)if you said that they would 'find other ways', what might this look like in your community? What are the options?

TEACHER			MODULE 1 - CORE ISSUES: perceptions on the importance of education for boys and girls; staying in school; time spent on school activities; quality of education; safety/exploitation in school			ESTIMATED TIME FOR THIS MODULE: 71 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
T-1.1	8	How important is it for children to go to school? Is there a difference in importance for boys versus girls, or is it equal? Does your opinion differ from that of people in your community? Are there certain leaders in this community that have different opinions than you?	Who do you think should go to school?	<i>[OPEN ENDED, allow people to speak for a while, but we are trying to find out if there is any feeling that boys vs girls have priority - if you hear this, probe more into such a response; from there if anyone indicates it is more important for one versus the other, probe into that; also, probe into 'why' for each.</i>	a) More important for boys b) more important for girls c) equally important d) it's not important to go to school for anyone e) no response / don't know	a) Why is school important / not important for girls vs. boys; b) has your opinion changed in the last three years? c) If it has changed, why has it changed? d) Has Plan had any role in your opinion on this? E) if plan had any role, what particular project / event?; f) do you think your opinion is similar to that of other people in your community?
T-1.2	8	How is the quality of teaching in this school, especially as compared to three years ago? What kinds of changes have there been? What caused these changes? How have these changes in quality of teaching affected students? Are there any special programs to help students?	As a teacher, do you feel like you are better able to do your job today versus three years ago?	<i>[OPEN ENDED, estimate responses from participants]</i>	a) Yes Much better; b) Yes, somewhat better; c) No, it is the same; d) No, it is worse	a) [if has changed] Can you explain what specifically has changed? B) how has this affected your work and beyond that, what the students learn? C) Who has been involved in making this change?

T-1.3	5	Figure out if there is a perceived difference between corporal punishment and other forms of physical violence	What do you understand 'corporal punishment' to mean? Is it abuse? Is this different from other kinds of abuse?	<i>[OPEN ENDED- get an idea as to whether, when you start asking questions about corporal punishment vs. other 'more serious' violence, that the participants see the distinction themselves.]</i>	a) Yes, corporal punishment is different / not abuse; b) any physical contact is abuse	a) if they are different - what is the difference between corporal punishment and abuse? B) is either one appropriate?
T-1.4	8	How often are children subject to corporal punishment? What do you consider to be 'corporal punishment'. Is it used in school, under which circumstances, and to whom (boys v girls)? Is it considered appropriate? Has incidence decreased?	Is corporal punishment appropriate to use in school?	<i>[BLIND VOTE, [For this question it is important that you distinguish corporal punishment, and serious violence, as explained by the group in the previous question. In general, corporal punishment is something that is accepted to some extent, as a form of punishment. Serious violence, however, is typically considered to be inappropriate]</i>	a) Always okay; b) Sometimes okay; c) Never okay	a) Does this occur often within the schools? ; b) What are the good things and the bad things about it? C) is corporal punishment necessary in certain situations? D) has the incidence of corporal punishment changed in the last three years? How so? Why? e) is this a good change?
T-1.5	8	Exploitation of children by teachers - for girls to do housework / could lead to sexual exploitation; for boys to do school-related tasks and other chores. How often does this happen? Is it changing?	Do teachers in this school ever ask students to do household chores, community labor or school labor, as a form of punishment?	<i>[BLIND VOTE, we want to know more about whether teachers think it is okay for this kind of exploitation, if they know whether it happens (not necessarily that they do it, if it used to happen and whether incidence has decreased in last 2-3 years].</i>	a) Yes, often; b) Yes, sometimes; c) No, never	a) If you said yes, what kinds of things do the teachers have students do? B) What is the reason they give for asking students to do this (i.e. punishment, for extra credit, etc.); c) are there differences in the type of things teachers ask students to do depending on if the student is a boy or a girl? d) Do both male and female teachers do this? e) Has it always been this way? Is it happening less often, more often or the same as 2-3 years ago?

T-1.6	8	Are there incidences of bullying or serious fighting between students in schools? Between girls, boys, girls/boy? What kind of violence / how severe is it?	Since 2-3 years ago, has there been a change in the frequency of bullying/fighting between students in your school?	<i>[OPEN ENDED, allow discussion and continue with follow-up questions as needed. Clarify that you mean the type of bullying/fighting between students that can make children afraid or reluctant to go to school, either because they are victims themselves or they see others as victims and it worries them]</i>	a) It has decreased significantly; b) It has decreased somewhat; c) it is the same; d) it has increased somewhat; e) it has increased significantly; f) this has never occurred	a) What do these fights look like? Are they between boys and girls, boys and boys, girls and girls? B) What are the causes for these fights? C) Are they resolved? If so, how? Who intervenes? Do teachers have a role here? D) do you know of any time someone has left school because of this kind of violence? e) has the situation changed at all in the last 3 years? f) If it has changed, what was the cause for the change?
T-1.7	8	Is there a difference in the way teachers treat boys versus girls? If no, was there ever any difference? Like what? What caused the change?	Is there any difference in the way boys are treated by teachers as compared to girls?	<i>[OPEN ENDED, estimate responses from participants]</i>	a) Yes, teachers treat boys better; b) Yes, teachers treat girls better; c) No, students are treated equally	a) If different, what are the ways that boys are treated as compared to girls; b) do you think it is appropriate for teachers to treat boys and girls differently; c) have teachers always treated boys and girls in this way? D) Have teachers changed the way they treat boys and girls? e) if so, what are the reasons for the changes in their behavior? What specific things happened to encourage the change?

T-1.8	10	Are there any examples of severe violence in schools (i.e. physical abuse beyond corporal punishment; sexual abuse; verbal abuse).	Has the rate of serious physical, sexual, or verbal abuse against students in your school changed in the last 2-3 years?	<i>[BLIND VOTE. make sure to distinguish between this and corporal punishment; if the group said there was a distinction. If there was no distinction, just ask about violence generally. Be very careful not to push anyone to answer if they are uncomfortable]</i>	For physical, sexual and verbal (each): The rate of violence that happens has a) Increased; b) Stayed the same; c) Decreased; d) This violence never happened at all	a) [If there has been a change] Can you explain what might have been the reasons for this change in rate of violence; b) [If changed] how has this change in violence affected the school generally, and the students specifically; c) Does anyone have any specific stories that deal with these issues, that they would like to share? We'd like details on how a program or workshop might have changed the situation in your community
1.8	8	Is there something worth complaining about in school? (specifically as it relates to violence)). If student/parent complained, would these complaints be welcomed? How are complaints made? Would they be acted upon? How has this changed in the last 3 years? Why?- what is still missing for reporting (confidence in action, fear or retaliation, shame etc.)- what do they think of the responses of the CP committees to issues reported? Is it now adequate? if not why?	Has there been a change in the frequency when students or parents bring complaints to you or the school generally?	<i>[OPEN ENDED, if needed, open the conversation with complaints that students/parents have about their school. Then ask them whether that is something that they have complained about, to whom, and what the outcome is. If they have not actually complained, then find out whether they have something to complain about and if so, why they have not complained and how that aligns with the answer choices]</i>	a) It has decreased significantly; b) It has decreased somewhat; c) it is the same; d) it has increased somewhat; e) it has increased significantly; f) this has never occurred	a) what are the complaints that they bring? B) are complaints from boys different from those of girls? C) what is the mechanism for the school receiving a complaint? D) does the school address all complaints? Some? How does it choose which to address? E) can you share a story of when a parent or student complained about something and the school acted on it; f) has this situation changed at all in the last 3 years? If so, how so, and what was the cause? ;g) are there ever cases where parents/students are afraid to complain because of retaliation or shame (actual or fear of) h) do CPCs have any role in this mechanism?

KEY INFORMANTS			CORE QUESTIONS
Q #	What do we want to know?	Main question	Follow up questions
K-1.1	How important is it for children to go to school? Is there a difference in importance for boys versus girls, or is it equal? Does your opinion differ from that of people in your community? Are there certain leaders in this community that have different opinions than you?	Who do you think should go to school?	a) Why is school important / not important for girls vs. boys; b) has your opinion changed in the last three years? c) If it has changed, why has it changed? d) Has Plan had any role in your opinion on this? E) if plan had any role, what particular project / event?
K-1.2	Exploitation of children by teachers - for girls to do housework / could lead to sexual exploitation; for boys to do school-related tasks and other chores. How often does this happen? Is it changing?	Do teachers in this school ever ask students to do household chores, community labor or school labor, as a form of punishment?	a) If you said yes, what kinds of things do the teachers have students do? B) What is the reason they give for asking students to do this (ie punishment, for extra credit, etc); c) are there differences in the type of things teachers ask students to do depending on if the student is a boy or a girl? d) Do both male and female teachers do this? e) Has it always been this way? Is it happening less often, more often or the same as 2-3 years ago?'
K-1.3	Are there incidences of bullying or serious fighting between students in schools? Between girls, boys, girls/boy? What kind of violence / how severe is it?	Has there been a change in the frequency of bullying/fighting between students in the school or community?	a) What do these fights look like? Are they between boys and girls, boys and boys, girls and girls? B) What are the causes for these fights? C) Are they resolved? If so, how? Who intervenes? D) do you know of any time someone has left school because of this kind of violence? e) has the situation changed at all in the last 3 years? f) If it has changed, what was the cause for the change?
K-1.4	Are there any examples of severe violence in schools (i.e. physical abuse beyond corporal punishment; sexual abuse; verbal abuse).	Do you know of situations where serious violence - physical, sexual, emotional - occurs within the school, from teachers to students?	a) [If there has been a change] Can you explain what might have been the reasons for this change in rate of violence; b) [If changed] how has this change in violence affected the school generally, and the students specifically; c) what has been your role and other community leaders' role in this issue? d) is this a problem outside of school?
K-1.5	What are the reasons a child might leave school early? What are the differences between a child's hopes and the reality of the situation in this community? IF financial is not a problem, are there other barriers?	What kinds of programmes are happening in this community to try to keep young people in school?	a) What are the barriers that keep children from continuing?; Do barriers differ for boys and girls c)what are the specific ways that the programmes have worked? D) what could be done to make the programmes more effective? E) when did these programs start?

ADOLESCENTS			MODULE 2 - SCHOLARSHIPS AND STAYING IN SCHOOL			TOTAL TIME FOR THIS MODULE: 25
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
A - 2.1	15	How much time can children spend on making the most of their education? Do they have time to study? Do they ever miss school because of household needs? If financial barriers are lessened, does this increase their quality of education / time spent on schooling?	How do you spend a typical school day, going hour by hour?	<i>[ACTIVITY, Demonstrate to the group the time-use chart, and which colors are used for what. Invite one respondent to come to the chart (if all are too shy, you can do this just by asking them and filling it in yourself). Ask the respondent to explain to the group what his happening in their day, at each stage. Then, invite a second group member to do the same. When it is completed, begin asking follow-up questions - including adding a column to the chart if things have changed in the last 3 years]</i>	Time use chart options a) Housework for family; b) Working for family business / farming for family c) Paid work outside of home; d) Attending school/going to/from school; e) studying and doing homework f) free time / fun time	a) Are you happy about what your day looks like? Do you wish you could change anything about it? Do any of your responsibilities get in the way of other things you need to do? b) Do you ever miss full days of school because of other responsibilities? c) if you made this chart 3 years ago, would it be any different? If so, how, specifically.? <i>[at this point, if things have changed, complete a third column to the chart to show how things were different 3 years ago; make sure the group does this collaboratively so there is consensus on how it is different].</i> d) [If change] Can you tell me the reasons that things have changed? Was this something you decided to do? Your parents? The community? What else may have contributed to this change? e) Plan? Another NGO? f) did financial support contribute to this change?

A-2.2	5	Selection and accountability (who was selected, why, do beneficiaries and non beneficiaries agree that the selection is fair, should anything have been done differently? has it improved over time?)	Do you think the project is fair in terms of who was selected to getting a scholarship/direct support?	<i>[OPEN ENDED] Try to probe deeply into what specifically kept a child in school, and the degree to which the scholarship was a determinant. Find out if anyone would have stayed in school / kept their child in school even without it (we can assume that for everyone, it will be something they think is good, but find out whether it was indispensable.)</i>	a) Yes, it is very fair; b) Yes, it is somewhat fair; c) No, it's not fair at all; d) No response / don't know	a) Can any of you who have not had support explain to me why you think it is fair or not fair? B) can any of you who have had support explain why it is fair or not fair?
A - 2.3	5	Did the scholarship or kit make actually play a role in girls going to school? Would those girls have gone to school anyhow or dropped out?	Did the scholarship have an important role in your continuing in school?		a) The support really contributed to children staying in school; b) The support didn't affect whether children stayed in school or not c) didn't have a scholarship; d) don't know	a) can you give details about your answer? Do you have a specific story about yourself or someone you know? B) if this financial support did not help, what would have helped more? C) was there a particular problem with this financial support?

PARENTS			MODULE 2 - SCHOLARSHIPS AND STAYING IN SCHOOL			TOTAL TIME FOR THIS MODULE: 24 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions

P -2.1	8	How much time can children spend on making the most of their education? Do they have time to study? Do they ever miss school because of household needs? If financial barriers are lessened, does this increase their quality of education / time spent on schooling?	Is there any difference between the amount of time girls spend on things other than school/studying, as compared to boys?	<i>[OPEN ENDED - we're focusing on the extent to which girls vs boys are able to spend their time studying and attending school versus taking care of other responsibilities, and whether these are different for boys and girls]</i>	a) Girls have more responsibilities; b) Boys have more responsibilities; c) They have equal responsibilities doing the same things; d) they have equal responsibilities doing different things	a) what kinds of things do girls do? What kinds of things do boys do? Do these responsibilities ever cause them to miss lots of school? B) [if there is a difference] why is there a difference between the two? C) [if no difference] has this always been the case? Was there ever a time when girls/boys had more responsibilities than the others? d) [if has changed] what are the reasons for this change? Do you think this change is good? e) Did Plan have anything to do with it? f) did financial support have anything to do with it?
P -2.2	8	Selection and accountability (who was selected, why, do beneficiaries and non beneficiaries agree that the selection is fair, should anything have been done differently? has it improved over time?)	Do you think the project is fair in terms of who was selected to getting a scholarship/direct support?	<i>[OPEN ENDED] Try to probe deeply into what specifically kept a child in school, and the degree to which the scholarship was a determinant. Find out if anyone would have stayed in school / kept their child in school even without it (we can assume that for everyone, it will be something they think is good, but find out whether it was indispensable.)</i>	a) Yes, it is very fair; b) Yes, it is somewhat fair; c) No, it's not fair at all; d) No response / don't know	a) Can any of you who have not had support explain to me why you think it is fair or not fair? B) can any of you who have had support explain why it is fair or not fair?
P-2.3	8	Did the scholarship or kit make actually play a role in girls going to school? Would those girls have gone to school anyhow or dropped out?	Did the scholarship have an important role in your child continuing in school?		a) The support really contributed to children staying in school; b) The support didn't affect whether children stayed in school or not c) didn't have a scholarship; d) don't know	a) can you give details about your answer? Do you have a specific story about yourself or someone you know? B) if this financial support did not help, what would have helped more? C) was there a particular problem with this financial support?

TEACHERS			MODULE 2 - SCHOLARSHIPS AND STAYING IN SCHOOL			TOTAL TIME FOR THIS MODULE: 31 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
T - 2.1	15	selection and accountability (transparent? Do they agree the selection criteria was right? was something missing? Do they know the Plan Zimbabwe criteria?, causing conflict?)	Do you think that the selection process was good? By that I mean, was the process transparent/ fair? Were the criteria correct?	<i>[OPEN ENDED, We're determining the positive/negatives about the process itself (transparent/fair) and the criteria (are they choosing the right kind of people given the project goals?)]</i>	a) Yes, the process was entirely fair and transparent; the criteria are good b) The process is fair and transparent, but the criteria are not good; c) The process is not fair or transparent, though the criteria were good; d) the process was not transparent or fair, and the criteria are not good	a) can you explain some of the best things about the process? B) can you explain some of the worse things about the process? C) do you have any stories or examples about how the process has been in this community? ; d) what would you do to improve the process, both in terms of improving transparency and also to improve the criteria for selection
T -2.2	8	school performance (teachers only), has it improved in the last 2-3? What do they attribute these changes to (direct support or more time for studying or something else?)	Thinking about school performance overall in the last 2-3 years, do you see any changes occurring?	<i>[OPEN ENDED , we're looking for the teachers' opinion on the school generally, not just about his/her roles as a teacher, which was discussed in the previous module]</i>	a) Yes, it has changed for the better; b) no, it is the same, c) yes, it has changed for the worse	a) if there has been a positive change, can you give some specific reasons why you think this occurred? B) if there has been a negative change, can you give some specific reasons why you think this has occurred? C) have there been any specific interventions happening in the school? What was their effect? d) if there was no change, can you tell us why the initiatives have not been working? e) can you think of Plan-specific initiatives? Have they had any effect on school performance in the last 2-3 years?

