Year 3 evaluation: "Empowering Adolescent Girls through Education" program

Prepared for Plan International Rwanda

APRIL 2014

laterite
DATA | RESEARCH | ADVISORY

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Index of Acronyms

9YBE — Nine-Year Basic Education

12YBE — Twelve-Year Basic Education

BS4L — Building Skills for Life

CP — Corporal Punishment

DFID — Department for International Development, UK Government

FAWE — Forum for African Women Educationalists

FGD — Focus Group Discussions

GBV — Gender-Based Violence

IEE — International Education Exchange

IG — Income Generating

JADF — Joint Action Development Forum

KII — Key Informant Interview

MDG — Millennium Development Goals

MTE — Mid Term Evaluation

NGO — Non Governmental Organization

PAJER — Parlement des Jeunes Rwandais

PPA2 — Programme Partnership Agreement

RWAMREC — Rwanda's Men Resource Center

SRHR — Sexual and Reproductive Health and Rights

TOT — Training On Trainers

VSLA — Village Savings and Loans Association

Y3E — Year 3 Evaluation

1) Executive Summary

The "Empowering Adolescent Girl through Education" programme (or Programme Partnership Agreement 2) is addressing the quality and gender bias of basic education in targeted areas of Rwanda with the objective of increasing girls' achievement to align with the Millennium Development Goals. The main interventions include (i) trainings for Parent-Teacher-Committees (PTC); (ii) creative self-expression clubs through the Tuseme theatre approach; (iii) trainings for boys on positive masculinity and how to fight against gender-based violence; (iv) remedial classes for girls on the verge to drop-out of school; and (v) trainings for teachers on responding to child protection abuses, gender-responsive pedagogy and teaching methodologies**.** Laterite was hired to support Plan International Rwanda to contextualize and implement the Year 3 Evaluation strategy for this programme. A quantitative survey, focus group discussions and key informant interviews were conducted in two communities – Musagara and Ryabihura – in the area of Plan-supported schools. Due to limitations in the research design, Laterite was only able to use the Year 3 Evaluation data (and could not use the mid-term and baseline data) and does not intend to demonstrate change over time at the community level for this evaluation. Where applicable, we interpret the qualitative data to show evidence of the program's effects. We have provided a synopsis of the main findings below according to the main themes of the evaluation design.

Access to Education
According to the Y3E data, the average school enrolment of adolescents is 56%. Girls' enrolment rate is lower compared to boys by an 8.6% difference. We found that the gender difference is not due to an unsupportive school environment but other factors. In fact, we found evidence that PPA2 interventions contribute to a more conducive environment for girls' education. There was a change in some parents and teachers' perceptions of the importance of education for boys and girls.

Factors that have affected girls' access to education include financial constraints, gender perceptions, school distances, menstruation and sexual harassment. Financial constraints are not specific to girls but affect them disproportionally due to gender bias perceptions that still favor boys' education. Other factors that are specific to girls include the insecurity due to long distance to school, menstruation and sexual harassment inside and outside of school. Based on qualitative data, some PPA2 interventions – *Tuseme* clubs, the RWAMREC training and the IEE teacher training– were successful in promoting a gender-neutral school environment that was conducive to girls' education.

Overall, PPA2 campaigns have contributed to initiate a change in perceptions but did not stand out from other organizations' and Government's interventions. There is still scope to change perceptions regarding the value of boys and girls' education. The interventions should be inclusive of all genders and generations since the gender-based bias appears to be engrained in females and males of every age. Addressing girls-specific obstacles to attend school would also contribute to decreasing gender-based disparities.

Economic barriers to education
VSLAs aim to increase girls' retention in school. Based on our analysis, they appear to be helpful as a complementary tool for parents who can already afford their children education. However, we did not find many adolescents who directly benefited from VSLAs, even though focus group discussions indicated that in-school adolescents suffer from stress, absenteeism and corporal punishments due to financial difficulties. Furthermore, we found that the VSLAs were not sufficient to help families with

serious financial constraints and keep their children from dropping out of school. Financial constraints remain the main barrier to education for girls and we recommend that PPA2 scale up financial help that targets both re-enrollment of out-of-school adolescents and retention of in-school adolescents.

Violence in schools

98% of the adolescents who go to school feel safe at school. While schools are not completely free of fighting and violence, cases of abuse have been decreasing in the past 2 or 3 years and are now reported as being anecdotal. Soft corporal punishment, mainly with a stick, is still commonly used and perceived as an efficient disciplining tool, although the practice has decreased. Bullying does exist but it is not considered serious and has been decreasing in Plan-supported schools. Finally, school labour is also a common practice to punish students and this is widely accepted. There is evidence that government programs and Plan trainings at the school and community levels have raised awareness about corporal punishments, violence and children rights, which has contributed to inducing a change in perceptions and practices. However, while boys and girls do not seem to be affected differently by corporal punishments, bullying, school labor and physical or verbal abuses, there are signs that girls are more exposed to sexual abuses than boys.

Accountability and participation

Adolescents report that they are satisfied with the accountability system in their school and that they have confidence to make complaints and initiate change. There is no sign of gender disparity in terms of accountability and participation. School clubs in general appear to have had an impact in increasing students' confidence levels. There is evidence that the PTC's RWAMREC training program succeeded in leveraging the existing leadership system to train influential students who are able to share their knowledge with their fellow students. It appears that trainings are an effective way of disseminating knowledge and inducing change in perceptions. The trainees were directly affected but they were also responsible for influencing other people within their entourage.

Gender

Concerning gender roles, results show that there are still strong gender stereotypes that women are meant to perform specific tasks such as household chores and that these beliefs are encouraged by cultural habits and community pressure. However, there are some signs of change in terms of perceptions, which respondents attribute to government programs and Plan trainings (not necessarily PPA2 specific). Finally, some respondents report that not all the training participants embrace the training message and the allocation of tasks within the households shows that the change in perception still has to be translated into practice. This is especially true with differences in gender roles and economic barriers to education, which disproportionally affect girls. The unequal distribution of tasks within the households along gender lines is still evident, which could explain the higher drop-out rates of girls compared to boys. We recommend that PPA2 intensifies its effort on ensuring that changes in gender perceptions and attitudes translate into practice.

2) Introduction

a. Background

Plan International set up offices in Rwanda in 2007. It began working with communities in Gatsibo District in 2007 and in Bugesera District in 2010. Both districts are located in Eastern Province. In April 2011, Plan UK secured funding from DfID for a Programme Partnership Agreement (PPA) focusing on education. PPA2In Rwanda, the PPA2 project's aim is to contribute to achieving universal primary education (MDG2) and promoting gender equality and empower women (MDG3) by increasing girls' attainment of quality, gender-responsive, basic education in targeted areas in Rwanda. Plan Rwanda is working with 4 implementing partners: FAWE (Forum for African Women Educationalists), RWAMREC (Rwanda's Men Resource Center), PAJER (Parlement des Jeunes Rwandais) and IEE (International Education Exchange).

While baseline and midline surveys have been conducted in parallel with the long-term goal of measuring impact, the Year 3 Evaluation (Y3E) of the PPA2 project will provide the opportunity to assess the first phase of the programme and inform strategies to follow for the extension phase.

Two communities were selected for the Y3E[1]: Musagara, in Bugesera district and Ryabihura, in Gatsibo district. Most inhabitants in Musagara and Ryabihura are farmers and depend on agricultural activities and products for their livelihoods. Both communities feature a large number of female-headed households, often widows, and these households were identified as the most vulnerable by community leaders. They also share a project-related characteristic in that the PPA2-supported schools are located outside of the communities. The reason is that it is only after the project had started that Plan found out that the schools were not located within the communities[2]. Some of the PPA2 activities are at the community level, but the majority of them are at the school level. Therefore, it is likely that the inhabitants living in these communities and whose children do not attend to PPA2-supported schools were hardly affected by the project[3].

Based on conversations with community leaders, the one key difference between these communities is that the Musagara community is a relatively new settlement and a large number of its residents moved in over the past few years, which is not the case with Ryabihura.

PPA2 implementation started in April 2011 and includes two types of activities: (i) advocacy activities that are led at the sector or even district level and take the form of information campaigns; (2) training activities that are led at the school level and target in-school children, their parents and teachers. In the following section, we describe all the activities because it is important to start the assessment with a thorough understanding of what interventions are being evaluated. Further in the report, each section on findings ("Access to education", "Violence in schools" etc.) will also directly refer to the related PPA2 activities.

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[1] For more details about the selection criteria, refer to the sampling section.

[2] At baseline time, before the PPA2 project started, 4 communities were randomly selected within the two districts to be part of the evaluation. When the project started and Plan selected the schools to host PPA2, Plan found out that the schools were not located within the 4 communities chosen for the evaluation. This is because Plan targets public schools that are the most vulnerable and usually these schools are remote from the communities.

[3] Suggestions on how to address this issue are included in the recommendations section.

Advocacy activities

- **A workshop for local leaders and the police** brought together police officers and sector education officers in Gatsibo district to discuss issues regarding gender equality, child protection, and Gender Based Violence (GBV). There were 30 male and 25 female beneficiaries of this activity. It is possible that some local leaders from Ryabihura participated in this workshop but we have no certainty. The workshop was not carried out in Bugesera district.

- **Community sensitization through drama was implemented with the theme "Amaboko hejuru" (Hands up for girls' education)**. This activity was implemented through a youth project called Operation Days Work (ODW). Community members, girls and boys participated in the campaign. The message centered on the importance of personal commitment to support girls' education. This campaign was implemented at the district level and there is no certainty that the inhabitants of Ryabihura and Musagara participated.

- **Support for the participation of girl delegates of children's clubs in the National Children's Summit and District Girls' Task Force** was carried out in November 2012 and 2013. This annual event brings club members together at the sector level and the best ones are then invited to join the event at the district and national levels. Girls and boys meet with the official leaders and their fellows and discuss issues that they face whether in schools or at home. Plan encouraged and supported students from the Plan-supported schools to attend this event. We do not know whether students from Musagara and Ryabihura participated in these events.

The advocacy activities were led at the sector or district levels and it is not possible to determine whether inhabitants of Musagara and Ryabihura were affected. Moreover, we cannot distinguish between any effect that these campaigns may have had on the population and the effect from other NGOs and governmental actions focusing on similar themes. Finally, these campaigns are one-time events and are not a core component of the PPA2 project, whose activities are mostly led at the school level. Therefore, we will not assess the advocacy component of PPA2 in this report.

School-based activities

There is no Plan-supported school in Ryabihura and Musagara. However, there are Plan-supported schools in the surrounding areas and some children from these two communities attend these schools. In Musagara, the Plan schools are Groupe Scolaire de Mayange, Ensemble Scolaire Kanzenze and Ecole Secondaire Islamique de Kamabuye. In Ryabihura, the PPA2 school is Groupe Scolaire de Rubona. The main activities implemented under the PPA2 project in these schools are:

- **Training for Parent-Teacher-Committees (PTC) delivered by Plan and RWAMREC**. The PTC members are the PTC president (a parent), PTC vice-president (parent), Secretary (head master of school), two teachers (one male and one female), two students (head boy and head girl) and the representative of the school owner. The training delivered by Plan in 2011 covered the rules and responsibilities of PTCs including mainstreaming gender in education, child participation and facilitating mechanisms to collect and address cases of violence/abuse against children, especially adolescent girls. The component delivered by RWAREC in 2012 addressed children's rights, violence prevention, gender balance, positive parenthood, GBV, positive masculinity, barriers to children education and how to bring back out-of-school children to

school. This was a one-time training that included 60 parents and teachers per school, regardless of whether they were PTC members. The training was followed up with activities to ensure that the committee was implementing the action plan.

- **Creative self-expression clubs through the Tuseme theatre approach in partnership with FAWE. These clubs were implemented in Plan-supported schools in 2012**. Tuseme means "let us speak out" and these clubs are aimed at addressing the barriers that hinder girls' social and academic development using theatre-for-development techniques. Girls are trained in identifying and understanding the problems that affect them, articulating these problems and taking action to solve them. Through drama, song and creative arts, girls learn negotiation skills, how to speak out, self-confidence, decision-making and leadership skills. The teachers who oversee these clubs are also trained.

- **Trainings for boys on positive masculinity and how to fight against gender-based violence (GBV) delivered by RWAMREC**. These trainings include workshops with boys to encourage them to think about gender relations and stereotypes, analyze masculinities and raise awareness of patriarchy and perpetuation of sexual and gender-based violence. Boys are also encouraged to participate in anti-GBV clubs in schools and to disseminate the messages through peer education approaches.

- **Remedial classes during the end of the year holidays in partnership with FAWE.** The classes took place in November 2012 and December 2013. They involved girls that were at risk of dropping out from school for several reasons such as financial issues and poor performance. FAWE facilitators train the girls on life skills and career guidance, sexual and reproductive health, the role of women/girls in family and nation building, and raise awareness on the importance of education for girls.

- **Teachers training with the help of the Plan's partner International Education Exchange (IEE)** and the Ministry of Education. The mentors are school-based (SBM) and were initially hired by the government to reinforce English proficiency among teachers. IEE trained these mentors with additional skills. Subsequently, they provided teachers with ongoing trainings that focused on increasing knowledge, attitudes and skills for school administration, reporting and responding to child protection abuses, gender-responsive pedagogy and methodologies in teaching and learning processes.

- **Codes of conduct**, as part of a pilot project, were implemented in Groupe Scolaire de Mayange, Ecole Secondaire Islamique de Kamabuye and Groupe Scolaire de Rubona. It was not implemented in Ensemble Scolaire Kanzenze. Teachers, administrators, students and parents drafted and set up the Codes of Conduct that will guide them in their respective schools. **Peer communication** between teachers was implemented in October 2012. This activity brought together teachers from 20 schools in Gatsibo District and District Education Officers to review the child rights and gender status in the district and think of ways to ensure good child protection and prevent Gender Based Violence (GBV). This meeting was combined with a validation workshop of the Code of Conduct. Peer communication was not implemented in the Plan-supported schools in Musagara.

- **In partnership with Parlement des Jeunes Rwandais (PAJER), setting up and supporting Village Savings and Loans Association (VSLA)** for members of the community. Parents are recruited at the Plan-supported schools and VSLAs are meant to enhance economic empowerment at a household and community level. They also include training and raising awareness on girls' education. <u>The VSLA project was only implemented at Rubona school and not in the Musagara schools.</u>

- Training of school administration on management and disaggregated data was delivered in 2013 and included 4 administrative staff from 41 schools and 2 District Education Officers (1 each from Bugesera and Gatsibo). By encouraging school management to collect disaggregated data at gender level, these trainings aim to increase consciousness of gender-specific issues.

In this report, we take into account all the PPA2 school-based activities to assess the project.

Plan Rwanda has also intervened in these communities in other ways outside of the PPA project. In Musagara, secondary school students used to drop out because of the long distance they had to travel to attend secondary school. In response to this challenge, in 2013 Plan started to build in the community a boarding secondary school, which is expected to open in 2015. In Ryabihura, Plan Rwanda supported the construction of an Early Childhood Care and Development Center for children aged between 4and6 years old.

In terms of challenges for this evaluation, the fact that Plan-supported schools are located outside of the communities has been the main challenge as most of the interventions are delivered at the school level and the community inhabitants who go to other schools are less likely to be affected by the project activities. As a result, the impact observed in Ryabihura and Musagara may not fully represent the level of impact found in other communities where the schools are within the community and therefore probably benefit from a higher level of community outreach. Please refer to Chapter 3e for further limitations about the research design.

b. Country: Rwanda's Education System

Context

Prior to the Genocide against the Tutsis in 1994, the Government of Rwanda had reduced its expenditure for social sectors, education included, in favor of military spending (Obidegwu, 2003). This had a serious toll on the quality of the education system, the effect of which remained apparent even after the 1994 conflict: the Government of Rwanda was not able to attract the few educated Rwandan who gave their preference to development agencies and NGOs, and in 2003, less than 2.7% of the civil servants had university degrees and 75% had less than secondary school education (Obidegwu, 2003). In the subsequent two decades, the country had to rebuild its entire education system. In 1998 and for the first time in many years, the transitional government of Rwanda increased the budget for education, despite significant reconstruction challenges following the genocide (Obidegwu, 2003).

Efforts to promote education continued. In 2000, President Paul Kagame signed the Vision 2020, a twenty-year roadmap of transforming Rwanda from a post-conflict weak state into a middle-income country (Republic of Rwanda, 2000). Vision 2020 further emphasized the government's commitment to "Universal Education for All" laid out in the Millennium Development Goals. In a referendum in 2003, the Rwandan population elected a new constitution that stipulated that "every person has the right to education" and "primary education is compulsory (…) in public schools" (Republic of Rwanda, 2003). A combination of local and national policies with international frameworks helped reform the Rwandan education system. Currently, Rwanda is among one of the few African countries with compulsory free primary education in public schools, with enrolment rate of 98.0% for girls and 95.0% for boys—the highest in the continent (Ministry of Education, 2012).

While Rwanda's education system has improved significantly over the past two decades, the biggest challenge recently has been the switch in the language of instruction. In 2009, the Government of Rwanda adopted English as the tuition language in public schools (Kagwesage, 2013). Prior to this, the language of tuition was Kinyarwanda in primary schools and French and English in secondary schools (however, English language tuition was limited). This language change has further lowered the teachers' capacity and continues to pose a challenge for the quality of education (Kagwesage, 2013).

Another significant challenge is the high ratio of students to teachers—in 2011 the teacher-student ratio was 1:58, while the sub-Saharan Africa average is 1:43 (Ministry of Education, 2012 & UNESCO Institute of Statistics, 2012). This has had a negative effect on the quality of education students receive as teachers are unable to follow the progress of each individual student.

Structure of the Educational System

Formal education in Rwanda is structured in a 6-3-3 system, meaning that there are six years of primary school, three years of lower secondary school and three years of higher secondary school. In 2009, the Government of Rwanda introduced the Nine-Year Basic Education (9YBE) program, which provides free compulsory education to all Rwandan children, aged between seven and fifteen (Paxton & Mutesi, 2013). The 9YBE covers six years of primary and three years of lower secondary education. Although this system has been generally implemented across the country, there are schools that still offer the old system whereby primary school and secondary school education are offered at separate institutions. Institutions that offer the 9YBE program are often referred to as "Groupe Scolaire" whereas those that offer only six year of primary education are called "Primary school". The

schools in which the Y3E was conducted were all 9YBE institutions. In the 9YBE program, the language of instruction for the first three years of primary education is Kinyarwanda and English for the following years.

To graduate from primary school and move tolower secondary school, students must take and pass a national exam. Similarly, to move from lower to higher secondary school, students must take the National Secondary Education Ordinary Level test. If a student fails this test, s/he may retake the final year of lower secondary school or pursue higher secondary school education at a private institution where tuition is usually higher. Upon entering higher secondary school, students select which subject they will pursue for the remainder of their secondary school education; options include science, humanities, languages, teacher training and technical and vocational education training (Ministry of Education, 2012: 5).

In 2010, the Government of Rwanda introduced the Twelve-Year Basic Education program (12YBE) that is meant to be an extension of 9YBE and helps facilitate students' access to tertiary education (Paxton, 2012). Once students have completed the 9YBE, they are entitled to three more years of higher secondary education. Unlike 9YBE, the 12YBE program is not compulsory. The 12YBE program also includes an option to choose the Technical Vocational Education Training (TVET) (at either Year 6 of Primary or Year 3 of secondary) in which students learn different trades like carpentry, construction and automobile repair.

On completion of all secondary school studies, students take the National Secondary Education Advanced Level exam to graduate and receive the diploma needed to attend university.

School Tuition

Although the 9YBE program eliminated school tuition, parents are often expected to give voluntary monetary contribution—which can range from the equivalent of 40 cents to USD $6, depending on where the school is located. Given that public school teachers' salaries are very low in Rwanda, this contribution is used to supplement pay for teachers (Paxton & Mutesi, 2012). The payment of the monetary contribution is supposed to be voluntary but in practice it is common that teachers dismiss students from school that have not paid this fee. Other financial challenges that students in primary and secondary school face are in relation to buying school materials such as notebooks, pens, school uniforms as well as paying registration fees for national examinations. Other costs vary depending on schools—for example, some may require students to pay for the teachers' grade registry while others do not.

Gender in the Rwandan Education System

The Government of Rwanda has put considerable emphasis on girls' education and is now on track to meet the MDGs on gender equality in primary, secondary education and literacy in general. As of 2012, the primary school enrolment rate in Rwanda was 91.7%, in line with the MDG2 of universal primary school enrolment by 2015. With a male to female student ratio of 1.02 as of 2012 (Nichol, 2013), Rwanda is also not far from the MDG3 of the elimination of gender disparities in primary and secondary schools by 2015.

In 2008, the Ministry of Education introduced the Girls' Education Policy and subsequently launched the Girls' Education Strategic Plan that is implemented at the district, school and institutional levels (Ministry of Education, 2012). The strategic plan includes training for teachers on gender issues, capacity-building for female teachers and managers and "encouraging boys to take courses

traditionally regarded as feminine" (Ministry of Education, 2012:13). This policy is often referred to as "Gender Balance" as it tries to create a safer environment for female students by having more female representation in school administration and leadership positions (Nock & Dusenge, 2013). Another important component of the strategic plan is the implementation of an affirmative action policy in favour for girls with the aim of increasing the retention and completion rates of girls in secondary schools. This policy, which the Ministry of Education describes as "positive discrimination," has been put in place to encourage girls to study science and technology and move the gender ratio close to 50:50 for the enrolment of girls and boys into institutions where girls are underrepresented (Ministry of Education, 2008:4). To achieve this, one of the actions instituted is "the use of lower cut-off point for [girls'] entry into higher education" (Ministry of Education, 2008: 15). In particular, this policy has been applied to National Exams where girls can pass at lower points than their male counterparts. The Girls' Education Policy also seeks to encourage pregnant girls to return to school after giving birth by providing them with remedial courses and enrolling them at "catch-up centers."

Though the government has introduced many policies and legislations aimed at protecting and promoting girls, there remain significant challenges to girls' participation in education. To this day, many girls are still dismissed from schools by administrators when they get pregnant (VSO, 2013: 8). These girls are often scorned by society which discourages them from returning to school. The increased financial burden from birth also inhibits the return of teenage mothers to school. Other barriers to access to education that Rwandan girls face are in relation to hygiene problems; some schools do not offer separate hygiene facilities to boys and girls and this makes many girls feel unsafe to go to school. Additionally, many adolescent girls stop going to school during menstruation due to lack of access to sanitary pads (Gahima, 2012: 86). These challenges and other factors contribute to the performance gap between boys and girls in primary and secondary schools in Rwanda; in 2012 the junior secondary school transition rate—the ratio of the number of new students entering senior secondary school this year to the number of students in the final year of junior secondary school the previous year—was 94% for girls and 97.8% for boys (Ministry of Education, 2012: 26).

3) Study Design and Limitations

a. Objectives

The objective of the Plan PPA2 Year 3 Evaluation (Y3E) is to assess the PPA2 project progress during the first phase of the programme, in order to inform programmatic strategies and approaches for the extension phase.

The expected programme outcomes include:
   (i) Girls are empowered with skills to address concerns that hinder girls' social and academic development;
   (ii) A conducive environment for girls' retention and participation in decision-making at schools and community/sector/district level is established;
   (iii) Financial barriers to accessing education for adolescent girls are reduced;
   (iv) Policies at local and national level are responsive to the rights of adolescent girls and decision-making processes ensure girls' and boys' participation.

Through the combination of quantitative and qualitative data collection, the Y3E aims to generate overall programme-wide progress against outcomes, compared across gender and to previous baseline/MTE (Midterm Evaluation) results, as well as provide illustrative insights from country specific narratives. This report's key objectives are as follows:
   • To analyze what programmatic strategies have worked well or less well, and what other factors have helped or hindered progress being made towards program outcomes.
   • To assess whether any changes have occurred in the communities in the last 2 or 3 years, and if so, what and why?
   • To identify any other unitended changes, positive and negative, the project has had on the lives of beneficiaries.
   • To identify any lessons learned and make recommendations on ways to increase the effectiveness of the project for the remaining period of the project.

b. Methods and Tools

The Y3E combines quantitative and qualitative methodologies. Quantitative data collection is used to report on log frame indicators while the qualitative data complements this data by (1) providing context and nuance to a certain finding; (2) explaining unexpected results, for instance by providing a rationale for why certain indicator value is off target; (3) and providing new information that was not addressed through quantitative data.

   i. Quantitative methodology

We have collected data to measure logframe indicators and provide additional information on attitudes, behaviors and awareness of Plan and its partners[4]. It is based on two questionnaires[5]: one for adolescents (aged 10-19) and a separate one for significant adults (those responsible for the care/welfare of an adolescent). They include questions related to demographics, schooling experience,

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[4] For the list of Log frame outputs and outcomes, please refer to annex 1
[5] Final questionnaires in English and Kinyarwanda are attached to this report as E-annex 1

attitudes towards schooling, community support, violence and sexual and reproductive health. The average interview duration was about 30min for the adult survey and 1h for the adolescent survey.

The questionnaires were slightly modified to fit with the country context. The questionnaires were fully translated and back-translated by professional translators from English to Kinyarwanda, the national language in Rwanda.

The enumerators did not face any major challenge while collecting data in the field. However, a few parents were upset that some of the younger respondents (10-12 years old) were asked questions related to "sexual reproductive health and rights". Another challenge was the questions related to the activity times because it was very difficult for the respondents to estimate accurately how long they spend on a range of activity.

