

# Safe Schools for Girls Project Midline Evaluation Report

13 June 2019

# Executive Summary

## Introduction

Throughout the past two decades, Rwanda has made significant efforts to improve the coverage of education to ensure that all Rwandans have access to quality education through the completion of secondary school. Despite policies to increase access to basic education and increase enrolment rates, dropout remains a key issue, especially in secondary school where female students tend to have lower completion rates than male students.

To promote better educational, social, and economic outcomes for students, CARE Rwanda established the Safe Schools for Girls (SS4G) Project. Operating in the Southern Province of Rwanda, the SS4G Project provided holistic support—including academic resources, financial literacy training, and sexual and reproductive health education, and leadership training—to students to address obstacles to secondary education. As the SS4G project passes its mid-way point in 2019, CARE Rwanda commissioned this evaluation to assess trends and changes over time in students' knowledge, attitudes, and practices related to the intervention aims, in order to better understand areas that were performing well and identify those that needed revised efforts.

## Key Findings

### Educational Outcomes

Dropout and transition rates of students in the SS4G project were similar to the rates observed in the EICV 5. Age was the strongest predictor of educational outcomes, with starkly different educational outcomes for students that were “overaged” versus students that were “on-track” for their age. About 18% of students in the sample dropped out, and two out of three adolescents completed Secondary 3 between baseline and midline and transitioned into upper secondary school. Compared to EICV 5 data, educational outcomes for girls seem better than expected in our sample. This finding aligns with our hypothesis that if the project did have a positive effect on educational outcomes, it will most probably have impacted girls more than boys.

### Financial security and economic outcomes

Alongside age, access to basic needs—and, in particular, money for school-related costs—is one of the strongest predictors of educational outcomes. Youth that were not confident in their ability to find money for school fees were also more likely to have dropped out of school; if still enrolled, they were more likely to have been absent in the week prior to the interviews.

Conversely, youth that reported having saved money were less likely to have dropped out or to have missed class.

### **Gender and health-related knowledge, perceptions and behaviour**

**Changes between baseline and midline on gender- and health-related issues paint a mixed picture.** Little has changed between baseline and midline on access to information about sexual and reproductive health and general knowledge about sexual and reproductive health and HIV. The period of observation, however, is one in which many adolescents form or change opinions based on their experience and exposure, especially on issues relating to sexual and reproductive health. Students, however, report high levels of confidence related to sexual and reproductive health issues and access to services.

**Respondents knowledge of what to do if they or someone they knew experienced violence evolved substantially since baseline.** The proportion of respondents that felt they knew who to reach out to increased from 86% at baseline to 92% at midline. During focus groups, students suggested reporting violence to different people in positions of authority, including teachers, health workers, and the police. The majority of respondents believed too that they would be respected if they reported violence.

### **Financial literacy and savings**

**Students savings and participation in income-generating activities increased from baseline to midline.** Given that the data from this survey suggests that the ability to save is a very strong predictor of dropout, these findings are particularly important for the objectives of the project. Students in focus group discussion specifically noted the SS4G's role in setting up savings groups and income-generating activities. Respondents also felt slightly more empowered at midline to make their own decisions about how to spend their savings. Scores on the financial literacy test, however, dropped between baseline and midline.

### **Leadership**

**At midline, more respondents held leadership positions at home or at school and more respondents were involved in youth organizations.** This increase was almost entirely due to CARE, with 93% of respondents who were part of a youth organization identifying CARE groups as the group/organization they belonged to. Respondents gained greater self-confidence between baseline and midline, especially with respect to interacting with others, speaking up in class, and considering the implications of and making decisions.

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# 1. Introduction

Throughout the past two decades, Rwanda has made significant efforts to improve the coverage of education to ensure that all Rwandans have access to quality education through the completion of secondary school. The first overarching education policy in 2003 introduced free primary education in a first step towards meeting UNESCO's Education for All target and the Millennium Development Goals of achieving universal primary education and gender equality in education. Building on this momentum, Rwanda introduced in 2008 the Nine-Year Basic Education Policy, which guaranteed nine years of free and compulsory education, and expanded it in 2013 to provide universal basic education for 12 years—providing a free education to all Rwandan students through the completion of secondary school.

Despite policies to increase access to basic education and increase enrolment rates, dropout remains a key issue, especially in secondary school. According to the Integrated Household Living Conditions Survey 2016-2017 (EICV5) Thematic Report on Education, 87% of Rwandans have ever attended school. While 22% of students have completed primary school, 6% of male students and at 5% of female students have complete lower secondary school education.

To address these issues and to promote both better social and economic outcomes for students, CARE Rwanda established the Safe Schools for Girls (SS4G) Project. Implemented by CARE Rwanda in the Southern province of Rwanda from 2015 and expected to continue into 2020, the SS4G Project supports girls from lower socio-economic status to pursue their education up to higher institutions. The main objectives of the project are:

- To reduce the number of girls who drop out from lower secondary school;
- To increase the number of girls who transition from lower to upper secondary education; and
- To increase the number of girls pursuing safe and secure economic opportunities outside the home.

## 1.1. The SS4G Project

The SS4G Project provides holistic support—including academic resources, financial literacy training, and sexual and reproductive health education, and leadership training—to students to address some of the obstacles they face when pursuing secondary education. Using a school-based model, the project operates in Kamonyi, Muhanga, Ruhango, Nyanza and Huye districts of Southern province of Rwanda. The SS4G project has reached a total population of 52,007 adolescents -- 30,198 girls and 21,809 boys--in 174 lower secondary schools as of January 2019. Both boys and girls are provided training and mentorship in almost all areas of the project.

In addition to the SS4G project in Southern province, CARE also implemented a sister project **Better Environment for Education (BEE)**. The BEE project had the same objectives and implementation strategy as SS4G but operated in Ngororero, Nyabihu, Karongi, Rutsiro and Rubavu districts of the Western province of Rwanda. The BEE began in 2015 and ran until 2019. The BEE project reached a total population of 48,853 adolescents--27,321 girls and 21,532 boys--in 146 in lower secondary schools during its three years of implementation.

**Both the SS4G and BEE projects were rolled out through school-based mentors trained by CARE Rwanda to lead school-level project activities, provide individual mentorship to students, and support students to form clubs.** The SS4G project strategy comprised five main pillars:

### **I. Mobilization of Student Clubs and Mentorship**

The project works with teachers trained as mentors to mobilize girls and boys to participate in club activities and individual mentoring. 687 female and 627 male mentors have been trained so far to support club activities on a daily basis. Club activities include:

- Financial education and life skills training;
- Mentorship sessions that addressed students' personal barriers to education or behaviours that indicated risk of dropout (irregular attendance, lateness, disruptive behaviour, disconnection from peers, poor academic performance.)
- Group activities to reinforce academic skills, map career paths, build peer support networks, and develop leadership skills.

### **II. Economic Empowerment Activities**

Adapting CARE's village savings and loans (VSL) methodology to a school setting, the SS4G project supports students to form savings and loan groups. These groups provide students with an avenue to build and practice financial skills like saving, budgeting, and income-generating or entrepreneurship activities. Once they began saving, students were coached to invest in small income-generating activities that would not disturb their education.

### **III. School Score Card**

School score cards use a participatory process involving both students and school leaders to assess the level of girl-friendliness of schools, empower girls to voice concerns, identify potential solutions, and engage school management to address issues such as sexual harassment, sexual and gender-based violence prevention and response, or a lack of adequate sanitation facilities in schools (particularly for private menstrual management.)