KEY INFORMANT INTERVIEW - PLAN STAFF			MODULE 2 - SCHOLARSHIPS AND STAYING IN SCHOOL			TOTAL TIME FOR THIS MODULE: 31 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
K - 2.1	8	selection and accountability (transparent? Do they agree the selection criteria was right? was something missing? Do they know the Plan Zimbabwe criteria?, causing conflict?)	[TO PLAN STAFF] Do you think that the selection process was good? By that I mean, was the process transparent/ fair? Were the criteria correct?	<i>[OPEN ENDED, We're determining the positive/negatives about the process itself (transparent/fair) and the criteria (are they choosing the right kind of people given the project goals?]</i>	a) Yes, the process was entirely fair and transparent; the criteria are good b) The process is fair and transparent, but the criteria are not good; c) The process is not fair or transparent, though the criteria were good; d) the process was not transparent or fair, and the criteria are not good	a) can you explain some of the best things about the process? B) can you explain some of the worse things about the process? C) do you have any stories or examples about how the process has been in this community? ; d) what would you do to improve the process, both in terms of improving transparency and also to improve the criteria for selection

Qualitative Interview Guide Module 3 - Exclusion

ADOLESCENTS			MODULE 3 - EXCLUSION AND FINANCIAL SUPPORT - ADOLESCENT GROUPS WILL BE DIVIDED BY THOSE IN SCHOOL / NOT IN SCHOOL FOR THIS MODULE			TOTAL TIME FOR THIS MODULE: 31 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices	Follow-up questions
A-3.1	8	If they've had financial support, what changed as a result of it?	Did this support help you at all?	<i>[OPEN ENDED ; we're leading this question to a discussion about whether the support was responsible for keeping them in school - the next question will probe more into this. Be clear that you mean the specific financial support offered from this program]</i>	a) yes, a lot; b) yes a little; c) no, not at all; d) I didn't get any support e) I don't know about this support at all	a) Explain how it helped you; think about what your life was like before you had it; b) what more could have helped you, in addition to this support or in place of it?
A-3.2	8	For in school: who is not in school and why (that is either receiving or not receiving the benefits?) If for them the direct benefits aren't enough, what is actually needed? Has something changed in their lives for them to drop out? How could that have been prevented? For not in school: why are they not in school? If scholarship and kits are an option, why is this not enough? What would be required? How has this changed over time? What are barriers to accessing the programme etc. Has something changed in their lives for them to	Considering you have the option for this financial support, why are you not in school [if not in school] / might leave school [if currently in school]. Pick the most significant reason.	<i>[OPEN ENDED. Probe into 'why' for each person's response, focusing on the support referred to above, which is particularly related to the programme.]</i>	a) I don't have access to this support that you speak of; b) I need to work at home to support my family's income; c) I am physically unable to get to school; d) my parents did not agree with my getting an education; e) I do not like the work in school; f) I got married; g) I got pregnant; h) I felt unsafe at school i) I was unable to complete the tasks and couldn't succeed; j) I don't think school is important for my future employment options; k) the support is not enough money	a) does anyone want to explain their answer? B) did any of you have a hard time choosing only one option? Which other options would you choose and why? C) can someone tell me whether financial aspects are important for you and if so, whether this support would help at all? d) if you have had support but dropped, what else could encourage you to stay in school?

		drop out? How could that have been prevented?				

Qualitative Interview Guide Module 4 - Participation

ADOLESCENTS			MODULE 4 - PARTICIPATION IN SCHOOL GOVERNANCE; FOCUS GROUPS WILL BE DIVIDED BY THOSE IN/NOT IN SCHOOL GOVERNANCE; QUESTIONS UNIQUE TO EACH GROUP			TOTAL TIME FOR THIS MODULE: 15 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices	Follow-up questions
A - 4.1	8	Generally speaking, do students feel confident to speak out in school? How has this changed over time? Not necessarily related to making complaint about something that was wrong, but also just to voice their opinions on the things that they would benefit from as students, etc.	Do you feel like you have the confidence to speak out in school if there is an issue that you feel strongly about?	<i>[OPEN ENDED, Probe on confidence to speak not necessarily only related to making a complaint about something that was wrong, but also just to voice their opinions on the things that they would benefit from as students, etc.]</i>	a) Yes, I feel very confident; b) Yes, I feel somewhat confident; c) No, I'm not very confident; d) I have nothing to speak out on	a) If yes, what have you spoken out about? What was the result? B) If yes, have you always had this confidence? If it is new, can you tell us where it came from? C) if no, why not? D) if no, do you think your colleagues are similar to you here? Why? E) do you think there is a difference between boys and girls confidence? Why? f) if you speak out in some way, do people only listen to you or do they also act on it?
A - 4.2	7	perception of their actual power in decision making, changes actually occurring in school, changes in their level of confidence over time. Has	[for those in committee] To what extent do you think you have had a role in the decision-making in your school, meaning you have	<i>[BLIND VOTE, Be clear that you are talking about school governance committees that have been recently established in the schools, which these students are</i>	a) Most things we try to do, we are successful; b) Some things we do, we are successful; c) We never are successful in our attempts; d) We do not attempt to do	a) Can some of you give specific examples of the entire process that your committee when through in identifying a problem, and trying to deal with it. I want one person to tell me a success story and one person to tell me a situation that was not successful

		this changed as a result of the engagement? If so how and why?	helped bring about changes.	<i>members of.]</i>	anything	
A-4.3	7	do they feel represented by the children who are involved in the governance structures, what is the real influencing/ power they have/ awareness of the groups etc.	[for those not in governance committee] Do you think the school governance committees are representing you well?	[BLIND VOTE, Be clear that you are talking about school governance committees that have been recently established in the schools, which these students are not members of and may not know about.]	a) They represent the students very well; b) they represent the students somewhat; c) they don't represent the students at all; d) I don't even know about them	a) For those who know about them, can you explain some of the ways that they work with you who are not members of the committee? B) if you had an issue about the school, would you feel comfortable going to the school committees? Why/why not? C) Do you think that the school committees are effective in bringing about change in your school? Why/why not?

TEACHER			MODULE 4 - PARTICIPATION IN SCHOOL GOVERNANCE			TOTAL TIME FOR THIS MODULE:15 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
T - 4.1	8	Generally speaking, do students feel confident to speak out in school? How has this changed over time? Not necessarily related to making a complaint about something that was wrong, but also just to voice their opinions on the things that they would benefit from as students, etc	Do student speak out in school regarding things that they want for the school	<i>[OPEN ENDED, Probe on confidence to speak not necessarily only related to making a complaint about something that was wrong, but also just to voice their opinions on the things that they would benefit from as students, etc.]</i>	A) Yes, they speak out often b) yes they speak out sometimes c) No, they never speak out	a) If yes, what have you spoken out about? What was the result? B) If yes, have you always had this confidence? If it is new, can you tell us where it came from? C) if no, why not? D) if no, do you think your colleagues are similar to you here? Why? E) do you think there is a difference between boys and girls confidence? Why? f) if you speak out in some way, do people only listen to you or do they also act on it?

T – 4.2	7	actual power and participation of student reps. Their perception of the value of participation of student reps, has it changed over time? their perception of changes in student confidence: only those participating or all? Perceptions around arrogance/undisciplined behaviour as a result of children knowing their rights?	[directed toward school committee members] Is the presence and work of student representatives in your school a good thing for the school to have?	[OPEN ENDED]	A) Very good to have them b) Somewhat good c) Not good d) very bad	a) Can someone please explain why they gave this answer? What are the reasons they are good and what are the reasons they are not good? B) what would make them better? C) have they caused any specific problems in the school? D) have they contributed to anything particularly good in the school? e) can you compare the situation at your school today with the situation 2-3 years ago? Do you think student reps had anything to do with this?

Qualitative Interview Guide Module 5 – Violence

ADOLESCENTS			MODULE 5 - VIOLENCE TO AND FROM SCHOOL			TOTAL TIME FOR THIS MODULE: 15 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices	Follow-up questions
A - 5.1	8	Is violence on the journey from home to school or back a factor in girls physically accessing school? Does it influence rate of attendance? How have CPCs specifically addressed this?	Has the incidence of violence or unsafe conditions on the way to or from school changed in the last 2-3 years?	[OPEN ENDED, Probe on the situation today and ask how it was previously - dig into why things might have changed and if not, whether there were programmes that were just not effective and why]	a) It has decreased significantly; b) It has decreased somewhat; c) it is the same; d) it has increased somewhat; e) it has increased significantly; f) this has never occurred	a) [If violence] What kind of violence is there? How often does it happen? Who commits this violence? B) does this violence affect boys and girls differently? How so? C) if there is no violence or less violence, what are some of the things that changed the situation? D) if there is violence and children still go to school, what is helping them to get there safely? e) [if not mentioned] what are CPCs doing to address this violence to and from school? Is it helpful? f) does this violence stop children from going to and from school? Always, sometimes?
A- 5.2	7	for adolescents and parents:	Are Child Protection Committees having	[OPEN ENDED, [if CPCs have been mentioned,	a) yes they are really helping b) they are helping a little bit	A) can you explain in detail the things that they have done, and whether they

		awareness of CP role function and existence. Are they aware? Are they confident? -attitudes towards reporting, has it changed over time? Was this because of Plan's work? - perception of safety to and from school how has it changed over time?	any effect on your school or community?	<i>refer to previous conversations about them.</i>	c) they are not really helping d) they are making things worse e) don't know about them	were successful or not and why/why not? B) explain how the situation was before CPCs were implemented, what did the school and community look like? What problems have been addressed effectively? c) What specifically do the CPCs do that you know of? d) what other things do you think they could do to make the situation better? e) do you know what role Plan had in these committees establishment and committees? How have they been doing?

PARENT			MODULE 5 - VIOLENCE TO AND FROM SCHOOL			TOTAL TIME FOR THIS MODULE: 15 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices	Follow-up questions
P - 5.1	8	Is violence on the journey from home to school or back a factor in girls physically accessing school? Does it influence rate of attendance? How have CPCs specifically addressed this?	Has the incidence of violence or unsafe conditions on the way to or from school changed in the last 2-3 years?	<i>[OPEN ENDED, Probe on the situation today and ask how it was previously - dig into why things might have changed and if not, whether there were programmes that were just not effective and why]</i>	a) It has decreased significantly; b) It has decreased somewhat; c) it is the same; d) it has increased somewhat; e) it has increased significantly; f) this has never occurred	a) [If violence] What kind of violence is there? How often does it happen? Who commits this violence? B) does this violence affect boys and girls differently? How so? C) if there is no violence or less violence, what are some of the things that changed the situation? D) if there is violence and children still go to school, what is helping them to get there safely? e) [if not mentioned] what are CPCs doing to address this violence to and from school? Is it helpful? f) does this violence stop children from going to and from school? Always, sometimes?
P- 5.2	7	for adolescents and parents: awareness of CP role function and existence. Are they aware? Are they confident? -attitudes towards reporting,	Are Child Protection Committees having any effect on your school or community?	<i>[OPEN ENDED, [if CPCs have been mentioned, refer to previous conversations about them].</i>	a) yes they are really helping b) they are helping a little bit c) they are not really helping d) they are making things worse	A) can you explain in detail the things that they have done, and whether they were successful or not and why/why not? B) explain how the situation was before CPCs were implemented, what did the school and community look like?

		has it changed over time? Was this because of Plan's work? - perception of safety to and from school how has it changed over time?			e) don't know about them	What problems have been addressed effectively? c) What specifically do the CPCs do that you know of? d) what other things do you think they could do to make the situation better? e) do you know what role Plan had in these committees establishment and committees? How have they been doing?

CHILD PROTECTION COMMITTEE			MODULE 5 - VIOLENCE TO AND FROM SCHOOL			TOTAL TIME FOR THIS MODULE: 15 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices	Follow-up questions
CPC -5.1	15	what are they doing are they effective? How does that compare to before the intervention? - recording, reporting and referral systems, how have they improved? Was it due to Plans work? - What is still left to be done? -what is Plan's contribution to their work and to their effectiveness? - response systems in place and how have they changed as result	Are child protection committees helping to reduce violence against children (in school/ in community)?	<i>[BLIND VOTE, we want to make sure people give honest answers, then invite them to volunteer why they gave their answer; probe for specific examples of before/after.]</i>	a) Yes, they are really helping; b) They are helping a little bit; c) They are not really helping; d) They are making things worse; e) Don't know / no response	A) can you explain in detail the things that you have done, and whether you were successful or not and why/why not? B) explain how the situation was before CPCs were implemented, what did the school/ community look like? What problems have been addressed effectively? c) Can you talk specifically about the recording, reporting and referral systems; how are they working? d) what additional things would make your work better? e) how involved are you with Plan? What have they done to help and what more could you do? f) are children safe getting to/from school?

COMMUNITY LEADERS			MODULE 5 - VIOLENCE TO AND FROM SCHOOL			TOTAL TIME FOR THIS MODULE: 15 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices	Follow-up questions

K - 5.1	8	Is violence on the journey from home to school or back a factor in girls physically accessing school? Does it influence rate of attendance? How have CPCs specifically addressed this?	Has the incidence of violence or unsafe conditions on the way to or from school changed in the last 2-3 years?	<i>[OPEN ENDED, Probe on the situation today and ask how it was previously - dig into why things might have changed and if not, whether there were programmes that were just not effective and why]</i>	a) It has decreased significantly; b) It has decreased somewhat; c) it is the same; d) it has increased somewhat; e) it has increased significantly; f) this has never occurred	a) [If violence] What kind of violence is there? How often does it happen? Who commits this violence? B) does this violence affect boys and girls differently? How so? C) if there is no violence or less violence, what are some of the things that changed the situation? D) if there is violence and children still go to school, what is helping them to get there safely? e) [if not mentioned] what are CPCs doing to address this violence to and from school? Is it helpful? f) does this violence stop children from going to and from school? Always, sometimes?

Qualitative Interview Guide Module 6 – SRHR

ADOLESCENTS			MODULE 6 - SRHR			TOTAL TIME FOR THIS MODULE: 25 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
A-6.1	5	What do they think are SRHR rights, and where do they get SRHR information from (ie not specific to content of interventions, just get an idea what knowledge they think they have at this point)	Where/to whom do you go if you want to learn about SRHR?	<i>BLIND VOTE [Express in whatever appropriate terms people would understand what we mean by SRHR in terms of its concept, not the specific type of education that uses this acronym (in order to catch what they know that is perhaps unrelated to specific intervention)]</i>	a) I know all I need to know; b) I don't know much but don't know where to go; c) If I have any questions I can ask my parents, teachers etc; d) I talk to my friends about it; f) no response	a) Where did you learn what you know? B) When did you learn this? C) what has stopped you from learning more? D) was Plan involved in giving you any of this education?
A - 6.2	5	what are their attitudes now and how have they changed? Do people believe that SRHR education is appropriate for children at this age / in school? If so, did they always think so? Why do you they think so?	What do you think is important for young people to learn from school [in SRHR]?	<i>[OPEN ENDED]</i>	a) We should learn everything there is to know; b) We should learn some things; c) This should not be taught in school; d) This should not be taught at all	a) Why do you think that it should only be taught in certain settings? B) what are the good things and the bad things about teaching this in school? C) if it shouldn't be taught in school, who is responsible for teaching? D) what could teachers do to improve these classes?

A-6.3	5	How much have they been taught? What specific classes have they been (frequency, etc)? What have they learned? Have they changed behavior as a result? What can be done better and what could have been done better to prevent anxiety?	Are the classes covering the topics you think are important?	[OPEN ENDED]	a) yes and I can not think of anything else they should cover b) yes but they should also cover new topics c) no the topics are not important but they could be used to cover new topics d) the classes are not useful for any topic	a) are new topics related to SRHR? B) What are the suggestions? C) what might be the value of including these topics?
A-6.4	5	Determine the extent to which people have access to services, and the extent to which they use them	Do you think a young person like you could access SRHR services if they needed them? Are there any kinds of services that are harder to access than others?	[OPEN ENDED]	a) Yes, all services; b) Yes, some services; c) No, no services; d) Don't know of anything	a) Does someone want to explain if they don't use them, why not? B) What would encourage you to use them, if you needed them?
A-6.5	5	Determine degree of knowledge / appreciation of SRHR rights related to sex?	Is it okay for a boy to kiss a girl if she does not want him to?	[BLIND VOTE] Discuss answers on flip chart	a) Yes, always, b) Yes, sometimes, c) No, never; d) Don't know	a) Who wants to explain their response? B) Why is it / is it not okay? C) Did you always have this answer or have you changed your mind? D) if you changed your mind, why?; e) do you think other people feel the same way you do, especially those of the other gender?

ADULT PARENTS			MODULE 6 - SRHR			ESTIMATED TIME FOR THIS MODULE: 21 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
P-6.1	8	What do they think are SRHR rights, and where do they get SRHR information from (ie not specific to content of interventions, just get an idea what knowledge they think they have at this point)	Where/to whom do you go if you want to learn about SRHR?	<i>BLIND VOTE [Express in whatever appropriate terms people would understand what we mean by SRHR in terms of its concept, not the specific type of education that uses this acronym (in order to catch what they know that is perhaps unrelated to specific intervention)]</i>	a) I know all I need to know; b) I don't know much but don't know where to go; c) If I have any questions I can ask my parents, teachers etc; d) I talk to my friends about it; f) no response	a) Where did you learn what you know? B) When did you learn this? C) what has stopped you from learning more? D) was Plan involved in giving you any of this education?
P-6.2	8	what are their attitudes now and how have they changed? Do people believe that SRHR education is appropriate for children at this age / in school? If so, did they always think so? Why do you think so?	What do you think is important for young people to learn from school [in SRHR]?	<i>[OPEN ENDED]</i>	a) We should learn everything there is to know; b) We should learn some things; c) This should not be taught in school; d) This should not be taught at all	a) Why do you think that it should only be taught in certain settings? B) what are the good things and the bad things about teaching this in school? C) if it shouldn't be taught in school, who is responsible for teaching? D) what could teachers do to improve these classes?

P-6.3	5	How much have they been taught? What specific classes have they been (frequency, etc)? What have they learned? Have they changed behavior as a result? What can be done better and what could have been done better to prevent anxiety?	Are the classes covering the topics you think are important?	[OPEN ENDED]	a) yes and I can not think of anything else they should cover b) yes but they should also cover new topics c) no the topics are not important but they could be used to cover new topics d) the classes are not useful for any topic	a) are new topics related to SRHR? B) What are the suggestions? C) what might be the value of including these topics?

TEACHER			MODULE 6 - SRHR			ESTIMATED TIME FOR THIS MODULE: 15 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
T-6.1	7	what are their attitudes now and how have they changed? Do people believe that SRHR education is appropriate for children at this age / in school? If so, did they always think so? Why do you they think so?	What do you think is important for young people to learn from school [in SRHR]?	[OPEN ENDED]	a) They should be taught everything there is to know; They should learn some things; c) This should not be taught in school; d) This should not be taught at all	a) Why do you think that it should only be taught in certain settings? B) what are the good things and the bad things about teaching this in school? C) if it shouldn't be taught in school, who is responsible for teaching? D) what could teachers do to improve these classes?