The surveys were completed by experienced and trained enumerators. Questionnaires were not paper-based but completed using tablets, which significantly improved data quality by reducing the number of mistakes that are enumerator-led and by eliminating the data entry step.

ii.   Qualitative methodology

Data for the qualitative component was collected through 18 Focus Group Discussions (FGDs) and 6 Key Informant Interviews (KIIs). FGDs are conversations between a group of 6 to 8 participants including adolescents, parents and teachers, in which participants are invited to share and compare their opinions. The KII is a one-to-one interview with a community or school leader. FGDs and KIIs followed a very specific script based on several modules that varied depending on the interviewed group[6]. It includes a core module that was applied to all the groups and specific modules on exclusion, participation, gender roles and teacher training. While the KIIs consisted in a list of open-ended questions with follow up questions, the FGDs combined 3 different types of questions:

(1) Blind vote using or not flip chart tables: the participants had to close their eyes and vote for one answer among a list of options. Depending on the sensibility of the topic, the results of the votes were either reported on a flip chart and discussed with the group or kept secret.
(2) Open-ended discussion questions: respondents were invited to give their opinion on a specific question but could also extend the conversation to the topics of their choice.
(3) Activities: participants had to work together to complete a table and agree on a final answer.

Two teams were leading the qualitative exercise. In one team, the FGDs and KIIs were conducted by a moderator in English and were translated directly in Kinyarwanda to the respondents. Their answers were then back-translated in English. Two note-takers took notes in English and in Kinyarwanda. In the other team, the FGDs and the KIIs were conducted directly in Kinyarwanda and the moderator and a note-taker took notes in Kinyarwanda.

On average, the FGDs lasted for 2 hours and the KIIs lasted for 1h15. For the FGDs, we usually preferred to have only 6 participants because the pilot with 8 participants demonstrated that it was difficult to have all participants engaged in the discussion.

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[6] For more details refer to the "Rwanda FGD Participation and Modules Summary" in Annex 2

While carrying out the FGDs, we encountered two major challenges:

(1) Not all participants were exposed to the activity they were interviewed about. For example, we had groups where only a few teachers had received the teacher training provided by Plan or its partners. Also, none of the adolescent participants had received any financial support - like scholarships or school fee payments – or were aware of benefiting from any VSLA project from Plan, which made it very difficult to conduct the "exclusion" module that was based on the premise that the FGD participants receive direct financial support..

(2) There was no module adapted for out-of-school adolescents. Therefore, we skipped all the questions that were not relevant to them and came up with additional follow up questions.

c. Sampling

The two communities, Musagara and Ryabihura, selected for the evaluation were chosen by Plan Rwanda based on criteria developed internally by Plan International. At the time of the Y3E, Plan Rwanda was instructed to select 2 communities among the 4 that has been selected for the baseline, one in each district. Plan Rwanda selected the 2 communities that were closest to Plan PPA2 schools. The participants for the quantitative and qualitative components were selected according to different sampling strategies detailed below.

i. Quantitative component

The sampling methodology aimed to replicate what had been done at baseline and midline. For the baseline, the sample frame was created using a Social Mapping exercise. This map is drawn with the help of the community inhabitants and provides an approximate number and location of all the households within the community, details any significant differences between the poorer and wealthier parts of the community, or other important socio-economic characteristics such as religion, etc. also marked on the map. The goal of using social mapping is to ensure that we cover a representative area of the community and do not exclude significant groups. While the Musagara map was available from the Baseline, our team created the social map for Ryabihura[7] with community participants.

The sample size for the quantitative component was 200 individuals: 100 households in each community, including 2 respondents - 1 adult and 1 adolescent - per household. The respondents were selected randomly within the community using a random-walk method and according to the following steps:

- The field coordinators selected a few starting points in several locations of the community, based on the social map.
- The enumerators went in different directions from each starting point and visited every second household as they walked through their direction. If one household was not available for surveying or was not eligible (because it did not contain any young people aged 10-19 years old), they moved on to the next household, then continued visiting every second household as before.
- Once a household has been selected, the enumerator randomly selected one male or female significant adult and one adolescent to be interviewed.

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[7] Ryabiura and Musagara social maps can be found in attachment of this report as E-annex 2

- The field coordinators kept a tally of the interviewees, to ensure that the total sample included an equal numbers of male and female significant adults and adolescents. They also checked that all the ages within the 10-19 age ranges were represented.

ii. Qualitative component

Specific guidelines were applied in the selection of FGDs participants. In each community, 9 focus group discussions (FGDs) were conducted with:

- Adolescent girls 10-19, in school and in school governance committee
- Adolescent girls 10-19, in school and not in school governance committee
- Adolescent girls 10-19, out-of-school
- Adolescent boys 10-19, in school and in school governance committee
- Adolescent boys 10-19, in school and not in school governance committee
- Adolescent boys 10-19, out-of-school
- Female parents
- Male parents
- Teachers (with a mix of males and females)

Plan Rwanda field officers selected the FGD participants. Out-of-school adolescents and parents were selected within the community. In-school adolescents and teachers were selected at the school level. In Musagara, the FGDs were held in the PPA2 schools Groupe Scolaire de Mayange and Ensemble Scolaire Kanzenze, which are the two closest to the community. In Ryabihura, the FGDs were held in the only PPA2-school, Groupe Scolaire de Rubona. Furthermore, we conducted 3 key informant interviews (KIIs) in each community. Plan Rwanda field officers selected the KIIs participants as well. In each community, we chose 2 community leaders (one female and one male) and one school master.

d. Analysis Methodology

i. Quantitative component

The data collected via the electronic tablets was cleaned and sent to the Plan International quantitative consultant. The consultant processed the data through SPSS and provided us with descriptive tables of the results for each question of the survey. The data is organized in two files, one for the adolescent survey and one for the adult survey, and the results are split by gender. Due to small sample sizes – 100 observations for each of the adolescent and adult dataset – we cannot test for the statistical significance of the differences observed by sex. The comparisons are made with this caveat and the quantitative consultant will test the results further using the global dataset.

The results from the baseline and midterm evaluation (MTE) data collection were also provided. Although the data from the baseline and MTE will be presented in this report, the results will not be interpreted as the data from baseline, MTE and Y3E are not comparable. The main issue is that both the communities selected and the individuals sampled within each community were different at each stage of data collection. To be valid, the analysis of this type of cross-sectional design cannot be based on summary statistic tables and requires specific statistical methods. To interpret summary statistics

tables of these data would lead to false conclusions. For a more detailed explanation of why these data are not comparable across time, please refer to Annex 3.

As a result, this report only considers the Y3E data and does not intend to demonstrate change overtime. Where applicable, we will interpret the qualitative data to indicate change.

The bulk of the quantitative and qualitative analysis is framed around the PPA2 Theory of Change. Hence, the data analysis is organized under 5 core themes that reflect the expected outcomes of the PPA2 project:

- Access to education
- Economic Barriers
- Violence in Schools
- Accountability and Participation
- Sexual & Reproductive Health & Rights (SRHR) Knowledge
- Gender

ii. Qualitative component

All the conversations from the FGDs and the KIIs were translated in English and transcribed to reflect their exact content in an objective way[9]. The transcripts were subsequently processed using the "qualitative databases" provided by Plan International[10]. These databases are organized according to the different modules that were used to lead the discussions. In these databases, we entered all the results from the FGDs and KIIs' votes and open-ended discussions. The main results were illustrated with key quotes from the interviews and each section contains summaries of the findings.

In this report, we combine qualitative and quantitative results as follows: for each section, we a) report on key Y3E log frame indicators using quantitative data; b) provide qualitative data to support those quantitative findings and highlight qualitative data that provides context and nuance to the quantitative data.

e. Limitations of the study

Both quantitative and qualitative components were implemented according to the original research design and we did not encounter any major challenge with data collection. However, there are limitations concerning the data analysis, which are detailed below.

i. Quantitative component

We succeeded in surveying a representative area of the community and the sampling frame was respected. The main limitations of the analysis are as follows:

- The small sample size, which prevents us from testing the statistical significance of our results found at the community level or across genders. This will be addressed by analysis using the global data that will benefit from more statistical power. This will be conducted by the quantitative consultant from Plan International.

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[9] The transcripts can be found in the report attachment as E-annex 3
[10] The database can be found in the report attachment as E-annex 4

- The small sample size also jeopardizes the internal and external validity of the results: first, the individuals selected for the survey may not be representative of the entire community population. Second, we cannot extrapolate the results found in two communities to the other communities in which PPA2 was implemented.

- There was a mismatch between the school chosen for PPA2 implementation and the communities selected for the evaluation. Because it seems that the majority of adolescents in these communities go to other schools, the communities did not have a high level of exposure to the project. This has two implications for the analysis: (i) **if it turns out that we only surveyed a small number of adolescent who go to PPA2-supported schools, we may not be able to link any results from the data to the effects of the project**; (ii) we may underestimate the impact of the PPA2 activities compared to other communities that are hosting a PPA2-school in their center.

ii. Qualitative component

- Participants were selected by Plan Rwanda and we did not have much control in terms of how they were chosen. It is therefore not possible to confirm whether they are representative of their sub-group.
- FGDs and KIIs sessions were introduced by Plan Rwanda's field officers[11], which may have introduced some bias. Indeed, the participants may have told us what they think Plan or the focus group moderators wanted to hear instead of expressing their personal opinion, regardless of the way they behave in reality.
- All the FGDs and KIIs moderators were women, which may have restrained some participants from expressing their true thoughts regarding topics such as girls' education.
- Some of the modules did not apply to the participants. For instance, none of the participants had received financial aid from Plan, so the exclusion module was not relevant to them.
- There was a low level of Plan awareness in the community due to the mismatch between the evaluation communities and the intervention schools.

There was not a straight forward way of overcoming these limitations but it is important to be cognizant of these limitations when interpreting the subsequent results.

iii. Inability to isolate the impact of the PPA2 project

Another key limitation, affecting both components and related to measuring change is the fact that other organizations as well as the Government are operating in the same communities that were chosen for the Y3E evaluation[12]. The programs of the Government and many of these organizations also focus on gender and have implemented similar activities to the ones provided by Plan, including advocacy, training and providing school material and financial help. Therefore, it is difficult to isolate PPA2's impact from these other organizations' impact.

Furthermore, Plan itself has been implementing other non-PPA2 projects in the very same districts (Gatsibo and Bugeresa) and whose objectives concur with PPA2's outcomes of interest. One example

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[11] Plan Rwanda field officers selected the participants and introduced Laterite team to the group/interviewee. They were not given a specific script and therefore they provided their own explanations of what the goal of the discussion was. After the introduction, they would leave the room and did not participate in the discussion.

[12] For a list of governmental and other organizations' activities promoting girls education in Bugesera and Gatisbo districts, please refer to Annex 4.

is the "Protection and Promotion of Children's Rights in rural areas of Rwanda" project. It targets 3,500 children/youth between 13-25 years, focusing on eliminating child rights violation, enhancing community/child participation and reducing vulnerability through Civil Society Organizations (CSOs) and communities capacity development, social mobilization and advocacy. Another example is the "Young Future in Rwanda, Education for All including Girls" project. It targets youth between 13-19 years in secondary school as well as parents and teachers for the 48 supported schools, with a specific focus on girls at the verge on dropping out from school. The objectives were to (1) improve access to upper secondary education for boys and girls, (2) improve performance and completion of secondary education for boys and girls and (3) increase the opportunities for youth to organize themselves, express themselves and learn about their rights. In this latter case, two of the project partners, PAJER and FAWE, are also the same partners for PPA2. While the interventions are different, the central focus on children rights, gender and youth empowerment is common. As a result, it is difficult to isolate PPA2's impact from the impact of these other Plan projects.

Finally, to be able to attribute any change observed to a specific project, it is important to have a control group that does not receive any intervention in order to compare it with the target group that receives the intervention. The control and treatment groups must be identical before the intervention, so that the control group will mimic what would have happened to the target group if it had not received the intervention. If you only compare the treatment group before and after the intervention, you cannot prove that the changes observed are due to the project and not due to change over time, government policy, favorable macro-economic situation or natural disaster etc.

In this context, we are unable to attribute the observed changes in the population uniquely to the PPA2 project. The changes we observe could be due to PPA2 but also to other Plan interventions, other Government and NGO programs, or due to time or any other external factors. What we can do with the data available is: (1) describe the Y3E values of outcomes of interest in Musagara and Ryabihura; and (2) mention specific instances where PPA2 interventions were proved to be useful according to the qualitative data and suggest that these interventions may have contributed to the observed change.

    iv.   Programme assessment

By research design, the scope of data collection only covered project beneficiaries. The questionnaires targeted parents and adolescents, while the qualitative tool included adolescents, parents, teachers and community leaders. We collected beneficiaries' views on the project and its activities, which provides valuable insights concerning the project results. However, the research design did not include data collection at the implementer level (Plan Rwanda and its partners) which prevents us from assessing in detail the project implementation and any challenges that may have been faced by the organizations. Hence, the report focuses more on the changes observed within the beneficiaries rather than on the project delivery. For the same reason, the recommendations are based on the participants' views on which issues remain to be addressed, rather than on considerations related to the project implementation itself, in terms, for example, of effectiveness or efficiency.

4) Findings

4.0.0 Relevance of PPA2 activities towards the outcomes of interest

Before we present the findings, it is important to understand how the PPA2 activities[13] relate to the outcomes that are assessed. We show this relation in the following table:

Table 1: Relationships between PPA2 activities, the target population and the outcomes of interest

	Adolescents	**Parents**	**Teachers**
Access to education	Tuseme Clubs for girls RWAMREC training for boys Remedial classes for girls	PTC Trainings Codes of conduct in R VSLAs in Ryabihura	PTC Trainings IEE Teachers training Codes of conduct in R Peer communication in R
Economic Barriers	VSLAs in Ryabihura	VSLAs in Ryabihura	N/A
Violence in schools	RWAMREC training for boys Codes of conduct in R	PTC Trainings Codes of conduct in R	PTC Trainings IEE Teachers training Codes of conduct in R Peer communication in R
Accountability and participation	PTC Trainings Tuseme Clubs for girls	PTC Trainings	PTC Trainings
SRHR Knowledge	Remedial classes for girls at risk of dropping out from school	N/A	N/A
Gender	Tuseme Clubs for girls RWAMREC training for boys Remedial classes for girls	PTC Trainings Codes of conduct in R	PTC Trainings IEE Teachers training Codes of conduct in R Peer communication in R

R=Ryabihura

Based on this table, we are making 4 observations concerning the evaluation of the PPA2 project:

i.   The only intervention that targets economic barriers to education in terms of providing financial support is the VSLAs. The aim of the VSLAs is to improve financial stability within households which in turn, it is hoped, will increase girls' retention in schools. It only targets the parents of in-school adolescents and it excludes out-of-school adolescents'parents. VSLAs were only implemented recently and represent a long-term goal as it takes time to build household financial stability. Furthermore, it was not yet implemented at a large scale: only respondents living in Ryabihura are likely to have received the intervention. **Therefore, considering economic barriers to education, we cannot expect to attribute to PPA2 any change in terms of financial means[14] at the community level.**

ii. The only PPA2 activity that is related to SRHR is the remedial classes provided during the end of year holidays to a small number of girls on the verge to drop out from school. Part of the

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[13] For detailed information on each activity, please refer to the background section of this report.

[14] The impact of VSLAs in particular lies outside the scope of the Y3 Evaluation. A questionnaire with VSLAs members was only piloted and VSLAs evaluation will be conducted later.

curriculum includes SHRH related topics. Therefore, **we cannot expect to attribute any change in SRHR knowledge to the PPA2 project.**

iii.   While adolescents and teachers received several types of trainings, the interventions targeting parents were limited: the VSLAs were only implemented in Ryabihura, the PTCs training targeted about 30 parents per school and the codes of conduct involved a few parents and were only implemented in Ryabihura. Therefore, **it will be difficult to attribute direclty to the PPA2 project any change observed in the parents' group.**

iv.   Finally, only a limited number of participants were invited to the trainings, clubs and committees. This was not a large-scale intervention at the school or community level, which limits the number of people affected by the project. Hence the difficulty to make an impact assessment at the community level.

4.0.1 PPA2's level of community outreach

Another important point to consider is the intensity of the relation between PPA2 activities and the beneficiaries that were surveyed for the purpose of the assessment. The students and teachers involved in the FGDs were selected from a Plan-supported school. We can therefore expect that most of them have had a high level of interaction with PPA2 activities. But the rest of the FGDs participants (out-of-school adolescents and parents), KI interviewees and all the survey respondents were selected within the community. The PPA2 project being mostly conducted at the school level, it is difficult to ascertain how much the participants selected among the community had interacted with it. Results from the Y3E quantitative survey can help answering this question.

In total, 60% of the adolescents were able to recognize Plan or any of its partners' logo and had at least heard of one of them. However, 80% of the adolescents had heard of Plan in Ryabihura compared to only 40% of the adolescents in Musagara. Plan Rwanda confirmed that people are more familiar with Plan in Ryabiura probably because Plan has been working there for a longer period of time and more extensively. While PPA2 started at the same time in both communities, Plan arrived in Gatsibo in 2007 and in Bugesera in 2010. Also, Plan has implemented other non-PPA2 activities in Ryabihura –that were not implemented in Musagara- such as the sponsorship programme or a youth empowerment programme, which contributed to increase Plan popularity in Ryabihura.

As illustrated in Chart 1 below, only 30% of the adolescents who have recognized Plan and its partners (and only 18% of all the adolescents) reported that Plan has activities in their school. But none of them was involved in any activity at school. Yet 12% of the girls report participating in Girls Rights/Advocacy group and 11% of adolescents report participating in drama/ theatre clubs. Given that these two activities are delivered by PPA2 at the school level, it implies that either the adolescents do not know it was delivered by Plan, or that the activity was delivered by another organization. It seems that adolescents are aware of Plan and its partners primarily through community events, which is possible as both PPA2 and non-PPA2 Plan activities were implemented at the community level. In Ryabihura, other Plan projects such as the Youth Microfinance Project (YMP) or Pages were led at the community level. In Musagara, PPA2 implemented a "back to school" campaign in the Mayange sector, near Musagara. In both Musagara and Ryabihura, RWAMREC trainings are hold at the school, but members of the community are invited to attend.

Chart 1: Share of participation of adolescents in Plan and its partners' activities

Multiple answers were possible. Total=155%
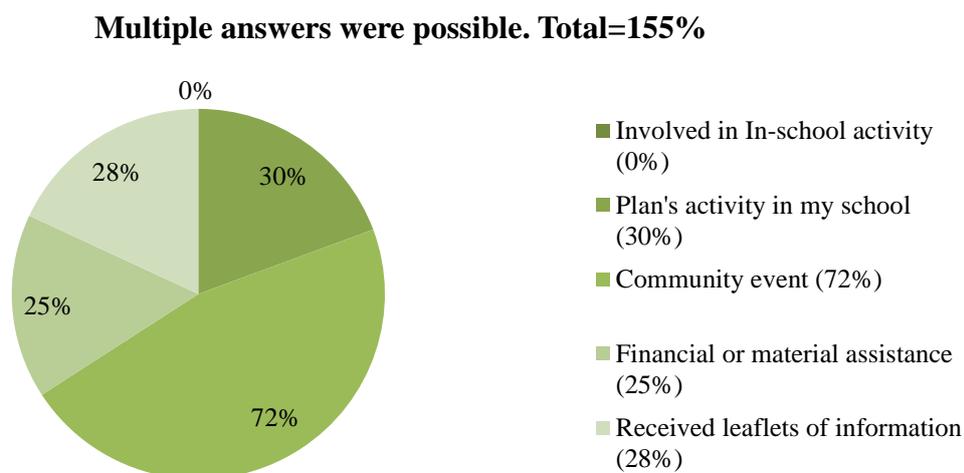
Among the parents, 63% of them were aware of Plan or any of its partners, which is similar to the adolescents rate. But the disparity between Ryabihura and Musagara is even more pronounced. 94% of the parents living in Ryabihura knew or had heard of Plan and its partners, compared to only 33% for the ones living in Musagara. Chart 2 below shows that parents know Plan mainly through the community activities, financial support provided by Plan and the activities offered to their children at the school. Contrary to what adolescents have reported, 16% of parents who know Plan report that their children are involved in some Plan activity at school.

Chart 2: Share of participation of the parents in Plan and its partners' activities

Multiple answers were possible: Total=138%
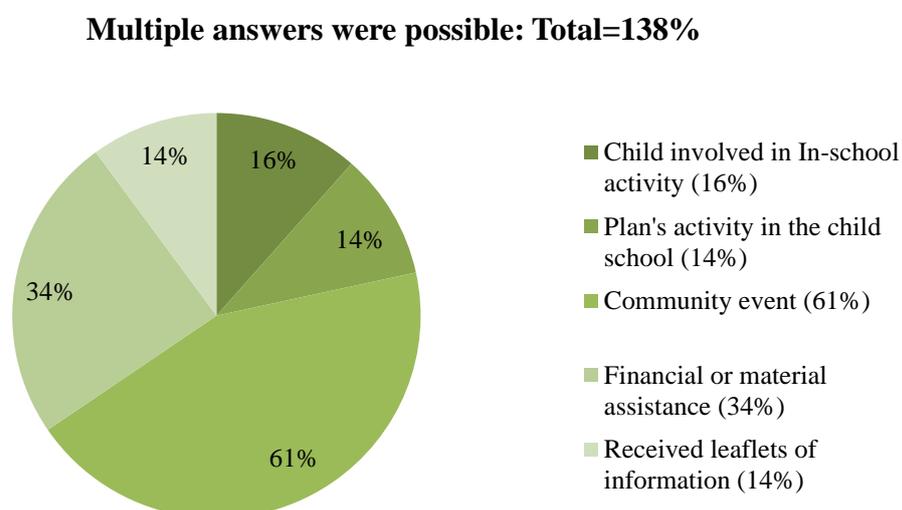
The adolescents who reported that their school has Plan activities go to the following schools: Gishya, Mbogo, Rubona and GS Maranyundo. Using the household ID, we verified that the adolescents whose parents indicated that there were Plan activities in their children's school or that their children were involved in Plan activities in school attend Gishya, Mbogo and Rubona schools. This validates the previous statement. However, the only PPA2 Plan-supported school from the above list was Rubona in Ryabihura. Gishya and Mbogo are primary schools in the surroundings of Ryabihura area, where

Plan has implemented a project called Pages and that is related to youth empowerment activities. Respondents whose children attend these schools know Plan from the Pages project.

Plan benefits from a relatively high level of awareness among the population, although it is much more popular in Ryabihura than in Musagara. But data shows that many respondents from the community knew Plan not necessarily from PPA2 but also from other projects. In the end, only 11% of the adolescents (half girls and half boys) surveyed were from Plan-supported schools[15], from E.S Mayange in Musagara and G.S Rubona in Ryabihura[16]. **Due to the low number of surveyed adolescents who attend Plan-supported schools, we are not able to use the Y3E quantitative data to assess the impact of PPA2 activities at a community level.** First of all, we are evaluating Plan impact as a whole, and not only PPA2 impact, as we cannot distinguish the effects induced from several projects that are related and implemented in the same location. In addition, there is a risk to underestimate the impact of PPA2 project on the population, as in reality only very few respondents have interacted with the project. The Y3E quantitative data provide us with a snapshot of respondents' attitudes and behaviors and can serve as a baseline to inform programmatic strategies and approaches for the extension phase.

We can still use the qualitative data because all the in-school adolescents and teachers were selected from Plan intervention schools; only parents[17] and out-of-school children were selected from the community. Some parents might have interacted with PPA2 if their children attended PPA2-supported schools but this was not a criteria of selection.

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[15] The adults questionnaire did not ask for the name of the school attended by the parents' children so we cannot verify the information provided by the children.

[16] Plan Rwanda confirmed that there was no problem in delivering PPA2 in Musagara and Ryabihura. Maybe there were some delays but nothing significant that could have limited the impact of the project. If there is a low awareness of PPA2 in the two communities, it is because the activities are led at the school level, outside of the communities.

[17] As instructed per Rwanda UK guidelines, adults were selected among the community, the only criteria being that they are parent. Therefore parents in the FGDs did not necessarily have children attending Plan PPA2-supported school and we do not know how many of them did.

4.1 Summary

a. Summary of Outcome Indicators

The table below provides key outcomes indicator values at the Baseline, MTE and Y3E phases. **Please note that the indicators are not comparable across Baseline, MTE and Y3E** because the data was collected in different communities and from individuals with different background characteristics[18].

Table 2: Relevant specific outcome indicator values at Baseline, MTE and Y3E

		Baseline*	MTE*	Y3E*
		Ryabihura Nyamwiza Musagara Rebero	Nyamwiza Musagara	Ryabihura Musagara
Access to education				
1	% of adolescent girls currently in school in operational areas	86%	91%	56%
2	% of adolescent girls who feel their parents and other community adults support them in education	56%	72%	66%
Economic barriers				
3	% of parents citing financial barriers as a reason for adolescent girls not attending school	68%	50%	72.5%
Violence in school				
4	% of Adolescent girls who agree or strongly agree that they feel safe at school (of those currently in school)	96%	100%	100%
5	% of community members who agree that physical violence against girls is acceptable (proxy indicator for attitudes)	3%	22%	17%
Accountability and Participation				
6	% of girls who state they believe that their concerns are acted upon by school management	44%	98%	84%
7	% of girls who feel that their participation in decision-making is valued by community members, local authorities and family members	69%	83%	38%

*The indicators are not comparable across Baseline, MTE and Y3E because the data was collected in different communities and from individuals with different background characteristics.

This list of Global Logframe indicators was created at the time of the baseline in order to measure the programme outcomes to be assessed at each phase of data collection. These indicators were related to specific questions included in the baseline questionnaire. However, the MTE and the Y3E questionnaires are not identical to the baseline one as some questions were modified and other were removed from the baseline questionnaire. **As a result, <u>in the Y3E data</u> the title given to each indicator does not always seem to reflect anymore the question that was used to compile the indicator**.