### **IV. Referral mechanism for SGBV**

To strengthen the link between schools and the existing referral mechanisms for sexual and gender-based violence (SGBV), the SS4G project provides training to student clubs, parent-teacher committees, and school mentors, linked clubs and schools with existing

structures and mechanisms from the government, and better documented a safe and accessible process for referrals and support for cases.

#### V. **Boys' engagement**

The SS4G project engages male students to support girls' education and become advocates of girls' education in their families and communities. Boys are involved in both economic empowerment activities and student clubs. Through these activities, they are encouraged to be leaders for gender equality and promote behaviour change among peers.

**The intervention aims to deliver, by leveraging the training provided by each of the above-mentioned pillars of delivery, a holistic approach to address the challenges faced by girls and boys in school.** Together, these delivery methods equip students with stronger academic and 21st century skills, along with the ability to identify personal and school-level problems, come up with solutions through mentorship and groups, and improve financial skills and build their confidence and self-esteem.

## 1.2 The Evaluation

**The main objective of this evaluation is to assess trends and changes over time in students' knowledge, attitudes, and practices related to the SS4G project intervention aims.** The indicators of the evaluation include: dropout and repetition, access to financial resources for education, sexual and reproductive health knowledge and access to services, leadership, gender equity, financial literacy, and safety in school and community settings.

**From December 2016 and February 2017, CARE Rwanda conducted a baseline study of students in a sample of SS4G and BEE schools.** The baseline study collected data from 1,291 students in S1 across both the SS4G and BEE projects, 1,192 heads of households for these students, and 134 teachers. The analysis highlighted the baseline characteristics of the population and outlined the key areas that the interventions could address.

**In the fall of 2018, CARE Rwanda commissioned Laterite to conduct a midline evaluation of SS4G and an endline evaluation of BEE.** Using data from the baseline evaluation as well as follow up data that Laterite collected in January 2019, this report analyses SS4G project results and changes over time in light of the key objectives of the project. Since both the evaluation methodology and the implementation strategy is the same for both the SS4G and BEE projects, our findings in this report consider the entire sample of students participating in the SS4G and BEE projects. Where relevant, we highlight findings from the sub-sample of students in the SS4G project only or the differences between the students in each of these projects to comment on how the context may influence project outcomes.



## 2. Study Methodology

This chapter briefly presents the methodology used for this assessment, including the design, sampling strategy, and research instruments. Additional details are included in Annex 1.

### 2.1. Study Design

**The evaluation was designed primarily as a longitudinal study and traced students from baseline to midline to assess how knowledge, attitudes, and practices have changed among students who have been exposed to the SS4G project in their secondary schools.** The target population of the evaluation was students in SS4G and BEE schools, with a focus on students in the SS4G schools in Southern province. The evaluation used a mixed-methods design, including surveys and a financial literacy concepts test with students, a survey of teachers in the SS4G project, and focus group discussions with both students and teachers.

### 2.2. Sampling

**The sampling strategy used a cluster sampling approach based on the schools that the adolescent participants attended at baseline.** The sample included students who were in S1 at the selected SS4G and BEE schools at the time of baseline data collection. Since the follow up data was collected a little over two years after the initial data collection, students who were on track academically are now in S4. Some students, however, have repeated a grade level or dropped out. Many students switched to new schools for their S4 year.

For the baseline evaluation, the final data set included 639 students from 34 SS4G schools in 5 districts of the Southern Province and 652 students across 35 BEE schools in 4 districts in the Western province.

**Given budget constraints, it was necessary to select a sub-sample of adolescents from among those interviewed at baseline.** The sampling process for the evaluation was done in three steps.

1. Initial sample. During the initial sub-sampling stage, Laterite randomly selected up to fifteen students per school from among the students interviewed for baseline data collection.
2. Tracing. The CARE team traced the school or household locations of the students selected for the sub-sample.
3. Resampling. Because students' current locations were more dispersed than expected--more students than expected had dropped out and many students moved schools for their S4 year--it was necessary to re-sampled again, stratified by the student's current location and schooling status.

**The final sample selected included 626 students from both the SS4G and BEE projects; however not all students could be located or interviewed in the field.** Details on the sample who were ultimately interviewed are included in Chapter 3 and more information about the sampling process is included in Annex 1.

**A total of 66 teachers in SS4G project schools were interviewed for the midline evaluation.** Laterite enlisted the assistance of school-based mentors to compile a list of teachers who participated in the SS4G project at the baseline schools. Laterite then randomly selected one male and one female teacher--prioritizing CARE-trained mentors if available--in each of the 33 baseline schools for the teacher survey. A list of all schools in which teacher interviews were conducted at midline can be found in Table A1.9 in Annex 1.

**For qualitative research, Laterite purposively selected participants to represent a range of perspectives.** The schools for data collection were selected from among schools with enough project participants in order to ensure the anonymity of responses in this report.

### 2.3. Data Collection

**All interviews and focus group discussions were conducted in-person.** Data collection was, for the most part, conducted in schools; however, for students in the sample who had dropped out or were absent from school on the day of data collection, interviews were conducted in their homes. For both interviews and focus group discussions, all efforts were made to ensure the privacy of participating students and teachers.

**The research instruments used in this evaluation sought information on indicators of the project objectives.** The same instruments, developed by CARE, were used during the baseline and midline evaluations; however, some modules were eliminated from the student survey at midline to shorten the survey duration. Ten focus group discussions with students, one each with female and male students, were conducted in all five districts where the project is active. Interviews and focus groups with students were complemented by three mixed-gender focus group discussion with teachers. The focus group discussions used semi-structured interview guides and covered topics such as school safety, involvement in school-based activities, knowledge of and access to sexual and reproductive health or gender-based violence services and information.

## 2.4. Discussion of Limitations

1. **The analysis does not have a control group who did not participate in the intervention against which to compare indicators.** All estimates and descriptive statistics are conducted on a sub-sample of treated students from baseline. As a result, while we have shown changes and trends in students' knowledge, attitudes, and practices from baseline to midline, we cannot confidently attribute the cause of these changes to the SS4G project. However, wherever possible, we have used the variable that measures student's knowledge of a CARE trained mentor as a proxy to differentiate students that have participated in some form of CARE training or studied in CARE project schools over the period.
2. **The sample for the analysis is underpowered.** While the expected total sample for the SS4G and BEE midline/endline analysis was around 600 students, high attrition on the field (23.2% for the total sample, 19.6% for the SS4G sample alone) meant that we were underpowered with our final sample of 454 students (235 for SS4G and 219 for BEE). Along with a smaller sample size, these students were also clustered at the level of their baseline schools. Since we are working with an underpowered sample, it is possible that many significant effects in the sample population go undetected; there might be significant changes in variables between baseline and midline that we were not able to observe during the analysis.
3. **Attrition in the field was higher than anticipated.** While Laterite made every attempt to find and interview the sampled students, accurate tracing data was not available for all students. Furthermore, some students had moved to schools in which Laterite did not have approval to conduct data collection activities. In these cases, we were unable to conduct interviews with the sample students.

To determine whether this attrition was random or not, we compared baseline indicators from students who were sampled and interviewed at midline to the students who were sampled for midline but could not be found on the field (attrition). We found no meaningful differences between the two groups. Details are included in Section 5.6.3.