T-6.2	8	How much have they been taught? What specific classes have they been (frequency, etc)? What have they learned? Have they changed behavior as a result? What can be done better and what could have been done better to prevent anxiety?	In your opinion, have young people been learning what is really important for them to know? Are the classes covering what is important to know?	<i>[OPEN ENDED]</i>	a) these classes are effective on many topics related to SRHR b) classes are effective on some topics related to SRHR but not on others c) classes are not effective on any topics d) students are not given this class	a) if students are not learning, why not? B) do you think these classes will encourage them to change their behavior? Why/why not? C) what more do you think could be done to deal with SRHR in this school? [for guidance counselors] How do you think this program is doing so far?

Qualitative Interview Guide Module 7 – Gender Roles

ADOLESCENT			MODULE 7 - GENDER ROLES			TOTAL TIME FOR THIS MODULE: 21 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open- ended questions)	Follow-up questions
A- 7.1	15	distribution of labour in the household and changes over time; gender differences between groups;	What are the roles and responsibilities of your family members from day to day?	<i>[ACTIVITY - we want to know more about what a person's life looks like from day to day, and how it has changed in the last 2-3 years, and what certain members of their family do. So, complete a chart that tells us who is responsible for what within a family. Guide the group to think about their family specifically. First, allow group to make a list of the things that are done in the house. When the list is complete, make one columns each for men, women, girl children, boy children.] This first task, who is responsible for it? How many hours per day does this person spend on this task. [repeat for each task]</i>	[Create list of tasks; tick who is in charge; indicate approximate hours per day for task]	a) If we made this chart 2-3 years ago, would anything look different? B) if so, what is the reason for the changes that we see here? C) do you think these are good changes? Bad changes? D) Tell me more about how you think these changes has affected your life, either in a good way or a bad way

A-7.2	3	gender-role attitudes in the communities, changes in attitudes in the community, reasons for changes	Do you think that there are some things that are only for women, and some things that are only for men?	<i>[OPEN ENDED, We want to know more about your idea about the role of women and the role of men.]</i>	a) Yes, the two are very different ; b) There are some things that both can do; c) Women and men are equal in most regards.	a) what are some things only men can do? B) only women can do? C) why is it like this? D) if you had answered this question 2-3 years ago, would you have a different answer? If yes, what made you change your mind about this? E) what specific things have been done here to try to change your mind about such things? Plan?
A-7.3	3	gender-role attitudes for home life	I want to know about who makes decisions in your household, about your family, and other important issues from day to day.	<i>[OPEN ENDED, Husband or wife, or both? Other males, other females? Only ask about specific roles in case the conversation doesn't bring them up anyway.]</i>	a) Men only, for everything; b) Most often men, but sometimes women; c) everything is decided between both; d) Women mostly; e) women only	a) can you tell me the reason for your answer - with specific examples of who makes which decisions? B) have there been any changes in your community about who makes certain decisions? How so? C) have you personally changed your idea about who should make decisions? If so, why? d) has anyone come to talk to you about these issues? Who and when? What did you think of what they said?

PARENTS			MODULE 7 - GENDER ROLES			TOTAL TIME FOR THIS MODULE: 20 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	<i>[Guidance]</i>	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
P-7.1	15	distribution of labour in the household and changes over time; gender differences between groups;	What are the roles and responsibilities of your family members from day to day?	<i>[ACTIVITY - we want to know more about what a person's life looks like from day to day, and how it has changed in the last 2-3 years, and what</i>	[Create list of tasks; tick who is in charge; indicate approximate hours per day for task]	a) If we made this chart 2-3 years ago, would anything look different? B) if so, what is the reason for the changes that we see here? C) do you think these are good changes? Bad changes? D) Tell me more about how you

				<i>certain members of their family do. So, complete a chart that tells us who is responsible for what within a family. Guide the group to think about their family specifically. First, allow group to make a list of the things that are done in the house. When the list is complete, make one columns each for men, women, girl children, boy children.] This first task, who is responsible for it? How many hours per day does this person spend on this task. [repeat for each task]</i>		think these changes has affected your life, either in a good way or a bad way
P-7.2	5	gender-role attitudes in the communities, changes in attitudes in the community, reasons for changes	Do you think that there are some things that are only for women, and some things that are only for men?	<i>[OPEN ENDED, We want to know more about your idea about the role of women and the role of men.]</i>	a) Yes, the two are very different ; b) There are some things that both can do; c) Women and men are equal in most regards.	a) what are some things only men can do? B) only women can do? C) why is it like this? D) if you had answered this question 2-3 years ago, would you have a different answer? If yes, what made you change your mind about this? E) what specific things have been done here to try to change your mind about such things? Plan?

P-7.3	5	gender-role attitudes for home life	I want to know about who makes decisions in your household, about your family, and other important issues from day to day.	[OPEN ENDED, Husband or wife, or both? Other males, other females? Only ask about specific roles in case the conversation doesn't bring them up anyway.]	a) Men only, for everything; b) Most often men, but sometimes women; c) everything is decided between both; d) Women mostly; e) women only	a) can you tell me the reason for your answer - with specific examples of who makes which decisions? B) have there been any changes in your community about who makes certain decisions? How so? C) have you personally changed your idea about who should make decisions? If so, why? d) has anyone come to talk to you about these issues? Who and when? What did you think of what they said?

KII TRADITIONAL LEADER			MODULE 7 - GENDER ROLES			TOTAL TIME FOR THIS MODULE: 15 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
K-7.1	8	gender-role attitudes in the communities, changes in attitudes in the community, reasons for changes	Do you think that there are some things that are only for women, and some things that are only for men?	[OPEN ENDED, We want to know more about your idea about the role of women and the role of men.]	a) Yes, the two are very different ; b) There are some things that both can do; c) Women and men are equal in most regards.	a) what are some things only men can do? B) only women can do? C) why is it like this? D) if you had answered this question 2-3 years ago, would you have a different answer? If yes, what made you change your mind about this? E) what specific things have been done here to try to change your mind about such things? Plan?
K-7.2	7	gender-role attitudes for home life	I want to know about who makes decisions in your household, about your family, and other important	[OPEN ENDED, Husband or wife, or both? Other males, other females? Only ask about specific roles in case the	a) Men only, for everything; b) Most often men, but sometimes women; c) everything is decided between both;	a) can you tell me the reason for your answer - with specific examples of who makes which decisions? B) have there been any changes in your community about who makes certain decisions? How

			issues from day to day.	<i>conversation doesn't bring them up anyway.</i> <i>J</i>	d) Women mostly; e) women only	so? C) have you personally changed your idea about who should make decisions? If so, why? d) has anyone come to talk to you about these issues? Who and when? What did you think of what they said?

Qualitative Interview Guide Module 8 – Traditional Leaders

ADOLESCENTS			MODULE 8 - TRADITIONAL LEADERS			TOTAL TIME FOR THIS MODULE: 15 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
A-8.1	15	who is really influential? Have they changed their attitudes over time ? What do you attribute change to? Do you feel pressure from them positive/negative? Has pressure changed? Have they influenced you/your parents? In what way?	Who are the leaders in your community? What are their roles?	<i>[Make a list of all the leaders who are named; ask respondents to briefly talk about their roles and write them next to the position of the leader. Do not show them that there will be another column yet. As you proceed to add additional columns for each question, make sure that you ask about each leader that has been put on the list]</i>	[Will create table with a) List of community leaders; b) their roles today; c) how they influence d) their roles 2-3 years ago; d) things they used to do to influence you or parents]	a) Now I want to know about the ways that they influence you or your parents. Think of specific examples when you would take advice or guidance from them, or do what they asked you to do, including whether they pressured you to do certain things either good or bad. [Add column] b) Now I want to think about the situation 2-3 years ago and we can talk about whether there has been any changes in their roles in the community. c) What about in terms of the way they used to act toward you, or things they used to tell you to do[Add column to chart to highlight changes] I only want to include here things that you don't think they would tell you today, or that they haven't been telling you in the last year or so. d) Looking at the differences, do you have any idea why your leaders are changing in this way? e) is this a positive change? Why/why not?

KII COMMUNITY LEADERS			MODULE 8 - TRADITIONAL LEADER ATTITUDES	TOTAL TIME FOR THIS MODULE: 35 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW	MAIN QUESTION	FOLLOW UP QUESTIONS
K-8.1	5	have their attitudes changed? Why? How do they think things will change in the future? What's missing to the work? How do they think they have influenced? What other influences they see as important that we are not tackling?	What do you see as your primary role in this community?	Do you have specific examples of what you do day to day?
K-8.2	5		Do you feel that you are respected as a leader?	By everyone, or only some? If only some, who does not respect you?
K-8.3	5		Has anyone from Plan/Partner talked to you about your work as a leader here?	If so, when and how often?
K-8.4	5		What kinds of things do they talk to you about?	Do you agree with what they are telling you, or are some things difficult for you to accept?
K-8.5	5		Have you changed the way you work in this community in the last 2-3 years?	How so?
K-8.6	5		Do you think that the changes that you have made have been good?	Why/why not? Can you give me specific examples?
K-8.7	5		What are some other things that you think would benefit you as a leader in this community, with regard to Plan/partner working with you?	Why would this be better?

KII PLAN STAFF			MODULE 8 - TRADITIONAL LEADER ATTITUDES	TOTAL TIME FOR THIS MODULE: 25 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW	MAIN QUESTION	FOLLOW UP QUESTIONS
PS-8.1	5	have their attitudes changed? Why? How do they think things will change in the future? What's missing to the work? How do they think they have influenced? What other influences they see as important that we are not tackling?	Thinking about the traditional leaders in this community, who have you been targeting?	Why these people?
PS-8.2	5		What kinds of things do you do with these individuals? How often?	What is their level of participation / acceptance for what you're trying to do?
K-8.3	5		Do you think that your work has had an effect on these individuals?	If so, how? If not, why not? Do you think the change will occur soon or in the long term?
K-8.4	5		Is there anything that you feel like you need to adjust in your approach in order to bring about a more positive change over time?	What things could help you to adjust as such?

Qualitative Interview Guide Module 9 – Teacher Training

TEACHERS			MODULE 9 – TEACHER TRAINING			TOTAL TIME FOR THIS MODULE: 35 MINUTES
Q#	TIME (MIN)	WHAT DO WE WANT TO KNOW?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
T-9.1	8	How good/relevant was the training, were they able to apply? Was the action plan followed up by Plan/partner?	Generally speaking, what did you think of the teacher training you had?	[BLIND VOTE, Make clear to the group what training you are referring to - i.e. by the partner/Plan; when it happened.]	a) It was excellent; b) It was good; c) It was ok d) It was not too good e) it was very bad	a) Can you explain to me the best things and the worst things about this training? B) Can you tell me how the training helped you from day to day in your job? Please use examples

T-9.2	8	What did they apply? What did they not apply and why? In the future what do they think is important for change?	Do you feel like the training was addressing some of the things you needed more information on?	[OPEN ENDED]	a) Yes, it provided us everything we needed to know; b) Yes, it provided some of what we needed to know but some things were not useful; c) No, all the information was not very useful for our situation	a) if no, explain what would have been more useful; b) Did the training focus on skills or attitudes, or both; which do you think was most needed?
T-9.3	8	Do they feel that the training was tackling the problem (=is the problem mostly skill or attitude based?) Have they encountered difficulties or resistance to apply their learning?	To what extent was the action plan followed up?	[OPEN ENDED, Refer specifically to an action plan that was created for this group of teacher]	a) It was followed up intensely; b) It was followed up somewhat; c) It was followed up a little bit; d) it was not followed up at all	a) What kind of follow-up was provided? B) who was primarily involved in the follow up (Plan?) c)
T-9.4	8		Have you been able to utilize any of the things you learned in the training in your job?	[OPEN ENDED]	a) Yes ,very much; b) Somewhat; c) A little bit; d) not at all	a) Can you give me examples of where you have used your training in your job, and the effect it had in the school? B) can you give me an example where something you learned in your training was not able to be implemented in your school and why?
T-9.5	8		Have you encountered any resistance to the things you have been trying to implement?	[OPEN ENDED]	a) Yes ,very much; b) Somewhat; c) A little bit; d) not at all	a) if yes, who has provided resistance and for what reasons? B) is there something that could be done to make your job easier in implementing the training?

Module and FGD assignments by country

CAMBODIA FGD Guidance on Participants and Tools

In each community, you will conduct a total of NINE (9) FGDS. Note the selection criteria for each FGD and also the modules you will be using for each respective FGD

FGD Type	Selection Criteria	Modules to use
Adolescent Girls (1)	Girls <u>with</u> scholarships Girls in/not in school governance	1- CORE 2- Scholarships 6 – SRHR 7 – Gender Roles
Adolescent Boys (1)	Boys in/not in school governance	1- CORE 2- Scholarships 6 – SRHR 7 – Gender roles
Adolescent Girls (2)	Girls with/without scholarships Girls <u>in</u> school committees	1- CORE 4 – Participation 7 – Gender roles
Adolescent Boys (2)	Boys <u>in</u> school committees	1- CORE 4 – Participation 7 – Gender roles
Adolescent Girls (3)	Girls <u>without</u> scholarships Girls <u>not</u> in school committees	1- CORE 2 – Scholarships 4- Participation
Adolescent Boys (3)	Boys <u>not</u> in school committees	1- CORE 2 – Scholarships 4- Participation
Adult Parent Females	Any mix	1 – CORE 2 – Scholarships 6 – SRHR 7 – Gender roles
Adult Parent Males	Any mix	1 – CORE 2 – Scholarships 6 – SRHR 7 – Gender roles
Teachers	Equal mix of male/female	1- CORE 2 – Scholarships 4 – Participation 6 – SRHR 9 – Teacher training

EL SALVADOR
FGD Guidance on Participants and Tools

In each community, you will conduct a total of NINE (9) FGDS. Note the selection criteria for each FGD and also the modules you will be using for each respective FGD

FGD Type	Selection Criteria	Modules to use
Adolescent Girls (1)	Girls who are in school governance committees	1- CORE 4 - Participation 5- Violence 6 - SRHR
Adolescent Boys (1)	Boys who are in school governance committees	1- CORE 4 - Participation 5- Violence 6 - SRHR
Adolescent Girls (2)	Girls who are <u>not</u> in school governance committees	1- CORE 4 – Participation 7 – Gender roles
Adolescent Boys (2)	Boys who are <u>not</u> in school governance committees	1- CORE 4 – Participation 7 – Gender roles
Adolescent Girls (3)	Any mix	1- CORE 5 – Violence 6 – SRHR 7 – Gender roles
Adolescent Boys (3)	Any mix	1- CORE 5 – Violence 6 – SRHR 7 – Gender roles
Adult Parent Females	Any mix	1 – CORE 5 – Violence 6 – SRHR 7 – Gender roles
Adult Parent Males	Any mix	1 – CORE 5 – Violence 6 – SRHR 7 – Gender roles
Teachers	At least 2 persons in the school committee Equal mix of male/female	1- CORE 4 – Participation 6 - SRHR

KENYA
FGD Guidance on Participants and Tools

In each community, you will conduct a total of **SEVEN (7)** FGDS. Note the selection criteria for each FGD and also the modules you will be using for each respective FGD

FGD Type	Selection Criteria	Modules to use
Adolescent Girls (1)	Any mix	1- CORE 5 – Violence 6 - SRHR 8 – Traditional leaders
Adolescent Boys (1)	Any mix	1- CORE 5 – Violence 6 - SRHR 8 – Traditional leaders
Adolescent Girls (2)	Any mix	1- CORE 5 – Violence 6 - SRHR 8 – Traditional leaders
Adolescent Boys (2)	Any mix	1- CORE 5 – Violence 6 - SRHR 8 – Traditional leaders
Adult Parent Females	Any mix	1 – CORE 5 - Violence 6 – SRHR
Adult Parent Males	Any mix	1 – CORE 5 - Violence 6 – SRHR
Teachers	Equal mix of male/female	1- CORE 6 - SRHR 9 – Teacher training

MALAWI
FGD Guidance on Participants and Tools

In each community, you will conduct a minimum of SEVEN (7) FGDS. Note the selection criteria for each FGD and also the modules you will be using for each respective FGD. Note that we may add additional FGDS prior to data collection commencing, but the below is a minimum.