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[18] For further explanations about why indicators are not comparable across Baseline, MTE and Y3E, please refer to Annex 3. Tables for educational characteristics of respondents at each wave of data collection are also presented in Annex 4.

In Y3E data, indicator 2 must be carefully interpreted. The result suggests that there is a high number of girls, 44%, who do not feel supported in their education by their parents and other community adults. However, if we compare the results across gender, we find that actually girls feel more supported than boys. Only 16% of the girls never felt encouraged to take school seriously compared to 44% for the boys. It emerges from this result that boys feel even less supported than girls and this indicator does not reflect a girl-specific issue. We lack information to interpret the difference observed between boys and girls.

In Y3E data, indicator 5 is not a proxy for attitudes but corresponds to the following question: "Do you agree that it is okay if a boy hits a girl if she insults him?", which describes a very specific situation and does not necessarily mean that people believe that in general violence against girls is acceptable. Also, we found that respondents who agreed with this statement are 7 years older than the average sampled population, which suggests that the indicator reflects perceptions that exist among older people but not necessarily among the average community.

Finally, in Y3E data the title of indicator 7 is misleading as the exact question on which it was based is: "Percentage of adolescent girls that are members of clubs that feel they are involved in decision-making". The fact that girls are not involved in clubs means that they do not have an active role in decision-making but we cannot conclude that it also means that their participation in decision-making is not valued by community members, local authorities and family members.

Due to these limitations in some of the indicators, we will not interpret the results according to the logframe and each question will be interpreted independently.

b. Background characteristics

i. Adolescents

The sample comprises of 102 respondents: 52 in Musagara and 50 in Ryabihura, of which 49 are female and 53 are male. Except for only one exception, all the adolescents are single. The majority of them, about 90%, are either Roman Catholic or Protestant.

The average age of the two groups is very similar with 14.2 years for the boys and 14 for the girls. However, the distribution is slightly different as shown in Table 3 below. Girls between 10 and 13 years old are more represented whereas boys between 14 and 19 years old are more represented. **This slight difference in age distribution could impact the results we find, for example, in terms of school enrolment or knowledge about certain topics.**

Table 3: Age range of boys and girls within the sample

Age Range	Boys	Girls
10-13	39.6%	46.9%
14-19	60.4%	53.1%

While 65% of all the respondents live with their parents, we observe a slight difference between the boys and girls: 28% of boys live with their mother whereas only 16% of girls live with their mother; furthermore, 12% of girls live with a related guardian compared to only 2% for boys. **This difference can affect our interpretation of subsequent results,** as we would expect that adolescents living with

both parents are better off than the ones living with one parent or a guardian. This in turn can affect indicators related to access to education, violence, economic barriers etc.

ii. Parents

The sample comprises of 102 respondents: 52 in Musagara and 50 in Ryabihura, of which 57 are female and 45 are male. The majority of them, about 85%, are either Roman Catholic or Protestant. Male and female have a similar average age with 47 years for male and 46 years for women.

We find an important difference concerning parents' marital status. 93% of the male are married compared to only 56% of the female. Indeed, 32% of the total sampled females are widowed and 11% are divorced. **This difference in the marital status is important to take into account while analyzing questions related to the head of the household and decision-making.**

All interviewed males reported to be head of the household compared to 53% of the women. Among women, women who are either widowed, divorced or single report to be the head of the household for 92% of them, while among married women, only 22% of them claim to be the head of the household. In summary, **household heads tend to be male where both males and females are present but a large majority of unmarried women also report to be the household head.**

In terms of levels of education, 87% of the male heads of the household went to school compared to 74% of the female heads of the household. Only 12% of the female household head that attended school completed primary compared to 33% of male household heads. Finally, only 6% of all household heads attended secondary school (4 observations) or university (1 observation). **Within our sample, the majority of the household heads never studied beyond primary school**.

4.2 Access to Education

Table 4: Access to Education outcome indicator values at Baseline, MTE and Y3E for Access to Education

	Baseline *	MTE *	Y3E *
	Ryabihura Nyamwiza Musagara Rebero	Nyamwiza Musagara	Ryabihura Musagara
Access to education			
% of adolescent girls currently in school in operational areas	86%	91%	56%
% of adolescent girls who feel their parents and other community adults support them in education	56%	72%	66%

* The indicators are not comparable across Baseline, MTE and Y3E because the data was collected in different communities and from individuals with different background characteristics.

At baseline, 86% of the adolescent girls were currently in school, compared to 91% at MTE and 56% at Y3E. At baseline, 56% of the adolescent girls felt that their parents and other community adults supported them in their education, compared to 72% at MTE and 66% at Y3E. However, we cannot interpret the difference in the results because the data was collected in different communities and from individuals with different background characteristics.

The PPA2 activities that are relevant to access to education include:
- Tuseme Clubs for girls
- RWAMREC training for boys
- Remedial classes for girls at risk of dropping out from school
- PTC trainings
- IEE Teachers training
- Codes of conduct in Ryabihura
- Teachers Peer communication in Ryabihura
- VSLAs in Ryabihura

4.2.1   Enrolment Rates

Key Findings:
- ➢ The average enrolment rate is low;
- ➢ Girls have a lower enrolment rate than boys and the gender gap increases as they grow older.

All the interviewed girls indicated that they have enrolled in school at some point, compared to 98% for the boys[19]. However, **the current enrolment rate is low with only 55% of adolescents between the age of 10 to 19 years attending school. This low enrolment rate disproportionally affects girls: 59.6% of the boys are currently attending school compared to 51% for girls - a difference of 8.6%.** Given that there are more boys than girls between 16 and 19 years, this difference is more significant. The following graph presents the probability of boys and girls attending school given their age. Two interesting findings emerge from this graph: (1) enrolment rate is very high for the 10 years old (near 100%) but it decreases proportionately with age; (2) the disparity observed between boys and girls is almost non-existent when they are 10 years old but it increases regularly with age as the rate of drop-out increases. Graph 1 illustrates how school drop-out disproportionally affects girls.

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[19] One boy indicated that he had never enrolled in school due to lack of financial means to pay for school fees

Graph 1: School attendance based on age, across gender
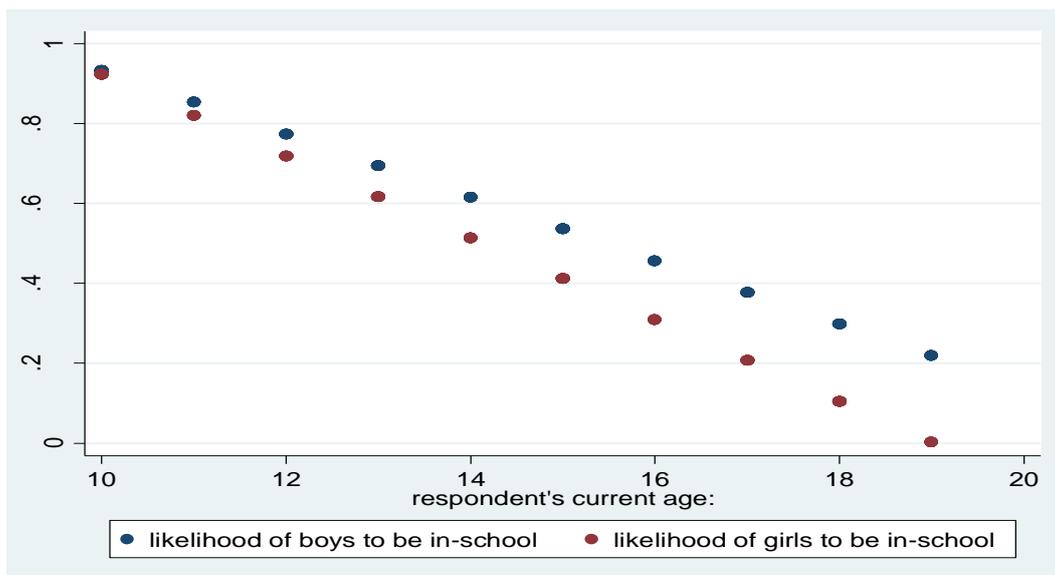
One important point to mention is that interviews were conducted during the week days, in the same time than students attend school. Adolescents who attend school for half-days were easy to find and the enumerators used the lunch period to survey the ones who attend for the whole day. But it is still likely that we slightly overestimated the number of adolescents who are out-of-school, simply because they are at home all day, so they have a greater chance to be found and therefore interviewed by the enumerators. However, this bias would affect girls and boys in the same way and would not change the relative enrolment rate by gender.

Results from Graph 2 show that the adolescents who live with both parents are more likely to go to school than the other adolescents. And the adolescents who live with their mother only are the less likely to attend school. This reflects the fact that single-headed household are usually more economically vulnerable, especially when the head of household is a woman, and therefore face further challenges to send their children to school.

Graph 2: Likelihood of the adolescent to attend school across gender and depending on with who they live
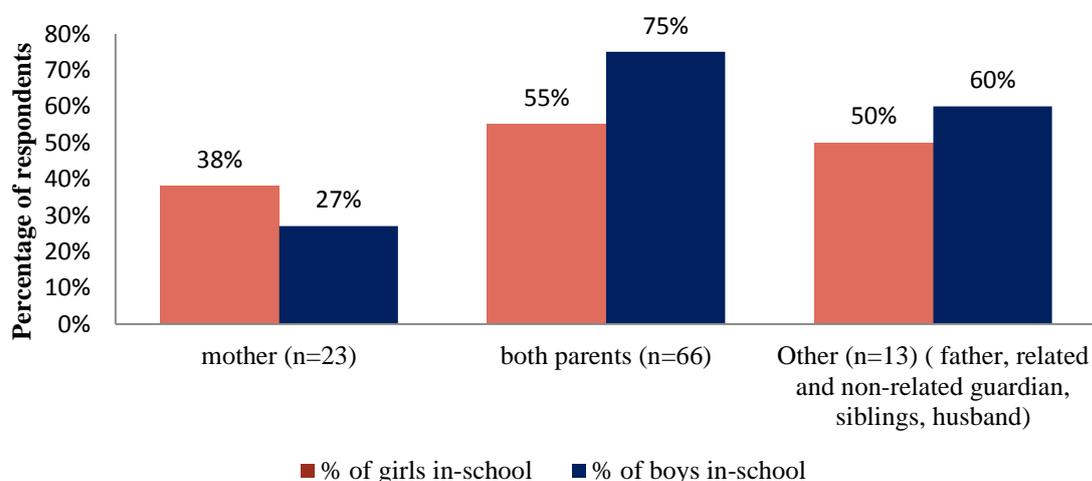
An interesting insight from Graph 2 is that the gender bias in terms of enrolment is more striking when adolescents are living with both parents: boys are 25% more likely than girls to be in school. But when adolescents live with the mother only, girls are 9% more likely than boys to be in school. There is no clear interpretation of this result. We do not find any evidence in the "attitude towards school" section that female adults favor girls' education more than male adults or that single, widowed or divorced women favor girls' education more than married women. One possible explanation for the observed difference is that boys who do not live with their father become the "male" of the house and act as the head of the household. Within this role, they feel compelled to work and bring income to the house whereas girls remain with the same status and keep attending school.

4.2.2. Reasons for dropping-out of school

Key Findings:
- Both parents and adolescents agree that the main reason for drop-out is financial;
- Financial barriers, as well as other girls-specific barriers –including travel distances, household chores, menstruation and sexual harassment– affect girls disproportionally.

The main reasons for not pursuing school are very similar for boys and girls (i) 60% of adolescent respondents indicated that "lack of school fees" was the main barrier followed by "lack of school material" (16% of respondents). **In other words, 76% of adolescent respondents indicated that dropping out of school is directly related to financial barriers**[20]. Through the qualitative interviews, in-school adolescents indicated that financial uncertainty is their main source of stress as they are not sure whether they will be able to complete their studies. Out-of-school adolescents also claimed that the main reason why they are not in school is lack of financial means.

Similarly, over half of all parents (53%) indicated that the main reason for drop-out is due to lack of school fees and 11% indicated it was due to lack of school material[21]. This is reflected in the qualitative interviews, whereby parents stated that poverty was the main source of difference between their wishes and expectations for their children's achievement.

Graph 3: Main reason to drop out of school according to parents and adolescents

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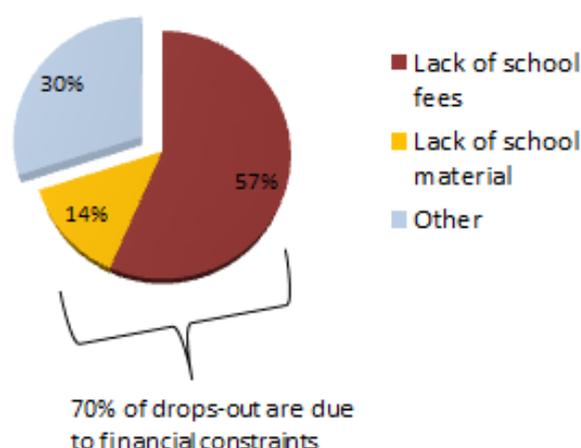
[20] Other reasons for dropping out of school are not representative given the small number of observations; however, boys also mentioned sickness, not being a good student, not being interested in secondary school and not being given the permission from their parent. Girls mentioned sickness, not being a good student, being pregnant and having too many household chores.

[21] Other reasons mentioned by parents include the adolescent not being interested or being a good student (20%), and the adolescent being sick or pregnant (11%).

In theory, the 9YBE (9 years Basic Education) is free and more than two thirds of our sample is between 10 and 15 years old, hence eligible for the free 9 Years Basic Education. However, only 14% of the sample (all based in Musagara) report that "there is no school fee to pay". **In practice, the 9 Year Basic Education is not completely free and involves financial costs that prevent children from going to school**. This finding is supported by qualitative data. FGD participants report that adolescents drop out as early as in primary school due to lack of financial means. Even though there are no official school fees, parents still have to pay for some contribution to the school –mainly teacher's salary– , school materials and uniforms, which is prohibitive for the most deprived families. **This suggests that exploring ways to ensure that schools effectively provide free primary education could be an efficient way to increase enrolment in school.**

Other reasons for dropping out of school were not as prevalent. **Distance to school** (mentioned by only 4 respondents in the survey) was the third reason for dropping out of school but was more emphasized during qualitative data collection. Qualitative interviews indicate that this may appear to be a barrier that affects girls disproportionally. Sometimes girls are not allowed to go too far away from their home or systematically arrive late at school because they have to do household chores in the morning:
"*In the morning parents head to the farm and the girl stay at home because she is responsible of fetching water and taking care of the babies. But they do not ask the boy to do anything. So the boy arrives at school on time but the girl is late*".

Two additional barriers to education specific to girls include menstruation and sexual harassment[22]. A few participants reported during the FGDs that sometimes girls miss a few days of school every month because of their periods or lack of materials (e.g. sanitary pads)[23]. Cases of sexual harassment in and outside of school were not a common finding in the FGDs but we can expect that such cases were under-reported. A few girls and women reported that girls can get "distracted" because of men and that on their way to school they can be the target of "sugar daddies"[24]. Sometimes they get pregnant, which ultimately will lead them to drop out of school. One out-of-school girl complained that some teachers would tell her parents that if she attended school she would get pregnant and was not worth to invest in with education. Another male student mentioned that some male teachers sometimes offer good grades to girls in exchange of sexual favors.

4.2.3 Attitudes towards schooling

Key Finding:
  ➢ While all the participants from the quantitative and qualitative interviews acknowledge that all children must be educated regardless of gender, a gender bias in attitudes towards education still persists in favor of boys.

Graph 4 shows that there is no evidence that adults make a difference between girls or boys when it comes to the importance of education. All of them agree that all children should be educated

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[23] "Girls missing school because of their periods" was mentioned 4 times in the FGDs and KIIs, and "girls being bullied because of their periods" was mentioned 1 time in the FGDs

[24] In Rwanda, Sugar Daddies are older men who propose money or other materials (candy, school materials, new clothes...) to younger girls in exchange for sex. It is a frowned-upon relationship in society and girl would be ashamed if they are discovered to have a sugar daddy (but they might boast about it secretly with their peers because of access to money). It can be a one-time thing or last for a period of time. In worst cases it leads to pregnancy or contraction of STIs because these young girls either don't know what safe sex is or have no power to negotiate it. For these reasons NGOs and Government have campaigned against the practice.

regardless of gender and the majority (more than 89%) agrees that it is very important for both of them to go to secondary school. This finding was confirmed by the FGDs and KIIs. Both parents and adolescents felt that both boys and girls should study, that they are equal and have the same right to education.

Graph 4: Attitude of male and female adults towards the importance of education of boys and girls
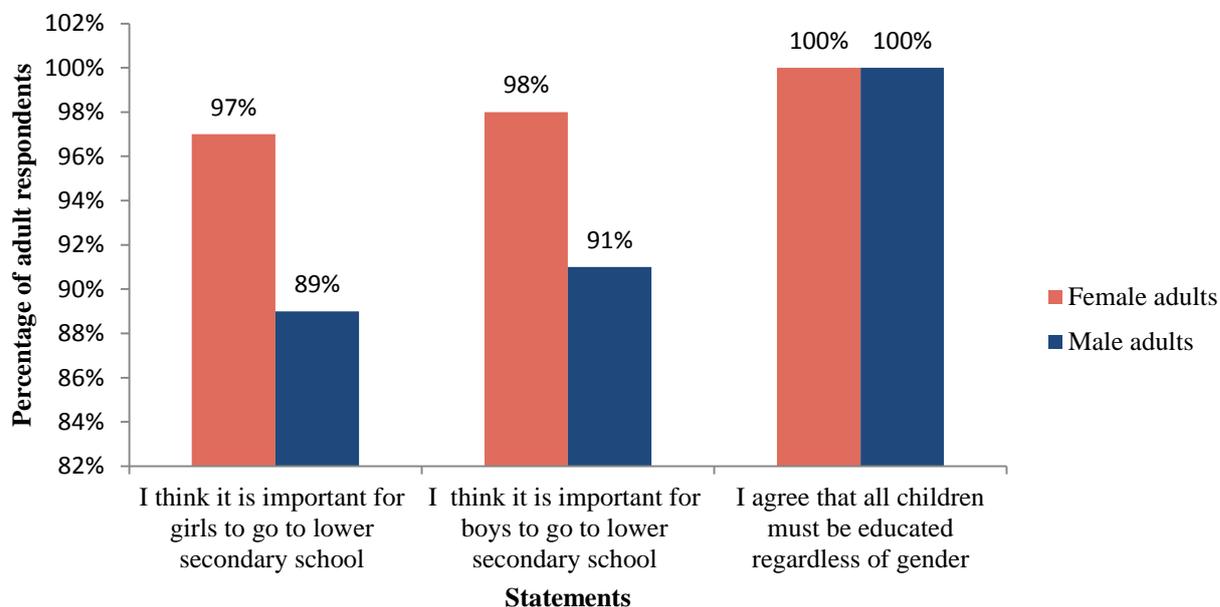
However, Graph 5 provides nuance to this finding. Whereas the previous questions in Graph 4 asked about girls and boys separately (the two first statements) or all together (the third statement), the two statements in Graph 5 directly compare the relative importance of education between boys and girls. And the difference is striking: about half of the population agrees that it is more important for boys than girls to finish secondary school. Although during the FGD and KII discussions, nobody would consider choosing the boy over the girl to go to school in case of financial difficulties, the survey indicates that at least 10% of the respondents believe that the boys should be given preference over girls in case of limited resources.

Results from this graph suggest that a gender bias in the attitude towards education still persists in favor of boys. While the majority of respondents do not support the fact that more resources be allocated to boys, there is still **a large number who think that secondary education is more important for boys than for girls.** Finally, **the gender bias perpetuates across generations,** as responses are similar between adolescents and parents.

Graph 5: Attitude towards boys and girls importance of education across gender and generations
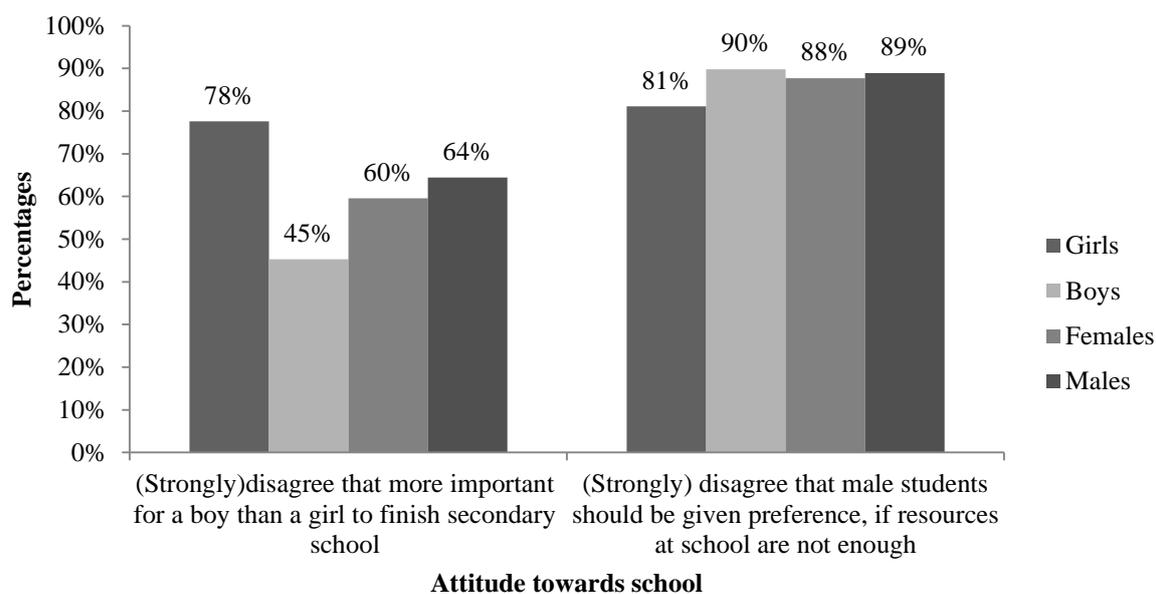
Even though a gender bias in the attitude towards education still exists in favor of boys, respondents have reported that perceptions have changed over time with regards to girls' access to education. The Government seems to be the main factor of this change. All the participants in the FGDs and KIIs mentioned the Government Gender Balance program and how it is promoting girls education:

"*Gender Balance means that every Rwandan has understood that all children have equal rights, female and male adults but also boys and girls. After the trainings there has been a change because parents got to know that all children must be taken to school.*"

One KII interviewee also mentioned Plan and we can assume that, although to a lesser extent, the trainings have contributed in changing perception:

"*Before people used to think that only boys are supposed to go to school but Plan tells us that all children are equal: each child is an important child. In Kinyarwanda we say that "every sharp material can cut something. Every child can become what he wants to be. A boy can be a mayor, but a girl too. I changed my mind about the importance of education for girls. Not only me, but also everyone else who was trained. I think that now more people send girls to school*".

4.2.4 School environment

Key Findings:
  ➢ Schools appear to provide a gender-equal environment conducive to girls education;
  ➢ Three PPA2 activities were mentioned as having positively influenced the school environment: The *Tuseme* clubs, the RWAMREC training and the IEE teacher training.

The qualitative analysis framework is based on the premise that boys and girls access to education and attitude towards schooling is directly affected by school environment. In terms of attitudes, inequalities between boys and girls in school does not seem to be a major issue: most students, including girls, and teachers claim that boys and girls are treated equally, and even that sometimes

girls can be favored (for example, by being given lower threshold to pass National exams). The school environment did not come up during the discussions related to barriers to girls' access to education.

The participants mentioned three main factors that contributed to a gender-equal environment: (i) the governmental campaign, (ii) school clubs and (iii) teacher trainings.

In terms of the government campaign, adolescents reported that girls used to be given less importance and be assigned to household chores but this has been gradually changing due to government policy. Students and parents noted that they are also better adjusting to and appreciating several reforms such as the difficult transitional period adopting the "9-Year Basic Education program" and the transition to English.

The qualitative data indicates that school clubs[26] have been playing an important role. According to the FGDs, adolescents are enthusiastic about these clubs for a variety of reasons: (i) they obtain knowledge about various topics; (ii) they learn to express themselves, communicate their ideas, overcome their fears, be less shy and socialize; (iii) it helps them relax and feel happy; (iv) they develop feelings of solidarity and feel less lonely; and (v) this is the only activity that mixes students from different levels within secondary school. **This suggests that clubs were successful in making a real difference for the adolescents in terms of acquiring knowledge and building self-confidence life skills that they did not have.** One KII interviewee explained that: "*Plan helps girls to overcome their fear with clubs where they meet and speak freely with no fear. Through that way they also get to learn about their rights*".

Finally, **through the qualitative interviews, teachers expressed satisfaction with the training provided to them and felt that it has contributed to improving the school environment[27].** The PTC training, delivered by RWAREC, focuses on mainstreaming gender in education, child participation and violence prevention: "*What we studied was very important because there are things that we did not know were abuse but now we know*"; "*I have applied gender equality, equal rights and right to expression among all students*". The IEE training curriculum includes gender-responsive pedagogy and methodologies in teaching and learning processes: "*We learned a new method of teaching where the teacher is rather a supervisor of the student's work. Learning is no longer teacher-centered but it is student-centered*". Teachers provided examples of new teaching methodologies they had put into practice and claimed the training already had an impact on the students' enrolment rate and achievement:
"*The number of students who enrol has also increased because now the school is the friend of the child and every parent wants to bring their child to school. It has had a positive impact*"; "*Regarding the teaching methodology, it has increased the number of students who pass and decreased the number of students who repeat grades. More girls are studying*".

They also felt that training the parents[28] was also helpful because they would understand teachers' work better and be more cooperative:
"*I attended parents and teachers trainings, they explained to us that making a child miss school to do household chores is abuse and also that both girls and boys can do household chores. So it's helpful*

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[26] For the clubs happening in school, the ones students mentioned are TUSEME, Anti-AIDS, RWAMREC's anti-GBV club, Media club, Environmental club, Creative Performance, Debates etc. Only TUSEME and RWAMREC clubs are PPA2 activities but we are not able to distinguish their impact from the impact of the other clubs.