4. **Because the sample sizes within each project are small, we have limited statistical power to report on effects by project.** Where relevant, we have included disaggregated statistics by project but the margins of error are large.
5. **Challenges in sampling could have introduced bias in the sample.** During the sampling stage for the midline evaluation, along with randomly selecting a sub-sample of students from baseline sample, we had to selectively re-sample students based on their tracing outcomes. As described above, the challenges involved in tracing the current location of students for the midline evaluation along with having to drop some students who had moved schools or dropped out, has the potential to introduce bias in the analysis. Although the aim was to correct for sampling bias as far as possible by carefully weighing

the data against each student's probability of selection at each level of the tracing and sampling process, sampling bias might still exist.

6. **The survey contains questions that measure changes in personal development, knowledge, attitudes, and practices related to education, gender, sexual health, and personal finance for a sample of girls and boys that are in a stage of life that is filled with change and transitions.** Without a comparison group, we cannot determine which changes are the effect of the project and which are the result of an ageing sample and are expected natural changes over time. Students' maturing and expanding their views may interplay with the objectives of the project and isolating a project effect is challenging under this construct.
7. **There are consistencies and inconsistencies in the dataset that suggest that there might be data quality issues either at baseline or midline data collection.** When repeated information was collected at midline for the sampled students, we found inconsistencies among several students on variables like age, self-reported pregnancies, name of the adolescent's guardian etc. While Laterite made all efforts to ensure that the same students were interviewed at midline (confirming location, household information, school name, and obtaining confirmation from the mentor), inconsistencies suggest that data quality could be compromised either at the baseline or midline stage.

## 3. Survey Demographics

### 3.1. Adolescents

The final dataset at midline for both SS4G and BEE students included 357 students (212 males and 242 females) from 99 schools and 97 adolescents who had dropped out from nine districts. For the total sample, the average age of students at midline was 17.8 and ranged from 14 to 24 years.

Table 1: Total number of students interviewed in each district.

| District     | No. of Schools | No. of Students | No. of Dropped-out students |
|--------------|----------------|-----------------|-----------------------------|
| Nyanza       | 10             | 45              | 13                          |
| Huye         | 7              | 45              | 9                           |
| Ruhango      | 12             | 34              | 3                           |
| Muhanga      | 15             | 76              | 18                          |
| Kamonyi      | 8              | 41              | 8                           |
| Karongi      | 17             | 60              | 6                           |
| Rutsiro      | 11             | 66              | 24                          |
| Nyabihu      | 7              | 36              | 4                           |
| Ngororero    | 12             | 51              | 12                          |
| <b>Total</b> | <b>99</b>      | <b>454</b>      | <b>97</b>                   |

Out of the total sample, 235 adolescents (115 males and 120 females) were from the SS4G project. Among these participants, 185 were students in 50 schools and 50 adolescents had dropped out of school.

Table 2: Number of SS4G students interviewed in each district.

| District | No. of Schools | No. of Students | No. of Dropped Out |
|----------|----------------|-----------------|--------------------|
| Nyanza   | 11             | 32              | 13                 |
| Huye     | 7              | 36              | 9                  |

|         |    |    |    |
|---------|----|----|----|
| Ruhango | 12 | 31 | 3  |
| Muhanga | 13 | 53 | 17 |
| Kamonyi | 8  | 32 | 8  |
| Karongi | 1  | 1  | -  |

The age of the SS4G adolescent sample ranged from 15 to 24 years, with a mean age of 18 years and a mode of 17 years.

## 4. Survey Findings

### 4.1. Educational outcomes

In this subsection we study the educational outcomes of students included in the sample. We see that age is the strongest predictor of educational outcomes during the observation period, with older children at a significant disadvantage. The section also compares outcomes by gender and shows that outcomes in terms of dropout and transition into upper secondary are similar for both boys and girls in target areas. We would have anticipated boys to fare slightly better, based on existing evidence from the Rwandan context, including the EICV 5, the MINEDUC Education Statistical Yearbook for 2017<sup>1</sup> and the report on Dropout and Repetition in Basic Education in Rwanda<sup>2</sup> (Laterite Ltd., 2017).

#### 4.1.1. Dropout rates

**All students in the sample were enrolled in Secondary 1 (S1) at baseline; about half of the were above the expected age for S1.** Students that start their education on time and progress from one grade to the next without repeating are expected to reach S1 at the age of 13. In the Rwandan context, and this is true of many countries that have experienced a rapid surge in enrolment rates, students are often delayed in their education, having joined late or repeated classes. This leads to a disconnect between age and grade, with a lot of variation in age levels within the same classroom. At baseline, ages in the sample of S1 students in target schools ranged from 11 to 21 years of age. An estimated 54% of students were aged 15 and above; we refer to these students as “overaged” students. The remaining 46% of students were “on-track” with their education.

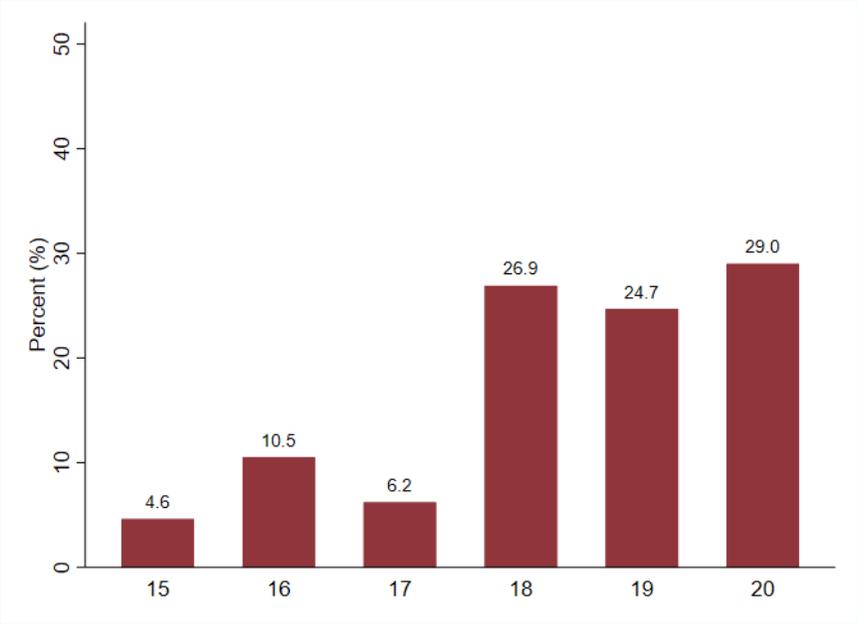
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<sup>1</sup>MINEDUC. 2017, “Rwanda Education Statistical Yearbook”, Retrieved from <http://mineduc.gov.rw/resource/statistics/statistical-year-books/>

<sup>2</sup>Laterite Ltd. (2017), “Understanding Dropout and Repetition in Rwanda”, UNICEF, MINEDUC Rwanda.

We make this distinction between “overaged” students and “on-track” students, because it helps to explain the diverging trajectories of children between baseline and midline. It also underlines the fact that the sample is heterogeneous and that students in S1 might have a very different predisposition to benefit from the project. Evidence from Rwanda shows that over-aging in basic education is associated with higher levels of poverty, learning difficulties and a higher risk of dropout (Laterite Ltd., 2017).