FGD Type	Selection Criteria	Modules to use
Adolescent Girls (1)	Girls who are in school committees	1- CORE A 4 - Participation 5- Violence
Adolescent Boys (1)	Boys who are in school committees	1- CORE A 4 - Participation 5- Violence
Adolescent Girls (2)	Girls who are <u>not</u> in school committees	1- CORE A 4 - Participation 6- SRHR
Adolescent Boys (2)	Boys who are <u>not</u> in school committees	1- CORE A 4 - Participation 6- SRHR
Adolescent Girls (3)	Any mix	1 – CORE A 5 - Violence 6 - SRHR
Adolescent Boys (3)	Any mix	1 – CORE A 5 - Violence 6 - SRHR
Adult Parent Females	Any mix	1 – CORE P 5 – Violence 6 – SRHR
Adult Parent Males	Any mix	1 – CORE P 5 – Violence 6 – SRHR
Teachers	At least 2 persons in the school committee Equal mix of male/female	1- CORE T 4 – Participation 9 – Teacher training

MALI
FGD Guidance on Participants and Tools

In each community, you will conduct a total of NINE (9) FGDS. Note the selection criteria for each FGD and also the modules you will be using for each respective FGD

FGD Type	Selection Criteria	Modules to use
Adolescent Girls (1)	Girls who <u>do not</u> have scholarships Girls currently in school	1- CORE 2 – Scholarships 3 - Exclusion
Adolescent Boys (1)	Boys who <u>do not</u> have scholarships Boys currently in school	1- CORE 2 – Scholarships 3 - Exclusion
Adolescent Girls (2)	Girls who <u>do</u> have scholarships Girls currently in school	1- CORE 2- Scholarships 6 - SRHR
Adolescent Boys (2)	Boys who <u>do</u> have scholarships Boys currently in school	1- CORE 2- Scholarships 6 - SRHR
Adolescent Girls (3)	Girls who are <u>not</u> currently in school	1- CORE 3 - Exclusion 6 - SRHR
Adolescent Boys (3)	Boys who are <u>not</u> currently in school	1- CORE 3 - Exclusion 6 - SRHR
Adult Parent Females	Any mix	1 – CORE 2 – Scholarships 6 - SRHR
Adult Parent Males	Any mix	1 – CORE 2 – Scholarships 6 - SRHR
Teachers	At least 2 persons in the school committee Equal mix of male/female	1- CORE 2- Scholarships 6 - SRHR

PAKISTAN
FGD Guidance on Participants and Tools

In each community, you will conduct a total of NINE (9) FGDS. Note the selection criteria for each FGD and also the modules you will be using for each respective FGD

FGD Type	Selection Criteria	Modules to use
Adolescent Girls (1)	Girls who are in school governance committees Girls in state schools only	1- CORE 4 - Participation 5- Violence
Adolescent Boys (1)	Boys who are in school governance committees Boys in state schools	1- CORE 4 - Participation 5- Violence
Adolescent Girls (2)	Girls who are <u>not</u> in school governance committees Girls in state schools or NFEs (any mix)	1- CORE 4 – Participation 8 – Traditional leaders
Adolescent Boys (2)	Boys who are <u>not</u> in school governance committees Boys in state schools	1- CORE 4 – Participation 8 – Traditional leaders
Adolescent Girls (3)	Girls in NFEs only	1- CORE 5 – Violence 8 – Traditional leaders
Adolescent Boys (3)	Any mix	1- CORE 5 – Violence 8 – Traditional leaders
Adult Parent Females	Any mix	1 – CORE 5 – Violence
Adult Parent Males	Any mix	1 – CORE 5 – Violence
Teachers	At least 2 persons in the school committee Equal mix of male/female	1- CORE 4 – Participation

RWANDA
FGD Guidance on Participants and Tools

In each community, you will conduct a total of NINE (9) FGDS. Note the selection criteria for each FGD and also the modules you will be using for each respective FGD

FGD Type	Selection Criteria	Modules to use
Adolescent Girls (1)	Girls who are in school governance committees Girls in school	1- CORE 3 – Exclusion 4- Participation
Adolescent Boys (1)	Boys who are in school governance committees Boys in school	1- CORE 3 – Exclusion 4- Participation
Adolescent Girls (2)	Girls who are <u>not</u> in school governance committees Girls in school	1- CORE 4 – Participation 7 – Gender roles
Adolescent Boys (2)	Boys who are <u>not</u> in school governance committees Boys in school	1- CORE 4 – Participation 7 – Gender roles
Adolescent Girls (3)	Girls not in school	1- CORE 3 - Exclusion 7 – Gender roles
Adolescent Boys (3)	Boys not in school	1- CORE 3 - Exclusion 7 – Gender roles
Adult Parent Females	Any mix	1 – CORE 7 – Gender roles
Adult Parent Males	Any mix	1 – CORE 7 – Gender roles
Teachers	At least 2 persons in the school committee Equal mix of male/female	1- CORE 4 – Participation 9 – Teacher training

SIERRA LEONE
FGD Guidance on Participants and Tools

In each community, you will conduct a total of NINE (9) FGDS. Note the selection criteria for each FGD and also the modules you will be using for each respective FGD

FGD Type	Selection Criteria	Modules to use
Adolescent Girls (1)	Any mix	1- CORE 5 - Violence 7 – Gender roles
Adolescent Boys (1)	Any mix	1- CORE 5 - Violence 7 – Gender roles
Adolescent Girls (2)	Any mix	1- CORE 5 – Violence 6 - SRHR
Adolescent Boys (2)	Any mix	1- CORE 5 – Violence 6 - SRHR
Adolescent Girls (3)	Any mix	1- CORE 6- SRHR 7 – Gender roles
Adolescent Boys (3)	Any mix	1- CORE 6- SRHR 7 – Gender roles
Adult Parent Females	Any mix	1 – CORE 5 - Violence 6 – SRHR 7 – Gender roles
Adult Parent Males	Any mix	1 – CORE 5 - Violence 6 – SRHR 7 – Gender roles
Teachers	Equal mix of male/female	1- CORE 6 - SRHR

ZIMBABWE
FGD Guidance on Participants and Tools

In each community, you will conduct a total of TEN (10) FGDS. Note the selection criteria for each FGD and also the modules you will be using for each respective FGD

FGD Type	Selection Criteria	Modules to use
Adolescent Girls (1)	Girls with scholarships Currently in school	1- CORE 2 - Scholarship 3 – Exclusion
Adolescent Boys (1)	Boys with scholarships Currently in school	1- CORE 2 - Scholarship 3 – Exclusion
Adolescent Girls (2)	Girls <u>without</u> scholarships Currently in school	1- CORE 2 – Scholarship 6 - SRHR
Adolescent Boys (2)	Boys <u>without</u> scholarships Currently in school	1- CORE 2 – Scholarship 6 - SRHR
Adolescent Girls (3)	Girls <u>not</u> currently in school	1- CORE 3 - Exclusion 6 - SRHR
Adolescent Boys (3)	Boys <u>not</u> currently in school	1- CORE 3 - Exclusion 6 - SRHR
Adult Parent Females	Any mix	1 – CORE 2 – Scholarships 6 - SRHR
Adult Parent Males	Any mix	1 – CORE 2 – Scholarships 6 - SRHR
Teachers	Equal mix of male/female	1- CORE 2 - Scholarships 9 – Teacher training
Teachers	Equal mix of male / female	1 – CORE 6- SRHR 9 – Teacher training

Annex 8 – Training Materials

Quantitative

Quantitative Data Collection Manual Building Skills for Life Year 3 Evaluation

10th December 2013

Introduction

This document provides an overview of the quantitative data collection for the Building Skills for Life Year 3 Evaluation (Y3E) in the seven extension countries and the final evaluation for Sierra Leone and El Salvador.

The quantitative analysis will collect data to enable the assessment of changes against the Log frame indicators and provide some additional information on attitudes and behaviours and awareness of Plan and its partners. Sierra Leone and El Salvador will also have the opportunity to add some additional end-line indicators.

The quantitative data will be combined with the EMIS data and the qualitative data in the Global Report. Each country will also be provided with its own descriptive statistics in Excel and an SPSS dataset.

This document provides guidance on the sampling method to be used for the survey and highlights some important parts of the tools, as well as outlining procedures for data quality control.

This document contains the following sections:

1. Sampling Information
2. Quantitative tools
3. Adapting the tools for each country
4. Quality Control

1. Sampling

The Quantitative survey will be carried out in 2 communities. Plan UK staff will randomly select these communities. In most countries, one community will have been sampled at the baseline but not the MTE and another will have been sampled at the baseline and also at the MTE. In some countries, migration patterns, security issues or other factors might influence sampling decisions to some degree. However, the sample selection will aim to be as robust as possible within these constraints.

In the baseline, the sample frame was created using Social Mapping. Since the baseline was completed as recently as 2011, the output of the social map should be used to generate the sample for the Y3E.

This map should give the approximate number and location of all households within a community, with any significant differences between poorer and better of parts of the community, or other important socio-economic characteristics such as religion, ethnicity etc. also marked on the map. Within each community, the aim is to randomly select 50 households from as wide a range of different socio-economic groups as possible. If, for example, a community had 100 households, with around one half being slightly better-off than the other half, we would start by splitting the community into these two groups. To get a total of 50 households, we would then aim to sample 25 of the poorer households, and 25 of the better-off households. Within each of the two parts of the community, randomly select a starting point on the map (by throwing a stone, for example, wherever it lands is the household to start with). From that starting point selected, to sample 25 out of the 50 households in the group, it would be necessary to visit every second household as you walk through the village. If one household is not available for surveying or is not eligible (because they do not contain any young people aged 10-19 years old), move on to the next household, then continue visiting every second household as before.

If the original social map is no longer available, it will be necessary to make one for the sample community. See the Baseline guidance on social mapping for instructions on this. However, to save time it may be better to do this exercise with two or three male and female community members, rather than with two separate, larger groups (as done in baseline).

Within each household sampled, interviewers should speak to one adolescent and one significant adult. Interviewers should alternate between male and female adolescent respondents as they work through the community and also complete an equal number of male and female adult interviews, to ensure an even sample spread. This is explained in the Survey Manual.

2. Quantitative tools: The questionnaires

There is a questionnaire for use with adolescents (aged 10-19) and a separate one for significant adults (those responsible for the care/welfare of an adolescent). Care must be taken to make sure the enumerators understand which one to use.

If the questionnaires are being translated into community languages, CO staff must check the translated surveys before being issued for field use. Particular attention should be paid to the wording of the attitude statements in the agree/disagree grid questions.

A full definition of who should be interviewed appears in the Survey Manual. Every enumerator involved in the survey work must be fully trained to use the manual and the routing/skipping of questions needs to be fully explained and tested.

In terms of training enumerators, the following points are suggested:

- Ideally, all enumerators will have experience of working with surveys
- Those without survey experience will be accompanied by an experienced person on their first day of work
- All enumerators will receive face-to-face training using the tools
- Training will include role-play and be observed by the Consultant to highlight areas that the enumerators need more training in
- Enumerators will do 'mock' interviews with each other before starting work and these forms will be checked by the Consultant to ensure that skipping patterns is followed correctly
- The schooling sections in both the adult survey and adolescent survey need particular attention in the training.

The survey manual also highlights important issues –

- Adolescents should **not** be interviewed when a significant adult is not present in the household to seek permission to interview from. Permission is covered in the field materials and should be covered in the enumerator training.
- One significant adult and one adolescent are to be interviewed within the household.
- Only households containing an adolescent person (aged 10-19 years) are eligible to be interviewed.
- There needs to be equal numbers of male and female significant adults and adolescents interviewed. This needs to be monitored as part of quality control procedures.
- Privacy is important for some of the questions and the interviewers need to ensure they have a quiet/private space
- Female interviewers should interview female respondents and the enumerators need to be recruited in such a way to allow this.

Issues/areas highlighted from the baseline and MTE

There were a number of issues/areas of concern raised during the baseline. These related to how well some of the surveys had been completed. We tried to address these issues in designing the MTE survey tool, by

making it shorter and simpler. Removing the asset ranking questions at the start of the adult survey has further shortened the Y3E.

There were fewer errors in questionnaire routing/skipping at the MTE than encountered during the baseline stage. The Survey Manual covers areas where enumerators need to take care:

- All survey instructions are in **BOLD** and need to be carefully read and followed.
- Routing/skipping questions. Care needs to be taken with this and the training should cover important parts of the questionnaire including where respondents take different routes/skip different questions. In the adolescent survey, **Section 2** has skips depending on whether people are at school or have ever enrolled in school. Enumerators need to be able to follow the skips/ instructions in this section.
- Hours expended on different activities (Adolescent survey, Q101 and Q216). This should be the hours PER WEEK. In the baseline, the data was collected inconsistently, with some enumerators clearly writing in daily, not weekly figures. This was done better at the MTE but care still needs to be taken with these questions.
- In the Adult questionnaire, care needs to be taken with the Family Schooling History Grid. This should be completed for the adult respondent and for everyone else in the household aged between the ages of 10 and 19 (i.e. all the adolescents of school-age). All this information is collected from the Adult respondent.

The lead quantitative consultant (LQC) has produced a video to accompany the training and the survey manual. This should be used for the training of enumerators, or used to design the training where training will be delivered in Spanish, French or community languages.

3. Adapting the tools for each country

There are some parts of the two questionnaires that need to be adapted by each country to reflect their country context. These are listed below. For each one, the Country Team is asked to review the tools and discuss any changes needed with the Global Consultants.

1. **Ethnicity codes:** These are specific for each country. A list of relevant ethnicities was created for the baseline, and codes (such as 01 to 09) assigned to each. If these are still available from the country office, the same codes should be used again, and need to be included in the training of data collectors and added to the back of the questionnaire at Section 8. If these codes are no available, create a new list of all ethnic groups in the target communities, assign a numerical code to each and use these (and please pass on the list of ethnic groups and codes to the Global Consultants for analysis) [Note, data on ethnicity will not be collected in Rwanda for legal reasons.]
2. **School grade codes:** In question 203b and 206a in the Adolescent questionnaire, and question 224c in the Adult questionnaire, there are questions about what grade children are in at school. Before starting the survey, it is necessary to make sure all data collectors are familiar with the different grades used in the local system, and to inform the Global Consultant what grades are used. For example, in some countries, what is Grade 6 in primary school may be the equivalent of Form 1 at Junior Secondary school, and so we need to know the system used in each country.
3. **Questions relating to Plan's partners:** on question 704a on the Adolescent questionnaire and 504 on the Adult questionnaire, is a question about whether or not respondents know about the work of Plan in their community. However, for this question, we are also interested in the work of Plan's partners (if for example the project is being implemented by different partner organizations in the community, whose name may or may not be associated with Plan). This needs to be discussed in advance with the Plan Country Office, and if there are partner organizations involved in the project, these may be added to the questionnaire as prompts – not to change the question, but to add the name of partner organizations if this will help respondents understand. For the Y3E it is proposed to use a picture with a logo for Plan or the country partner and the question has been simplified to cover recognition/awareness rather than 'knowing lots'.
4. **The next two questions (704b and 704c Adolescents, and 504b and 504c on the Adult questionnaire)** ask about what activities respondents have been involved in with Plan (and/or project partners) and what topics these activities covered. Possible answers cover most of the major activities that are part of the project, but because each country is doing slightly different activities, it may be necessary to add to some of these options to reflect the actual activities/topics being covered by each country. This must be discussed by the Country Office and Country Team, and any suggested additions communicated with the Global Consultants before the survey starts.
5. **Country Specific questions:** On both questionnaires, there is an extra space for a Country Office to add additional questions to the survey if they want to. This is called Section 8 on both questionnaires. Countries do not need to add anything here if they don't want to but this Section exists if there are specific questions related to the project or context in a country which are not covered elsewhere in the questionnaires. If a Country Office wants to add any questions to Section 8, these questions need to be discussed with the Country Team and Global Consultants before data collectors are trained on using the questionnaire and before the survey starts.

4. Quantitative data – quality control

Procedures

The following procedures are designed to provide guidance on the key points in the data collection process where Consultants are asked to take control over data quality. This is to make sure that all teams working in all nine countries have a similar understanding of the quality control process and to help ensure all data is equally reliable.

Fieldwork –

Training/field preparation

- Ideally, all enumerators will have experience of working with surveys
- Those without survey experience will be accompanied by an experienced person on their first day of work
- All enumerators will receive face-to-face training
- Training will include role-play and be observed by the local Consultant to highlight areas that the enumerators need more training in
- Enumerators will do 'mock' interviews with each other before starting work and these forms will be checked by the Consultant to ensure that routing is followed correctly. **A sample of these should be photographed and emailed to the LDC (mandy.littlewood@mac.com)**

Checking on fieldwork progress

- A supervisor looks after the enumerators and has a daily update from them. This collects information about the number of complete household 'pair' interviews and the split of adult and adolescent male/female interviews. The Supervisor will need a 'tally' sheet to record the split of male and female respondents each day.
- On the first day of quantitative data collection in the community, the Consultant (or a supervisor with responsibility for coordinating data collection and ensuring quality control) should check as many of the completed surveys as possible, even if this means slowing down the process of data collection. Where there are errors in the completed questionnaires, these should be discussed with the enumerators to help them not make the same errors again.
- **After the first day of interviewing, the CT should contact the LDC by email or Skype to provide feedback on the first day** – how the social map is working, sample split of male/female, etc. (mandy.littlewood@mac.com, Skype: mandy_lw)
- **Weekly updates will be provided to the Global Consultant on performance against targets, as part of the weekly progress updates**
- If all enumerators are demonstrating high level of accuracy, the amount of surveys checked in the field can be decreased so as not to slow down data collection. However, the Supervisor should aim to check 5 to 10% of all questionnaires, during and after data collection, so mistakes can be resolved while in the field.
- Where an enumerator is starting to show evidence of not meeting the targets, the supervisor will look at options – further training on sampling, an accompanied day with the enumerator, allocating the work to another enumerator
- Any significant challenges or errors in data collection and/or in data entry should be discussed by the Consultant with the LDC as soon as possible to ensure the quality of data is consistently high.

Questionnaire checks (before data entry)

The main checks undertaken are:

- There are two survey forms (adult and adolescent) for each household
- The correct form has been used (check the age on the front cover)
- The cover sheet has been filled in completely in the Adult and adolescent survey and the form signed or ticked to indicate consent. **Please note: if the respondent hasn't given their consent, or consent has not been correctly indicated on the form, the survey data cannot be used.**
- The adult survey – check the Family Schooling history has been completed fully, with the correct codes from the grids. Check the routing for this has been followed -
 - a. Those at school fill in 224c then 225,
 - b. Those who have enrolled but left fill in 224b, then 225, then 226 then 229.

c. Those never enrolled at 224a then go to 226 and then 229.

- Both surveys – every item in the grids has one single code circled (agree/disagree, never/sometimes etc)
- The adult survey – the routing around Q504 is checked
- Both surveys – the date format is entered correctly
- The adolescent survey – Q110 and Q216 that every items has the number of hours coded. Ensure they are coded with leading zeros where under ten. Look out for any interviewers whose response amounts seem different to the general amounts recorded.
- Section 2 – check the routing here follows that in the right-hand margin.
- Check the routing at Q301, Q501 and Q601 that those never enrolled skip but are brought back in at Q609.