[27] For the assessment of the IEE-delivered Teachers Training, please refer to Annex 7

[28] Parents were also trained through the PTC's RWAMREC trainings.

because now parents and teachers have the same understanding, we can partner to educate the children".

Conclusions on access to education: The main barrier to school enrolment is financial. Both parents and adolescents claimed (and they probably believe that it should be the case) that financial barriers do not affect boys and girls differently. But there are indications that gender bias perceptions still favor boys' education. Financial constraints are such that parents often need to prioritize one over the other, and often it is the girl. This is supported by the evidence on enrolment rate in the sample data whereby girls' enrolment rate is lower compared to boys –an 8.6% difference. Other factors are at play to explain the gender difference. These factors are specific to girls and are related to material obstacles such as long distance to school, menstruation and sexual harassment in and outside of school.

The fact that all the FGDs and KIIs believe (even if they cannot always apply it) that boys and girls' education has the same importance indicates that there has been a change in perceptions. Also, some PPA2 interventions were successful to promote a gender-equal school environment conducive to girls' education. However, there is still scope to change perceptions and the interventions should be inclusive of all genders and generations since the gender-based bias appears to be engrained in females and males of every age. Addressing girls-specific material obstacles to attend school would also contribute decreasing gender-based disparities.

4.3 Economic Barriers

Table 5: Relevant outcome indicator values at Baseline, MTE and Y3E for economic barriers to education

	Baseline *	MTE *	Y3E *
	Ryabihura Nyamwiza Musagara Rebero	Nyamwiza Musagara	Ryabihura Musagara
Economic barriers			
% of parents citing financial barriers as a reason for adolescent girls not attending school	68%	50%	73%

* The indicators are not comparable across Baseline, MTE and Y3E because the data was collected in different communities and from individuals with different background characteristics.

At baseline, 68% of the parents cited financial barriers as a reason for adolescent girls not attending school compared to 50% at MTE and 73% at Y3E. However, we cannot interpret the difference in the results because the data was collected in different communities and from individuals with different background characteristics.

The PPA2 activities that are relevant to the economic barriers to education include:
- School Parent-Teacher Committees (PTCs)
- VSLAs in Ryabihura

Economic barriers to education can take several forms. The most obvious barrier is the direct cost of attending school including tuition, contribution to teachers, school material and uniforms. This was discussed at length in the previous section whereby we found that the lack of financial resources to pay for school costs was the main reason adolescents dropped out of school.

Indirect costs, such as opportunity costs, are another barrier. When adolescents attend school, they are not at home to help their parents with household chores or economic activities such as farming and herding livestock. It is likely that even if the cost of attending school would be completely free, some families could still not afford to lose a source of labor that an adolescent represents. Another concept to take into account is the return on investment. Granted that parents decide to send their children to school, do they expect the same short and long term benefits from boys and girls education? The considerations of opportunity cost and return on investment are other sources of school drop-out but most importantly they disproportionally affect girls.

In this section, we (1) assess whether Plan PPA2 activities have contributed in overcoming direct financial barriers to education; (2) discuss the opportunity cost of education and in partivular girls' education; (3) try to understand the role that PPA2 activities have played in changing perceptions of girls' education.

4.3.1. Addressing Financial Barriers

Key Findings:
- ➤ VSLAs in Ryabihura were helpful as a complementary financial tool for in-school adolescents (by helping their family better manage their resources) but it does not appear as a sufficient source of income to bring out-of-school adolescents back to school;

> ➢ VSLAs were not implemented in Musagara.

The only existing PPA2 activity related to financial support is the Village Savings and Loans Associations (VSLAs), implemented by PAJER, which included training and awareness-raising on girls' education. The project began in December 2012 in Gatsibo where 52 groups were formed and it was rolled out in Bugesera in 2013. However, no groups were formed in the area of Musagara and only Ryabihura surrounding schools benefited from this project. For this section, we will therefore only focus on the respondents from Ryabihura. Plan has also provided scholarships and school materials to a few vulnerable girls enrolled in secondary school but this activity is not part of the PPA2 project and lies outside the scope of this evaluation.

During the FGDs, there are only very few adolescents who claimed having benefited from Plan's financial support. One female student in Ryabihura said she received notebooks, pens, backpacks and other materials from Plan and a few boys referred to the VSLA project implemented by PAJER. Most adolescents were aware of other sources of financial support coming from NGOs such as Family Health International, Compassion International and other private sponsors. The VSLAs are therefore not an intervention that reached out to adolescents in Ryabihura on a large scale.

One KI interviewee explained that:
 "*There are other organizations that do not help directly by providing tangible things but help parents to earn income in other ways to pay for the school fees like PAJER. They gather the parents together and help them to change their mentality, they encourage them to save for the education of their children*".
No girl mentioned the VSLAs in any of the FGDs. The two groups in Ryabihura that were familiar with the VSLA project were in-school and out-of-school boys. In-school boys explained that:
"*Savings group and PAJER have helped because parents can take out loans to get school materials*".
However, out-of-school boys claimed that VSLAs are not sufficient and they need more funds that would help them to get back to school:
"*With the savings and lending groups you could take out a loan to go back to school but since you have no means to pay back you do not take out the loan. Instead you get a job, contribute your share to the group and hope that one day you can take out a loan*".
While the two quotes are not representative of the larger population they do suggest that **although the VSLAs might be efficient as a complementary financial tool for in-school adolescents** (by helping their family better manage their resources) **it may not be a sufficient source of income to bring out-of-school adolescents back to school.** This is not a surprising finding as VSLAs focus on retention rather than enrolment and they target the parents of in-school girls.

However, financial support as an additional source of income is critical to secure adolescents schooling. The vast majority of adolescents agreed that their main challenge was financial and that there is no other reason to drop out of school. Financial constraints represent a source of stress even for in-school students (boys and girls) in many ways:

 -They can be chased out of the school or beaten up for not paying school fees:
"*A parent cannot tell a child to leave school but when they chase you from the school because you did not pay the school fees and you have no money, then you just stay at home*"; "*Abuse is when teachers beat students because they didn't pay school fees, it is not fair. It traumatizes the students and they do not want to go back to school. Usually if the children did not pay the school fees, they are just chased out of the school. But sometimes the teachers beat them on their head.*"

- They are tired, arrive late and miss days when they have to work in the same time:

"*It is difficult because sometimes we have to miss class to look for money that will help paying for school. So we learn less and lose knowledge because we have to work instead*"; "*Sometimes jobs are very tiring, or we get stressed so it is more difficult to study. Some adolescents look for part-time jobs… it depends on the wealth of your parents*".

- They are worried that they may not be able to pursue their studies, which in turns decrease their confidence level:

"*In life in general the confidence decrease when you pass the national exam for the first cycle of secondary school but because of lack of financial means the child stays in the first cycle of secondary school which discourages the child because s/he feels like s/he cannot finish studies*".

The few participants who had received financial support from other organizations confirmed that this was very helpful to them because without it they would have left school: "*If this financial support stopped, we would drop out of school because there is no other ways to find the money, there is poverty in our families.*" And most of the out-of-school adolescents were adamant that they would all return to school if they had additional financial support: "*If we got financial support we would all return to school*".

In terms of gender, there were no evident differences as very few students received the financial support overall, which prevents us from making comparisons. However, while some adolescent boys reported working part-time to pay for their education, we did not find similar cases with female students. This implies that they would probably drop out of school if their parents could not afford their education. **Girls may be less likely to self-sustain their education which makes them more vulnerable**[29].

Finally, while financial support is typically provided from secondary-school onwards (as primary school is supposed to be free), adolescents indicated that the financial struggle begins at the primary school level. There are many adolescents who drop out as early as primary school due to lack of financial means.

4.3.2. Opportunity cost of education

Key Findings:
  ➢ Parents may prefer having the girl drop out of school rather than the boy, given the household chores she can contribute to at home;
  ➢ The benefits of girls education may also offer less attractive prospects to some parents in comparison to boys.

To study the allocation of household activities among boys and girls is insightful as it provides information on the alternative use of their time when they are not in school. Table 6 displays the number of hours per week that boys and girls in and out-of-school spend on a list of activities:

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[29] When discussing financial struggle, children from single-parent households were brought up as an example of the difficulty of sending them to school.

Table 6: Hours per week spent on each activity per gender and school enrolment status

Activity	N=31 Boys in-school	N=25 Girls in-school	N=21 Boys out-of-school	N=24 Girls out-of school	N=101 Total	Difference between in and out of school
Cooking	3.1	4.4	3.4	9.7	**20.6**	5.6
Farming	1.9	0.8	9.6	7.5	**19.8**	14.4
Collecting water	5	2.6	6.6	4	**18.2**	3
Cleaning	2.1	4.2	3	5.5	**14.8**	2.2
Collecting firewood	2.1	2.3	1.7	5.7	**11.8**	3
Herding livestock	0.8	0.6	8.5	1.5	**11.4**	8.6
Washing clothes	1.6	3	2.5	4	**11.1**	1.9
Child care	1.6	2.6	1.2	4.1	**9.5**	1.1
Learning/studying	3.4	3.8	0.7	0.7	**8.6**	-5.8
Caring for old/sick or other members of the family	0	0.6	2.8	2	**5.4**	4.2
Other activities	1.3	0	0.9	0	**2.2**	-0.4
Small business activities	0.1	0.1	0.5	1.2	**1.9**	1.5
House maintenance	0	0	0.8	0.3	**1.1**	1.1
Total	**23**	**25**	**42.2**	**46.2**	**136.4**	40.4

- Adolescents in-school spend an average of 20 hours on work and household chores per week, which represents about 3 hours a day, in addition to going to school and doing their homework. We can assume that they spend less than 3 hours during school days and more than 3 hours during weekends.
- Adolescents out-of-school spend an average of 44 hours on work and household chores per week, which is more than twice as much as in-school adolescents. They basically "work" full time based on international labour law standards.

The latter observation indicates that the time of adolescents who are out-of-school is optimized and allocated to productive ends. We cannot determine whether adolescents dropped out of school to be able to work more or work more because they dropped out. However, the fact that the greatest difference between in and out-of-school adolescents is the number of hours spent on farming and herding livestock – which are both economic activities – suggests that they left school to support their family economically. Also, the additional amount of household chores they take on – for instance girls doing 5 more hours of cooking a week – could be interpreted as freeing time for the parents to work more.

From the table, we observe two other interesting patterns:
- Within out-of-school respondents, there is an apparent division of tasks across genders: while girls are mainly responsible for cooking, cleaning, collecting firewood, washing clothes and child caring, boys are more responsible for farming, collecting water and herding livestock;

- In-school girls spend 2 more hours than boys on work and household chores, and out-of-school girls 4 hours more. **This demonstrates that girls carry an additional burden at home compared to boys.**

Qualitative data supports these two observations. During the FGDs, the participants were also asked to estimate how long boys and girls spend on a list of activities. The results reflect the same gender gap, in an even more amplified way: girls spend an average of 12 hours more than boys on household activities. The data is probably less accurate because the participants had to come up with their own list of activities and provide one answer for the entire group but they clearly confirm that girls work more than boys when they are at home.

A respondent indicated that the prevailing perceptions was that it was not considered useful to educate girls as they would not able to do the same jobs or activities as boys and they were meant to stay at home and do the household chores. Another participant reported that the reason why girls were not educated in the past is because they would marry and go to another person's family so everything invested in them would be lost anyway. The respondents reckon that these perceptions are from the past. However, **the fact that (i) girls and boys have different roles at home; (ii) in general, girls work more than boys; and (iii) girls have a lower school enrolment rate, implies that the perception may still be valid in certain communities and that girls' education has a different opportunity cost for parents.** In other words, parents may prefer having the girl drop out of school rather than the boy, given the other chores or work she can contribute to at home.

4.3.3. Changing perceptions of girls' education

Key Findings:
  ➢ There have been changes in perception of the economic value of girls' education;
  ➢ However, it is difficult to directly attribute these changes to the PPA2 project due to the high number of organizations working in this field, and in particular the strong presence of Government campaigns.

The belief that girls' education is less economically valuable may be another source of explanation of why girls' enrolment is still lower than boys'. It also suggests that changing perceptions of the value of girls' education has the potential of increasing enrolment rates and reducing the gap between boys and girls education. PPA2 activities focused on changing perceptions via trainings, committees and clubs involving male and female adolescents and adults.

The majority of the FGDs participants agreed that beliefs related to boys and girls' education have changed a lot in Rwanda in the last 20 years. According to them, the change was driven mainly by governmental campaign messages, which insisted on two central points: girls' rights and girls' potential economic value:

-Today, people believe that girls have the right to study: "*Everyone should go to school because nowadays everyone has to study. The government encourages all children to go to school, regardless of their age and sex; "I agree that everyone has the right to study. If you are capable, you should study".*

-There is awareness that girls can be 'valuable' too if they study. They can get as good jobs as boys and help their family in return. Some participants reported being inspired when they see the example of other women who succeed and are able to get good jobs:

"*Now parents see that girls can be helpful as well. In some families where girls have completed high education, they can get a job and pay for their siblings' education"; "Today because girls have overcome their fear and built confidence, they know they can do anything. When a girl sees a police woman, a driver that is a woman or a soldier that is a woman she knows that there is no reason that she cannot do it too.*"

It seems that the combination of these two messages was powerful to initiate a shift in people perceptions regarding girls' education. These information campaigns were successful in encouraging parents to reconsider the rights of their daughters, but above all, reassess their economic value. Consequently, parents have given more importance to girls' education in the last few years.

Participants report to have been mainly influenced by governmental programs and we are not able to show evidence that either this change was amplified in the last 3 years or is due to Plan. The number of gender-focused organizations working in the region makes it difficult to distinguish the causal effect for this change. Furthermore PPA2 advocacy campaigns were led at the district level and the only intervention that involved adult training reached out to about only 60 parents in each school so it not possible to attribute any change to the PPA2 project.

Conclusions on economic barriers to education:

In terms of financial constraint, VSLAs appear to be helpful as a complementary tool for parents who can already afford their children education but are not enough for families who have serious financial constraints and have had their children drop out of school. **Results indicate that financial support as an additional source of income would contribute to decreasing school drop-out and re-incorporating out-of-school adolescents, but also to mitigate stress, absenteeism and abuses[30] of students who are in school.**

Economic barriers such as the opportunity cost of education seem to affect girls disproportionally. There is a clear gender-based division of tasks inside the households and girls work harder than boys. Hence, parents may prefer having the girl drop out of school rather than the boy, given the household chores she can contribute to at home.

Although perceptions have changed, it seems that parents may still believe that boys' education bring better prospects for the future. **PPA2 campaigns did not stand out from other organizations and the Government interventions as having initiated a change in perceptions.** However, a shift in parents' perceptions regarding the value of girls education compared to boys' could contribute to reducing the gender-based disparities in enrolment rates.

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[30] Abuses in terms of corporal punishments given by teachers when students fail to pay the school fees

4.4 Violence in Schools

Table 7: Relevant specific outcome indicator values at Baseline, MTE and Y3E for violence in schools

	Baseline *	**MTE ***	**Y3E ***
	Ryabihura Nyamwiza Musagara Rebero	Nyamwiza Musagara	Ryabihura Musagara
Violence in school			
% of Adolescent girls who agree or strongly agree that they feel safe at school (of those currently in school)	96%	100%	100%
% of community members who agree that physical violence against girls is acceptable (proxy indicator for attitudes)	3%	22%	17%

* The indicators are not comparable across Baseline, MTE and Y3E because the data was collected in different communities and from individuals with different background characteristics.

At baseline, 96% of the adolescent girls currently in school agree or strongly agree that they feel safe at school, compared to 100% at MTE and 100% at Y3E. Also, at baseline only 3% of the community members agreed that physical violence against girls is acceptable, compared to 22% at MTE and 17% at Y3E. However, we cannot interpret the difference in the results because the data was collected in different communities and from individuals with different background characteristics.

The PPA2 activities that are relevant to violence in schools include:
- RWAMREC training for boys
- School PTCs
- IEE Teachers training
- Codes of conduct in Ryabihura
- Teachers Peer communication in Ryabihura

In the following section we assess, with a particular attention given to gender, whether several forms of violence are still present in school and to what degree. First, we assess the prevalence in schools of the type of violence; secondly, we indicate whether it has decreased in the last few years; and finally we try to understand the factors that lead to a change if any.

4.4.1.   *Corporal punishment (CP)*

Key Findings:
- CP as a soft punishment is widely accepted but in reality, this practice had decreased in Plan-supported schools;
- According to parents' accounts, there is evidence that the PPA2 PCT trainings have initiated changes in their perception and use of CP.
- CP do not seem to differently affect boys and girls

There is a relatively high acceptance of corporal punishment among the population. Quantitative data reveals that 75 to 80% of the respondents endorse corporal punishment, as shown in Graph 6 below.

Graph 6: Percentage of respondents who agree or disagree with the following statements across gender and generations
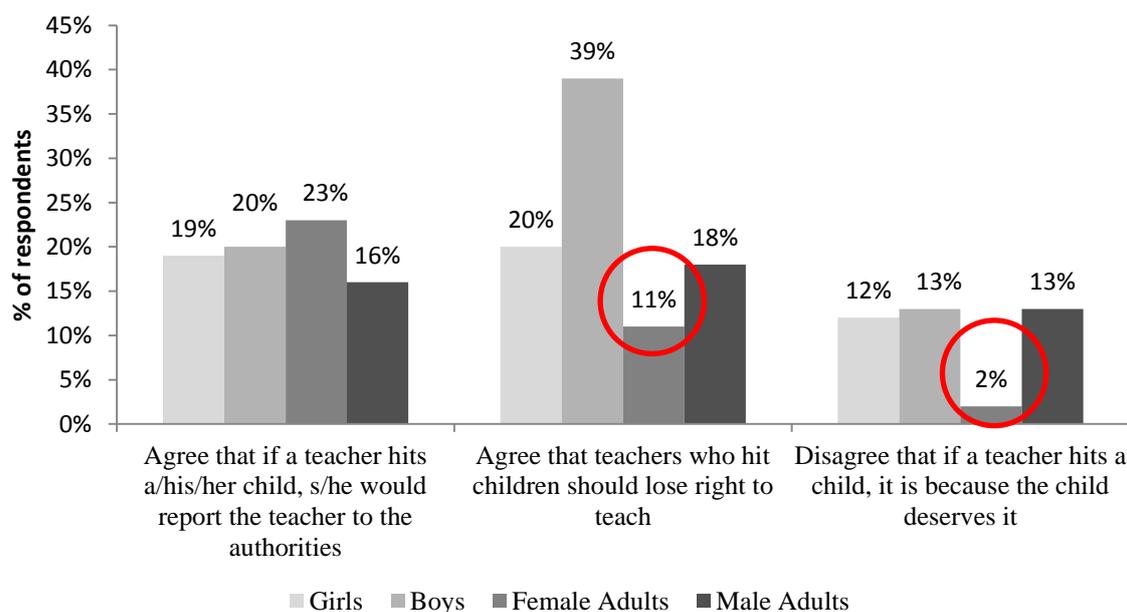
During the FGDs and KIIs, respondents explained that they believe that corporal punishment is different from abuse because:

-It is really important to punish children so that they learn distinguishing what is right or wrong: "*When children make a bad mistake you have to beat them so that they do not continue*".

-Both parents and teachers use punishment to educate children and it is good for them:
"*I think that CP is not abuse because raising a child is not an easy thing so when a teacher beats up a child it's for the good of the child. In school, teachers educate kids like parents do. CP is not abuse, it is to educate children. Even at home we beat them up so they can grow up knowing what is right and wrong.*"

-It all depends the way you do it - using a small stick and punishing only if the child has done a mistake is deemed acceptable, whereas hurting children by beating them too hard would be considered abuse by the parents:
"*Whether it is an abuse depends on how someone is punished: for example, when a teacher beats you up and breaks your arm, this is abuse. But when they beat you up in a normal way, with a stick, and they send you back to class it is not an abuse.*"

At the other side of the spectrum, there is a minority that is against corporal punishment. They consider that CP is always abuse because:

-Quite often the corporal punishment is excessive as parents or teachers may be angry and cannot control themselves: "*Sometimes it becomes abuse because there are parents that get too angry and beat their children badly*".

-Children are in permanent fright of their parents and teachers and it leads them to hide their mistakes or be fearful of asking questions:

"*Beating a child is traumatizing the child. There is a Rwandan saying that "the stick breaks bone but does not break habit"; "When you beat a child, you're inhibiting their intelligence because the child is always sad and afraid of parents and also afraid of society*".

- It is important and better to explain children what they did wrong so as not to repeat the mistake, not out of fear but because they understood the issue:
"*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.*"

The second key finding emerging from the corporal punishment analysis is that there is not a consistent pattern across gender and generations, indicating that opinions are quite mixed. **However, we note that adults from Musagara, and in particular females, are more tolerable of corporal punishment in the school** as shown in Graph 7 below. The qualitative data provides some confirming results. In Musagara, the majority of respondents voted that CP is different from abuse but parents indicated that soft CP is occasionally fine to be used by teachers in school. The majority of respondents in Ryabihura voted that CP is abuse and that it is never okay that teachers use CP in school. Parents in Ryabihura are considerate of the potential negative side effects of the use of CP and prefer using other forms of punishments. Teachers' views strongly align with parents and adolescents' ones. More teachers in Musagara tolerate CP than in Rybihura for similar reasons as parents.

Graph 7: Percentage of respondents who agree or disagree with the following statements across communities and generations.
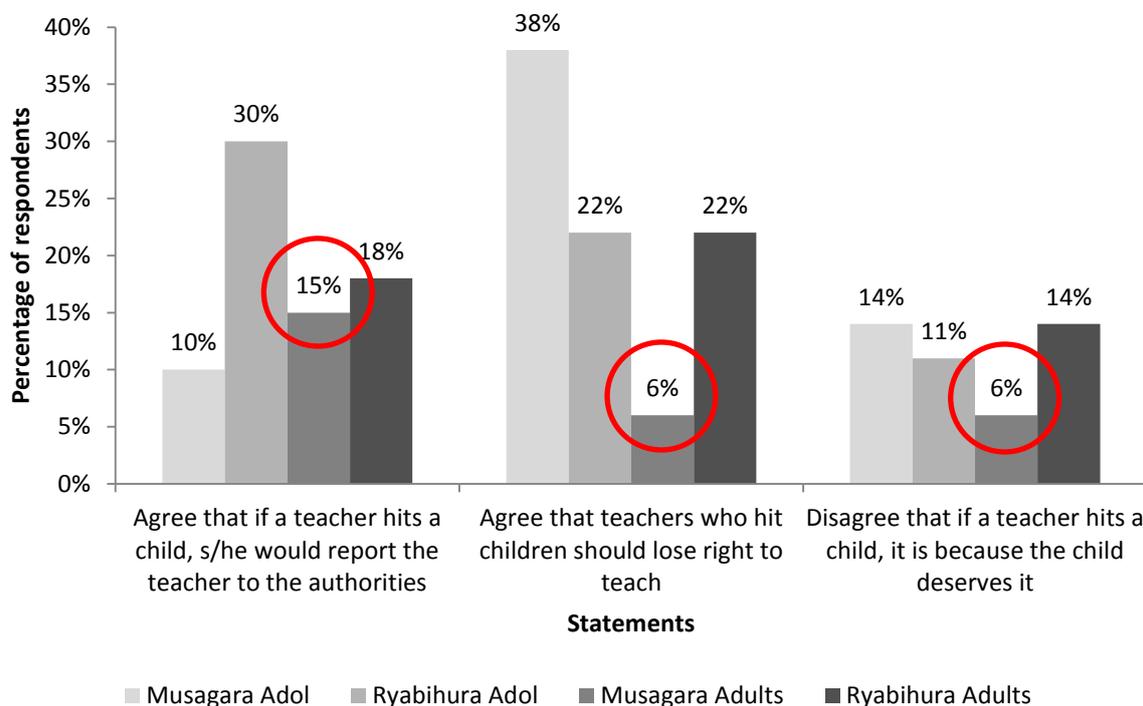
Regardless of their opinion of CP, the majority of adolescents and teachers in both communities reported that CP in school has decreased and that teachers resort to other forms of punishment. CP has not yet completely disappeared though, since students report that sometimes teachers use it as a last resort or in specific situations. Furthermore, during the interviews, a large number of stories involved teachers beating students with stick: "*Teachers use sticks to punish students, they beat them up. They*

punish them if they arrive late"; "The two first times you misbehave they will talk to you, but the third time they will beat you with the stick".

Although, there is still a large majority of people who endorse CP, in practice, the trend is reducing in both communities. The respondents related the drop in CP to the following reasons: (i) teachers were trained about not using CP; (ii) government campaigns taught people about children rights and prohibited such types of punishment; and (iii) students behave better because they have understood the importance of education**. The Plan trainings were also cited.** For example, two respondents in Ryabihura explicitly mentioned having participated in Plan trainings that taught them against the practice of CP:

"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"; "Beating a child is abuse. Since Plan came we do not beat our children anymore because it used to cause children to sleep outside of their homes and hate their parents".

We are not able to explain the slight difference in perceptions we observe in Ryabihura compared to Musagara, where tolerance for CP is higher. In any case, **the reduction in CP stands as an example of how community and school trainings have been useful in changing not only perceptions towards corporal punishment but also practices.** The accounts from the parents in Ryabihura demonstrate that PPA2 training incited them to change their practice towards CP.