Figure 1: Dropout between baseline and midline (for entire sample), by age at midline



At midline, we observe starkly different educational outcomes for students that were “overaged” at baseline versus students that were “on-track”. Overaged children, which at midline were 18 years old and above (about 3 years after the baseline), were almost 20 percentage points more likely to have dropped out of school, compared to children who at baseline were still “on-track” with their education. The estimated dropout rate was 27.8% for youth aged 18 or above, compared to 7.2% for adolescents below the age of 18 (see Figure 1). Students that have reached the age of 18 are much less likely to make the transition from lower to upper secondary school.

At about 18% on average (with a margin of error of about 4 percentage points), there were no large differences in the dropout rate between the BEE and the SS4G project areas. It is difficult to comment on the dropout rate itself - whether it is higher or lower than expected - since we do not have data to construct a valid comparator. A valid comparison would have required time-series data on the educational status of children three years ago and today. No such dataset currently exists in the Rwanda context.

Instead, as a point of comparison, we propose a simple Markov chain model that takes the composition the baseline sample as a starting point and iteratively applies age - gender and grade - sensitive education transition rates to model how students progress through the education system. We calculate the transition rates - including the promotion, repetition and dropout rate - by grade, gender and age using EICV 5 data on the 2015 and 2016 schooling years. In this little model, we iteratively apply these transition rates to the students in our sample and observe educational outcomes after 3 years. It is by no means a perfect comparison, since the transition rates apply only to the 2015-2016 and are not specific to the target areas. Nevertheless, this model does provide a useful benchmark of what level of dropout might be considered normal for this target group of students. The model predicts an average dropout rate of about 15.8%: 19% for girls and 12% for boys. This prediction is within the confidence interval of our point estimate and suggests that the dropout rate estimated at midline is within expected values compared to the rest of Rwanda. A slightly higher dropout rate in the target regions is in fact expected, since the most vulnerable regions and schools were targeted by the SS4G project.

**An interesting fact about dropout rates in project areas is that they were very similar for boys and girls; this is not the case in EICV 5 or other studies on dropout in the Rwandan context** (Laterite Ltd., 2017). Evidence from the Rwandan context shows that the schooling trajectories of boys and girls start to diverge around the age of 15. Before the age of 15, girls and boys are equally likely to be enrolled in school; from the age of 15 onwards, girls become more likely to dropout (Laterite Ltd., 2017). We observe no such differences between genders in the sample. The dropout rate for girls was in fact slightly lower on average, at 17.7%, that the dropout rate for boys, at 19.1% (the p-value associated with this difference is 0.97, so the difference is not significant).

**If the project was effective in reducing dropout rates, we hypothesize that the effect would have been disproportionately larger for female students.**

#### 4.1.2. Completion and repetition rates

**We observe similar gender and age patterns when it comes to completion.** Controlling for gender and age, we also do not find any significant differences between outcomes in the SS4G and BEE project areas.

**We estimate that about two out of three adolescents in the sample completed Secondary 3 between baseline and midline and transitioned into upper secondary school (see Table 3).** An estimated 80% of students that were “on-track” with their education at baseline transitioned into upper secondary school during the observation period. This compares to 57% of students that were “overaged”. The difference between the two groups is explained by both higher dropout and repetition rates amongst older children, who are the most vulnerable at this stage of their basic education process.

*Table 3: Grade at midline, by gender.*

| Grade         | Male  | Female | Total |
|---------------|-------|--------|-------|
| Out of school | 19.1% | 17.7%  | 18.3% |
| S1            | 0.0%  | 0.8%   | 0.4%  |
| S2            | 2.0%  | 1.3%   | 1.6%  |
| S3            | 12.1% | 11.7%  | 11.9% |
| S4            | 66.9% | 68.5%  | 67.8% |

**In terms of completion and transition into upper secondary school we observe no differences in the sample between girls and boys (see Table 3).** This is unexpected. Data from EICV and the MINEDUC Education Statistical Yearbook of 2017 (MINEDUC, 2017) confirm that promotion and transition from lower to upper secondary school tend to be higher for boys than for girls. Our Markov chain model confirms that we would have expected boys to fare better: the model predicts that about 68% of boys should have reached Secondary 4 three years after the baseline (which almost exactly overlaps with the survey), compared to about 56% of girls. At face value, educational outcomes for girls seem better than expected in our sample, even though we do not have a valid counterfactual to test this assumption.

**Without making any claim of attribution, this finding aligns with our hypothesis that if the project did have a positive effect on educational outcomes, it will most probably have impacted girls more than boys.**

#### 4.1.3. The link between financial security and educational outcomes

**Alongside age, we find that access to basic needs - and in particular money for school-related costs - is one of the strongest predictors of educational outcomes.**

**Youth that were not confident in their ability to find money for school fees were also more likely to have dropped out of school; if still enrolled, they were more likely to have been absent in the week prior to the interviews.** Difficult access to school fees at midline is associated with a 17 percentage point increase in the dropout rate (controlling for age, gender and location). Difficult access to school fees is also a strong determinant of absenteeism. Absenteeism at midline was highest on average for children that had been absent as well in the week prior to data collection at baseline (+20 percentage points) and that had expressed difficulties in accessing schooling fees either at baseline or midline (+20 to 25 percentage points). The size of the estimated coefficients reveals just how important financial issues are in the context of education. This is very much in line with findings from the Dropout and Repetition Report (Laterite Ltd., 2017), which shows that despite free access to secondary education under the 12 years of basic

education policy, costs associated with secondary schooling remain a barrier for adolescents in Rwanda.

**Additional evidence of the link between the financial situation of respondents and their educational outcomes is provided by their ability to save.** Children that reported having saved money over the past 12 months, were 12 percentage points less likely to have dropped out of school; they were 17.5 percentage points less likely to have missed class over the past month; and they were 13 percentage points more likely to say that if they needed money for schooling fees they would be able to find these fees.

**The proportion of children that experience difficulties in accessing finance for education has increased between baseline and midline.** When asked if they thought they could get money for school fees if needed, 48% of students at midline said “yes” compared to an estimated 60% at baseline. Similarly, 21% of respondents were confident that they could easily access money to pay for school supplies at midline, compared to 45% at baseline. Respondents at the highest risk were those that reported difficulties in paying school fees at baseline and female students. On average, we estimate that female students were 10 percentage points more likely to report not being able to get money to pay for school fees if needed it. The p-value associated with this coefficient is 0.07 (controlling for baseline values, age, location and the previous question to control for anchoring). This provides us with a relatively high level of confidence in the assessment that female students were more at risk of not being able to pay for their schooling. This increase in the difficulty of getting money to pay their schooling fees between baseline and midline, is most probably related to the increased costs of education as students progress from one level to the next.

**Focus group discussions with students highlighted important issues that lead to students dropping out.** When asked why a student would drop out of school, most responses centred around difficulties such as economic challenges and poverty.

*“S/he might drop out due to a couple of reasons, maybe he or she no longer wants to study or the parents cannot afford to pay his or her tuition fees.”*

**- Female Student, Nyanza**

*“A student can drop out depending on the problem he or she has. He or she might be unable to get money and drops out... He or she might drop out because he or she failed to get notebooks, school fees or the parents refused to give him or her school fees...”*

**- Male Student, Muhanga**

While discussing the reasons why students in their schools drop out or are absent, teachers mentioned that competing priorities to earn income and care for household and familial

responsibilities (including students' own pregnancies) can lead to a lack of motivation for school and consequently absenteeism and drop out.