Checking on survey forms and Data Entry

- Data entry staff will be trained/supported in using the survey form and inputting data into Excel. The template will be provided with simple guidance on its use. Excel replaces Epidata, which some countries had difficulties with at the MTE stage.
- While entering all the survey forms, Data entry staff should also be checking to see they have been completed correctly.
- Where there are frequent errors (with questions missed, for example) the Data Entry staff must bring these to the attention of the Supervisor, so the enumerators in the field can be informed of the mistakes (if data collection is on-going).
- If there are major mistakes, it is not expected that the questionnaire will be repeated, but the enumerator must be informed and that particular questionnaire will not be used in the final analysis (though should still be entered into Excel).
- The first 10 surveys entered by each Data Entry staff are to be checked against the original surveys by the Consultant or supervisor to ensure they are correct. **The Excel file of these should also be sent to the LDC for review, along with some photos of the completed surveys.**
- Thereafter, random checks are undertaken on the data entry (normally 5-10% of the data entered is checked against the original survey form).
- Missing codes are assigned where routing has been incorrectly followed but not resolved. A code of -1 should be used for this.

If you have any queries about these instructions, email the Lead Quantitative Consultant – mandy.littlewood@mac.com

Building Skills for Life – Quantitative Survey Manual for Enumerators (Final version 10/12/13)

Background

The surveys you will be administering with adults and young people are an important part of the 3-year evaluation of Building Skills for Life (BS4L). BS4L is a programme designed to support girls education, working in schools and the community.

The questionnaires collect information about the attitudes and experiences of people living in the communities where Plan and its partners work. You will be interviewing adults and adolescents (young people aged 10-19) using two different questionnaires.

Please read this manual alongside the questionnaires before starting work.

How do I decide how to select a household?

Use your sampling guide to select the households that you can interview. If you have any questions, speak to your supervisor.

A 'household' is a single person or a group of persons who usually live and eat together. This is not the same as a family. A family includes only people who are related, but a household includes any people who live together, whether or not they are related.

Call-backs

Please note that if the respondent is not in, you can go back once to look for him/her. If you still cannot find them, replace the household with another. Follow instructions in the sampling guide on how to replace. In the event that no adult respondents are there **do not** interview the adolescent. Please go to the next household and come back later. If you still can't find the adult interviewer replace the household with another household.

Once I have identified a household to be interviewed using my sampling procedures how do I know if a household is eligible for the study?

When you get to a household:

- Explain the study and asked whether there are children between the ages of 10-19 in the household.
- Explain that this includes even those of this age who are married as long as they are living in this household.
- If no the household is not eligible for the study (follow sampling procedures select another household).
- If yes please ask if you can talk to one significant adult in the family
- Once you get the adults ask for permission to interview them and one adolescent.

How do I select respondents within the selected eligible household?

You need to speak to a 'significant adult' in each household -

- By significant adult we mean an adult who can either be male or female who is responsible for the welfare of a child/children aged 10-19 who would be eligible for the adolescent interview.
- In some cases even where the woman is head of the household there may be a significant male adult who may be an adult son of the woman or another relative or even another woman a mother-in-law who may also be responsible for making decisions that affect the welfare of children in the family.
- You should interview an equal number of male and female significant adults so that we have a mixed sample. Keep a tally as you go to ensure that you speak to an equal number of male and female significant adults.
- Male adults can be harder to come by, so in households where both a male and female significant adult are present it might be best to select the man. If you are having trouble getting enough male significant adult interviews, let your supervisor know.

Informed consent

Significant adult consent for minors on the **Parent Consent Form** at the start of the adolescent questionnaire. When you approach the significant adult in the household you have to ask for their permission to also interview children in their household. Please read what we have prepared in the questionnaire. This is how you will introduce the study to the significant adult and ask for permission to interview their children. If the significant adult agrees to be interviewed, immediately seek permission to interview one child in their household. If they agree you can go on to interview the household member.

However if the significant adult refuses to have their children interviewed (despite your explanations) then do not interview any member of the household but move on to the next house.

You have to be able to interview one significant adult and an adolescent in the household not one or another.

Informed consent for adolescents

Please note you will only proceed to the **Respondent Consent Form** on the adolescent questionnaire after you have been allowed by the significant adult to interview the adolescent child. Younger children may not understand consent however try to explain as simply as you can what the study is all about.

How do I select whether to interview a boy or girl in a household with more than one adolescent?

- You have to randomly select whether the starting point in your community is a girl or a boy. You can flip a coin if its heads you start with a girl and you alternate between a boy and a girl. (Heads = start with girl).
- If its tails you start with a boy and the next house you go to try to interview a girl. (Tails=Start with boy). Keep to the alternating boy-girl pattern.
- Remember we need equal numbers of boys and girls so you have to keep a tally to ensure that you have equal number of boys and girls in your sample.

If there is more than one eligible adolescent in a household what do I do?

- If you go to a house where you are supposed to interview a girl and you have two eligible girls, you can flip a coin to pick one. If more than 2 you can also pick names from a hat. In some cases however you can speak to an eligible respondent who is available at the time.
- Always select from adolescents randomly when there is more than one possible boy or girl to interview. This makes the selection random and not based on who might be more interested, available or who the significant adult would prefer you to interview. Doing this will help to make the interviewing as good quality as possible, ensuring that no particular 'types' of adolescents have more chance of selection than others.

Privacy

Please make sure you ask for privacy before you start interviewing adolescents. This would ideally be somewhere quiet - it can be where others are around but where you will not be overheard. Adolescents may have problems answering some questions when others are there.

Depending on the culture you may have to skip some questions if other people walk in and come back to them later.

The questionnaires

There are two questionnaires – one for significant adults and one for adolescents. You need to interview an adult and an adolescent in each household. Take care to use the correct questionnaire.

You should read each questionnaire fully and test the questionnaire before starting work. Read the questionnaire carefully and follow the instructions.

Take care to read out options is asked to but take care not to read out if told not to. Instructions appear at each question. Instructions are in **bold** text.

The cover sheet

Before beginning an interview, fill in the identification section on the cover of the questionnaire. Some of the identification information will be given to you by the supervisor/team leader. Write the name of the ward, village in which you are working.

1.1 Adolescent Questionnaire/ Significant Adult questionnaire

Before you start an interview tick this box to help you verify whether you are implementing the right questionnaire for the right respondent. Please put a tick in this box.

1.2 Field Worker Code - Fill in your 2 letter code: The two letters consist of the first letters of your first and last names. This code will help in quality check and also when clarifications are needed at all stages of data cleaning and processing.

If there are two people with the same letters for the first and last name the supervisor will decide on letters to be accorded to the second interviewer.

1.3 Date of Interview (DD/MM/YYYY) e.g. 15/12/2013 for the 15th December 2013

1.4 Respondent's ID

For respondent IDs:

- All male significant adults in household will always be Code 001.
- All significant female adults will always be Code 002
- All adolescent respondents will always be Code 003 (this is already printed on the questionnaire)

1.5 Household ID

Record the household ID in the space provided.

- The household ID is unique to the household.
- The household ID is the same for all the members residing at the household, so the tool for both significant adults and adolescent interviews will have the same household ID.
- Field workers get the household ID from the Supervisor.
- Household IDs are three number codes and cannot go beyond 200 in any one country.

Below is an example of a checklist for household IDs and Field worker Code.

Fieldworker name	Fieldworker code	Household ID	Respondent ID
Netsayi Mudege	NM	001-020	01 Male significant adult 02 Female significant adult 03 Adolescent (same for all)
Liesel Wolmorans	LW	021-040	
Matrayee Mukhopadhyay	MM	041-060	
Nootje Verhart	NV	061-080	

NOTE to supervisors: Each supervisor should maintain this checklist if more than one community is being studied in the same (or more than one supervisor or 1 team is involved) country supervisors should liaise so that numbers do not overlap.

1.6 Respondent's date of birth (DD/MM/YYYY)

Write down the respondent's date of birth starting with Day/Month/Year for example 12/06/2003. If date of birth is unknown write 00/00/00.

For adolescents questionnaire - Check any date below 1993 or above 2003 – the person should not be interviewed because they are younger than 10 or older than 19.

1.7 Respondent's current age (At date of interview)

Write age of the individual in completed years. Ask for age at last birthday

For adolescents questionnaire - If age is below 10 or above 19 the person is not an eligible respondent so stop the interview and request for another person.

1.8 Respondent's sex – code 1 (Male) and 2 (Female)

1.8a Respondent's Name - Please ask for respondent's name (If you already know it from the introductions you don't have to ask for it again you just write it down). Here you may also need to explain that you need the name so that if there are some issues that you need to clarify you can get in touch.

However you may also need to emphasise the issue of privacy and that the respondent's name will not be shared by anyone else and that when results are shared people's names will not be used.

1.9. Sex of household head

Ask if the household head is a man or a woman and then write down the sex in the space provided. Write 1 if Male, 2 if Female

1.9a Household Head's Name

Please ask for the name of the household head. (If you already know it from the introductions you don't have to ask for it again you just write it down). Here you may also need to explain that you need the name so that if there are some issues that you need to clarify you can get in touch or easily locate the household. However you may also need to emphasise the issue of privacy and that the name of the household head will not be shared by anyone else and that when results are shared people's names will not be used.

1.10 Country Code

Write the code for your country. The Code will only be two letters per country. All interviews in the same country will have the same country Code

Country name	Country code
Cambodia	1
El Salvador	2
Kenya	3
Malawi	4
Mali	5
Pakistan	6
Sierra Leone	7
Rwanda	8
Zimbabwe	9

1.11 Location of resident

Write 1 if Urban or 2 if Rural

1.12 Name of village/town

Write down the actual name in the space provided.

1.13 Name of Ward/Commune/Chiefdom

Write down the actual name in the space provided.

Please note that in some countries they do not have wards so we will have to adapt to the local equivalent

1.14 Name of District

Write down the actual name in the space provided.

Please note that in some countries they may not have districts so we will have to adapt to the local equivalent

1.15 Final Result of Interview

Write the results of the interview in the box at the end of the question. Fill in the relevant code from those listed

-

- ☐ Complete Interview write 1
- ☐ Refused Interview write 2
- ☐ Parent Guardian Refused write 3
- ☐ Other reason write 4 and specify
- ☐ Incapacitated write 5 (This may mean the person is sick/ill).

1.16. Field Supervisor's/Team leaders Code

Two letter code for supervisor. This will consist of the first letters of the supervisor's first name and first letter of the last name. Write in boxes provided. The supervisor will check the questionnaire for completeness before passing it on to data entry

1.17. Data Entry Clerk' Code

Two letter code for the data entry clerk. This is the code that will be assigned to the data entry clerk by the supervisor. This will consist of the first letter of the data entry clerk's first name and first letter of the last name.

In the event that the same people who collected the data are also involved in data entry please note a person cannot enter the data for a questionnaire that she/he implemented. This is important for quality checks and quality assurance.

Specific question clarification and routing

The question numbering sometimes has gaps/jumps. This is because some questions from earlier stages – the baseline and mid-term evaluations - have been removed and may be added back into the questionnaires in future.

Q101 Marital Status

Ask whether the person is living with a man or a woman as if married or whether person is married and explain that this is irrespective of whether they the spouse lives in the same household or not. Write

- ☐ '01' if the person is married
- ☐ '02' if the person has never been married. Note: This does not apply for significant adult tool.
- ☐ '03' If the person is married but has been deserted by the spouse or has legally obtained a divorce from the spouse
- ☐ '04' if the person was married but his/her spouse is dead.

If there is some doubt please seek clarification.

- A man and woman who live together and who regard themselves as husband and wife should be recorded as married. The answer must be accepted as given by the respondent and do not question the legal aspect of the marital status.
- If a person who has been widowed but has since re-married he/she should be recorded as married.

- Divorce does not need to have gone through the court or other formalities for it to be considered as such. Thus it is the respondent who defines his/her marital status.
- Please note that only those who have never been married should be recorded as single.

Q103: Religion of respondent

- The religion of the respondent is asked in order to study the differentials in access to school for people of different religions.
- Do not try to guess the religion of the respondent from their name. Many names are common among different religions.
- Also do not assign the religion of one significant adult to the whole household since in some cases members of the same household may belong to different religions.
- If the religion is not listed in the code list please select the code for other and write in.
- If you note that the different members of the household belong to different religions you can try to probe to understand and clarify in case there is some misunderstanding.

Q104. Ethnicity of respondent (if applicable)

- The ethnicity of the respondent is asked in order to study the differentials in access to school for people of different religions.
- Do not try to guess the ethnicity of the respondent from their name. In some communities names may be common across ethnicities.
- Also do not assign the ethnicity of the household member to the ethnicity of everyone in the household. Men and women from different ethnicities may marry each other and leave in the same household.

The list of possible ethnicities are pasted at the back of the questionnaire as a coded list. Write in the number that denotes the religion and write it in the box provided in the questionnaire.

If the ethnic group is not listed in the code list please select the code for other and write in.

If you note that the different members of the household belong to different ethnic groups you can try to probe to understand and clarify in case there is some misunderstanding.

Points to note on the adolescent questionnaire

Q110 and Q216 – these questions ask the young person how much time they spend on different activities in home and in school. There is a list of activities and for each activity you need to write in an estimate of the actual number of hours spent on each activity PER WEEK.

If the person does not do the activity at all just write 00.

Do not assume that if person is a girl or boy then they do not do this activity and ask every person about every activity.

You may need to help respondents to work out how many hours they do over a week. For this, use prompts like 'How many hours in a day would you do?' and 'Is that the same each day?'.

Example: A boy helps with cleaning "When he's asked to". You establish that tends to be after school and weekends. You probe: How much after school, he says 'An hour' to which you reply 'Every weekday' and he says, 'No, only a few days'. Write 3 hours next to the box and then do the same for the weekend. If he says another few hours over the weekend then you would write in the boxes '0' then '6' and '0' to mean six hours.

0	6

PER

Minutes of activity are not recorded, but rounded up or down. This means that 90 minutes (1 hr 30 mins) is rounded up to 2 hours (02) and 1hr and 15mins is rounded down to 1 hour (01).

Section 2 – Care should be taken on the routes through the schooling section.

Instructions on who should answer each question appear above the questions, with skipping instructions in the right-hand margin. Where you are asked to skip, an arrow points to the next question. Everyone else continues.

YES 1

NO 2

➔

205

So, in the example above, those saying ‘no’ skip to Q205 and everyone else continues.

Respondents skip through the questionnaire in different ways depending on whether they have ever enrolled in school and whether they are currently in school.

You should read through and test the questionnaire fully so that you can follow the skipping patterns well. If you are asking the respondents questions that do not make sense, you may have made a mistake.

Q205, Q205a, Q209

These questions ask you to encourage the respondent to provide up to three reasons. Please **DO NOT** read the list but write in the top three codes in order of importance. If they select another reason, write that in.

Attitudinal questions – agreeing/disagreeing

There are lots of questions where you are asking the respondent how much they agree or disagree with a statement. Read each statement **exactly** as it is written and read out each response category also. Circle the answer that they select for each statement.

e.g. below, the respondent strongly agreed that ‘In general I like/liked school’.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
In general I like / liked a. school	1	2	3	4	5

If the respondent changes their mind or you make a mistake, score two lines through the original wrong answer and circle the correct one. See below.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
In general I like / liked a. school	~~1~~	2	3	4	5

Sensitive questions

The adolescent survey asks about girls' periods and asks about sexual and reproductive health. Understanding these issues is part of the Building Skills for Life programme.

Respondents can refuse to answer these questions but you should ask all of the questions. Do not skip questions because you do not want to ask them.

Points to note on the adult questionnaire

The question structure is similar to that in the adolescent questionnaire. The main section to note there is the **family schooling history**, which is asked about the significant adult and everyone in the household aged 10-19 years old.

It is an important section and must be filled for all households. Most of the questions in this section seek to address the question of who drops out of school in families, who is more likely not to enrol into secondary school or drop out.

All Questions should be asked of each individual that they are relevant to. Routing/skipping instructions are shown in **BOLD CAPS**

Where you have to write the answers please write in BLOCK CAPITALS

Q219: Name of household member

- The usual members of the household aged 10-19 should be asked about.
- Just ask for the first name and assure respondents if they ask that the names are just to help them to recall all members in the household but will not be used for analysis.
- Remember, a household is a single person or a group of people, who usually live, cook and eat together, they may be related or not. A member of the household is any person who usually lives in the household.

The procedure to identify households and their composition will be as follows:

(1) Firstly, identify the households that share the same dwelling unit by asking "Does everyone here live and eat together?" Note that cooking arrangements must be taken into account when identifying the household. Lodgers/people staying in the same dwelling but cooking/eating separately are not part of the household.

(2) Make a list of everyone who is regarded as a household member aged 10-19 by listing their first names under Q219. The respondent should be at the top (even if he/she is aged over 19)

Q220: ASK is (NAME OF HH MEMBER) a man or a woman

Q220a: Ask if (NAME OF HH MEMBER) is married

Q223: Ask "How old was (name) at his/her last birthday?" Write in the age of those aged 1-96 or '97' if the respondent is aged 97 years or older.

Age should be recorded in completed years. Be careful not to round up ages to the next birthday e.g. the age of a child who is 5 years and eleven months should be recorded as 5 and not 6.

If a respondent's age is not known, it might be possible to relate the age of the person to that of someone else in the household whose age is reliably known. If probing does not help, you may have to estimate the age. The use of the code "not known (NK)" should be minimised.

Q224a: Ask is [NAME] ever enrolled in school (code Y=Yes, N=No)

Q224b: Ask is [NAME] currently in school (code Y=Yes, N=No)

Q224c: Ask current Grade (see codes below). This might vary by country.

Q225: If left school, ask the highest level of schooling achieved. READ OUT OPTIONS and code from the list below.

Q226: Ask Why was (NAME) never enrolled into school/ why did [NAME] not finish school if schooling status = 01 to 04 at (Q225).

DO NOT READ options. When the person tells you the reason look at the codes and write the code down. If the respondent tells you more than one ask him/her for the main reason. You can only choose one option.