On a related note, school fees (which are officially "voluntary parental contributions" given that public primary and junior secondary school are supposed to be free) appear to be a significant problem in some schools and one of the main sources of teacher abuse. During the interviews, there were numerous reports of students being beaten or dismissed from school for not having paid the "school fees". A few parents even claimed that some students get traumatized by the punishment and do not want to return to school.

4.4.2 Other forms of punishment: community labour, household chores and school labour

Key Findings:
➢ Community labour and household chores do not exist in Plan-supported schools;
➢ School labour is common practice and well accepted as a form of punishment;
➢ Boys and girls are given similar school labour.

It is important to define and note the difference between the three types of punishments. Community labour is understood as any work performed in the community such as street weeding or cleaning. Household chores are chores that the students may have to do in the teacher's house. School labour is performed within the school limits and, as opposed to school homework, includes activities such as picking up dirty paper, cleaning the classrooms or the toilets and gardening.

All the respondents (teachers and students) are categorical that **community labour and household chores do not exist** because they all know that it is inappropriate and totally prohibited. It seems that this is not a recent change.

On the contrary, **school labour is commonly practiced** and is considered as an acceptable form of punishment. Nobody referred to it as a form of exploitation, but simply as common punishment. It is also preferred to the alternative of corporal punishment: "*They ask us to do school labor because they see that beating us won't be beneficial so they ask us to clean*"; "*Assigning school labor has increased because corporal punishment has decreased*". Quantitative data supports this finding: 43% of the students report fetching water at school for about 1h per week and 82% of the students report cleaning classrooms for about 2h per week. 11% of the adolescents also admitted running errands for teachers although this topic was never mentioned during the FG discussions. All FGDs and KIIs participants unanimously said that boys and girls are given the same school labor activities. It is unclear whether it has decreased or not: according to some adolescents, school labour has decreased because teachers use other forms of punishment - such as informing parents; but other respondents reckon that it has increased since it is replacing corporal punishment.

4.4.3. Bullying and fighting in schools

Key Finding:
  ➢ Bullying does exist but it is mostly considered as never serious and has been decreasing in Plan-supported schools

Most parents and adolescents claim that bullying and in-school fighting is rare or never serious. However, this is one of the main topics that resulted in contrasting views: for some participants, soft bullying seems to happen quite often while for others it never occurs. Overall, it does not seem to be an issue since it is mostly perceived as not serious and adolescents refer to it as being small jokes or little fights without any significance. As explained by a student: "*When we are with our friends or when we walk in group, we tease each other. But we do not mean to fight; it's just a way of having fun.*" The most common sources of bullying concern newcomers or students who transition between primary and secondary school. Girls also tend to be an easy target as they get teased about female issues like having their periods.

Teachers in both communities were more categorical claiming that there was no bullying or fighting in their school. A few said that it has decreased significantly but the majority claimed that it is the same in the sense that it has never existed and it still does not exist.

According to parents and adolescents, bullying and fighting have decreased in recent years because: (i) parents and teachers punish children severely if they do it: "*Fighting does not happen often among students because leaders and teachers were trained to not let them fight*" ; (ii) students have learned to behave well and now regularly report any issue to the school authorities. Finally, KII interviewees believe that the school leadership and government (Plan was not mentioned) are the main stakeholders that encourage students to live well together and get good education.

4.4.4 Physical, sexual and verbal abuses

Key Findings:
  ➢ Physical, sexual and verbal abuses occur sometimes but the incidence rates have decreased in the last two or three years;
  ➢ Some adolescents mentioned Plan trainings related to children rights as one of the factors contributing to decreased violence;
  ➢ Girls seem to be more exposed to sexual abuses than boys.

Based on the quantitative data, these types of abuses do happen sometimes but it is difficult to determine the degree because the question did not include a scale and a specific reference period[31]. Respondents indicated that the three types of violence happen "sometimes" and verbal violence is the most common. Furthermore, we find that these abuses are more likely to take place in the community rather than at school. When it does happen at school it is mainly perpetrated by male adults, either teachers or other staff members.

However, in terms of sexual abuse, quantitative data show that cases of abuses are not always reported: 98% of the parents agree or strongly agree that they would report the teacher in case of sexual abuse, but only 79% of the adolescents would do so. The qualitative data does not show any evidence of the normalization of sexual abuse, so we can probably interpret that 21% of the adolescents are too afraid to report the abuse (rather than accepting it[32]). **In any case, this figure implies that further work is necessary to raise awareness about reporting abuses.** It also indicates that qualitative results based on adolescents' reports are likely to underestimate the true incidence of such abuses.

The question asking about abuses in the FG: "How often have you, or someone you know personally, experienced serious physical, sexual, or verbal abuse?" was a blind vote and was not discussed afterwards. Therefore we did not collect specific information on this question from the adolescents. But the fact that several adolescents did not vote for this question confirm that these cases probably often go underreported.

When we consider the results from all the focus group discussions, and in particular the comments that were given during the access to education and the corporal punishment questions, physical and verbal abuse did not seem to differently affect boys and girls. On the contrary, there were few examples of sexual abuses specific to girls. One boy explained that:

"*At school, teachers used to often sexually abuse girls. Girls like to have high grades, so teachers use grades to attract the students. A long time ago, if girls had to repeat the year due to bad grades, they could accept to sleep with teachers to get better grades*".

Even if it was not always clearly worded, this example and a few other mentions of adolescent girls getting pregnant, being victim of sugar daddies and being "distracted" by men convey the impression that girls are exposed to sexual abuses in and out-of-school.

Almost all the respondents claimed that abuse never existed in their school or if it did/does, it has decreased in the last 2 or 3 years. The reduction in abuses was said to be driven by three main factors:

(i) The government that has introduced very strong punishments against any case of abuse: "*The government has introduced serious penalties for those who practice abuse such as imprisonment or serious beating[33]*";

(ii) The success of teachers trainings in inducing a real change in teachers' perceptions about the way they punish children:

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[31] Note that there were several null responses to the questions asking whether the adolescents were victim of the different types of abuse

[32] In one FGD with adolescent boys, they mentioned that sometimes (not often and it has decreased) teachers ask girls sexual favours in exchange of good grades. These could also be the types of abuses that are unreported.

33 It was not asked during the FGDs to clarify whether the government officials actually beats people but many participants reported that Government severely represses any type of abuse.

"In the last 2 or 3 years, abuses have decreased a lot because teachers receive a lot of training at school"; "Before there were strong punishments, a teacher would punish a child with no intention of abusing but the consequences were bad. But now teachers were trained about the outcomes of abusing children and how it can affect their studies".

(iii) The information campaign for children about their rights and where to go to report a case if they were abused. **Plan was directly mentioned in a few cases.** "*The trainings are very important for us. Plan trained us about children rights, about boys and girls rights and our responsibilities. They told us about punishments, what a teacher can do or not.*" **There was even a direct mention to the Code of Conduct:** *"They also give us a document of the type of mistakes and their corresponding punishments".*

KI interviewees emphasized the importance of training and teacher meetings with parents and adolescents, in which they discuss violence, its negative effects, the penalties given in case of mistreatment, and also inform people about where they can go to report such cases.

Since several organizations provide teacher training, we cannot ascertain whether the IEE trainings or RWAMREC trainings are the ones who contributed to the decrease in abuses. But overall, respondents tend to think that teacher trainings are useful to fight against violence in school. In terms of the adolescents, some of them directly mentioned Plan, and especially the training about children rights as one of the factors that led to decreasing violence among schools.

Conclusions on violence in schools: 98% of the adolescents who go to school feel safe at school (only one participant out of 56 did not), which is an encouraging result. As expected, while schools are not completely free of fighting and abuses, these cases are anecdotal and have been decreasing in the past 2 or 3 years. Soft corporal punishment, mainly with a stick, is still commonly used and perceived as an efficient disciplining tool, although the practice has decreased. Finally, school labour is also a common practice to punish students and this is widely accepted. While boys and girls do not seem to be differently affected by corporal punishments, bullying, school labor and physical or verbal abuses, there are signs that girls are more exposed to sexual abuses than boys. There is evidence that government programs and Plan trainings at the school and community levels have raised awareness about corporal punishments, violence and children rights, which has contributed to inducing a change in perceptions and practices.

4.5 Accountability and Participation

Table 8: Relevant specific outcome indicator values at Baseline, MTE and Y3E for accountability and participation

	Baseline *	**MTE ***	**Y3E ***
	Ryabihura Nyamwiza Musagara Rebero	Nyamwiza Musagara	Ryabihura Musagara
Accountability and Participation			
% of girls who state they believe that their concerns are acted upon by school management	44%	98%	84%
% of girls who feel that their participation in decision-making is valued by community members, local authorities and family members	69%	83%	38%

* The indicators are not comparable across Baseline, MTE and Y3E because the data was collected in different communities and from individuals with different background characteristics.

At baseline, 44% of the adolescent girls currently in school stated that their concerns are acted upon by school management, compared to 98% at MTE and 84% at Y3E. Also, at baseline 69% of the girls felt that their participation in decision-making was valued by community members, local authorities and family members, compared to 83% at MTE and 38% at Y3E. However, we cannot interpret the difference in the results because the data was collected in different communities and from individuals with different background characteristics.

The PPA2 activities that are relevant to accountability and participation include:
- Tuseme Clubs for girls
- PTCs' RWAMREC trainings

To measure accountability and participation in schools and assess whether PPA2 activities were able to increase their levels, the analysis framework combines a few indicators. Accountability is assessed based on the adolescents' ability to address their complaints to the school management and initiate changes. Participation is measured in two ways: (i) Adolescents' level of confidence and empowerment; and (ii) their involvement in community activities.

4.5.1 *Accountability: addressing complaints to the school and initiating change*

Key Findings:
- ➢ Overall, students are satisfied with the level of representativeness at school and their ability to initiate change;
- ➢ PPA2 trainings build on the students' leadership system to train influential adolescents and expand knowledge dissemination.

Based on the quantitative data, 88% of adolescents agree or strongly agree that school management listens to their concerns, with no notable difference between boys and girls. Qualitative data supports this finding. In the FGDs, most of the adolescents voted that the school always or most of the time acts on their complaints. They explain that this is due to an efficient leadership system dedicated to channel information from the students to the highest levels of school authorities. The information is

passed on from the students to the head boy/girl or class monitor, to the school leaders, and finally to the headmaster or school authorities. Adolescents are satisfied with this process of reporting because they feel more comfortable discussing the issues with their classmates than directly with the school leaders. Even students that are shy and introverted get a chance to voice their problems through the student leaders who are more confident and take the responsibility of talking to the adults. For parents, there are school meetings where issues are discussed and resolved. Finally, there was no sign of any gender discrimination in terms of accountability since boys and girls are equally represented by a head boy and a head girl. Nobody mentioned any girl-specific barrier to channel complaints.

In terms of initiating changes, the majority of adolescents in governance committees[34] said that the problems they bring up to the school leadership are usually heard, but their attempts at implementing change are only sometimes successful. There are some constraints at the school level that prevent all the suggestions from being executed primarily related to the relevance of the requests and financial constraints. But most of the examples provided by respondents were success stories and accounts of how students were able to introduce change in the school:
 "*Students came up with an idea of solving the problem of girls who sometimes get their periods unexpectedly, they told the leaders and they brought sanitary pads. So when a girl gets unexpected periods she can get pads from the dean of discipline or from the head girl*". All teachers expressed a positive opinion about the clubs[35] and other forms of representation. Furthermore, students also expressed satisfaction with the election process of their school representatives: "*We actually vote for them because we believe in them, so they represent us very well*".

The system is not perfect and there are still a few students who are too shy to participate or student leaders who take advantage of their position: "*As an example of when we are not well represented, sometimes the head boy can take advantage of his position. Sometimes he enters a class to provide information and if one of the students misbehaves, he will beat him up although he doesn't have the right to do so, it is not his role*". But overall, students and teachers report to be very satisfied with the representation and communication systems within the school.

The system of representation is not new and head boys and girls exist in many non-Plan-supported schools. However, PPA2 activities build up on this system to train student leaders and disseminate the information to others. Students who are selected for PPA2 trainings are chosen among head boys and girls and other student leaders for their capacity to influence other adolescents. **Through this channel, the content of PPA2 trainings reach out students beyond the group that was trained, as explained by a head-girl in a FGD**:
"*We attended trainings that were provided by Plan in partnership with RWAMREC and FAWE. We were trained about our rights. So if we see situations when our rights are not respected, we can complain about it. We know where our rights start and finish. And we share our knowledge with others. So when we see things that are not right about our fellow students we try to teach them what we learnt, some change and others do not.*"

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[34] Governance committee includes both the School Management Committee, which is the school administration made of head masters, head teachers and people who make decision for the school, and the Parent and Teacher Committee (PTC), which comprised of parents, teachers and students leadership who represents all the students.

[35] For the clubs happening in school, the ones mentioned by students were TUSEME, Anti-AIDS, RWAMREC's anti-GBV club, Media club, Environmental club, Creative Performance, Debates etc. Only TUSEME and RWAMREC clubs are PPA2 activities but we are not able to distinguish their impact from the impact of the other clubs.

The adolescents did not always directly name the Plan training but at least 5 of them explained how they share knowledge among each other: *"They represent well because the head boy and girl attend trainings in which they discuss about students challenges and needs. Then the head boys and girls share with us what they learnt."* **These accounts show evidence of the role played by PPA2 through the training of student leaders.**

However, one recurrent theme that was raised in various modules was the fact that children are often chased away from schools for a variety of reasons. Many adolescents and parents complained that the students get chased away from school way too often. In most of the cases, this is because they have not paid the school fees but it can also happen if the student is not presentable in terms of their uniform, hair cut etc. or if the student has misbehaved. They all complain that with such treatment, children miss learning opportunities. Parents would rather be called to come to the school and resolve the issue rather than having their children sent home. This issue was broached with one head master during a KII but he denied that this was happening so it was not possible to get more details. **Children being chased away from schools is an area for further investigation, as this seems to be a recurrent complaint that has not been resolved at the school level.**

4.5.2 *Participation: levels of confidence and empowerment*

<u>Key Finding:</u>
  ➢ School clubs[36] have contributed to increasing students' level of confidence

In this section, we focus on the impact of school clubs on adolescents' levels of confidence to express themselves. The majority of students (70%) voted that they feel "very confident" raising issues in school (without difference between boys and girls) and 20% indicated that they were "somewhat confident". Students as well as teachers identified school clubs as one of the most important factors for the increase in confidence. The clubs are effective in two ways: (i) they offer opportunities to students to speak up because the main purpose of these clubs is to gather students – and sometimes teachers and parents – to share their ideas, discuss issues and resolve them: *"In meetings boys and girls all speak up because we all have different problems/questions"*; (ii) students learn to overcome their fears, become less shy and express themselves. It provides them the confidence to speak out in public or talk to other students and school representatives when they have issues: *"In clubs we encourage other students to share ideas so that even the shy ones can speak up"*.

This is important because, as a parent explained, in Rwanda there is an expectation that children should not speak up in front of adults and are told to be quiet. These student clubs are a good way to break this habit and empower children to express themselves. The popularity of the clubs is the most apparent success of PPA2 in terms of visibility and results. All the adolescents know the names of the clubs such as *Tuseme* and we only collected positive feedback about the clubs and related trainings. However, this result must be nuanced by the fact that *Tuseme* is not the only club in Plan-supported schools. Several other clubs were mentioned by the adolescents so that we cannot attribute the clubs observed benefits only to PPA2 project.

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[36] For the clubs happening in school, the ones mentioned by students were TUSEME, Anti-AIDS, RWAMREC's anti-GBV club, Media club, Environmental club, Creative Performance, Debates etc. Only TUSEME and RWAMREC clubs are PPA2 activities but we are not able to distinguish their impact from the impact of the other clubs.

4.5.3 Participation: Involvement in community activities

Based on Graph 8 below, boys and girls participate in a number of clubs and groups in and outside of school. Religious and sport clubs are the most popular, followed by school-related groups. We observe that girls are more likely to be members of groups than boys, except for sport, health committees, drama/theatre and youth development committee. Boys belong to an average number of 1.5 groups compared to an average of 2.25 groups for girls. In conclusion, girls participate more than boys in community and school activities.

Graph 8: Groups and clubs to which boys and girls belong to in and outside of school
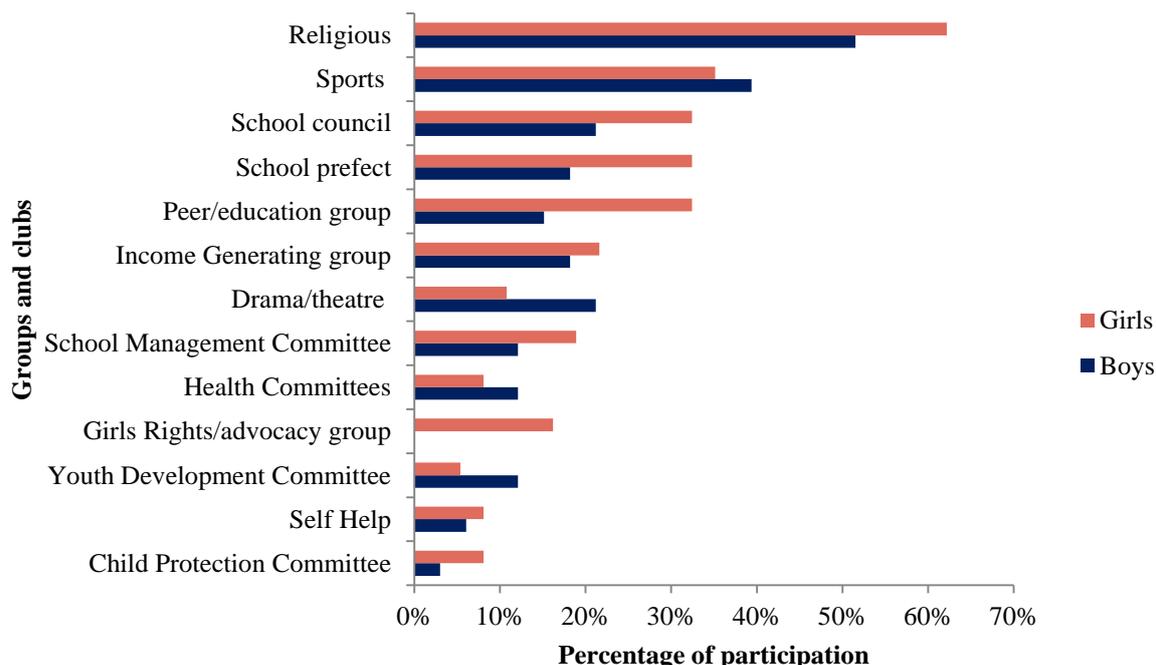
Many of these groups like self-help groups, drama theatre or girls rights groups are likely to be related to PPA2 interventions but we do not have certainty. The gender balance is respected in terms of participation of both communities in school and community activities. However, the majority of adolescents - about 80% - claim that they seldom contribute or influence the groups or clubs to which they belong. This means that adolescents have had more of a passive role in their groups and that additional efforts are required to transform them from beneficiaries to "rights-holder".

> **Conclusions on accountability and participation:** The adolescents report that they are satisfied with the representation system in their school and that they have confidence to make complaints and initiate change. There is no sign of gender disparity in terms of accountability and participation. Girls are as well represented as boys and participate in as many clubs and groups, if not more, than boys. School clubs in general appear as being efficient to increase students' confidence levels. There is evidence that the PTC's RWAMREC training program succeeded in leveraging the existing leadership system to train influential students who are able to share their knowledge with their fellow students.

4.6 Sexual and Reproductive Health and Rights (SRHR)

The only PPA2 activity that is related to SRHR is the remedial classes provided to a limited number of girls on the verge to drop out from school, during the end of year holidays. Only one of the curriculum topics addresses SRHR. Therefore, **we cannot assess the PPA2 project in regards to changes in SHRH knowledge[38].**

4.7 Gender roles

The PPA2 activities relevant to gender issues include:
- Tuseme Clubs for girls
- RWAMREC training for boys
- Remedial classes for girls at risk of dropping out from school
- School PTCs
- IEE Teachers training
- Codes of conduct in Ryabihura
- Teachers Peer communication in Ryabihura

Gender was a crosscutting theme in the previous sections and we already discussed several gender-related issues. In this section, we will focus on decision making and gender roles within the household. For adults, we consider only married couples as we are interested in the comparison between men and women.

4.7.1 Decision-Making

Key Findings:
- ➤ Men are the head of the household and as such make all the "important" decisions related to the financial and economic issues of the households. Sometimes women are consulted but it varies by household;
- ➤ For other decisions, such as children education, women are involved in the decision-making as much as the men.

During the FGDs and KIIs, the participants were asked "**Who makes decisions in your family**?" and they had to choose only one option among the following: a) Men only, for everything; b) Most often men, but sometimes women; c) Everything is decided between both; d) Women mostly; e) Women only. However, the most common response was: "**Most often men, but sometimes together**". The fact that none of the suggested options applied makes it difficult to compare answers across communities or generations.

The main explanation for men making all the important decisions at home is that the man is the head of the household:

"_I have a husband so I cannot make decision when his is in the house. My husband takes decision, he informs me, we discuss and I follow the instructions_"; "_I always agree with my husband, I have to_

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[38] Please refer to Annex 6 for the results in terms of SHRH knowledge. They present the findings from the Y3E quantitative data and can serve as a source of information for future interventions related to SHRH.

follow his instructions. Disagreement is source of conflict"; "If there is a given problem in the home the wife cannot make a decision without consulting the husband".

However, even though husbands make the final decisions, it seems that they often involve the wife in the decision making: "*The male parent takes the decisions at home but he first talks with the woman*"; "*You agree with each other on what you're going to do but the final decision is made by the man.*" Even in situations where the man consults his wife, respondents said that he would have the last word. The only exception is when the husband is not around and the woman has to make an urgent decision. **Our results show that women have very limited decision-making power in their homes regarding "important" decisions:** at worst they only implement the decisions; at best they are consulted and can influence the decision if they do not agree with him.

Respondents considered "important" decisions to be all the decisions related to the household economics:
"*The man always decides everything related to selling things, what to cultivate, everything related to plots/land*"; "*Decisions that are taken by the man: selling cows, buying a piece of land, building a house, even marriage because man goes for woman [laughter], but you discuss it with the wife*"; "*There are some things you get advice from the woman and others that you do not because you're the head of the home. For example, if you want to sell a plot because you want to pay back a debt, you do not consult*".

In other domains considered as less important by respondents such as children's education or cooking, women are more involved: "*Decisions about taking children to school are made by both of us. Unless we face poverty issues, they will keep going to school*"; "*For the education of our children, I discuss it with my wife*". This is confirmed by the quantitative data as shown in Graph 9.

Graph 9: Decision making in the household around children's education
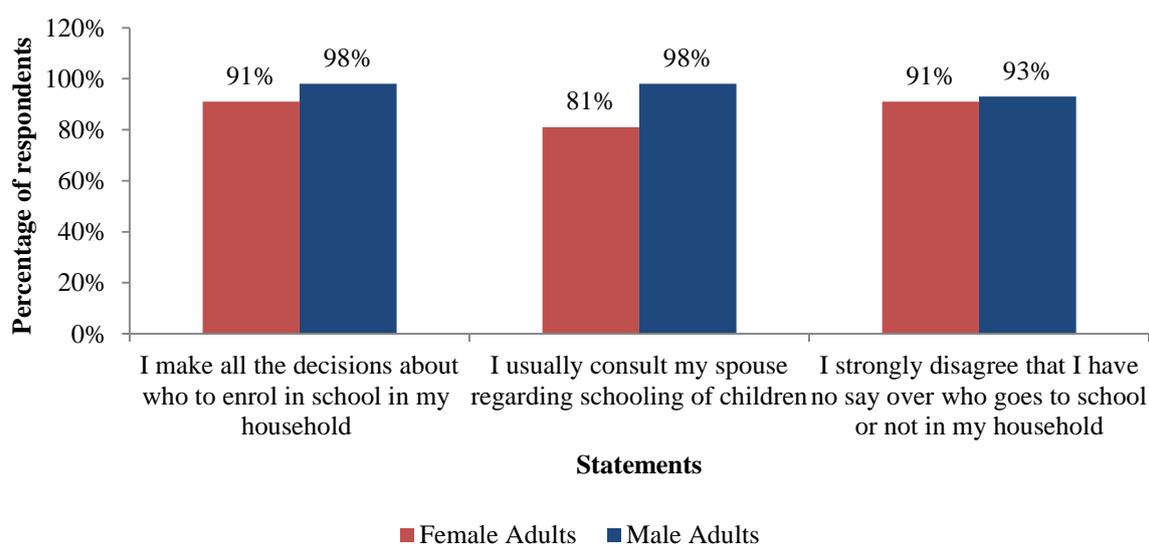
A minority of men or women reported that they share the decision making: "*The best way is to discuss about everything together*"; "*When there are a man and a woman in the household, they consult each other when they have a problem and they solve it together*". And one woman claimed that things have changed: "*Before the man would make all the decisions and the wife would have to agree but now,*

because of social progress, things related to decision-making have changed, even when the older brother is around". As this case is very isolated (only 2 participants mentioned a change), we cannot conclude to a change in perceptions.

Plan was not mentioned at all during this question and there was hardly any mention to any change. **This is not surprising since the only PPA2 activity targeting parents is the Parent-Teacher-Committee (PTC), whose content is not related to male and female decision-making**.

4.7.2 Gender Roles

<u>Key Findings:</u>
➢ There are strong beliefs that there are allocation of tasks among the household for men and women;
➢ We observe the beginning of a shift in terms of perceptions and practices due to Government campaigns and Plan training.

With reference to questions related to whether men and women are equals and can do the same activities, the majority of the respondents (63%) thinks that women and men are different and only 20% believe that there are things that both can do. Only a minority (15%) thinks that women and men are equals in most regards. However, the responses must be nuanced by distinguishing the two types of arguments that were provided by respondents to support the fact that men and women are different. While the first set of argument is based on gender stereotypes, the second set of arguments is based on a rational division of tasks.