*"So, I realize that there are some parents who still think that it is not important for all young girls to go to school. For example, if there are three girls and two boys in a home, one finds that only one girl goes to school representing the others, and that it is not necessary for all girls to be in school yet the boys are all in school."*

**- Teacher, Kamonyi**

*"First of all they drop out due to many different factors. After identifying such factors we look forward to solve the issue working hand in hand with the government and do follow up in schools. There is that issue of teenage pregnancies for young girls; regarding that, there are some pregnant adolescents who try and come back to school and there are those who don't. Also, we have kids who involve in mining business and sometimes they go into mines."*

**- Teacher, Kamonyi**

*"What I think is that there are many reasons why students drop out. There are many causes that could lead a student to the decision of dropping out; one being the parents who have poor mindset about education. For us who teach in schools from rural areas, we know that there are parents who do not motivate their children to go to school. To begin with, when these students manage to come but they get to school tired and hungry due to the long distance they walked, they immediately lose interest because no one encouraged them. I think this is the most reason why some drop out."*

**- Teacher, Nyanza**

*"There are also family problems that cause girls to skip classes. For example in our village, there are times when a parent has someone hospitalized or has given birth for instance; in that case they don't make a boy skip classes instead a girl does. And she is told to cook, deliver food at the hospital or maybe help out with other home chores."*

**- Teacher, Kamonyi**

## 4.2. Understanding the structure of outcome variables on perceptions, knowledge and behaviour

Before delving into the other outcome metrics - including metrics on gender and reproductive health, knowledge and perception of GBV and early marriage, leadership and financial literacy - it is useful to first focus on the structure of these variables and how they behave over time. Understanding these dynamics will help put some of the trends we observe into context.

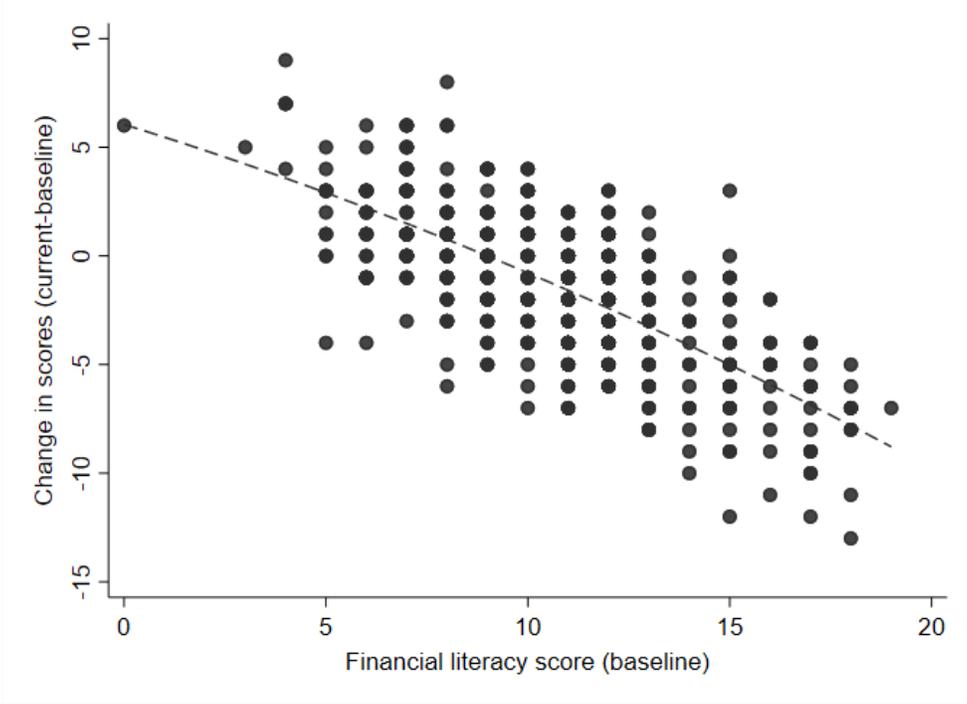
### 4.2.1. Dynamics over time

**Most of the metrics used in this tracer study are derived from binary variables, Likert scales or composite scores (for example the financial literacy score).** These put a hard cap on the maximum score or the number of “correct” responses that participants can achieve. By construction, respondents with a low starting score - or those who start off with many incorrect responses - have more room for improvement, since they are further away from the maximum. This is not the case for respondents that start with high scores or many “correct” responses; their scope for improvement - in both absolute and percentage terms - is more limited. While respondents at different starting points will have more or less room for improvement, we do not anticipate a high starting score to indicate that a participant will perform worse at midline; similarly, we would not anticipate a low starting score to indicate that a participant will do much better at midline. Yet that is what we observe in practice.

**In this study we observe that baseline scores are strongly predictive of trends over time: students with high scores or a high proportion of correct responses at baseline, see their scores decrease on average; whereas students with low scores or many incorrect responses at baseline see their scores increase.** We refer to this as “mean reversion”. We show this with two sets of data, namely financial literacy and leadership questions, but we have verified that the same holds true for other variables or sets of variables in this survey.

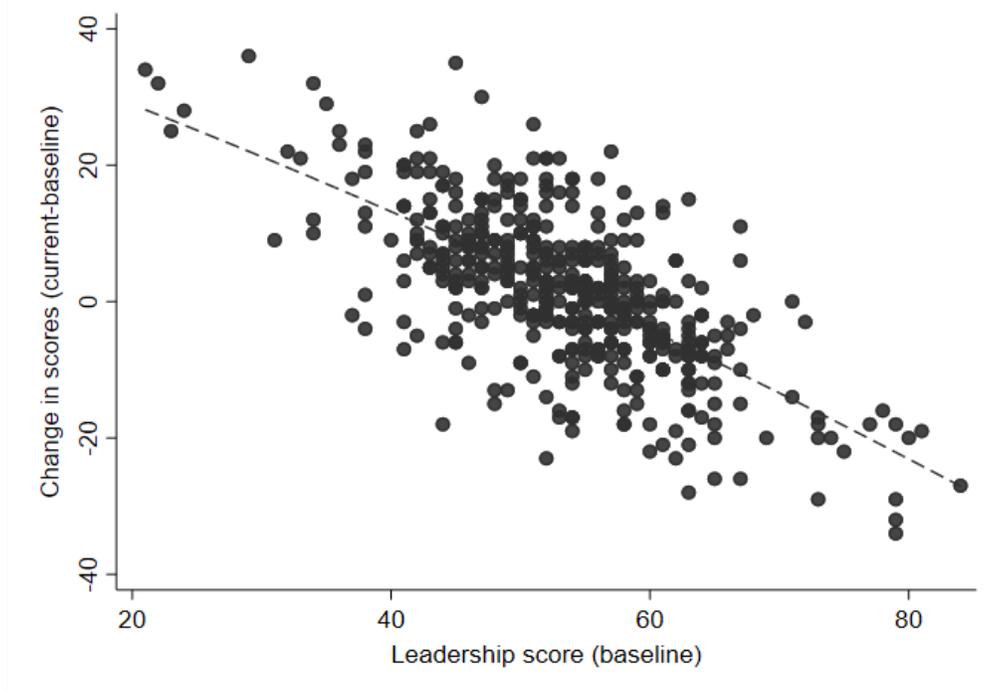
**Starting with financial literacy scores, we find that baseline values explain 60% of the change observed between baseline and midline.** Students were asked a number of questions to test their level of financial literacy. Students with the lowest scores at baseline experienced the largest increase in financial literacy; whereas students with the highest scores at baseline experienced the largest decrease in scores (see Figure 2).