Q229: Record the age of the household member when they left school

- Write actual age
- Probe if the respondent says do not know
- If they still don't know write DK

Q228: After asking all the other questions about each of the people in the household, as “Do any of the people in this household have any physical disability (you may need to explain what you mean by physical disability) – then you write yes in the row of the person who is regarded as having a disability.

You should probe however to confirm if what they regard as physical disability fits in the criteria we have below.

Alternatively you could choose to ask for each and every household member by name if you have time.

Disability is a permanent condition that prevents one from performing some tasks.

Note: Individuals should not be considered disabled if they use a technical aid that completely eliminates the problem, e.g. a person who uses a hearing aid and states that he has no hearing problems when using the hearing aid should not be considered disabled. If a person uses spectacles, they may have a permanent eye problem but the condition should not be regarded as a disability since it does not prevent them from leading a full life. However someone who is blind will have a disability.

Q704: Thank respondent

- Record end time in 24 hour format if for example interview is done in the morning it will be 0210 if its done in the afternoon or evening it will be 1410
- Please note that there may be local variations in naming time so use the western time.
- For example KiSwahili time in Kenya is different from Western time because they have a diurnal day time.
- Always stick to western time for comparisons.

Remember to fill in the final status of the interview on the interview cover sheet.

QUALITATIVE RESEARCH MANUAL

PART ONE – DATA COLLECTION IN THE FIELD –MANUAL and CORE TOOLS

Introduction

This document (PART 1) will serve as the training manual for qualitative data collection in the field, and detailed explanations for the CORE module. In addition to the CORE module guidance, you need to pay attention to the supplements that will be provided separately (after you have reviewed this document and the CORE tools), which are specific to the work that you will do in your country. PART 2 of the qualitative research manual will go through data entry, analysis, and report writing. It is recommended that you become completely familiar with PART 1, and have gone through all the training, before beginning to study PART 2, which will involve a separate training at a later date.

In this document, you will find:

- An overview of the methodology and process of data collection in the field, referring to the format and process for the data collection tools that will be used
- Guidance and ‘tips’ on how to best collect qualitative data in the field, for facilitators, notetakers and the CO
- Quality assurance processes to use while in the field
- Guidelines on ethics in field research
- Detailed guidance on each question that will be asked in each CORE module. (Refer to training videos that align with PART 1 CORE MODULE, to be sent by COB Monday, 16 December)

It is expected that you will first read this guidance document in full, and refer to the actual data collection tools that will be used in the field; only then should you view the training videos, which will make much more sense once you have a good idea of what is in this document. After you view the videos, any remaining questions or points of clarifications should be directed to the global consultant right away either through email, Skype or text, before the first training phone call. It is expected that for the first training phone call, the CO has excellent knowledge of these tools and will be able to demonstrate that he/she can train his/her local team on them perfectly. The training call will be designed to *practice* the tools, not teach them as this is what the guidance document and training videos are for.

Qualitative tools – overview of methodology and process in the field

Qualitative research will be conducted in the same two communities that have been selected for quantitative research – 2 per country. Focus group discussions (FGDs) and Key informant interviews (KIIs) will be conducted in all communities as per the guidance below:

Key informant interviews

A minimum of three key informant interviews (KIIs) will be conducted with a specific selection of individuals in each community. These names will be provided prior to the team entering the field, and interviews need to be pre-arranged (with the assistance of the country office staff) to ensure that these individuals are

available at the time of data collection, and are willing to sit down with you for an interview. If the CO discovers that any of the individuals will not be available at all during data collection, then he/she must notify the global consultant immediately, so a suitable replacement can be decided upon.

KIIs will be conducted one-on-one, with the facilitator taking notes, in a private location. The key informant interview guide will be specific to that particular person and community. Each question is open-ended, but there will be areas where the facilitator/notetaker will need to 'code' the response type in addition to taking thorough notes of what is said (verbatim) during these discussions.

Key informants will be selected purposefully, and prior the field team beginning data collection. These interviews must be pre-arranged, with the assistance of the Plan office and partners. We will not accept an excuse of 'person not available' in the event that an interview is not conducted, because we have allowed ample time to schedule an interview with each individual.

Focus group discussions

In **each community**, seven focus group discussions (FGDs) will be conducted with:

- Adolescent girls (whose age matches those within that country's target age group) x 2
- Adolescent boys (whose age matches those within that country's target age group) x 2
- Female parents
- Male parents
- Teachers (ideally with a 50-50 split of males and females)

* One or both of your sampled communities may have additional FGDs and/or may require specific participants to take part in the above focus groups (ie individuals who have been part of a certain programme in one group; those who have not in another, for example). Therefore, it is critical that you refer to the QUALITATIVE SUPPLEMENTS that are provided to your specific field team.

Each focus group discussion will be conducted by one facilitator, and two notetakers. An audio recorder will be used for back-up, but not as a replacement for notetakers, who should record everything they hear and also note the things that happen during the conversation (ie disagreement, laughter, embarrassment, silence, etc.). The first step of each focus group is to complete the PARTICIPANT DATA SHEET, which is part of the toolkit you will be provided for each FGD in each community. This will give us important data and also help you to call participants by name, which can contribute to better discussion.

As explained previously, the focus group discussions are divided into modules, each of which has a particular theme and line of questioning. Not all communities will use the same focus group interview guides; they will be oriented towards the particular interventions. However, all communities and FGDs will use the CORE module, as this gives good insight into broad themes that we want to compare across communities and countries, and also is a good line of questioning to begin a focus group.

Focus groups should last no longer than 2 hours under any circumstance; each module and question will have a time limit indicated on the interview guides, so facilitators and notetakers can make sure they address every question. In focus group discussions, there are two types of question within the modules:

- **Close-ended blind voting questions:** In these questions, you will ask a question to the group, and they will need to put their heads down/ hands up to vote for specific answers. As they vote, you or the notetaker will record the tally of responses on a (prepared) flip chart for the whole group to see (you will do this for all questions except those in adolescent groups related to specific instances of abuse). At the same time, the note taker will record the answers on his/her notes. When they all can see the variety of response, you will go to each answer and ask for any volunteers to explain why they gave that response. Do not force people to respond, as the reason for blind voting is to allow anonymity. However, give everyone a chance to respond and

encourage conversation between the group. When the conversation is finishing and/or everyone has responded, then continue with follow up questions. The benefit of blind voting is not just for confidentiality, but also because it ensures that respondents aren't answering only what they think is the 'normal' answer based on what their colleagues are saying.

- **Open-ended questions:** In these questions, you are simply bringing up a subject through a question, and allowing the group to go right into discussion. In some modules you will use the flip chart to help respondents visualize the conversation. Try to encourage everyone in the group to give their opinion for each question. If it seems that most people have the same ideas/opinions, to go more quickly through the conversation, ask questions like, 'Does anyone have a different reason' or, 'do all of you agree with this point? If so raise your hand'. The point is to get a) detailed information and b) an idea as to the variety of opinions in the group. At this point, the notetaker and facilitator should try to agree upon the relative distribution of responses, and indicate these estimates on the notes themselves (the note forms have pre-categorized response options, including a space for 'other' in some cases). The recorded numbers do not need to be exact (as with blind voting), but rather from-the-field estimates as to where the groups individual opinions are. Doing this will greatly assist you in the data analysis. In addition to recording this information, of course, the note taker must be taking detailed notes on the conversation and specific opinions people have and why. All open ended questions also include follow up questions to ask, also indicated on each sheet.

Each question / discussion point appears on a single piece of paper with two sides (see image below for an example of what one question for one group will look like on the front side of the form (the back is a box with more space for notes); also you can refer to your data collection tools themselves to get a good look. In addition to the **main question (in bold)**, there are *instructions for the facilitator/notetaker [in italics and brackets]*, and also additional follow-up questions in plain text, which should be asked whenever the discussion has not already covered these points. For each response, make sure you note what the person voted for or their response type (according to the categories provided), and then their detailed explanation with direct quotations.

Figure 28: Blank form for single question; front side (back side has large box to take additional notes)

SITE CODE _____ FGD ADOLESCENTS RCLE ONE: MALE (1) MALE (2) FEMALE (1) FEMALE (2)

Who do you think should go to school?

[OPEN ENDED, allow people to speak for a while, but we are trying to find out if there is any feeling that boys vs girls have priority - if you hear this, probe more into such a response; from there if anyone indicates it is more important for one versus the other, probe into that; also, probe into 'why' for each.

a) Why is school important / not important for girls vs. boys; b) has your opinion changed in the last three years about whether boys vs. girls should go? c) if it has changed, why has it changed? d) Has Plan had any role in your opinion on this? E) if plan had any role, what particular project / event?

A) More important for boys	B) More important for girls	C) Equally important	D) not important for anyone	E) No response / don't know		Disagree-ment	Changed behavior	Plan reference

NOTES:

QUESTION A-1.1

Allow the conversation to continue until either a) everyone has spoken or b) there is not much variety in responses and everyone seems to agree with the same point. Then, look to the follow-up questions to determine whether additional information needs to be gathered – this is very important because while we hope that all the information we need will come up naturally, we want to make sure that we do not move on without talking about certain issues. Ask each follow-up question one-by-one *as needed*. The notetaker should continue taking notes, and whenever a follow-up response can be categorized under a certain response type, make this clear in your notes. For example, if one person in a group had the opinion that girls should not go to school, and then only after asking the follow-up question ‘Can you explain whether your opinion has changed’ she said, ‘Yes, I used to think it was good but then I went to school and was abused’, this is certainly important information that you can record as related to the response type: ‘Girls should not be in school’. This will also help in transcribing notes later, and for data analysis. An example of what these notes will look like is provided in the images in the following pages.

Before moving onto the next FGD question/form, note the ‘**additional categorization**’ columns. By ticking any of these boxes on a question, we are putting a ‘flag’ to make absolutely sure that we pay attention to this important finding later during analysis. When you have pages and pages of notes, these flags will be very helpful so that you remember that something very important was said in this particular group. It is important that if you do tick any of these boxes, you’ve also provided detailed notes that give more information about that issue. There are three boxes:

- Strong disagreement: if there is a strongly vocalized disagreement in opinion within this group in terms of the responses to the main question **in bold**, tick this box. This does not mean there are simply different opinions, which we expect to find in many discussions.
- Changed behavior: if any participants indicated that their behavior/attitudes as related to the theme of the question have significantly changed in the last three years, tick this box.
- Plan reference: if at any point in the conversation respondents mentioned Plan (or the relevant implementing partner with respect to that particular community) with respect to having some role in the community as it relates to that subject matter, tick this box.

Again, if you tick any of these ‘additional categorization’ boxes, then you must be very careful to include detailed notes about that tick box. For example, if there was a change, indicate who (ie how many?) said there was a change, what the specific change was (from what, to what), and some information about why that change may have occurred. If someone mentioned Plan/partner, make sure you record what specific intervention/ activity they are referring to, what specifically they learned/gained from it, whether this is good/bad, etc. The images below are examples of excellent field notes for a single question, which are clearly labeled according to who said what / the broad opinion of that group member as it related to the question, relevant boxes are checked, phrases are recorded verbatim, hand-writing is legible, shorthand is used in some places to speed up notetaking, and additional information (not specifically related to the question itself) is clearly indicated.

Figure 29: Example of excellent field notes for focus group question, P1

SITE CODE Sample-1 FGD ADOLESCENTS CIRCLE ONE: MALE (1) MALE (2) FEMALE (1) FEMALE (2)

Who do you think should go to school?

(OPEN ENDED, allow people to speak for a while, but we are trying to find out if there is any feeling that boys vs girls have priority - if you hear this, probe more into such a response; from there if anyone indicates it is more important for one versus the other, probe into that; also, probe into 'why' for each.

a) Why is school important / not important for girls vs. boys; b) has your opinion changed in the last three years about whether boys vs. girls should go? c) if it has changed, why has it changed? d) Has Plan had any role in your opinion on this? E) if plan had any role, what particular project / event?

A) More important for boys	B) More important for girls	C) Equally important	D) not important for anyone	E) No response / don't know	Disagree-ment	Changed behavior	Plan reference
0	III	IIII	0	0		X	X

NOTES:

GIRLS (b) - Girls are behind in our country, so it is important that we prioritize them so they can reach equality
 - Agree w/ ↑, I think equality is good but right now we really need to give attention to the girl-child. She is the one suffering and she needs additional assistance - so right now, it is more important for girls
 - Agree w/ ↑

BOTH/EQUAL (c) - if you discriminate one group over another, you're going to have conflict, and conflict leads to bigger problems in our country. We need to focus on everyone
 - Agree ↑
 - Every person in our society needs to be educated b/c that is how society - free + successful

GIRLS (b) - School is so important here! w/out edu. can't get a good job! w/out good job, can't survive. We really value school here and sometimes our parents need to be pressured to see the importance. Sometimes, they tell

QUESTION A-1.1

Figure 30: Example of excellent field notes for focus group discussion question, P2

NOTES:

us 'I need you to help me here, why do you need to read?'
And it really is a challenge to make them know I can help more if I learn how to read. We are pushing

ADDITIONAL INFO - the main challenge we are still having is that our parents support education more these days, but we still have to do things, we don't have enough time. We go to school all day and have studies, but we still come home and do many chores around the house. So this continues to challenge us

EGURE (c) - more often we are being told by NGOs that we should have equality w/ edu. b/c we are all equal. That is why I believe that we should have = rights to edu. it is how things are fair in the end - NGOs know these things

- Plan NGO did a workshop for everyone in the community and since then, our parents are beginning to understand why it is so good for both boys + girls to go to school. They always saw that school is good, but now they see it is good for all of us. wkshp was 1 yr ago.

QUESTION A-1.1

SIDE 2

Selection of FGD Participants

Selection of participants for each focus group will require random sampling with quotas as per above. Therefore, to prepare for the group, the CO should obtain lists of relevant persons in the community who fit the above descriptions. For example, if we require one group of adolescent girls who have received

scholarships, and another group who have not received scholarships, then it will be important to acquire lists of each as a first step. Then, six will be chosen at random according to the following process:

1. count the total number of people on the list,
2. divide that number by 8; that number is 'n'
3. close your eyes, shuffle through the pages and then put your finger down somewhere on the page. That is the 'start'. The first name you pointed to will be on the list of participants. Then, count down 'n' times to the next name; that is your second participant. Continue like this until you have 8 names.

Then, determine whether or not these individuals will be available and willing to take part in the focus group during the time you have arranged. If they are not, and the times are not flexible, then another will be randomly selected using the same process as above. If only 6 or 7 are available, that is fine.

It is not expected that there will be lists of parents available; in that case, then conduct the random selection (as above) using lists of children enrolled in school; if they are chosen, then you will approach caregiver (alternate with M/F as you select, but make sure no 2 are from the same family) to sit for the focus group.

Finally, for teachers, random selection is ideal, ensuring an equal balance of M/F. If it is impossible to get equal balance, then it is okay, as long as at least one female is represented and the facilitator makes very sure that she feels comfortable participating.

'Tips' for facilitators and notetakers in the field

Below are points that the CO, and also each facilitator/notetaker should understand about his/her work, in order to ensure the work is done efficiently and leads to the collection of rich and detailed data. We depend on the CO to understand the below points fully, and effectively convey each of them to the entire field team:

- The most important thing for the facilitator and notetaker to **really understand what we are trying to learn** from each question. Detailed information on what we want from each question is provided during training and in training materials. If the facilitator understands what we are trying to learn, then he/she will be better able to frame the line of questioning to the participants so that the rich discussion begins.
- The facilitator and notetaker must **be very familiar with all the questions being asked**, because in some cases, topics may be fully covered even without asking questions about them specifically. For example, if the conversation has naturally veered into discussions on SRHR, and you know that questions about SRHR come up later, then the notetaker should turn to that page in the guide and begin taking notes there.
- If information comes up that is not part of the interview guide, but is very relevant to what we want to know, then the facilitator and notetaker should **feel free to continue probing into that unscripted topic**. This is part of why FGDs are so useful – we can learn about things we may not ever expect to hear. It is up to the facilitator and notetaker to determine whether the topic is relevant to the subject matter and what we want to learn from this study. If it is not, then the conversation should be gently shifted toward the issues we want to know about.
- A good technique to get through FGDs quickly is to point out early on that we are interested in hearing everyone's opinion, but that **we would like to hear as much variety as possible**. So, before beginning, tell the group "If someone has said something that you agree with and you would say the same thing, then go ahead and raise your hand to say simply, 'I agree with this'. If you have some other opinion or a different reason for what you think, then please do give us this new information". While we want to allow everyone time to speak, by allowing them to raise their hand to say, 'I agree', can greatly speed up conversations while encouraging various responses.
- The in-country team needs to realize that certain issues that come up may be something that 'everybody knows about'; it is important to realize that since we are doing a cross-country study, it is important to **note-take and talk about issues that may seem very obvious to you**. What you find normal may be very unique in another context! The main point is: encourage conversation and write down everything!

- And for notetakers: **write everything in the first person**, but don't worry too much about writing in complete sentences or even perfect spelling, if this slows you down so much that you can't write down everything that was said. Just get the key information and you can edit your notes later, with the help of the recording that you have. In some cases you may use shorthand if it is easier for you and the CO will understand what you've written (i.e. w/o for 'without'; bc for 'because, etc). When we think about analysis, remember this: ***if you don't write down what has been said, then it might as well have never been said.*** Whoever sits down to do the analysis needs a record of what was discussed, and you are the one in charge of keeping that record. If at any time during the discussion you need more time to record notes, you must let the facilitator know.
- **Keep the group/person engaged, and happy to be participating.** At the beginning of the interview, and also mid-way through if the group is getting bored or restless, do an 'icebreaker' exercise and give them an honest estimate of how much time remains. Also, remind them that what they are doing is greatly assisting Plan as they continue to work in their community; that they are 'representatives' for their people, and that their role here is very important: 'If you don't tell us what its like in your community, then we will go back and know very little. You are really helping us do our work and for that you are most appreciated'
- Each module has a recommended **time limit**; the notetaker and facilitator should make sure that these time limits are correctly observed so that all questions are asked of the group. We cannot keep people longer than 2 hours, but we don't want to miss discussions around an entire module. Keeping time is very important. If you need to set an alarm on your cell phone or wear a watch, do so.