-The arguments based on examples of activities that men and women are meant to do: "*Sweeping the floor, washing the kids, mopping the floor, and cooking are tasks for women; herding cows and cutting grass to feed them is for men*"; "*No man can cook because if he does it then he's oppressed*"; "*Some activities are best suitable for women like washing dishes or swiping the floor and men cannot do it instead of the women, men despise these activities.*"

-The arguments based on a specialisation of tasks according to respective strengths: "*A woman can go work on the farm and the man works in construction. In the end, both of them look for money so it is ok. The activities they do are different because they complement each other. The man is earning money for food that day while the woman is working on her crops.*"; "*We do different activities because we complement each other.*"; "*Also the tasks done by each depend on the strength of someone. For example a man can use his strength to break firewood but a woman cannot. And what a man can carry, a woman cannot.*"

The gender-based stereotypes appear to come from several sources:

-Some respondents explain that although men are able to do these activities in theory, this is not correct to do so if women are around:
"*You cannot mop the floor while the woman is seated there; "We wash dishes only when the woman is not around because this is the responsibility of the woman. A man who does laundry when the woman is around is dominated"; "All these things, the man is capable of doing them but he wouldn't do them while the woman is around*"

-Some claim that this is part of their culture: "*It's just culture that makes it such that certain tasks are for women and others are for men, people would be scandalized if they switched*"; "*We have refused to go against culture; there are things the woman does and things that the man does*".

-Finally, there is pressure from the community to maintain this culture:
 "*In this community, when they see 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*"; "*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*."

The roles and responsibilities of family members from day to day, as shown in Table 9, confirm the finding of the existence of gender-based stereotypes.

Table 9: Number of hours spent by week by the family members on a list of activities

	Boys	**Male Adults**	**Girls**	**Female adults**
Cultivating/ Farming	44	60	42	56
Cleaning	12	3	25	29
Collecting firewood	20	7	26	26
Cooking	12	7	26	31
Doing laundry	15	9	28	27
Livestock food/ herding	43	40	28	15
Fetching water	19	17	17	13
Washing dishes	5	1	5	5
TOTAL	**168.55**	**142.5**	**195.6**	**200.3**

Although the total time per week spent on the activities is totally overestimated for all the members of the household, it reflects a very clear pattern: (i) Girls and female adults spend more time on household chores than boys and male adults; (ii) there is a clear division of tasks across gender and generation: adult males spend more time on farming, herding livestock and fetching water; however, besides these 3 activities, they barely do any household chores compared to the other members of the household. Boys spend more time on farming and livestock herding but they are much less likely than girls to do certain household chores such as cleaning, cooking and doing laundry. Girls and female adults spend less time on taking care of livestock but they spend more time on all the household chores; and overall, they work more than males.

It seems that when we address practical household chores, gender stereotypes emerge. In practice changes are difficult to implement because it goes against their culture and what has been replicated for many generations. One respondent explained: "*According to my understanding there is no activity that was meant for men or for women, they all can do all activities. But the differences in what they do are cultural*."

An interesting contrast observed between the two communities - as displayed in Table 10 - may suggest that some change is possible. The results come from the FGDs with adults.

Table 10: Respondents opinions about gender roles across communities

Do you think that there are some things that are only for women, and some things that are only for men?	Musagara	Ryabihura
a) Yes, the two are very different	79%	44%
b) There are some things that both can do	5%	36%
c) Women and men are equal in most regards	10%	19%
TOTAL	**100%**	**100%**

In Musagara, the majority of the respondents (79%) think that women and men are different, whereas in Ryabihura opinions are almost evenly divided between the adults who believe that men and women are different (44%) and that there are things that both can do (36%).

The differences observed between Ryabihura and Musagara, and the fact that 35% of the respondents agreed that there are things that both men and women can do or that they are equals, suggests that **there is the beginning of a shift in perceptions and practices around gender role**. It was confirmed by a few respondents:

"*In the past the understanding was different but these days I see people sharing tasks"; "The change has happened because now you find that everyone in the home has tasks to do. Before the man would just sit around and the woman and girls would do all the tasks but now men also work; "The government teaching about equality has caused changes. Before no man would go fetch water but now we do it here in Bugesera. Now they divide the tasks"; "These days there is gender balance so they are supposed to do everything together, so the boy can sweep the floor if the girl is busy"; "Those who have studied think that men and women can do the same activities, but people who did not go to school think that some activities are only for men and other only for women.".*

According to the FGDs and KIIs, the Government's gender balance program and Plan contributed to this change in attitudes. A few participants reported that men and women share tasks and that it has only started over the past few years. The Government's gender balance program has been training people about gender equality and the government is using any channel such as the elections[39] or radio shows to promote its message:

"*Government also trains them about gender balance. They learn that boys and girls are equals, that spouses are equal and all people are equal";"Things also changed because there is a visitor from the Sector who came to teach us about gender equality"; "Also people follow discussions and theatrical productions about this on the radio. Radio and television programs allow women to learn from other women abroad who have accomplished great things."*

Respondents also mentioned Plan as having initiated the change through the trainings they have provided: "*These teachings were delivered by the government as well as by Plan but if you had to estimate we'd give Plan 70% of the credit because it came in this sector and changed our understanding."; "Before it was different; women were the only ones to work in the household and were doing all kinds of activities but now it has changed due to the government efforts together with Plan Rwanda. They are telling people that they are equals and that husbands should help their wives*

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[39] A respondent explained that during the elections the Government promotes the fact that many women are involved in the parliament and other positions in politics and uses it as an example to demonstrate that girls can do the same jobs than boys

at home"; "Plan provides trainings for kids and the parents join as well. The training is about how to improve spouses and neighbors' relationships, about children rights. It was helpful because the mentality of parents has changed. Before parents use to think that girls do not have a say but now that Plan started, they know that boys and girls have the same value."

However accounts from other respondents demonstrate that not all the participants embrace the training message: *"The leaders of the trainings help us to change our relationships. But some follow the training, and other do not apply it. Most of the men put in practice what they have learned in training because there are many meetings. They are told about violence in the household. But some men remain the same"; "Some men do not understand well Gender balance and think that it means that women can despise them. But other men understand that women can be a leader and that they are equal. Women can participate in meetings and they have right*s."

Conclusions on Gender: Decision making was not part of PPA2 activities' curriculum so we cannot assess the project regarding with decision making. Concerning gender roles, results show that there are still strong stereotypes that women are meant to perform specific tasks such as household chores and that these beliefs are encouraged by cultural habits and community pressure. However, there are some signs of change having observed the difference between the two communities and the accounts from the respondents. They attribute the change in perceptions to government programs and Plan trainings. However, we do not know whether they were referring to PPA2 trainings or other trainings delivered by Plan. Finally, some respondents report that not all the training participants embrace the training message and the allocation of tasks within the households shows that the change in perception still has to be translated into practice.

5) Analysis of the PPA 2 Project in Rwanda

The evaluation of the PPA2 project as per the research design was limited for the reasons detailed below:

(i) The research design did not include data at the implementer level (Plan Rwanda and its partners) and only involved project beneficiaries, including adolescents, parents, teachers and community leaders. This prevented us from assessing in details the project delivery and any challenges that may have been faced by the implementing organizations.

(ii) Plan-supported schools are located outside the communities of evaluation therefore only a few of the respondents who were selected to answer the questionnaire or participated in the FGDs were beneficiaries. As a result, their insights are not representative of all beneficiaries and are based on the limited number of respondents.

(iii) The project assessment was supposed to combine two components: quantitative and qualitative analysis. However, due to reasons explained earlier in this report, we were not able to compare indicators that were part of the quantitative component over time. The Y3E data offers an insightful snapshot of the current situation and complements the qualitative data, but it cannot be used to assess the impact of the project over time.

(iii) The PPA2 project has low visibility in Musagara and Ryabihura: there are several other NGOs focusing on gender operating in these areas; Plan itself has implemented other projects in the two communities; and as PPA2 activities are mostly school-based, the inhabitants of the community are not necessarily aware of them. Consequently, about 60% of the adult and adolescent respondents had heard of Plan or its partners and it is unclear whether they knew about PPA2 activities in particular. Whereas the respondents in the FGDs that were led at the school level were often familiar with the PPA2 project, this was not the case for the ones who were interviewed at the community level.

With these caveats in mind, the sections below aim to provide valuable information concerning the implementation and achievements of the PPA2 project.

a. Major successes

As we did not measure impact, our criteria for success are in terms of visibility of project interventions among the respondents and positive reports from the FGDs and KIIs participants. Based on these criteria, three interventions stand out as a major success: the Parent-Teacher Committees (PTCs), the *Tuseme* clubs and the IEE teacher training[40].

Through the PTC trainings delivered by Plan and RWAMREC, it seems that PPA2 was able to have the following positive outcomes:
- **Parents' perceptions of the importance of education for boys and girls:** "*Before people used to think that only boys are supposed to go to school but Plan tells us that all children are equal: each child is an important child*".

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[40] For the results of the FGDs module on the IEE teacher training, please refer to Annex 7

- **Parents use of corporal punishments:** "*Beating a child is abuse. Since Plan came we do not beat our children anymore because it used to cause children to sleep outside of their homes and hate their parents*".
- **Parents' perception of gender roles**: "*Before parents use to think that girls do not have a say but now that Plan started, they know that boys and girls have the same value*".
- **Children's' understanding of their rights:** "*The trainings are very important for us. Plan trained us about children rights, about boys and girls rights and our responsibilities. They told us about punishments, what a teacher can do or not*"

Through the *Tuseme* clubs delivered by FAWE, it seems that **PPA2 was able to increase the adolescents' knowledge of their rights and their level of confidence**:
"*We attended trainings that were provided by Plan in partnership with RWAMREC and FAWE. We were trained about our rights. So if we see situations when our rights are not respected, we can complain about it. We know where our rights start and finish. And we share our knowledge with others*"; "*Plan helps girls to overcome their fear with clubs where they meet and speak freely with no fear. Through that way they also get to learn about their rights*".

Finally, the teachers in Rubona school in Ryabihura expressed satisfaction with the **IEE training**, as they reported it had already had positive effects on the students: "*Regarding the teaching methodology, it has increased the number of students who pass and decreased the number of students who repeat grades. More girls are studying*".

We cannot determine the degree of the impact either at the community or at the school level, but we can indicate that for the respondents who received the PPA2 interventions, it contributed to a more conducive school environment for girls' education.

b. Major challenges

One of the major challenges of the project implementation is the low level of visibility of PPA2 activities, especially at the community level. The advocacy interventions were conducted at either the sector or district level, the trainings were at the school level, and there was no intervention at the community level. Furthermore, as the Y3E schools are not located within the community there was limited awareness of PPA2 activities at the community level.

Another key challenge is the lack of a centralized database for monitoring data on PPA2 activities. The PPA2 project comprises of a diverse portfolio of advocacy activities and school-based activities, which are implemented by various partners and over different time periods. This makes it difficult to monitor how these activities have been rolled out and the potential reach of the interventions as data is not stored in a centralized place. It was not possible to determine immediately exactly how many participants received a particular training or the frequency of the training. Furthermore, the roll out of activities varied by community. For example, the VSLAs and the Peer Communication interventions were only implemented in Ryabihura and we were not able to determine whether the IEE training reached Musagara as none of the interviewed teachers had received the IEE training.

According to Plan Rwanda, there was no other major challenge in terms of project implementation.

c. Are there any significant unexpected findings

We found that in practice, the 9 Year Basic Education is not completely free and involves financial costs that prevent children from going to school. Even though there are no official school fees, parents still have to pay for some contribution to the school, school materials and uniforms, which is prohibitive for the most deprived families. Exploring ways to ensure that schools effectively provide free primary education could be an efficient way to increase school enrolment.

d. Review on-going risks to the programme that should be considered

From the beneficiaries' side, we are not aware of any on-going risk. The respondents either did not know Plan or provided a positive opinion about it. At worst, they would complain that the project did not deliver enough, for example, in terms of material resources.

Concerning risks with the project implementation, Plan Rwanda indicated that their partners have knowledge about Plan procedures and processes but sometimes do not comply with them. They suggest that this risk could be mitigated by setting up strong monitoring system and regular follow-up with all the partners to check on specific donor/Plan requirements. Another risk is the difficulty in building on activities implemented by Plan and its partners in the long term, which could jeopardize the sustainability of the project. Plan Rwanda suggests that involving the youth to follow up on these activities by themselves is an area that they can improve on, through a more streamlined Monitoring & Evaluation mechanism.

e. Review the policy-level engagement by the project

We were not informed of any policy change initiated or supported by PPA2. The Gender Balance program from the Government was often mentioned but this is not new as it was started in 2008.

f. Sustainability

In this report, we did not attribute any observed change to the PPA2 project. We only suggested instances when it seemed that PPA2 activities may have contributed to a change. Most of these observed effects seem to be sustainable given that they do not need significant external action to perpetuate.

First, effects related to perceptions or attitudes are long lasting. For example, based on the qualitative interviews we can claim that the PPA2 project has contributed to a change among its beneficiaries in perceptions around the importance of education for girls, the use of corporal punishments and gender roles. This is important because it is likely that adults and adolescents who have changed their perceptions will also transfer them to their family. If gender roles change at the adult level, it is likely that children will later reproduce the change in their own family. Similarly, adolescents who have increased their knowledge about children rights and girls who have increased their confidence via club participation will retain this beyond the end of the project. Finally, teachers who have improved their pedagogy through new teaching methodology will still be able to implement this after the end of the project. **As a result, we can conclude that most of the positive effects of the PTC, RWAMREC and IEE trainings as well as the TUSEME clubs – that are mainly in terms of change in perceptions and practices and increase in knowledge and confidence - are sustainable.**

One of the risks related to sustainability is at the school level. The PTCs and codes of conduct seem to have contributed to a decrease in abuse and violence in the Plan-supported schools. The PPA2 project should therefore ensure that good practices are embedded in school regulations themselves so that they are not dependent on the head teachers in implementing this practice.

6) Recommendations

a. Recommendations on the programme

Progress was measured against a list of indicators from a Global logframe. Due to limitations for some of the indicators, we only comment on the following ones.

	Y3E
Access to education	
% of adolescent girls currently in school in operational areas	56%
Economic barriers	
% of parents citing financial barriers as a reason for adolescent girls not attending school	73%
Violence in school	
% of Adolescent girls who agree or strongly agree that they feel safe at school (of those currently in school)	100%
Accountability and Participation	
% of girls who state they believe that their concerns are acted upon by school management	84%

According to the Y3E data, average school enrolment of adolescents is 56%. Although the results might slightly underestimate the actual rate of enrolment, the important point is that **girls' enrolment rate is lower compared to boys** by an 8.6% difference. We found that gender difference is not due to an unsupportive school environment but to other factors. First, financial constraints are not specific to girls but affect them disproportionally due to gender bias perceptions that still favor boys education. Other factors are specific to girls and are related to material obstacles, such as long distance to school, menstruation and sexual harassment in and outside of school.

These results have a few implications for the PPA2 project:

- **First, on the positive side, Plan-supported schools' environment seems to be conducive to girls' education**. The majority of respondents reported that boys and girls are treated equally within the school, that they are represented well and that violence and abuse have decreased. School environment does not emerge as being a barrier to education for girls.

- There are material obstacles that are still a barrier for girls. Some barriers such as the distance to school and sexual violence outside of school are outside the scope of PPA2's agenda. But other can be addressed through the project. Although cases of girls' absenteeism due to periods were few in the quantitative data, the qualitative findings implied that the cost of sanitary pads was sometimes prohibitive for girls to attend school during their periods. **We recommend that PPA2 integrate the issue related to girls menstruation within its portfolio of activities.**

- Although there are signs that perceptions related to girls education and gender roles have evolved, the results also indicate that gender bias perceptions still favor boys education when financial resources are limited. We recommend that PPA2 intensify its effort on this issue. One possible channel is **to scale up the project to train more adults and adolescents**. Another way is to **explore ways to make sure that changes in perceptions and attitudes translate into practice**.

Two indicators that seem to be out of target are the high number of out-of-school adolescents (56%) and parents (73%) citing financial barriers as a reason for adolescent girls not attending school. **Both boys and girls are strongly affected by economic barriers to education**. Indeed, financial barriers were the most pressing issues reported by the majority of the respondents. VSLAs were not implemented in Musagara but in Rybihura, where they were implemented, they did not appear to be sufficient to reduce economic barriers to education. **We recommend that the PPA2 project intensifies and expands the financial help component, which seems to be a critical factor in order to increase access to education**. Furthermore, lack of school fees was one of the most cited sources of abuse in schools: children are often either beaten by the teachers or chased away from the school when they fail to pay for the fees. **Finding a way to provide for school fees would by the same token also contribute to reduce violence and abuses in schools**.

One category of the population that emerges as being left out by the project is the out-of-school adolescents. Most of the PPA2 activities are school-based and focus on maintaining current students in school. There is not any intervention focusing on bringing back out-of-school adolescents to school. Out-of-school adolescent are excluded from activities that teach about children rights or getting confidence whereas they are maybe the ones who would need these trainings the most. Even VSLAs members are supposed to be recruited among the parents of the students enrolled in school. **One outcome of interest being the enrolment rate of adolescents, it seems that it would make sense to extend the PPA2 activities to involve out-of-school students**.

Finally, one of the 6 themes of analysis - **SHRH knowledge -** does not seem core to the PPA2 project, as only one activity (the remedial classes) includes this topic in its curriculum. **Either the PPA2 project should provide more SRHR-related activities, or this theme should be removed from the evaluation framework**.

b. Recommendations on the evaluation

<u>Improving the Research Design</u>
The project assessment was limited by a number of caveats originating from the research design. These have been discussed in the methodology section earlier but to summarize the two main caveats include:
(i) it is not possible to compare the quantitative indicators at the baseline, MTE or Y3E stage to attribute a change to a project;
(ii) to use cross sectional data (i.e. comparing a different group of people across time), the communities must be the same at the baseline stage to be comparable and the sampling strategy must ensure that the groups of people have similar background characteristics.

Concerning the first point, **for future evaluations we recommend that the research design includes a treatment group (beneficiaries of Plan) and a comparison (or control) group**. The comparison group can be chosen at the community level (communities where Plan does not intervene) or at the school level (non-Plan-supported schools in communities where Plan intervenes). It is critical that the control group communities or schools are as similar as possible to the treated communities or schools on a number of characteristics.

Even if such level of sophistication is not always feasible, the current research design could be improved in the future by ensuring that**:**

- **the same communities are selected at all the stages of the evaluation** including baseline, MTE, Y3E and further waves of data collection.
- **the sample size is increased to include more beneficiaries of the project for the quantitative survey and the FGDs**. If the intensity of the project (or level of take up) is not large enough in the sampled population, it is statistically NOT possible to attribute any impact to the project.

For the PPA2 project, it might be preferable to: (i) ensure that selected communities comprise of at least 80% of the students attending Plan-supported schools; or (ii) conduct the evaluation at the school level by selecting the respondents (parents and adolescents) from the schools only, since most PPA2 activities are school-based. The evaluation could be more efficient and precise by removing out-of-school adolescents from the sample (as PPA2 activities do not seem to directly target them) and restricting it to in-school adolescents, their parents and teachers.

In summary, to evaluate the PPA2 project in a context where the schools are located outside of a community, we recommend comparing Plan-supported schools and non-Plan-supported schools with similar characteristics by comparing data from parents, adolescents and teachers from these schools. The schools selected for the evaluation should remain the same at all the stages of data collection. One additional advantage of working at the school level is that it is much easier to achieve a representative sample by random selection. The school listings can be used to randomly select the respondents such as in a lottery. This method is more rigorous and less prone to bias than using random walking at the community level.

Reducing sources of biases

To achieve greater consistency in the design implementation and to reduce the risk of bias, we recommend to provide clear guidance to the consultant on the message to be delivered to the FGDs and KKIs participants. It includes questions such as "Should Plan be mentioned or not?", "How should we explain the goal of the discussion? etc. Ideally, Plan Rwanda field officers should be provided with the same introductory script in all the countries. In addition, Plan should preferably not be mentioned until the very end of the FGD/interview, when specific questions could be asked if necessary.

Collecting Monitoring Information

Finally, a better understanding of the project activities would have been very useful to conduct this evaluation. We recommend that for future evaluations:
- The consultant does not only receive documentation about the project but starts by meeting with the implementing staff on the ground to get a full understanding of each project activities. Additionally, this would allow us to gather information about the challenges faced by the implementers in order to provide more concrete process evaluation recommendations.
- A comprehensive monitoring database should be established to record which activities are implemented where, when, and with how many participants. At the time of the evaluation, it was unclear which activities had happened where, and how many participants were involved in each. It applies in particular to the advocacy activities but also to the trainings.
- The database should also include information on the selection criteria used to enrol beneficiaries in the training activities. For example, whereas the holiday's remedial class clearly targets adolescent girls on the verge of dropping-out from school, it is unclear how the parents who participated in the PTC trainings were selected. The selection criteria is part of the intervention design and as such should be taken into account in the evaluation.

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Annex 1: Rwanda FGD Participation and Modules Summary

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
KIIs	Mix	1 – CORE 7 – Gender roles

Annex 2: Log frame outputs and outcomes

Table 1: Enhanced Attitudes

Broad theme: Enhanced attitudes for equality in girls' education	
TOC Changes for groups	
G1	*Girls attend schools and complete lower secondary education*
G2	*Girls reduced drop out rate*
G3	*Girls have greater self confidence*
G4	*Girls know their rights*
P9	*Parents are more supportive of girls' education*
P11	*Parents have greater prioritization of girls schooling*
P12	*Parents have reduced demands on girls' household labour*
Logframe	
Specific indicator A1	*% of adolescent girls who feel their parents support them in education*
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 2: Reduced economic barriers

Broad theme: Reduced economic barriers	
TOC Changes for groups	
P10	*Parents have increased capacity to pay school fees*
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 3: Increased access to education

Broad theme: Increased access to education	
TOC Changes for groups	
T15	*Teachers / heads promote gender sensitive pedagogy*
T16	*Teachers/heads use improved teaching materials*
T21	*Teachers / heads promote girls' learning*
Logframe	
Specific indicator B1	*# of girls and boys benefitting from an improved educational experience in target grades in target schools*
Specific indicator B2	*% of schools assessed as improved by adolescents' monitoring of girl-boy friendly characteristics*
Output 3	School communities are supported by Plan to improve the quality of education for girls through capacity building

Table 4: Reduced violence in school communities

Broad theme: Reduced violence in school communities	
TOC Changes for groups	
G5	*Girls have access to child-friendly learning spaces*
G7	*girls have improved access to child protection*
P14	*Parents are better able to report violence*
T17	*Teachers/heads improved positive discipline approaches*
T18	*Teachers/heads adhere to codes of conduct*
T19	*teachers/heads follow CP policies*
Logframe	
Specific indicator A2	*% of community members who agree that physical violence against girls is acceptable (proxy indicator for attitudes)*
Specific indicator B4	% of girls who feel safe in schools

Output 4	School communities are supported by Plan to address violence against girls with capacity building and development of protection strategies / systems

Table 5: Improved access to SRHR

Broad theme: Increased SRHR Knowledge	
TOC Changes for groups	
G8	*Girls have improved access to SRHR*
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

Table 6: Increased accountability

Broad theme: Increased accountability	
TOC Changes for groups	
G6	*Girls participate in decisions affecting them*
P13	*Parents actively hold schools accountable*
T20	*Teachers/heads refuse bribes*
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

Annex 3: Quantitative comparison of baseline, MTE and Y3E data

This document explores reasons why we cannot compare baseline, midline and Year 3 Evaluation (Y3E) quantitative data with the objective of demonstrating an effect of the Building Skills for Life (PPA2) project on the target population in Rwanda.

The main issue is that both the communities selected and the individuals sampled within each community were different at each stage of data collection. To be valid, the analysis of this type of cross-sectional design cannot be based on summary statistic tables and requires specific statistical methods.

If we execute the comparison according to the methodology requested by Plan we find that PPA2 has a negative impact on the target population for the following reasons:

1) We are comparing different communities across baseline, midline and endline. This issue is amplified by the fact that there were 4 communities at the baseline stage and only 2 communities at the midline and Y3E stages. Without using any specific statistical method to overcome this particularity of the sampling design, we cannot expect the sampled populations to be comparable.

2) Y3E respondents are significantly economically worse off than baseline and midline respondents (based on marital status and enrolment rate indicators), which leads us to believe the selection of baseline and midline participants were not conducted in a random manner.

3) A simple comparison between baseline, midline and Y3E data would lead to the conclusion that PPA2 has a negative impact on the population when comparing Y3E to baseline and midline data, which is misleading. Without controlling for original background differences across the groups, we cannot compare the baseline, midline and Y3E data.

4) Finally, the exposure of midline respondents to the PPA2 project was very low, which prevents us from attributing any observed difference between baseline and midline to the project itself.

1. The communities that were selected for baseline, midline and endline are different.

The selected communities for the evaluation were: at the baseline stage, Ryabihura, Nyamwiza, Musagara and Rebero; at the midline stage, Nyamwiza and Musagara; and at the Y3E stage, Ryabihura and Musagara. This is a cross-sectional design and to be valid, the analysis requires specific statistical methods[41] that take into account the fact that at each stage of data collection the

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[41] We are happy to explain more in details and provide advices on what type of analysis can handle the challenges of a cross-sectional design. We advise that we only compare the individuals from the same communities using (1) the selected individuals from Ryabihura only between the baseline and Y3E and (ii) the selected individuals from Musagara across baseline, midline and Y3E. We also recommend controlling for background characteristics differences because even though the communities are the same for each comparison, the individuals selected at each data collection stage were different. Finally it is necessary to use specific statistical tool such as the SURE (Seemingly Unrelated Regression Equations) method to test the effect of the program on the target population.

communities were different, as well as the individuals selected within each community. This type of sophisticated analysis can only be performed if we have the datasets for each stage of data collection.