Figure 2: Change in financial literacy scores between midline and baseline, by score at baseline.



We observe the same pattern when calculating a score applied to the leadership questions, with baseline scores explaining about 50% of the change between baseline and midline. Again, students with a high score at baseline experienced a decrease in their leadership score on average, while students with a low starting point experienced an increase. The strength of the association is evident from the graph in Figure 3.

Figure 3: Change in leadership scores between midline and baseline, by score at baseline



Mean reversion could either indicate that the metrics selected for this study were not effective in this context or that there were measurement errors:

- **Quality of the metrics:** Potential reasons why the selected metrics might not have been very effective in this context include: the fact that adolescents might not have understood the questions or answered whatever came top of mind, changed their mind on these issues or lost interest given the length of the survey and the battery of questions asked. Issues related to understanding and patience will have been more of a concern at baseline when survey participants were three years younger and in their early teens.
- **Measurement error:** Potential reasons that might have led to measurement error include differences in the training of enumerators at baseline and midline, differences in survey protocols between the two rounds of data collection or for example differences in the conditions with which the surveys were conducted (at baseline, adolescent and teacher surveys were conducted in their schools, whereas at midline survey conditions were tied to the educational status and location of the participants, with many having moved schools or dropped out of school).

Our data cannot explain why student's leadership scores might have reduced between these data-points. However, it is possible that, as they become more aware of their rights, and consequently of the limitations posed by social and gender norms, their self-reported leadership scores would decrease.

These patterns have important implications for the analysis:

- First of all, they imply that we cannot study change over time without first controlling for the lagged value at baseline. Controlling for the lag will account for the variation that is explained by the baseline value.
- Second, they imply that any hypothetical project effect is trumped by a potential mix of measurement error or random variation in how adolescents responded to these kinds of questions. If the treatment effect had been larger than the noise, then we would not have seen negative change for the highest performers at baseline.
- Third, it makes the interpretation of the results even more difficult. There is no counterfactual to compare results against; adolescents in the sample are three years older - during a period of life in which a lot of changes, especially opinions and behaviour; and third, the baseline itself provides little additional informational value, since the resulting autocorrelation between baseline and midline values is low.

#### 4.2.2. Anchoring

**In this survey, adolescents are asked a battery of questions.** Often, the options available to the respondents are repeated from one question to the next. For example, in the leadership series, respondents are asked more than 20 consecutive questions about leadership related statements. They have to respond by one of four options: rarely, sometimes, most of the time or almost always. Valid questions to ask are whether this creates anchoring, and whether a respondent's answer to one question affects his or her response to the next question. In some cases, it is natural that respondents answer consecutive questions in a similar way, since these questions might be conceptually related; however, this is not always the case.

**The leadership module offers a good set of questions for us to test whether there is anchoring in consecutive questions.** As can be seen in Table 4 consecutive questions in the leadership module sometimes ask about similar issues and are conceptually related, sometimes less so.

*Table 4: Leadership questions.*

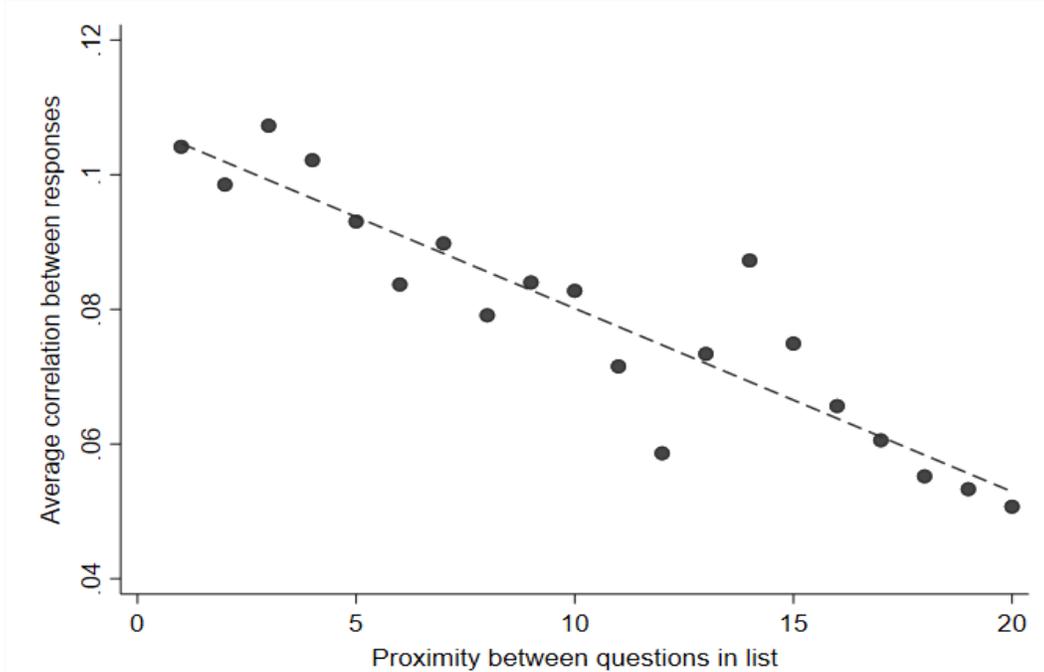
| Order | Question   |
|-------|--|
| 1     | G4. I like to try new activities that I know how to do.                              |
| 2     | G5. My friends ask me for advice.  |
| 3     | G6. I recognize when people have different skills to contribute to a task            |
| 4     | G7. I am comfortable when my teacher asks me to answer a question.                   |
| 5     | G8. I contribute ideas to discussions at home even if they are different from others |
| 6     | G9. I ask questions at school when I do not understand something.                    |
| 7     | G10. I can describe my thoughts to others  |

|    |   |
|----|---|
| 8  | G11. The things I do set a good example for my peers.                           |
| 9  | G12. I consider possible outcomes of my decisions before making them.           |
| 10 | G13. I accept responsibility for the outcome of my decisions.                   |
| 11 | G14. I recognize when choices I make today can affect my life in the future     |
| 12 | G15. I can show what is important to me with my actions.                        |
| 13 | G16. If someone does not understand me, I try to find a different way of saying |
| 14 | G17. I encourage others to join together to help my community.                  |
| 15 | G18. I cooperate with others to get things done at home.                        |
| 16 | G19. If someone treats me unfairly at school, I am comfortable telling an adult |
| 17 | G20. I am willing to work hard to achieve my dreams.                            |
| 18 | G21. I am better able to finish a task when I plan ahead.                       |
| 19 | G22. When I have the opportunity, I can organize my peers to do an activity     |
| 20 | G23. I am interested in being a leader.   |
| 21 | G24. I try to understand the cause of a problem before trying to solve it       |

**To test whether there is anchoring, we compare the correlation levels between all pairs of variables to the order in which they were asked.** Correlation levels between pairs of variables is measured using Goodman and Kruskal's lambda, which works well for categorical variables. For each variable in Table 4, we then run a simple linear regression to test whether the distance between variables in the list - in terms of the order in which they were asked - is associated to their degree of correlation.