Ensuring Data quality while in the field

There are a number of components of qualitative research that are at risk of being of poor quality; because of this, very close QA must be provided for all field teams at the very early stages of data collection. Ideally, the research team will conduct a field pilot, during which the global consultant will be available on the phone during all stages of the pilot, and the CO should be encouraged to call for clarification at any point. The data collected from the field pilot will be carefully reviewed and commented on prior to launch of data collection activities. If a field pilot is not possible, then it is critical that the CO contacts the global consultant immediately after the first focus group discussions; before any more are allowed to continue. Using WhatsApp or other mobile applications that are appropriate for the country context (ie, any messaging system that allows easily sending photographs without a wireless connection in case these are not reliable), the CO will be required to send photos of every page of field notes to the global consultant, for review. Then, the CO and global consultant will have a phone call in order to a) allow the CO to roughly translate the notes; b) discuss any concerns with quality based on those translations; c) discuss any further problems with the numerical data, ticked boxes, participant lists, etc. Only after this meeting will qualitative data collection be allowed to continue.

During active data collection, the CO will need to take a photograph of each page of notes, such that the detail can be read clearly, to maintain for his/her records. This is important in case notes are lost or damaged in some way, or in case the global consultant requests samples of pages at any point. Where possible, even if only at the end of data collection, the CO should email all of these photos to the global consultant, in appropriately labeled folders for each community and FGD.

From there, at the end of **every week** of data collection, the CO will be required to text (or email, if possible from the field), a summary of the qualitative events that occurred that day, along with the quantitative tracking (sheet provided in toolkit), with the following details:

- Which community
- Which group (adolescent female 1, adolescent female 2, adolescent male 1, adolescent male 2, adult male, adult female, teacher; additional)
- # participants in each group

Also, at least twice per week while data collection is active (ideally, on days that qualitative data collection has occurred), the CO, global consultant and quantitative consultant (if all three are not possible, then there will be 2 separate calls to discuss respective type of data collection) will have a brief phone call to discuss logistical and content-related issues that arose during survey collection, FGDs and KIIs. This will serve both as a way to ensure QA, but also because such meetings are helpful for COs at the end of a day to come up with a broad 'take-away' for what they have discovered, and also so that we can troubleshoot problems from the field. The CO will be encouraged to keep his/her own field notes for each day of events, which will be helpful during the analysis stage. The global consultant will keep detailed notes of each phone call, to refer to later on when looking at country-level analyses.

The global consultant and quantitative consultant will meanwhile be in frequent communication with one another to report on other QA issues that have arisen from their phone conversations with COs, so that each is aware of all activities and potential problems occurring on the field. The global consultant will take the lead on logging and following up on any issues.

Ethical considerations in field research

In any research that deals with vulnerable or marginalized populations, it is imperative to pay close attention to the potential to do harm through asking questions or eliciting conversation. The research team will follow ethical guidelines as prescribed by the British Sociological Association and also the Child Protection Policy provided by Plan UK. The team will be acutely aware of the need to obtain vocal informed consent from EVERY participant in the study; each participant will be told that his/her name will not be used in any project documents without their explicit permission; pseudonyms will be used in any narratives, and that we will give a unique ID to each participant, which will be linked to their names but those names will be kept separately in a password protected document. The importance of us keeping track of their individual progress (if needed) will be explained to them such that they understand its import and can give informed consent.

If, at any point in a conversation (whether during surveys, focus groups, or interviews) it appears that the participant no longer wants to speak or be present, then it is imperative that the researcher a) can identify this easily and b) stop the research immediately. The participant should never be coerced to take part in the first place or to 'keep answering' while taking part.

Certain questions might deal with sensitive topics; therefore it is important that the researcher, while obtaining informed consent, explain the types of questions that will be asked on the survey or during the conversation, and assure the participant that a) his/her answers will remain totally anonymous (if it will be) and b) that he/she can choose to not answer a question if he/she chooses; c) he/she can stop the interview at any point without question.

It will also be important that only females conduct interviews with adolescent girls, or that females are available at any time to conduct interviews with older females if requested.

Part of the child protection policy is for data collectors and CO staff while in the field to report child protection issues. Protocols have been developed for each country office, and will be shared as part of training activities. During weekly check-in calls, the global and quantitative consultants will ask whether any child protection issues came up and if so, how they were dealt with. If they are not being dealt with appropriately, relevant Plan staff will be notified immediately.

Qualitative Tools in detail

Focus group discussions – SEE ATTACHD MODULE GUIDES

As explained above, focus groups will vary in communities but you will be provided with a toolkit for each, so you know exactly which modules will need to be conducted, and within those modules, specific questions that will be used. In all focus groups, the CORE module will be conducted in the same way. The questions in the CORE module are explained in detail in the attached Module 1 – CORE document, and are also demonstrated on the supplemental training videos (to be viewed only after reading through these guidance notes and reviewing the modules themselves. Supplemental qualitative tool guidance and training videos are provided in addition to this document, depending on the FGDs that will be conducted in each community. You will notice that in some cases, we ask the same question to all groups, but in many other cases, we ask different questions. Be careful, as sometimes we ask the same question to each group, but there are different follow-up questions. In short, you must go through every single question, for every single FGD guide, in order to be fully comfortable with these tools and as such, able to train your team on them.

It is imperative that you fully understand what each question is asking, the type of information we are looking for (focus on the follow-up questions in addition to the main question), and the process in which some of the questions need to be asked (ie when using flip charts and/or blind voting to guide the conversation). The section will go through each question one by one, with specific guidance for each. Refer to Field Forms for CORE module throughout these descriptions. It will be very helpful if you can print these and staple them as instructed, rather than referring to them on the computer.

The module guidance supplements will provide question-by-question guidance for each modules that you will use, organized by FGD type (ie who you will be interviewing). Also, supplemental interview guides for each KII will be provided.

QUALITATIVE RESEARCH MANUAL

PART TWO – DATA ENTRY, ANALYSIS AND REPORTING

Introduction

This document is PART 2 of the qualitative research manual, and will go through data entry, analysis, and report writing. It is recommended that you become completely familiar with PART 1, and have gone through all the training, before beginning to study PART 2, which will involve additional training videos and separate training at a later date (upon completion of data collection).

In this document, you will find:

- An introduction to the key themes of this study that will be enhanced with qualitative data, along with an overview of the key Outputs, Specific Outcomes, and Theory of Change high-level and group-level changes that require qualitative explanations
- An overview of the qualitative databases (one each per module), with in-depth guidance on the CORE database (additional module databases are detailed in supplemental documents)
- An explanation as to how data should be entered to ensure ease in analysis
- An explanation as to how the 'Analysis' Tabs can assist you in summarising data and helping you see major findings, according to the key themes of this study
- Guidance on integrating key quotations into each analytical theme (tab in the database)
- Guidance on how to utilize analytical themes (tabs in the database) to organise and prepare your report

It is expected that you will first read this guidance document in full, and refer to the databases provided to you; only then should you view the training videos, which will make much more sense once you have a good idea of what is in this document. After you view the videos, any remaining questions or points of clarifications should be directed to the global consultant right away either through email, Skype or text, before you commence entering data. You will be required to practice data entry processes and drawing key findings using the analysis tools, using the data collected during the field pilot.

In order to effectively analyse your qualitative data, you must utilize the procedures provided in this manual. If you do not, then we will consider that the qualitative analysis that you have conducted is incomplete, and not to be considered a valid qualitative analysis. It is important to note that data entry processes will take a long time, and you should allow for this in order to be able to complete your analysis and report by the deadline.

Key themes of this study

The bulk of the quantitative and qualitative analysis will be framed around the Theory of Change, for which we will first consider the High-level Changes:

- Enhanced attitudes to education
- Reduced Economic Barriers

- Increased access to education
- Reduced Violence in Schools
- Increased accountability
- Increased SRHR Knowledge

Although each country is implementing the programme differently, we expect the above changes to occur throughout, to varying degrees. As such, the most basic outline should include the above themes.

Because the project as a whole has significant variations between countries and beyond that, within countries, we expect that each country may have varying degrees of data on one or more of the Theory of Change group-level changes. For the purposes of qualitative analysis, these group-level changes have been coded for easy reference, and also have been grouped under the respective High-Level Changes.

While the bulk of the analysis will be framed around the Theory of Change, it is also necessary that we link findings with logframe outputs and outcomes, as these are what is required for Plan to report on the overall progress of the programme. The quantitative data collection, in addition to project monitoring data, will provide many of the important numbers that will be used to report on logframe indicators. However, it is important that the qualitative data can also complement these data (to enrich a finding with narratives, quotes), to explain unexpected data (to give a reason why a certain indicator is not a value that was to be expected and/or is off target), or to provide completely new data (in case certain data were not collected through the household survey). The Outputs and Specific Outcomes are well-aligned with the Theory of Change, as per the tables below:

Table 97: Enhanced Attitudes

Broad theme: Enhanced attitudes for equality in girls' education	
TOC Changes for groups	
G1	<i>Girls attend schools and complete lower secondary education</i>
G2	<i>Girls reduced drop out rate</i>
G3	<i>Girls have greater self confidence</i>
G4	<i>Girls know their rights</i>
P9	<i>Parents are more supportive of girls' education</i>
P11	<i>Parents have greater prioritization of girls schooling</i>
P12	<i>Parents have reduced demands on girls' household labour</i>
Logframe	
Specific indicator A1	<i>% of adolescent girls who feel their parents support them in education</i>
Output 1	Girls' rights, and especially to education, are promoted through awareness raising initiatives with girls, boys, community members, leaders and government officials by Plan

Table 98: Reduced economic barriers

Broad theme: Reduced economic barriers	
TOC Changes for groups	
P10	<i>Parents have increased capacity to pay school fees</i>
Logframe	
Specific indicator A3	% of parents citing financial barriers as a reason for adolescent girls not attending school
Output 2	Financial barriers to adolescent girls education is reduced with the support of Plan (or with Plan's direct provision)

Table 99: Increased access to education

Broad theme: Increased access to education	
TOC Changes for groups	
T15	<i>Teachers / heads promote gender sensitive pedagogy</i>
T16	<i>Teachers/heads use improved teaching materials</i>
T21	<i>Teachers / heads promote girls' learning</i>
Logframe	
Specific indicator B1	<i># of girls and boys benefitting from an improved educational experience in target grades in target schools</i>
Specific indicator B2	<i>% of schools assessed as improved by adolescents' monitoring of girl-boy friendly characteristics</i>
Output 3	School communities are supported by Plan to improve the quality of education for girls through capacity building

Table 100: Reduced violence in school communities

Broad theme: Reduced violence in school communities	
TOC Changes for groups	
G5	<i>Girls have access to child-friendly learning spaces</i>
G7	<i>girls have improved access to child protection</i>
P14	<i>Parents are better able to report violence</i>
T17	<i>Teachers/heads improved positive discipline approaches</i>

T18	<i>Teachers/heads adhere to codes of conduct</i>
T19	<i>teachers/heads follow CP policies</i>
Logframe	
Specific indicator A2	<i>% of community members who agree that physical violence against girls is acceptable (proxy indicator for attitudes)</i>
Specific indicator B4	<i>% of girls who feel safe in schools</i>
Output 4	School communities are supported by Plan to address violence against girls with capacity building and development of protection strategies / systems

Table 101: Improved access to SRHR

Broad theme: Increased SRHR Knowledge	
TOC Changes for groups	
G8	<i>Girls have improved access to SRHR</i>
Logframe	
Specific indicator B1	<i># of girls and boys benefitting from an improved educational experience in target grades in target schools</i>
Output 5	Boys and girls are trained by Plan and partners to develop knowledge and awareness of SRHR services

Table 102: Increased accountability

Broad theme: Increased accountability	
TOC Changes for groups	
G6	<i>Girls participate in decisions affecting them</i>
P13	<i>Parents actively hold schools accountable</i>
T20	<i>Teachers/heads refuse bribes</i>
Logframe	

Specific indicator B3	% of girls who state they believe that their concerns are acted upon by school management
Specific indicator C1	% of girls who feel that their participation in decision-making is valued by community members, local authorities and family members
Output 6	Adolescent girls are trained and supported by Plan to be involved in decision-making and accountability mechanisms at community, local and national level

It is important to note that, while these are the major items being measured in this programme, this does not mean that we only want the specific information indicated above. Much more than that, we require additional data that further explains the above expected changes. For example, where we mention in G7 that we expect that ‘girls have improved access to child protection’, this is not to say that we do not require information on boys as well. Instead, the above should serve as a guide around which key themes are explored, in order to further inform our findings that deal with these intended changes. The qualitative databases will assist you in taking the large amount of data that will be collected through FGDs and KIs, and organize it according to the above themes, so that you have a vibrant picture of the situation as a whole. Reporting on the entire situation – not just the indicator itself – is one of the most important and useful aspects of qualitative research. The above is intended to help you organize, but you must not be bound to its contents.

Qualitative Databases

The qualitative databases have been created both to facilitate data maintenance, but also to assist you in organizing and analysing the data around the above themes. While the databases contain many rows, columns and tabs, and require you to spend some time entering data and importing key quotations and narratives, once you become comfortable with the system, then you will be able to see the huge help this will be in helping to analyse data and prepare your country reports. Consider which you would prefer: a complex but sophisticated data maintenance system that neatly summarizes your data, or a giant pile of field notes that you will just read over and over again, hoping to come to some conclusions. It is also important to realize that by using these databases, you are ensuring that the qualitative analysis is much less subjective than simply writing based on field notes that you have read. You will see that the database requires you to see certain trends, and when you see them, to import quotations. This will ensure that you do not overlook an interesting finding, which could easily happen if you were distracted by some other interesting finding.

As explained above, each module will have its own database; however, all the databases will work in very much the same way. As such, a detailed overview of the CORE database is provided here, as this will help you to become familiar with all the other databases. Note that there are supplemental documents and training videos that will help you to understand the additional module databases, but these should be clear to you after reviewing this guidance document.

Data entry

The first step is to simply enter the data. This is indeed the most time-consuming part of using the database. Entering data into the database will be vastly simplified if the notetakers have followed the notetaking guidelines provided in PART ONE of this training manual. If they have not, then you may be required to think a bit about where to enter which data, but it should still be possible. Also, it will be important that you enter your data in English, so that the global

consultant can read it. This should not be a problem, as the final report will need to be prepared in English as well. As such, if you will require translation, then you must allow for this, which can also be time consuming.

The tab labelled ‘MASTER Module 1 CORE’ is where you will enter all of your raw data, for all FGDs and KIIs in both communities. This database cannot be ‘sorted’ or ‘filtered’ in any way, as it is designed only for data entry. As such, all cells have been protected except for entering data. Note that data for community 1 appears at the top of the database; an identical set of fields is found below. The figure below provides a screenshot of the top of the CORE Module 1 database where you will input data for Adolescent Girls (1) in Community 1. See the attached database itself for a clearer vision of the database.

Figure 31: Screenshot of qualitative database template, Module 1 Q A-1.1, A, 1.2

Country	Community Code	Date of FGD/KII dd/mm/yy	FGD Type	# in Focus group	Specific Outcome reference	Output Indicator reference	TOC Link (High-level changes)	TOC Link #1	TOC Link #2	Module	Question Number	Question	Answer type	# of responses	Corresponding notes for answer type (indicate different responses by listing with a, b) for each response)	Additional follow-up notes aligned with answer types	Disagreement	Change occurred	Plan mentioned
COMMUNITY 1																			
			Adolescent female (1)			1.1	Enhanced attitudes	G1	G4	1	A1.1.1	Who do you think should go to school? (OPEN ENDED)	a) More important for boys						
			Adolescent female (1)			1.1		G1	G4	1			b) More important for girls						
			Adolescent female (1)			1.1		G1	G4	1			c) Equally important						
			Adolescent female (1)			1.1		G1	G4	1			d) It's not important to go to school for anyone						
			Adolescent female (1)			1.1		G1	G4	1			e) No response / don't know	A-1.1(e)					
			Adolescent female (1)			3.4	Increased access to education	G1		1	A1.1.2	How helpful have additional educational activities, that are new in the last 2-3 years, been for you? (OPEN ENDED)	a) They have been very helpful						
			Adolescent female (1)			3.4		G1		1			b) They have been somewhat helpful						
			Adolescent female (1)			3.4		G1		1			c) They have not been helpful at all						
			Adolescent female (1)			3.4		G1		1			d) I choose not to take part in them						
			Adolescent female (1)			3.4		G1		1			e) I have not had access to them						
			Adolescent female (1)			3.4							f) There are not any new activities in the last 2-3 years that I know of						

The below table describes each of the fields (Columns) on the MASTER tab of the Module 1 Core database, with brief descriptions of what should be inputted into these fields.