If the analysis methodology does not take into account the specificity of the sampling design, and uses instead simple summary statistic tables, we cannot make valid comparisons and the conclusions can be totally misleading as we show evidence in this document: using the tables provided by Plan, we demonstrate that the sampled populations are not comparable as such, and that they lead to the conclusion that PPA2 project has a negative impact on the target population.

2. Y3E respondents are significantly economically worse off than baseline and midline respondents

The selected communities for the evaluation were: for the baseline, Ryabihura, Nyamwiza, Musagara and Rebero; for the midline, Nyamwiza and Musagara; and for the Y3E, Ryabihura and Musagara. At each stage, at least one community is represented in the sample and it is expected that participants were selected in a random manner. Therefore, we would expect that the population characteristics would be quite homogeneous across the 3 samples. However, the data below shows that this is not the case for both the adolescent and adult populations, which has implications for analysing changes in beneficiary outcomes.

Adolescents

To estimate the socio- economic level of the adolescents, we can use the rate of school enrolment as a proxy as school attendance and poverty are strongly correlated. In Rwanda, the primary school includes students between the age of 6 to 12 years old and secondary school includes student between 13 and 19 years old. As our sample's age range is between 10 and 19 years old, if we randomly selected participants, we can expect to have surveyed about 22% of the adolescents in primary school and 78% in secondary school (or to approximate, 30% of primary students and 70% of secondary students). Using the 2012 national data from the National Institute of Statistics of Rwanda, the enrolment rate in Primary is 96.5% and the enrolment rate in Secondary is 28%. This means that if our sample was representative of the national population, **we should expect to have an average enrolment rate of about 49%** (i.e. 30% * 96.5% + 70% * 28%).

The results in Table 1 show that the average enrolment rate of the adolescents' sample is 85% at baseline, 94% at midline and 55% at Y3E. The enrolment rate at Y3E (55.4%) is slightly above 49% but it remains within the range, which gives us confidence that the endline data is reflective of national data. However, the baseline and midline averages are significantly higher than the national average. This leads us to believe that the selection of participants, especially at the baseline stage, was not conducted in a random manner, as the sample is not reflective of national data.

Table 1: Average adolescents' enrolment rate in the baseline, midline and Y3E samples

V202 Currently attending school								
	Y3E			Midline			Baseline	
	Fqy	%		Fqy	%		Fqy	%
Yes	56	55.4%		91	93.8%		164	84.5%
No	45	44.6%		6	6.2%		30	15.5%
Total Valid	101	100.0%		97	100.0%		194	100.0%
Missing	1			3			5	
Total	102			100			199	

These observations lead to two conclusions:
➔ **Y3E adolescents are significantly worse off than the midline and baseline adolescents with an average school enrolment rate that is 35 to 45 percentage points (pp) lower**.
➔ **Based on the enrolment rate indicator, midline and baseline's samples are not representative of the average national population, indicating that the selection of participants may not have been conducted in a random manner.**

Parents

By research design, one adult and one adolescent were selected in each household. Hence, we can expect that we will find similar results for the parents. In this case, we use the marital status as proxy of socio-economic level. Indeed, situations of vulnerability such as single-headed households are strongly positively correlated to levels of poverty. According to the 2012 EICV (integrated household living conditions survey) data from the National Institute of Statistics of Rwanda, the rate of widowed individuals among the population older than 26 years old is 24%[42].

The results in Table 2 show that the proportion of widowed individuals is 10% in the baseline, 12% in the midline and 19% in the Y3E sample. The rate of widowed at Y3E (19%) is slightly below 24% but it remains within the range, compared to baseline and midline averages that are significantly lower than the national average.

Table 2: Adult marital status in the baseline, midline and Y3E samples

V101 Marital Status:								
	Y3E			Midline			Baseline	
	Fqy	%		Fqy	%		Fqy	%
Married	74	72.5%		82	82.0%		281	85.2%
Single / Never Married	2	2.0%		3	3.0%		8	2.4%
Divorced	7	6.9%		3	3.0%		8	2.4%
Widowed	19	18.6%		12	12.0%		33	10.0%
Total	102	100.0%		100	100.0%		330	100.0%

[42] This figure is based on our own calculations from the dataset. We chose 26 years old because our sample is in majority older than 26 years old.

These observations lead to two conclusions:

➔ **Y3E adults are significantly worse off than the midline and baseline adults. The average of widowed individual is lower by about 8pp, which indicates that the households where live the Y3E adults are probably more vulnerable if not poorer.**

➔ **Based on the marital status indicator, midline and baseline samples are NOT representative of the average population.**

Using the school enrolment indicator for the adolescents and the marital status indicator for the adults, we demonstrate that the households surveyed at Y3E are socio-economically worse off than the ones that were surveyed at baseline and midline. As poverty levels are correlated to peoples' attitudes and practices towards education and gender, this difference in background characteristics will affect the type of responses provided in the survey. This fact has strong implications for the interpretation of the results:

➢ **If we compare the results without taking into account this original difference on background characteristics, we risk finding that the PPA2 project had a negative impact on the population.**

3. Negative effect of PPA2 on the Y3E population

Due to the fact that the respondents in Y3E are worse off compared to midline and baseline respondents, we often find that the PPA2 project has a negative impact on the population. Table 3 presents a selection of indicators from several survey modules where we find that the adolescents from Y3E are worse off than the ones from baseline and midline.

Table 3: Comparison of indicators in the adolescents sample across baseline, midline and Y3E

	Fqy	%		Fqy	%		Fqy	%
Section 2: Schooling								
V208 During past year, ever missed school:								
		Y3E			**Midline**			**Baseline**	
Yes	37	66.1%		43	47.8%		75	46%
No	19	33.9%		47	52.2%		88	54%
Total Valid	56	100.0%		90	100.0%		163	100%
Missing	46			10			36	
Total	102			100			199	
Section 3: School attitudes								
V301a Important to be considered a bright student:								
		Y3E			**Midline**			**Baseline**	
Extremely Important	31	30.7%		60	61.9%		104	53%
Important	61	60.4%		36	37.1%		83	43%
Neither	1	1.0%		0	.0%		5	3%
Unimportant	7	6.9%		1	1.0%		3	2%
Extremely Unimportant	1	1.0%		0	.0%		0	0%
Total Valid	101			97	100.0%		195	100%
Missing	1			3			4	
Total	102			100			199	
V304a More important for boy than a girl to finish sec school:								
		Y3E			**Midline**			**Baseline**	
Strongly Agree	8	7.8%		2	2.1%		8	4%

	Y3E		Midline		Baseline	
Agree	25	24.5%	9	9.3%	27	14%
Neither Agree nor Disagree	7	6.9%	6	6.2%	8	4%
Disagree	49	48.0%	69	71.1%	116	59%
Strongly Disagree	13	12.7%	11	11.3%	39	20%
Total	102	100.0%	97	100.0%	198	100%
Missing			3		1	
Total			100		199	

V304c In a marriage, it is best if the man has more education that the woman:

	Y3E		Midline		Baseline	
Strongly Agree	9	8.8%	1	1.0%	14	7%
Agree	28	27.5%	10	10.3%	32	16%
Neither Agree nor Disagree	16	15.7%	10	10.3%	21	11%
Disagree	42	41.2%	48	49.5%	82	41%
Strongly Disagree	7	6.9%	28	28.9%	50	25%
Total	102	100.0%	97	100.0%	199	100%

V305a My teacher gives equal attention to boys/girls:

	Y3E		Midline		Baseline	
Strongly Agree	11	19.6%	38	41.8%	80	42%
Agree	38	67.9%	52	57.1%	96	51%
Neither Agree nor Disagree	1	1.8%	1	1.1%	0	0%
Disagree	4	7.1%	0	.0%	9	5%
Strongly Disagree	2	3.6%	0	.0%	4	2%
Total Valid	56	100.0%	91	100.0%	189	100%
Missing	46		9		10	
Total	102		100		199	

V305f Teacher encourages boys and girls to talk:

	Y3E		Midline		Baseline	
Strongly Agree	9	16.1%	30	33.0%	68	36%
Agree	40	71.4%	57	62.6%	107	57%
Neither Agree nor Disagree	0	.0%	3	3.3%	7	4%
Disagree	7	12.5%	1	1.1%	6	3%
Strongly Disagree	0	.0%	0	.0%	1	1%
Total Valid	56	100.0%	91	100.0%	189	100%
Missing	46		9		10	
Total	102		100		199	

Section 4: Violence

V407b If a teacher hits a child, s/he would report the teacher to the authorities:

	Y3E		Midline		Baseline	
Strongly Agree	3	5.4%	2	2.2%	13	7%
Agree	8	14.3%	34	37.4%	108	55%
Neither Agree nor Disagree	5	8.9%	6	6.6%	17	9%
Disagree	34	60.7%	40	44.0%	52	26%
Strongly Disagree	6	10.7%	9	9.9%	8	4%
Total Valid	56	100.0%	91	100.0%	198	100%
Missing	46		9		1	
Total	102		100		199	

V407e If a teacher hits a child, it is because the child deserves it:

	Y3E		Midline		Baseline	
Strongly Agree	13	23.2%	2	2.2%	17	9%

	Y3E		Midline		Baseline	
Agree	34	60.7%	20	22.0%	60	30%
Neither Agree nor Disagree	2	3.6%	16	17.6%	60	30%
Disagree	7	12.5%	43	47.3%	40	20%
Strongly Disagree	0	.0%	10	11.0%	21	11%
Total Valid	56	100.0%	91	100.0%	198	100%
Missing	46		9		1	
Total	102		100		199	

Section 6: SRHR						
V601a Knew about menstruation before my first period:						
	Y3E		**Midline**		**Baseline**	
Yes	21	42.9%	24	50.0%	41	42%
No	28	57.1%	24	50.0%	56	58%
Valid Total	49	100.0%	48	100.0%	197	100%
Missing	53		52		2	
Total	102		100			

V604 Have attended SRH&R classes:						
	Y3E		**Midline**		**Baseline**	
Yes	55	67.9%	40	61.5%	93	81%
No	26	32.1%	25	38.5%	22	19%
Total Valid	81	100.0%	65	100.0%	115	100%
Missing	21		35		84	
Total	102		100		199	

V610a Male condom should be put on before sex:						
	Y3E		**Midline**		**Baseline**	
Strongly Agree	24	23.5%	6	6.2%	81	42%
Agree	42	41.2%	66	68.0%	56	29%
Neither Agree nor Disagree	2	2.0%	1	1.0%	5	3%
Disagree	1	1.0%	0	.0%	2	1%
Strongly Disagree	0	0.0%	0	.0%	0	0%
Refused to answer/DK	33	32.4%	24	24.7%	51	26%
Total	102	100.0%	97	100.0%	195	100%

V610b Male condom can be used more than once:						
	Y3E		**Midline**		**Baseline**	
Strongly Agree	2	2.0%	10	10.3%	4	2%
Agree	6	5.9%	11	11.3%	9	5%
Neither Agree nor Disagree	0	0.0%	4	4.1%	5	3%
Disagree	41	40.2%	30	30.9%	55	28%
Strongly Disagree	19	18.6%	4	4.1%	54	28%
Refused to answer/ DK	34	33.3%	38	39.2%	68	35%
Total	102	100.0%	97	100.0%	195	100%

V610c Using male condom means not trusting partner:						
	Y3E		**Midline**		**Baseline**	
Strongly Agree	12	11.8%	10	10.3%	11	6%
Agree	36	35.3%	25	25.8%	52	27%
Neither Agree nor Disagree	0	0.0%	8	8.2%	7	4%
Disagree	17	16.7%	18	18.6%	43	22%
Strongly Disagree	7	6.9%	1	1.0%	19	10%
Refused to answer/ DK	30	29.4%	35	36.1%	62	32%
Total	102	100.0%	97	100.0%	194	100%

V610g Using 2 male condoms at the same time is better than one:							
	Y3E			**Midline**		**Baseline**	
Strongly Agree	2	2.0%	8	8.2%	5	3%
Agree	18	17.6%	9	9.3%	23	12%
Neither Agree nor Disagree	0	.0%	9	9.3%	1	1%
Disagree	26	25.5%	16	16.5%	32	16%
Strongly Disagree	14	13.7%	9	9.3%	56	29%
Refused to answer/ DK	42	41.2%	46	47.4%	78	40%
Total	102	100.0%	97	100.0%	195	100%

Table 4 presents a selection of indicators from several modules where we find that the adults from Y3E are worse off than the ones from baseline and midline.

Table 4: Comparison of indicators in the adults sample across baseline, midline and Y3E

SECTION 1 SOCIO-DEMOGRAPHICS							
V117F If resources are not enough it is better to send boy rather than girl to school							
	Y3E			**Midline**		**Baseline**	
Strongly Disagree	79	77.5%	29	29.0%	75	22.8%
Disagree	0	.0%	50	50.0%	201	61.1%
Neither Agree nor Disagree	1	1.0%	6	6.0%	11	3.3%
Agree	18	17.6%	12	12.0%	29	8.8%
Strongly Agree	4	3.9%	3	3.0%	13	4.0%
Total	102	100.0%	100	100.0%	329	100.0%
SECTION 3 ATTITUDE TOWARDS SCHOOLING							
V304A It is more important for a boy than a girl to finish secondary school							
	Y3E			**Midline**		**Baseline**	
Strongly Agree	6	5.9%	6	6.0%	16	4.9%
Agree	26	25.5%	14	14.0%	32	9.7%
Neither Agree nor Disagree	7	6.9%	2	2.0%	5	1.5%
Disagree	49	48.0%	60	60.0%	222	67.5%
Strongly Disagree	14	13.7%	18	18.0%	54	16.4%
Total	102	100.0%	100	100.0%	329	100.0%
V304C In a marriage it is better if the man has more education							
	Y3E			**Midline**		**Baseline**	
Strongly Agree	14	13.7%	6	6.1%	16	4.9%
Agree	22	21.6%	14	14.1%	57	17.4%
Neither Agree nor Disagree	15	14.7%	1	1.0%	29	8.8%
Disagree	46	45.1%	43	43.4%	183	55.8%
Strongly Disagree	5	4.9%	35	35.4%	43	13.1%
Total	102	100.0%	99	100.0%	328	100.0%
SECTION 4 VIOLENCE							
V404B If the wife makes a mistake then husband is justified in beating her							
	Y3E			**Midline**		**Baseline**	
Strongly Disagree	87	85.3%	47	47.0%	97	29.8%
Disagree	0	.0%	40	40.0%	213	65.3%
Neither Agree nor Disagree	3	2.9%	2	2.0%	9	2.8%
Agree	11	10.8%	3	3.0%	7	2.1%
Strongly Agree	1	1.0%	8	8.0%		0.0%

	Y3E		Midline		Baseline	
Total	102	100.0%	100	100.0%	326	100.0%

V407B If a teacher hits my child I would report that teacher

	Y3E		Midline		Baseline	
Strongly Disagree	65	63.7%	4	4.0%	16	4.9%
Disagree	0	.0%	43	43.0%	122	37.1%
Neither Agree nor Disagree	17	16.7%	3	3.0%	78	23.7%
Agree	17	16.7%	25	25.0%	86	26.1%
Strongly Agree	3	2.9%	25	25.0%	27	8.2%
Total	102	100.0%	100	100.0%	329	100.0%

V407D Teachers who hit children should lose the right to teach

	Y3E		Midline		Baseline	
Strongly Disagree	75	73.5%	5	5.0%	15	4.5%
Disagree	0	.0%	55	55.0%	143	43.3%
Neither Agree nor Disagree	13	12.7%	12	12.0%	72	21.8%
Agree	13	12.7%	15	15.0%	81	24.5%
Strongly Agree	1	1.0%	13	13.0%	19	5.8%
Total	102	100.0%	100	100.0%	330	100.0%

V407E If a teacher hits my child it is probably because my child deserves it

	Y3E		Midline		Baseline	
Strongly Disagree	7	6.9%	9	9.0%	12	3.6%
Disagree	0	.0%	29	29.0%	43	13.0%
Neither Agree nor Disagree	3	2.9%	12	12.0%	66	20.0%
Agree	58	56.9%	27	27.0%	180	54.5%
Strongly Agree	34	33.3%	23	23.0%	29	8.8%
Total	102	100.0%	100	100.0%	330	100.0%

SECTION 5 PARENTS & COMMUNITY SUPPORT TOWARDS GIRL EDUCATION

V503C I consult with girls in my household over when they will be married

	Y3E		Midline		Baseline	
Strongly Disagree	39	38.2%	8	8.1%	22	6.7%
Disagree	0	.0%	18	18.2%	127	38.7%
Neither Agree nor Disagree	25	24.5%	19	19.2%	39	11.9%
Agree	35	34.3%	37	37.4%	124	37.8%
Strongly Agree	3	2.9%	17	17.2%	16	4.9%
Total	102	100.0%	99	100.0%	328	100.0%

SECTION 6 SRH&R

V602A SRH taught at school

	Y3E		Midline		Baseline	
Strongly Agree	30	29.4%	47	47.0%	155	47.1%
Agree	58	56.9%	51	51.0%	156	47.4%
Neither Agree nor Disagree	2	2.0%	0	.0%	2	0.6%
Disagree	6	5.9%	0	.0%	8	2.4%
Strongly Disagree	6	5.9%	2	2.0%	8	2.4%
Total	102	100.0%	0	.0%	329	100.0%

V602B Sex education encourages young people to have sex

	Y3E		Midline		Baseline	
Strongly Agree	3	2.9%	14	14.0%	7	2.2%
Agree	19	18.6%	17	17.0%	53	16.5%
Neither Agree nor Disagree	12	11.8%	20	20.0%	19	5.9%
Disagree	41	40.2%	42	42.0%	126	39.1%

	Y3E		Midline		Baseline	
Strongly Disagree	25	24.5%	6	6.0%	117	36.3%
Refused to answer	2	2.0%	1	1.0%	n/a	
Total	102	100.0%	100	100.0%	322	100.0%

V602D I dont want my daughter(s) to be taught sex education at school						
	Y3E		**Midline**		**Baseline**	
Strongly Agree	4	3.9%	9	9.3%	8	2.5%
Agree	21	20.6%	13	13.4%	44	13.5%
Neither Agree nor Disagree	4	3.9%	10	10.3%	6	1.8%
Disagree	54	52.9%	48	49.5%	119	36.6%
Strongly Disagree	17	16.7%	17	17.5%	148	45.5%
Refused to answer	2	2.0%	0	.0%		
Valid Total	102	100.0%	97	100.0%	325	100.0%

V602E I would give consent to my daughter(s) to access family planning services						
	Y3E		**Midline**		**Baseline**	
Strongly Agree	6	5.9%	16	16.0%	63	19.2%
Agree	34	33.3%	59	59.0%	126	38.4%
Neither Agree nor Disagree	6	5.9%	3	3.0%	48	14.6%
Disagree	30	29.4%	16	16.0%	65	19.8%
Strongly Disagree	25	24.5%	5	5.0%	26	7.9%
Refused to answer	1	1.0%	1	1.0%		
Total	102	100.0%	100	100.0%	328	100.0%

Results based on simple comparison are misleading and show that the PPA2 project has a negative impact on the population. To be valid, a simple comparison is based on the hypothesis that the two groups have similar background characteristics on a range of indicators that are relevant to the outcome of interest. However, the respondents from the Y3E group are socio-economically worse off than the ones from baseline and midline, which explains why they perform worse on a range of indicators. And because this original bias is so strong, it cancels any sign of positive impact that the PPA2 activities may have had on the population. The implication for the interpretation of the results is that:

(4) If we do not control for original background differences across the groups, we cannot compare the baseline, midline and Y3E data.

For all the reasons provided above, we advise that we should not compare the Y3E data to the midline and baseline data, in order to analyse the impact of PPA2 on the population. If the analysis methodology does not take into account the specificity of the sampling design we cannot make valid comparisons and the conclusions can be totally misleading.

Finally, we find necessary to mention a last obstacle to the analysis. The comparison across baseline, midline and Y3E is based on the premise that at midline stage the respondents had received the PPA2 intervention, which should lead to a change in the targeted population and be reflected in the responses provided. However, it turns out that the exposure of midline respondents to the Building Skills for Life (PPA2) project was very low, which prevents us from attributing any observed difference between baseline and midline to the project itself.

4. The exposure of midline respondents to the Building Skills for Life (PPA2) project was very low

Table 5 and 6 shows that at midline, as many as 67% of the adolescents and 54% of the parents had never heard of Plan, i.e. less than half of the surveyed population had heard of Plan.

Table 5: Extent of adolescents' awareness of plan activities compared between baseline and midline

V704a Extent of awareness of plan activities					
Y3E			**MIDLINE**		
	Fqy	**%**		**Fqy**	**%**
Heard of/recognise Plan/partners	61	59.8%	Not heard of	64	66.7%
Not heard of/do not recognise	34	33.3%	Heard of but know nothing	23	24.0%
Unsure/Can't say	7	6.9%	Heard of and know some	9	9.4%
Total	102	100.0%	Heard of and know lots	0	.0%
			Valid Total	96	100.0%
			Missing	4	
			Total	100	

Table 6: Extent of adults' awareness of plan activities compared between baseline and midline

V504 Extent of awareness of Plan/partners							
Y3E				**MIDLINE**			
	Fqy	**%**			**Fqy**	**%**	
Heard of / recognise Plan / partners	64	62.7%		Not heard of	54	54.0%	
Not heard of / do not recognise	35	34.3%		Heard of but know nothing	34	34.0%	
Unsure / can't say	3	2.9%		Heard of and know some	10	10.0%	
Total	102	100.0%		Heard of and know lots	2	2.0%	
				Total	100	100.0%	

The results from Table 7 also reflect the low awareness of Plan among the participants. Firstly, we should be looking at the frequency rather than the percentages, which are misleading due to the high number of missing values. At the midline stage, only 2 adolescents and 7 adults of the total sample reported having received a leaflet of information from Plan, and only 6 adolescents and 5 adults reported participating in any Plan activity.

Table 7: Rate of participation of the adolescents and parents in Plan activities at midline

V504b Plan activities participated in at Midline	Adolescents		Adults	
	Fqy	%	Fqy	%
Attended a community event:	2	22.2%	5	41.7%
Adolescent/Children attended Plan activities out of school:	1	11.1%	0	.0%
Adolescent/Children involved in Plan activities in school:	1	11.1%	0	.0%
Financial or material assistance:	2	22.2%	0	.0%
Parent / (Husband/wife/partner) attended a community event:	0	0%	0	.0%
Plan activities in adolescent / children school:	6	66.7%	0	.0%
Received leaflets of information:	2	22.2%	7	58.3%
Valid total	9	100.0%	8	100.0%
Missing	81		92	
Total	100		100	

Similarly, Table 8 shows that only 12 of the surveyed adolescents reported participating into any new activity implemented by PPA2.

Table 8: Rate of participation of the adolescents in a list of activities at midline and Y3E

V702 Belong to any group or club							New activity from PPA2
Y3E			MIDLINE				
	Fqy	%			Fqy	%	
Drama/theatre clubs:	11	15.7	Drama/theatre clubs:		4	7.8	YES
Girls Rights/advocacy group:	6	8.6	Girls Rights/advocacy group:		3	5.9	YES
Peer/education groups:	17	24.3	Peer/education groups:		5	9.8	YES
Child Parliament:	2	2.9	Child Parliament:		13	25.5	NO
Child Protection Committee:	4	5.7	Child Protection Committee:		8	15.7	NO
Community Development Committee:	1	1.4	Community Development Committee:		9	17.6	NO
Health Committees:	7	10.0	Health Committees:		8	15.7	NO
IG groups:	14	20.0	IG groups:		1	2.0	NO
Other:	4	5.7	Other:		0	0	NO
Religious Group:	40	57.1	Religious Group:		12	23.5	NO
School council/clubs:	19	27.1	School council/clubs:		7	13.7	NO
School Management Committee:	11	15.7	School Management Committee:		11	21.6	NO
School prefect:	18	25.7	School prefect:		32	62.7	NO
Self Help Group:	5	7.1	Self Help Group:		5	9.8	NO
Sports clubs:	26	37.1	Sports clubs:		4	7.8	NO
Youth Development Committee:	6	8.6	Youth Development Committee:		8	15.7	NO
Total Responses	70	100	Total Responses		51	100	
Missing	32		Missing		49		
Total	102		Total		100		

The observations from these tables demonstrate a very low level of awareness of Plan activities by the respondents at the midline stage, which in turn translates into a very low, if not non-existent, level of

participation into Plan activities. Even in the case of a much larger sample that is statistically significant, a compliance rate of about 15% (using the number of respondents who were exposed to Plan in any way), i.e. 15% of respondents who have had the intervention, does not offer any statistical power to detect a significant difference between two comparison groups. The implication for the interpretation of the results is that:

➢ **With our sample size of 100 adults and 100 adolescents, we have no valid ground to attribute any effect that we observe between baseline and midline to the PPA2 project**

➢ **This is compounded by the fact that participants in the midline sample have very little awareness of the PPA2 project and have hardly participated in the Plan activities; therefore, it is not possible to assess any changes in their outcomes as a result of Plan activities.**

It is therefore not possible to show evidence of a progressive trend towards improvement from baseline, to midline and Y3E results. At best, we can independently compare Y3E data to the baseline and midline data.