**We find that the order in which questions are asked matters and that survey participants are more likely to respond to consecutive questions in the same way.** For all 21 questions, we observe a negative association between pair-wise correlation and the distance between variables in the list. In most cases this association has a very low p-value, even though we are working with a small sample of variables, which suggests that we can have confidence in our assessment. The strength of this association can be seen in Figure 4.

Figure 4: Correlation between question in leadership module, based on the proximity between questions in terms of the order they were asked



**The implications of anchoring for the analysis are the following:**

- In regression analysis it will be useful to control for the preceding question, in order to capture some of the variation due to anchoring;
- It is important to remember that responses to questions embed information about the previous questions;
- If scores are created based on consecutive questions with the same structure/options, anchoring will artificially increase the spread/variation between respondents.

### 4.3. Gender and health-related knowledge, perceptions and behaviour

**Changes between baseline and midline on gender and health related issues paint a mixed picture.** Little has changed between baseline and midline on access to information about sexual and reproductive health and general knowledge about sexual and reproductive health and HIV. Respondents at midline were less confident in their ability to enforce safe sexual practices and were more likely to believe that dropping out of school in order to get married was ok. However, there was a large increase in awareness about the availability and accessibility of sexual and reproductive health services (SRH). Youth expressed more confidence in seeking help if needed and felt they knew whom to reach out to in case they needed support.

**There are many reasons why caution is required in the interpretation of these results.** The period of observation is a period of major change for adolescents, during which opinions and perceptions are formed and transformed through experience and greater exposure, especially

on issues relating to sexual and reproductive health. Moreover, some of the responses to questions might have reflected respondents' perceptions of reality rather than their own opinion. For example, girls that agreed with the statement that "the female sexual partner is responsible for protection" might have been reflecting about how things are as opposed to what they think is right or wrong. Attributing positive or negative changes to the SS4G project, without a valid counterfactual, is therefore not possible. Falling into the trap of attribution would also lead to bias, attributing the positive changes to the project, and the negative changes to age and the passing of time.

**According to teachers, their perceptions and treatment of students indicate a fair and equal academic environment for both girls and boys in SS4G schools.** All teachers agreed strongly that both girls and boys have the right to go to school. When asked who is good at school, 52% of teachers at midline responded "both boys and girls", compared to 36% at baseline. When asked who is able to solve problems, the proportion of teachers who said "boys and girls equally" increased from 36% to 52%; teachers were significantly ( $p < 0.05$ ) more likely to say that boys and girls were equally able to solve problems at midline compared to baseline. In response to other questions about gender equality, teachers responded similarly when asked about boys versus girls. These responses are summarized in table A2.6 in Annex 2.

#### **4.3.1. Access to information about sexual and reproductive health**

**On aggregate, evidence from the midline survey shows little change in access to information about sexual and reproductive health in treatment areas.**

**At midline slightly more respondents had access to information about their bodily changes during adolescence than at baseline.** The proportion of students who reported getting information about bodily changes increased from 85% at baseline to 90% at midline. The largest increase in access to information was for male respondents. At baseline male students were 16 percentage points less likely to have received information about bodily changes compared to girls; a small difference between boys and girls still persists at midline, but at 6 percentage points, this difference was much smaller. There were a few large shifts in the sources from where respondents would get information about bodily changes. The role of teachers reduced significantly: at baseline about 54% of respondents said they received information from their teachers, compared to 24% at midline. Radio also became less important: 34% of respondents at baseline received information about their bodily changes from the radio, compared to 24% at midline. Parents (59% at both baseline and midline) and school (41% at both baseline and midline) remained the main sources of information about changes to the body.

**The proportion of respondents that had received information about sex, HIV/AIDs, STIs or family planning remained constant over time.** When asked if the respondents had received information about sex, HIV/AIDs, STIs or family planning, 87.4% respondents at midline reported they had, compared to 86.6% at baseline. Female students were more likely to have received information

about these issues at baseline, but at midline we do not observe any large differences between genders.

**SS4G students were mostly of the opinion that parents and often teachers and mentors at school were good and reliable sources of information about SRH related issues.**

*"We discuss about sexual and reproductive health, and parents help us a lot. Even nowadays things evolved: The headmaster managed to connect us with the teachers so that we can discuss with them and they tell us everything. So they normally plan on a certain day, let us say tomorrow and they gather us in that hall where we conduct meetings. They tell us to be abstinent while we are still young because it can affect us. For example if I impregnate a girl, I am obliged to drop out of school. It can also destroy our lives. If we were planning some projects, they stop just like that."*

- **Male Student, Nyanza**

*"My parents talk to me about sexual and reproductive health issues in the evenings after work but it is once in a while. We sit in the living room and they discuss with us."*

- **Female Student, Muhanga**

#### **4.3.2. Knowledge about Adolescent Sexual and Reproductive Health (SRH)**

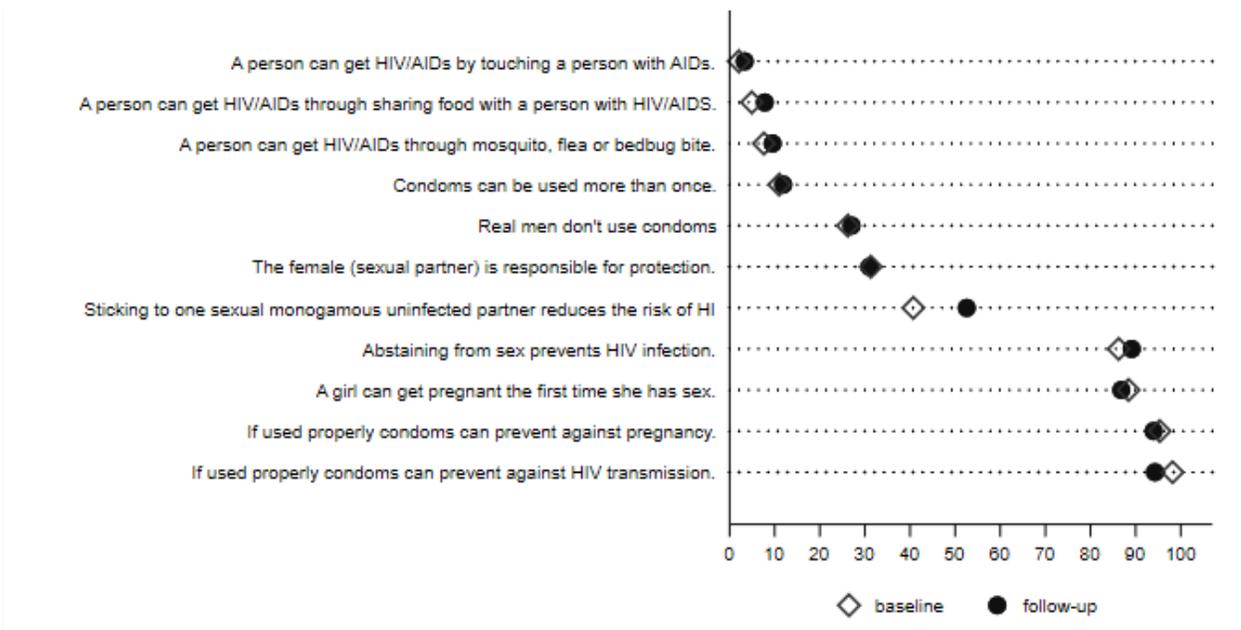
This section consisted of questions about adolescents' knowledge and attitudes about gender roles and their knowledge and access to sexual and reproductive health services. Questions asked revolved around adolescents' knowledge and behaviour related to SRH and safe sex practices, and confidence and ease of access to SRH services and information in their local communities.