Table 103: MASTER Database fields

Field	Column Label	Description
Country	A	Enter the name of the country you are working in
Community Code	B	Enter the community code (to discern Community 1 or Community 2)
Date of FGD/KII	C	Enter the date in which the data was <i>collected</i>
FGD Type	D	This field refers to the group that sat for the FGD (Adolescent female (1), Adult Male, etc.). This field is already filled in; pay close attention to it as you are inputting data, ensuring that the fields align with the FGD group
# in focus group	E	Enter the total number of participants in that particular focus group (should be between 6 and 8)
Specific outcome reference	F	This field refers to the logframe Specific Outcome that this question closely refers to. This field is already filled in and will help you with analysis.
Output indicator reference	G	This field refers to the logframe Output indicator(s) that this question closely refers to. This field is already filled in and will help you with analysis.
TOC Link (High-level changes)	H	This field refers to the TOC High-level change that this question closely refers to. This field is already filled in and will help you with analysis.
TOC link #1	I	This field refers to the one of the TOC group-level changes that this question closely refers to. This field is already filled in and will

		help you with analysis.
TOC link #2	J	This field refers to another (if applicable) of the TOC group-level changes that this question closely refers to. This field is already filled in (or blank) and will help you with analysis.
Module	K	This refers to the module for which the data is being entered. This field is already filled in
Blank	L	This field is empty and will be later used for coding purposes by the global consultant. Please leave this blank
Question Number	M	This field refers to the question number. This field is already filled in; pay close attention to it as you are inputting data, ensuring that the fields align with question
Question	N	This field provides the text of the question, and has already been filled in to help you keep track of the data you are entering
Answer type	O	This field provides the answer types that were provided on each of the field forms. For open-ended questions, these should have been filled in with an estimate as to the distribution of response types. For blind-voting/close-ended questions, these should have been filled in with the exact number of persons who had a certain response type. This has already been filled in for you to help you in recording the # of people who chose a certain answer.
# chose answer type	P	In this field, you need to record the total number (count the tally marks and enter a number) next to each respective field from Column J. If there was nobody who answered in a certain way, then you must enter a '0' (i.e. leave no cells blank).
Corresponding notes for answer type	Q	In this field, you must type the transcripts of notes that were taken as it relates to each response type. This is where excellent notes will be helpful – if the notes indicate that someone chose response (a), for example, then you put their explanation and anything else that they said adjacent to response a, in column Q. If the notes are not excellent and do not indicate what a person said, then if you can 'read into' the statement to determine what type of response they gave, then this is where you need to 'think' and code it accordingly, and enter it in the appropriate cell. If a different person is speaking, but has the same response type, then indicate that this is a new speaker by labelling each statement with (a), (b), (c) and so on. If there were 0 people who indicated a certain response type, then you should leave the adjacent fields in Column Q blank
Additional follow-up notes	R	In this field, you must type the transcripts of any notes that are not directly aligned with the response types indicated by the question (column N). This is where you will put additional information, or if you have notes that you're not sure align with a certain answer choice. There should be no information here that could be aligned with any of the response choices (that is, even if the notetaker did not label it as such, if it is clear from the content of the response that it should belong in one of the cells in column Q, then you should put it there).
Disagreement	S	If the notes indicate that there was strong disagreement in the group (i.e. if the box was ticked), then enter a lower case 'x' in this box
Change occurred	T	If the notes indicate that there was a change in the last 2-3 years in the group (i.e. if the box was ticked), then enter a lower case 'x' in this box
Plan mentioned	U	If the notes indicate that there a reference to Plan/partner in the group (i.e. if the box was ticked), then enter a lower case 'x' in this box

In some cases, you will see that there have been fields that were blacked out; this was for questions for which there was no discussion; as such, no notes should be entered here unless there were additional observations, in which case you should enter these observations where relevant (remove black colouring first).

In the additional module databases, data entry will be exactly the same as above (same columns, same procedure). In some cases, though, there will be indications where additional data needs to be entered on separate tabs. Even in these cases, though, it is still required that transcripts are entered in respective fields (Q, R) and the boxes in S, T, U ticked appropriately.

Analysis tabs

The following description of the analysis tabs refers only to the CORE database. Refer to supplemental materials for guidance on additional modules and how to use them with the CORE analysis.

The CORE database includes four tabs, each of which refers to one of the TOC High-Level Changes (And accordingly, certain TOC group-level changes and logframe Outputs and Specific outcomes, as explained above). There are only 4 tabs because the content of the questions in the CORE module have only covered the following four themes:

- Enhanced attitudes
- Increased Access to education
- Reduced Violence in Schools
- Increased Accountability

Each of these tabs has been pre-populated with tables and formulas that will provide you a ‘summary’ or the data that has been entered in column P (# of persons who chose a certain response type). In many cases, all groups or most groups answered the same question; as such, the summary tables provide a concise look at the response types as they are distributed from group to group, and across both communities.

Also help you see certain key data, the tables have been pre-formatted in order to highlight certain ‘conditions’ that you should consider to be ‘flags’ for further attention, including:

- Differences between groups (adult males, adult females, adolescent males, adolescent females, teachers, community leaders) attitudes and practices, within a single community
- Differences between communities’ attitudes and practices, within the country
- Areas where attitudes and practices are ‘far off’ from what the intervention is trying to achieve
- Areas where attitudes and practices are ‘on or close to target’ for what the intervention is trying to achieve
- Areas where there has been an expressed change in attitude or practice, within a single group
- Conversation points that were strongly debated, indicating important differences of opinion within a group
- Areas where Plan activities were specifically mentioned.

Each question has been preformatted with similar colour coding for respective flags, which of course are related to the specific content of the question. In each of the summary tables, it is indicated what constitutes a flag but as a general rule, a purple cell, or one in which we are ‘close to the goals of the project’, all, or all but one people in the group expressed the desired opinion. Also, in any case where one or more persons indicate an undesired option (that is, the problem that we’re trying to solve), we flag it pink.

The flags are colour-coded as such:

Figure 32: Database ‘flag’ colour codes

FLAGS

Cells in pink indicate attitudes/realities are far from our targets/goals	Cells in green indicate flags to note regarding difference of opinion within groups, changes occurring in last 3 yrs., and Plan interventions being mentioned	Cells in yellow indicate there are significant differences between 2 communities	Cells in purple indicate attitudes/realities are close to/at targets/goals

The below table provides an example of what this summary data will look like for one community, for Question A-1.1 / P-1.1 / T-1.1 (community 2 is found immediately next to it but has been omitted from this screen shot because of the width).

Figure 33: Example of summary data table in analysis tab

QUESTION A - 1.1 / P - 1.1 / T - 1.1									
Who do you think should go to school? [OPEN ENDED]									
Group	Community 1								
	Adolesc ent Female (1)	Adolesc ent Female (2)	Adolesc ent Female (3)	Adolesc ent Male (1)	Adolesc ent Male (2)	Adolesc ent Male (3)	Adult male	Adult female	Teacher s
important for boys	1	1	0	3	2	1	2	1	0
important for girls	1	1	1	0	0	0	0	0	0
Equally important	4	4	5	3	4	4	4	5	6
Not important	0	0	0	0	0	1	0	0	0
No response / don't know	0	0	0	0	0	0	0	0	0
TOTAL in FGD	6	6	6	6	6	6	6	6	6
									54

By summarizing the data in the table above, it is much easier to see trends based on the groups being interviewed. For example, given the above one could say that while most people consider boys and girls' education to be equally important, there is still a significant number that see boys' as more important, and that many of those who have said this are males themselves. Also in the above table, we can see where certain 'flags' have been highlighted. We can see that in any case where at least 1 person in a group indicated that it was more important for boys to be educated, we've flagged the cell to indicate (as introduced above): attitudes/realities are far from our targets/goals. In other words, we consider that if anyone continues to believe it is more important for a boy to be educated, then it should be flagged and mentioned. Also, we consider that if any one considers it to be 'not important' for anyone to be educated, then this is a flag to be

raised as a problem. Also, we can see in the above table that in any group where all or nearly all participants indicated that it was ‘equally important’, we’ve flagged the cell to indicate (as introduced above) attitudes/realities are close to/at targets/goals. In other words, we consider that if most of the group believes that it is equally girls and boys to be educated, then we’re close to the goals of the project.

The table below shows the data from community 2 (which, in the spread sheet, appears immediately next to the summary data from community 1). Also on the table below we can the grand total figures for both communities, and also a column that calculates the relative differences between the opinions of the communities, overall, given the tallies provided in the TOTAL column for each community. This column will help you see where major differences exist in community-level opinions surrounding this question. We see that where differences are quite significant, then the response choice that has the most different opinions is highlighted in yellow, and as such would be worth mentioning and then exploring more into why this difference might be as such. As we see below, Community 2 only very infrequently believes that it is more important to educate a boy than a girl; most often, they believe they should be equal. Seeing this, one might probe more into what was said during this discussion, to provide evidence as to why this might be the case. Very importantly, of course, we would hope to find some evidence of what the cause of this difference is , and if it can be related back to a Plan/partner intervention. Even if we see that communities are not significantly different, it would still be worth commenting simply that, ‘communities are similar in their perception on whether a boy versus a girl should go to school, indicating similar levels of enhanced attitudes in this regard’.

Figure 34: Example summary table in database analysis tabs; community differences

Community2										
Adolescent Female(1)	Adolescent Female(2)	Adolescent Female(3)	Adolescent Male(1)	Adolescent Male(2)	Adolescent Male(3)	Adult male	Adult female	Teachers	TOTAL	Difference between Community 1 and community 2
0	0	0	1	0	0	1	0	1	3	14 15.3%
0	0	0	0	0	0	0	0	0	0	3 5.6%
6	6	6	6	6	5	4	4	7	50	89 -12.5%
0	0	0	0	0	1	0	0	0	1	2 0.2%
0	0	0	0	0	0	0	0	0	0	0 0.0%
6	6	6	7	6	7	7	6	8	59	113

Also for each question is a preformatted table of ‘summary characteristics of the conversation’ which reports on whether or not the FGD consisted of a) strong disagreement; b) mention of change in the last 2-3 years; c) specific mention of Plan/partner. Where this has occurred, the cell reports ‘Yes’ and is highlighted in green, as per the table below.

Figure 35: Example table in database analysis tabs: summary characteristics of the conversation

Summary Characteristics of the Conversation						
	COMMUNITY 1				COMMUNITY 2	
	Difference of opinion within group	Change has occurred in last 3 years	Plan is mentioned in conversation		Difference of opinion within group	Change has occurred in last 3 years
Adolescent Female (1)	Yes	No	Yes	No	Yes	No
Adolescent Female (2)	Yes	No	No	No	Yes	Yes
Adolescent Female (3)	No	No	No	No	Yes	Yes
Adolescent Male (1)	No	No	No	No	Yes	No
Adolescent Male (2)	Yes	No	No	No	Yes	No
Adolescent Male (3)	No	No	No	No	Yes	Yes
Adult male	No	Yes	Yes	No	Yes	Yes
Adult female	No	Yes	Yes	No	Yes	Yes
Teachers	No	Yes	Yes	No	Yes	Yes

This table will help you to see some trends, but also will help you to refer back to data to further explain your findings. For example, in the summary table of response choices above we found that community 2 was overall much closer to the project targets than community 1 in terms of believing girls and boys education was equally important. Interestingly, the table on ‘summary characteristics’ above shows us that Plan is mentioned more often in Community 2; also that Community 2 is reporting change in all groups. This should suggest to you that it is worth exploring in depth the conversation to see whether it was Plan that led to this change in community 2, and what happened in community 1 that resulted in the limited effect that was hoped for.

Key quotes for each group

After you have looked through the data tables and noticed any flags or other interesting data, it is time to go back to the MASTER sheet to extract relevant quotes that you think best explain the findings in the tables. You are required to enter at least one key quote from a male and female in each community, which

relates to each answer choice (of course, if 0 people voted for one choice, then this can be left blank). You can include more than one quote in a cell, if you think it is relevant, but just be clear in your writing that they are from different people by referring to (a)... (b)... for each new speaker.

Next, you will select any key quotes that refer to issues not directly related to the content of the question (i.e. those that appear in column P). If there were no additional findings from the conversation, you can leave this blank, but it will be important that you write down any additional information here as you may need to go back to these quotes when looking at other questions that were designed to bring about this exact information.

Next, you will select 3 key quotes from each community that you believe best represent the ‘overall’ sentiment of that community, as per the discussion point. After you’ve selected these 3 key quotes, you will be required to write a descriptive paragraph that situates those quotations and relates it back to the question, and then also relates it back to the group-level change that is being explored. This step will be the most challenging, as it requires you to think deeply about what the notes that you’re looking at have told you about the situation, whether the communities differ (and why), how things have changed (and why), and what this means for the project goals. While this may seem to be an arduous process, note that for every summary you write, you have effectively written a section of the report, and have also forced yourself to focus your attention on key findings. When you do this for every question, you will not only be required to read all the notes thoroughly, but also forced to think through them, how they relate to other findings, and the broader themes that we’re trying to learn about.

All of the fields on each analytical tab, to which you will be expected to add notes and your own summaries, will be clearly indicated with text and also highlighted in light blue color. All other fields on the analysis tabs are pre-formatted and locked, and as such you will be unable to change anything that is not in light blue color:

Figure 36: Example of '3 key quotes and overall summary' box for each question on Analysis tabs

3 Key Quotes and Overall Summary	
Quote 1	
Quote 2	
Quote 3	
Summary	

Finally, at the top of each analysis tab for each database module, is a light blue box where you should summarize the entire content of the conversation that occurred during that module, and which related to that particular tab’s theme. Here, it is perfectly accesptable for you to copy/paste the text directly from that which you have already written in the boxes below. However, here is also an opportunity in which you can write additional findings that may not relate directly to the questions that were asked, and also to note any further connections that you’d like to make as it related to the broader conversations that you heard. As with the individual summary boxes for each question, this task will take some time; however, as you do it, you are effectively writing portions of the report, and making sure that you do not forget to write any important information that you’ve analysed on each of the tabs and reviewing the full transcripts as you’ve typed them. To help you focus your summary, the box has been placed next to each of the module/tab’s ‘Broad themes’ (higher-level TOC changes) and also the key ‘points for analysis’ that we need to consider throughout the analysis and report writing (see below for screenshot of a ‘Enhanced attitudes’ Analysis tab:

Figure 37: Example of top of each Analysis Tab, indicating theme indicators/TOC changes, points for analysis, and field for high-level summary entry

Broad Theme: Enhanced Attitudes for Equality in Girls' Education

TOC Changes for Groups

G1Girls attend schools and complete lower secondary education

G2Girls reduced dropout rate

G3Girls have greater self-confidence

G4Girls know their rights

P9Parents are more supportive of girls' education

P11Parents have greater prioritization of girls' schooling

P12Parents have reduced demands on girls' household labour

T15Teachers' heads promote gender-sensitive pedagogy

T21Teachers' heads promote girls' learning

Logframe: Specific Indicators

A1% of adolescent girls who feel their parents support them in education

raising initiatives with girls, boys, community members, leaders and government officials by plan

Output

Points for Analysis

Differences between groups' perceptions/realities, Where change has occurred

Where change has not occurred

Where Plan/partners is referenced

Where there are differences in opinion within groups

Differences between communities

Where targets are close

Where targets are far off

Thematic overall summary about the enhanced attitudes for equality in girls' education, as it relates to gender differences you can copy/paste from your text boxes below; this is also where you should add any additional information that did not fit below, but which relates to the module's theme

Key informant data

Also in the database are three individual tabs where you will enter transcripts from each of the KIIs you conduct in each community. The format for these are similar to that which you used for the FGD; the main difference is that we are not recording distribution of responses (since there is only one respondent). Here you will enter the full text of what was said during the interview, aligned with each of the questions that you asked. You will also tick boxes based on whether the KI indicated that there were any changes in the last 2-3 years, and whether Plan or partners were mentioned. There are no analysis tabs to align with the KII data, as it is expected that you will go to these interviews to further enrich findings of the FGD. Each KII question is aligned with high-level TOC themes and other indicators, similar to those in the FGD database. When you write your report, quotations from KIIs that support or contradict findings in FGDs will be important; also, KIIs may give additional ‘insider’ information to further enrich discussions on the FGDs. It is expected that you can read the KII transcripts in full in order to pull out relevant quotations for your report. Each module’s database has 3 tabs for KII interviews. If you conducted more than 3 KIIs in a community, then the database allows you to insert additional tabs (just copy one of the existing KII tabs, and rename it KII (4).

Additional databases

A separate database will be used for each additional module; along with the database where you will enter data, there are similar Analysis tabs that will help you summarise findings. These, like in the Module 1 database, are organised by the high-level TOC themes. As such, all relevant data that falls under these themes can later be considered together, as you analyse further and prepare the report. Guidance documents for each additional database are provided as supplements to this document, but for the most part if you are familiar with the CORE database, then these additional databases will be very straightforward.

Participant information database

One additional database is used to record participant data for FGDs and KIIs. These forms provide basic data on every person that is being spoken to, and it is important that you log these data as well. The databases are nearly identical, except for the FGD database we record 'FGD Type' whereas for the KII database we record 'Role of KI'. As you analyse KI data, the role that he/she plays in the community will be important to recognise.

Writing the report

The report should be organized according to the following outline, which should make it easy to both bring in the summaries that were prepared in the qualitative analysis for each question, and also to integrate the quantitative findings within each section. It will be important in each section to a) Report on key logframe indicators using quantitative data; b) provide qualitative data to support those quantitative findings; c) provide qualitative data that provides 'another story' or at a minimum, more nuance to those quantitative data; d) additional quantitative data that relates to the broad theme (that is, even if it is not a designated indicator, but closely relates to the topic, it will be good to report on interesting quantitative findings; d) further qualitative data that relates to the theme of that section.

The quantitative data will be provided to you under clear headings that should indicate which section of the report the findings should be placed; however, it will be required that you provide good narrative to present these findings, supporting it / qualifying it with the data obtained through focus group discussions and key informant interviews. This is where the summaries that were written in the qualitative database will be very useful, as each question is linked to a key outcome and/or output indicator. It is important that you present the qualitative data in a way that is neatly woven together to make a specific point, not simply reporting on each question one-by-one based on the question codes provided. The outline below should provide a very basic structure to the report, but based on what you find in the data in your specific country, there is much freedom for you to expand upon this structure and provide much more detail and nuance. It is expected of your report that you will provide qualitative descriptions to back up quantitative descriptions in every possible case. In other words, if you have the data, then present it! The most difficult task will be in deciding where it best fits; however, to do this, it is recommended that you consider the context of your country, and where the information would be most useful from a project-implementation perspective. Imagine that you are in Plan's position: deciding which projects to implement and how best to do it in these specific communities in your country. What information would you need in order to best inform the decisions that you will make?

Annex 9 – References

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