Annex 4: Tables for educational characteristics of respondents at each wave of data collection (Source: Plan UK)

Wave	Education status	10-14				15-19				>19			
		Male		Female		Male		Female		Male		Female	
Column1	Column2	n5	%6	n7	%8	n9	%10	n11	%12	n13	%14	n15	%16
Baseline	Never enrolled	5	5%	3	3%	3	4%	3	3%	42	29%	66	39%
Baseline	In Primary school/did not finish primary	68	73%	67	74%	46	52%	52	47%	67	46%	73	43%
Baseline	Finished primary but did not enrol in lower secondary	18	19%	20	22%	24	27%	29	27%	22	15%	24	14%
Baseline	Started (or in) lower/secondary	2	2%	1	1%	13	15%	16	15%	3	2%	2	1%
Baseline	Finished secondary	0	0%	0	0%	2	2%	7	7%	7	5%	3	2%
Baseline	College/University	0	0%	0	0%	0	0%	0	0%	3	2%	1	1%
Baseline	Other	1	1%	0	0%	0	0%	1	1%	1	1%	0	0%
MTE	Never enrolled	1	2.30%	0	0.00%	1	3.20%	1	3.30%	14	28.60%	24	48.00%
MTE	In Primary school/did not finish primary	42	97.70%	33	91.70%	13	41.90%	14	46.70%	13	26.50%	15	30.00%
MTE	Finished primary but did not enrol in lower secondary	0	0.00%	0	0.00%	0	0.00%	3	10.00%	7	14.30%	2	4.00%
MTE	Started (or in) lower/secondary	0	0.00%	3	8.30%	16	51.60%	11	36.70%	6	12.20%	3	6.00%
MTE	Finished secondary	0	0.00%	0	0.00%	1	3.20%	0	0.00%	5	10.20%	4	8.00%
MTE	College/University	0	0.00%	0	0.00%	0	0.00%	1	3.30%	4	8.20%	2	4.00%
Y3E	Never enrolled	1	1.70%	2	3.30%	1	3.30%	2	4.10%	6	13.30%	15	26.30%
Y3E	In Primary school/did not finish primary	55	94.80%	58	96.70%	11	36.70%	20	40.80%	24	53.30%	34	59.60%
Y3E	Finished primary but did not enrol in lower secondary	0	0.00%	0	0.00%	6	20.00%	9	18.40%	13	28.90%	5	8.80%
Y3E	Started (or in) lower/secondary	2	3.40%	0	0.00%	12	40.00%	18	36.70%	2	4.40%	2	3.50%
Y3E	Finished secondary	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Y3E	College/University	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	1.80%

Annex 5: Major agencies working in proposed project areas of Gatsibo and Bugesera

Plan Rwanda participates with other organizations in the Joint Action Development Forum (JADF) which is a mechanism set up by the Rwandan government designed to improve coordination on service delivery, eradicate unnecessary duplication of interventions in the same area of operation and ensure economic development at the local level. Below is a list of organization promoting girls' education in Bugesera and Gatsibo Districts.

Agency	Areas of Intervention
Government of Rwanda	- Setting and reinforcing education policies - Schools construction - Recruit, train and pay teachers - Set curriculum - Print and distribute school materials
District-level administration	- Administer exams - Administration and monitoring of schools - Identify school needs/priorities
World Vision Rwanda	- Build schools and equip schools - Teacher training - WATSAN - Scholarships - Raising awareness about gender
ADRA	- Construct and equip schools - WATSAN
African Evangelistic Enterprise	- Teacher training - Vocational skills training - Infrastructure
FAWE	- Advocacy on girl's education - Sexual and reproductive health and - rights (SRHR) for in- and out-of-school adolescents - Gender-based violence and menstruation campaigns - Mentoring of girls
Compassion International	- Scholarships

	- Advocacy
Millennium Villages Project	- Agriculture - Construction of modern cooking stove - Community development - ICT in education - Teacher and PTA training
International Education Exchange	- Capacity building of educators
Imbuto Foundation	- Scholarships - Donation of school materials and sanitary pads

Source: RWANDA PPA2 proposal 29_03_11 (Plan Rwanda)

Annex 6: Sexual Reproductive Health and Rights (SHRH)

The only SRHR-related PPA2 activity is the remedial classes provided to a small number of girls on the verge to drop out from school, during the end of year holidays. Only one of the topics of the curriculum, among other topics, addresses SRHR. Furthermore, SRHR topic was not included in any of the FGDs modules, which means that all the results come from the questionnaire, whose only few respondents interacted with PPA2 activities. Therefore, **we cannot assess the PPA2 project in regards to changes in the levels of SHRH knowledge among the population.** However, the analysis of the collected data provides valuable information on the current level of SHRH knowledge among the respondents and can inform Plan Rwanda for future interventions.

Sexual and Reproductive Health services in both communities are provided by Community Health Workers who live in the village, members of Child Protection Committees, and Education Volunteers.

Key findings:
- The average level of adolescents' knowledge in SHRH topics is very low and this is partly due to the fact that parents do not discuss about it with their children;
- The majority of adolescents and parents agree that SRHR should be taught at school;
- Results demonstrate that SRHR classes have significantly improved the level of SRHR knowledge by reducing significantly the number of adolescents who answer "do not know" and increasing the number of adolescents who provide the right answer.

## *1.1 Current levels of knowledge*

The average level of knowledge is very low among all the adolescents who were interviewed. Adolescents are misinformed about several topics **and boys know even less than girls about almost all the topics, as shown in Graph 1.** It is common that no more than half of the respondents know the correct answer.

Graph 1: Knowledge about SRHR topics across gender

Percentage of respondents who provided the correct answer or did not know
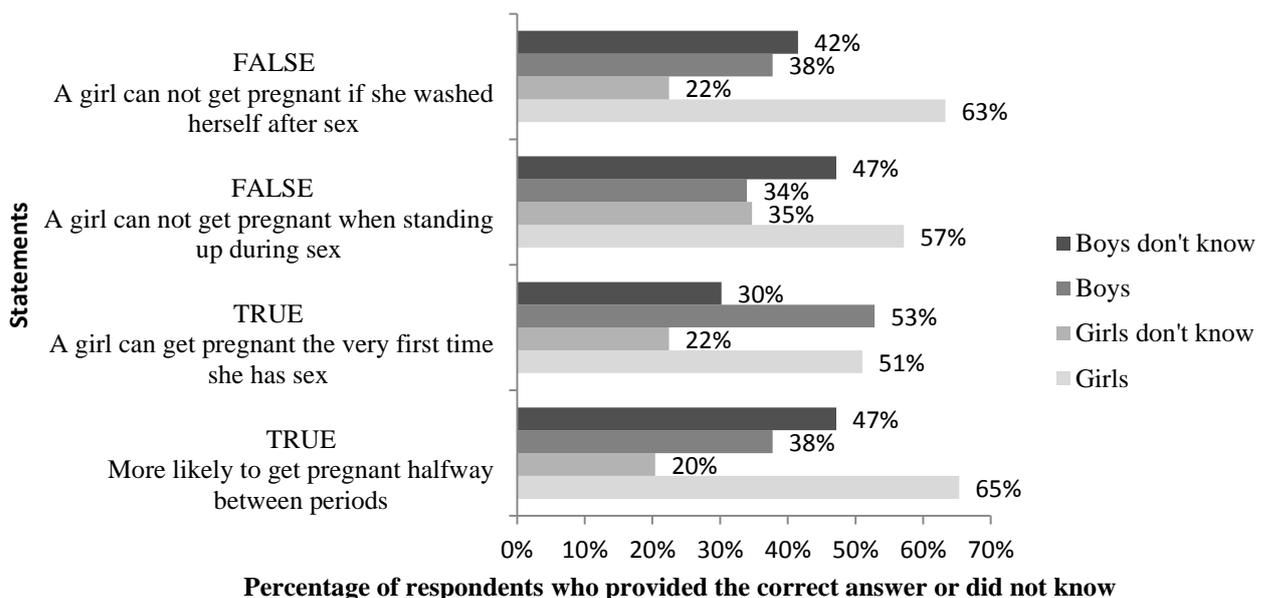
SRHR knowledge is strongly related to age. For example, as it appears in Graph 2, while only 25 to 35% of adolescents between 10 and 13 years old know where to get an HIV test or contraceptives, more than 75% between 14 and 19 years old know. And we find similar results with the other questions related to SHRH topics.

Graph 2: Comparison of boys and girls' knowledge of Sexual Reproductive Health topics by age groups
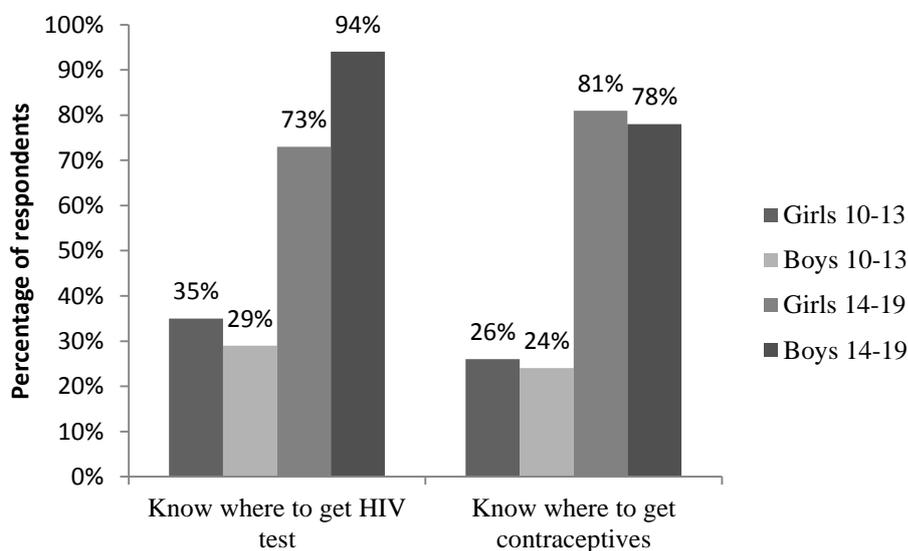

1.2 Attitudes and perceptions

SRHR topic is still taboo and parents do not easily discuss it with their children. Graph 3 indicates that only about half of the parents ever talk about this topic to their children, and male adults do even less than female adults. As a result, as many as 37% of the 14 to 19 years old girls did not know about their period before they had them.

Graph 3: I have discussed with my children issues to do with sexual health
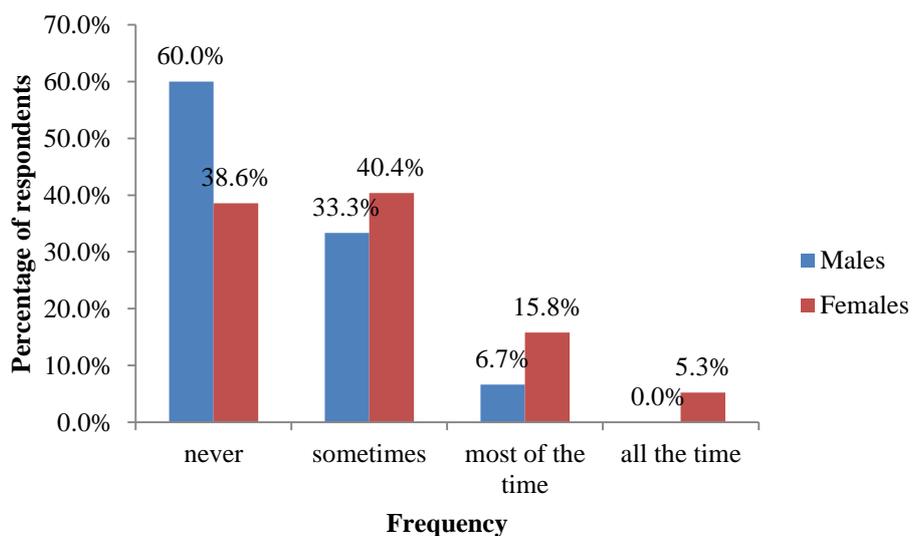
In addition, parents show some distrust concerning the support or information that their children could get outside of the household or school. 22% of them agree or strongly agree that sex education encourages young people to have sex. And as shown in Graph 4, only about 40% of the parents would allow their children, without distinction of sex, to visit family planning. In practice, only 9% of the boys and 2% of the girls have ever been to a clinic for family planning.

Graph 4: Percentage of parents who agree that they would give their consent to their children to access family planning services, across gender
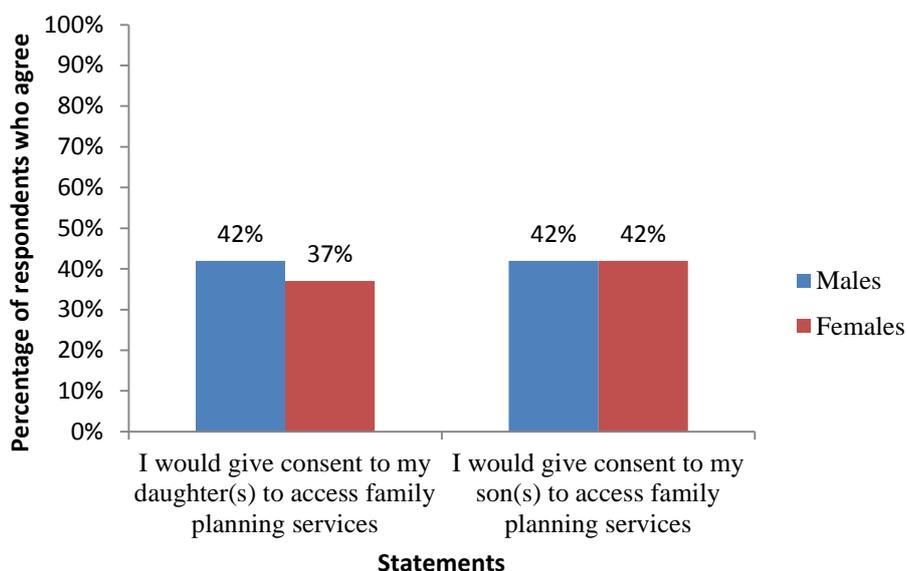

In the next paragraph we find that, according to both adults and adolescents, school seems to be one of the most appropriate channels to teach SRHR

1. 3 SRHR classes

As Graph 5 indicates, the majority of adolescents agree that young people should be taught how to avoid HIV/AIDS and STDs (Sexually Transmissible Diseases). The fact that a smaller proportion of them think that parents should support their children to access SRHR services or that school should teach these topics might mean that they believe that SRHR should be taught by other sources such as health centres or NGOs. However, still 92% of the adolescents who answered the question agreed or strongly agreed that SHRH should be taught in school.

There are also **86% of the parents (without distinction between males and females) who agree that SRHR should be taught in school**.

Graph 5: Attitude of adolescents by gender towards SHR education

Percentage of respondents who agree within those who have answered the questionnaire
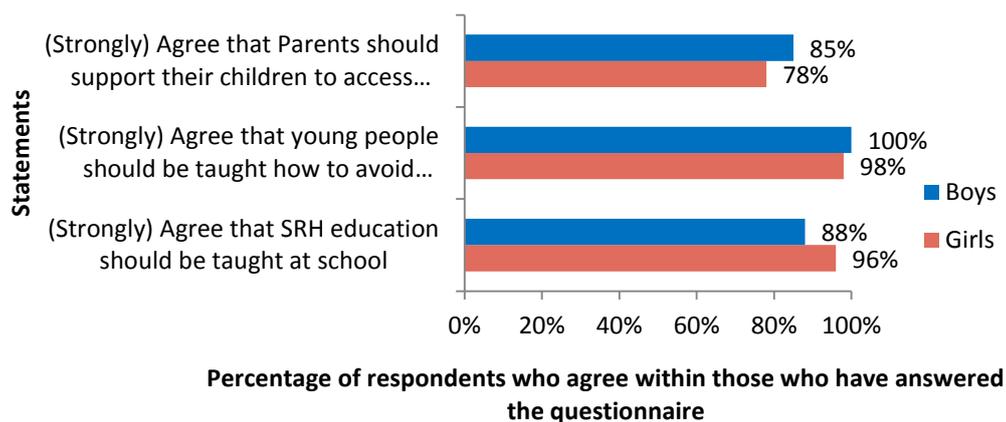
In practice, a very similar portion (85%) of boys and girls between 14 and 19 years old have attended SRHR classes as shown in Graph 6. Part of the results is quite surprising: whereas a fewer boys compared to girls report that their school offers SRHR classes, more of them ended up attending a SRHR class. It can mean two things: (i) even if the school offers SRHR classes, not all the adolescents attend them; (2) boys and girls also attended SRHR classes or trainings outside of school. The youngest adolescents, and in particular boys between10 and 13 years old, are fewer to have attended SHRH classes although often they are available in their school. It probably means that SHRH classes target older students.

Graph 6: Exposure of adolescents to SRHR classes in school, by age group and gender
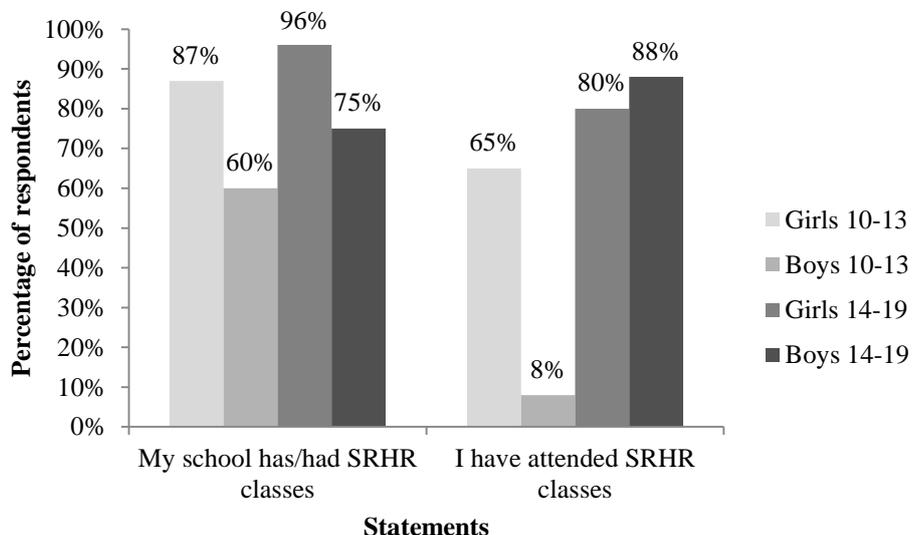
As shown in Graph 7, when comparing levels of knowledge between respondents who have attended or not SRHR classes, we find that SRHR classes have significantly increased adolescents knowledge, sometimes by more than 50%. However, it is also important to highlight the high number of adolescents who have attended SRHR classes but still provide wrong answers, which suggests that the classes were not completely efficient in training the adolescents.

Graph 7: Level of SHRH-related knowledge compared between adolescents who have attended or not the SRHR classes.
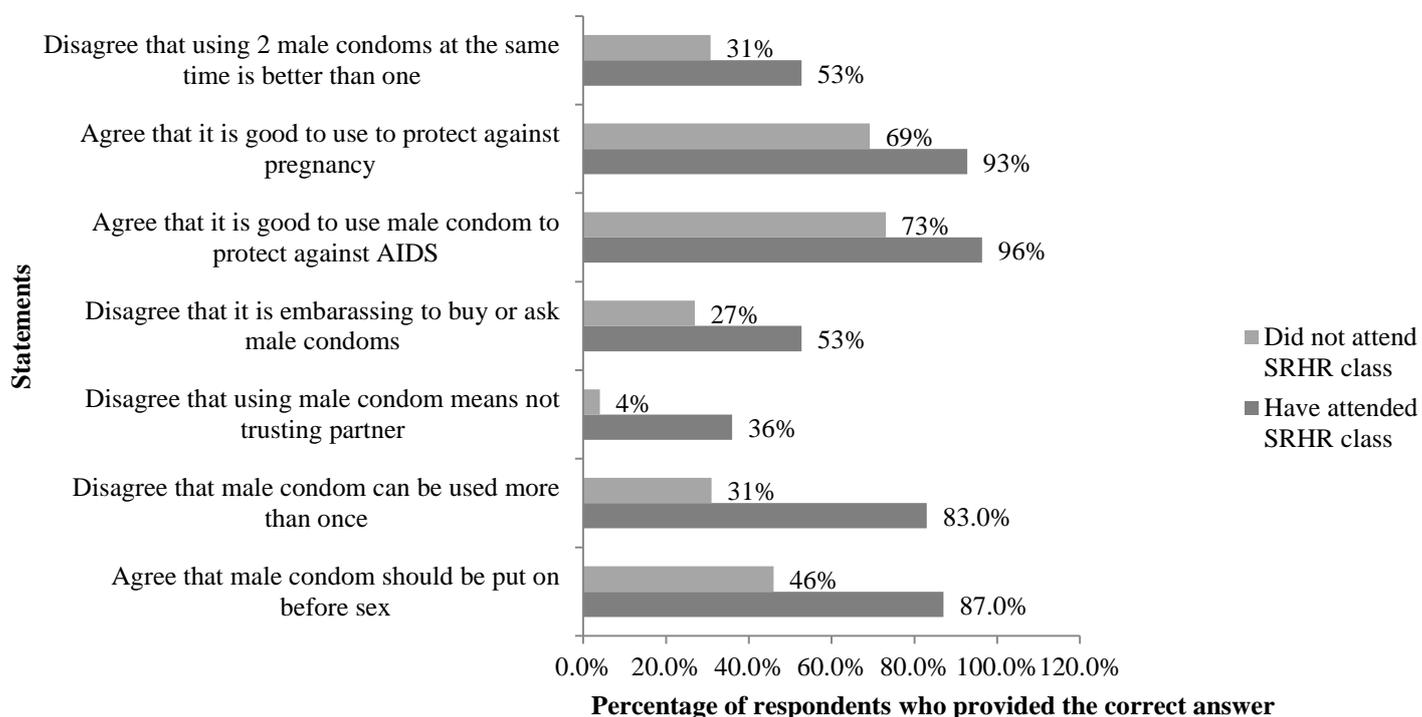
Finally, only 64% of the adolescents between 14 and 19 years old report that they could afford a contraceptive if they needed one. It means that in addition to a lack of knowledge, adolescents face a financial barrier to get contraception and protection against HIV. This financial obstacle affects more boys than girls since 77% of the girls said that they could afford a contraceptive compared to 53% for the boys. This is a surprising result that we are not able to explain.

Based on the findings, we can make the following recommendations:

- There is a strong taboo related to SRHR topics within the households. It is therefore important to provide trainings to young adolescents since it might be the only way they will learn about SRHR topics.
- Schools appear as the most appropriate and acceptable channels to train adolescents about SHRH topics.
- SHRH classes showed great results in terms of increasing levels of knowledge but there are still efforts to be made to ensure a better knowledge acquisition.

Annex 7: Teachers training delivered by IEE (International Education Exchange)

PPA2 delivers two types of training to teachers:
(1) The PTC training, delivered by RWAREC, focuses on mainstreaming gender in education, child participation and violence prevention. It is not specific to teaching methodologies, and parents and students received the same training.
(2) The IEE training is on the contrary specific to teachers. It increases the capacity of school-based mentors to provide teachers with ongoing trainings that focus on knowledge, attitudes and skills for school administration, reporting and responding to child protection abuses, gender-responsive pedagogy and methodologies in teaching and learning processes. This is the training we are assessing in this section.

The same trainings were supposed to be delivered in all the Plan-supported schools. We cannot determine whether it was the case in reality, but in the FGD that was conducted in the school in Musagara area, only 3 teachers had been trained at all and they had only received the PTC training. The teachers reported that they were trained along with parents on children's rights and fighting against sexual abuse. But they did not receive information on teaching methodologies and learning processes. Teachers in that school did not receive the IEE curriculum. For the evaluation of the IEE-delivered training, we therefore only focus on Rubona school in Ryabihura area, where teachers had received both PTC and IEE trainings. In that school, the 6 teachers from the FGD could remember well the two trainings: "*RWAMREC focused on attitudes whereas IEE focused on skills. Both were needed*".

In Rubona school, teachers were enthusiastic about the training and could remember well the content:
-*"I learned that the student must study with a purpose of what s/he wants to achieve".*
-*"We learned a new method of teaching where the teacher is rather a supervisor of the student's work. Learning is no longer teacher-centered but it is student-centered. Students take the lead/ experience by themselves and understand why they are memorizing certain things".*
-*"I learned how to change the seating of students in classroom and how to ask questions and allow students to respond so that students can feel comfortable towards each other".*
-*"We learned how to better seat students in class and do group work".*
-*"The teaching methodology that they taught us is the one that we are currently using in our lessons."*

Overall, teachers were satisfied with the methodologies they were taught and all the advices they received. They could provide specific examples of the new methods they had put into practice. **They even claimed that the training already had an impact on the students' enrolment rate and achievement**:
"The number of students who enrol has also increased because now the school is the friend of the child and every parent wants to bring their child to school. It has had a positive impact"; "Regarding the teaching methodology, it has increased the number of students who pass and decreased the number of students who repeat grades. More girls are studying".

In Ryabihura, almost all the teachers found that the trainings addressed what they needed to learn about and that it was very useful to them. They did not provide such a critical input though, and it is difficult to assess whether some trainings were more useful than others or if there are additional topics that could have been addressed. **What they did express was the challenge to implement what they**

had learned due to the lack of resources. They have the willingness and the support from the school to apply what they have learned but they face material obstacles such as like of time, small classrooms or lack of teaching materials. In one PPA2-school in Nyamata, during the pilot, some teachers had complained that they were trained on using iPads but to this day they had not seen the iPads yet. **One take away could be to adapt the training content to the reality of Rwandan schools that have limited resources**. Or to combine training with financial support so that teachers have the means to implement what they have learned.

Finally, it is important to keep in mind that in both communities teachers attended several trainings hosted by a variety of organizations which makes difficult, if not impossible, to detangle the impact of Plan's trainings from other trainings. When talking about the benefits of training, it was not always clear whether they were uniquely mentioning Plan (and partners) trainings or other trainings too. We could tell that sometimes the teachers were confused with the number of trainings they had received.