**The proportion of youth reporting having had sexual intercourse increased during the observation period, with differences between genders; use of condoms amongst participants that have had sexual intercourse remained low.** At midline about 10% of adolescents reported having ever had sexual intercourse, compared to 3% at baseline. Male adolescents were about 11 percentage points more likely to report having had sexual intercourse at least once before. Use of condoms during the last sexual encounter remained low at 35%; sample sizes (at N=44) are too small to look at differences over time, over age, or by gender. Only one respondent reported having used another means of contraception, in this case emergency contraceptive pills. Pregnancy rates remained very low at midline, with only 1.6% of female adolescents reporting ever having been pregnant.

**As was the case at baseline, the vast majority of respondents said they would use a condom if they ever had sexual intercourse before marriage; at midline, however, more respondents felt they knew where to get a contraceptive method if they needed one.** An estimated 99% of respondents predicted that they would use a condom if they ever had sexual intercourse before marriage. This figure is slightly higher than at baseline, where 95% had anticipated using a condom. The proportion of respondents that knew where to get contraceptive methods if they needed any increased from 73% at baseline, to 89% at midline. Data patterns suggest this difference is age-related. At baseline, being 15 or older was associated with a 15-percentage point increase in the proportion of students that had knowledge about where to find contraceptive methods. Three years later, with the entire sample now aged 15 or above, we do not observe any differences anymore between ages. There are also no detectable differences by project location, gender, knowledge or educational status.

**We do not observe large changes on average in knowledge about HIV and reproductive health between baseline and midline.** Questions relating to knowledge and reproductive health were captured in a sub-module consisting of eleven questions (outlined in table A2.5 in Annex 2). Figure 5 compares responses at baseline and midline on the selected questions. Patterns at baseline and midline are very similar, except on one statement - "Sticking to one sexual monogamous uninfected partner, reduces the risk of HIV" - where the proportion of respondents that responded positively increased from an estimated 41% at baseline, to about 53% at midline. On this question, the difference between baseline and midline appears to be almost entirely explained by an increase in the proportion of female students who responded "yes". At baseline, female students were about 15 percentage points less likely to agree with the statement that "Sticking to one sexual monogamous uninfected partner than male students, reduces the risk of HIV". At midline, we observe a much smaller difference on this question between genders (about 5 percentage points); this difference has a high p-value of 0.45, which indicates that it might be due to random noise.

Figure 5: Knowledge about HIV and reproductive health



On questions relating to knowledge about HIV and reproductive health certain gender discrepancies were accentuated between baseline and midline. At midline female students were almost 15 percentage points more likely to agree with the statement that “the female sexual partner is responsible for protection”, compared to a much smaller difference of 6 percentage points at baseline. Female respondents at midline were about 10 percentage points more likely to agree with the statement that “real men do not use condoms”; this compares to about 7 percentage points at baseline. They were also 10 percentage points more likely to believe that “condoms can be used more than once”, compared to differences between genders of about 4 percentage points at baseline (See Fig. 6 below). These patterns suggest that some gender stereotypes might have been reinforced over time. It is important to note however that caution is required in the interpretation of these findings, since responses to these questions might have reflected less a personal view and more of a reflection on the reality that some men do not like to use condoms or that the burden of protection might disproportionately fall on the female.

Figure 6.1: Questions about HIV and reproductive health with negative change in scores (Girls only)

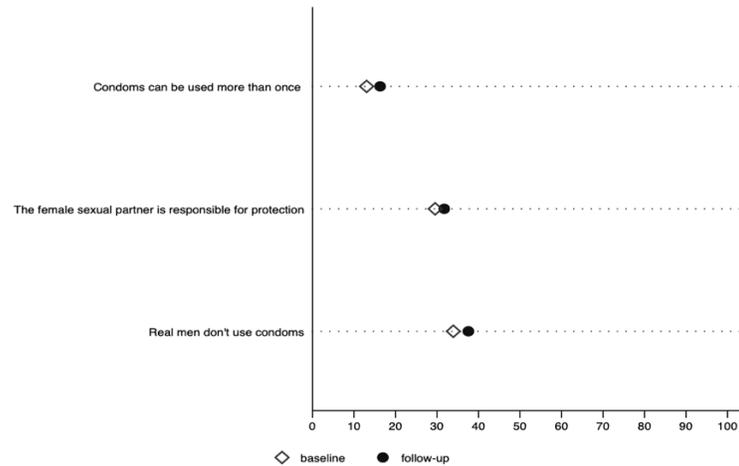
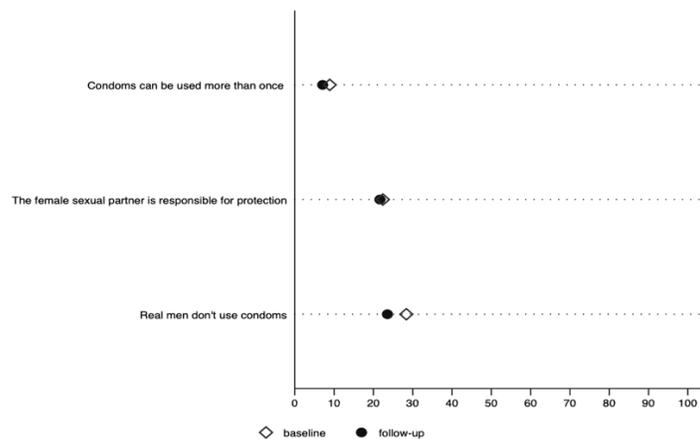


Figure 6.2: Questions about HIV and reproductive health with negative change in scores (Boys only)



Teachers interviewed at SS4G schools were asked whether they agreed statements affirming that students in their classes should be taught about sexual and reproductive health, including access to and use of contraception. Their responses to these statements were collapsed into a total score of how many of the statements the teachers strongly agreed with. Out of 13 statements (listed in Table A2.4, Annex 2), 35% of teachers agreed strongly with all of them, both at midline (N=66) and baseline (N=65). The lowest score was 0 at baseline (scored by one teacher) and 4 at midline (scored by 3 teachers).

While teachers agreed that students should be about taught sexual and reproductive health in school, they also acknowledged the role of projects and interventions. In focus group, discussions, teachers at SS4G schools noted the importance of specific programs—such as radio shows, plays, and organised talks—for improving students’ access to accurate and appropriate sexual and reproductive health information.

*"I think that adolescents mostly hear about it from school because we actually have a mentor at school, especially for girls. We help them, and in the project of "Mfite icyerekezo" (Safe Schools for Girls), the talks we usually carry out involve SRH."*

*- Teacher, Kamonyi*

*"The other source of information is the radio. Plus they hear about SRH through "Urunana" (a theatre play that passes on the radio) and other different theatre plays teach about SRH. It may happen when a teacher is teaching and a student asks him or her a question saying "I heard people in the Urunana saying this and that" and we get to know that some of them do listen and get information about SRH from the theatre plays that pass on the radio."*

*- Teacher, Kamonyi*

*"Another source of information would also be the sorts of theatre plays that they do as part of the programs in the National Youth Council. They sometimes prepare different activities, do theatre plays and have talks. Through those activities that subject comes up. They can also organize talks, and invite the youth and they teach them about sexual and reproductive health."*

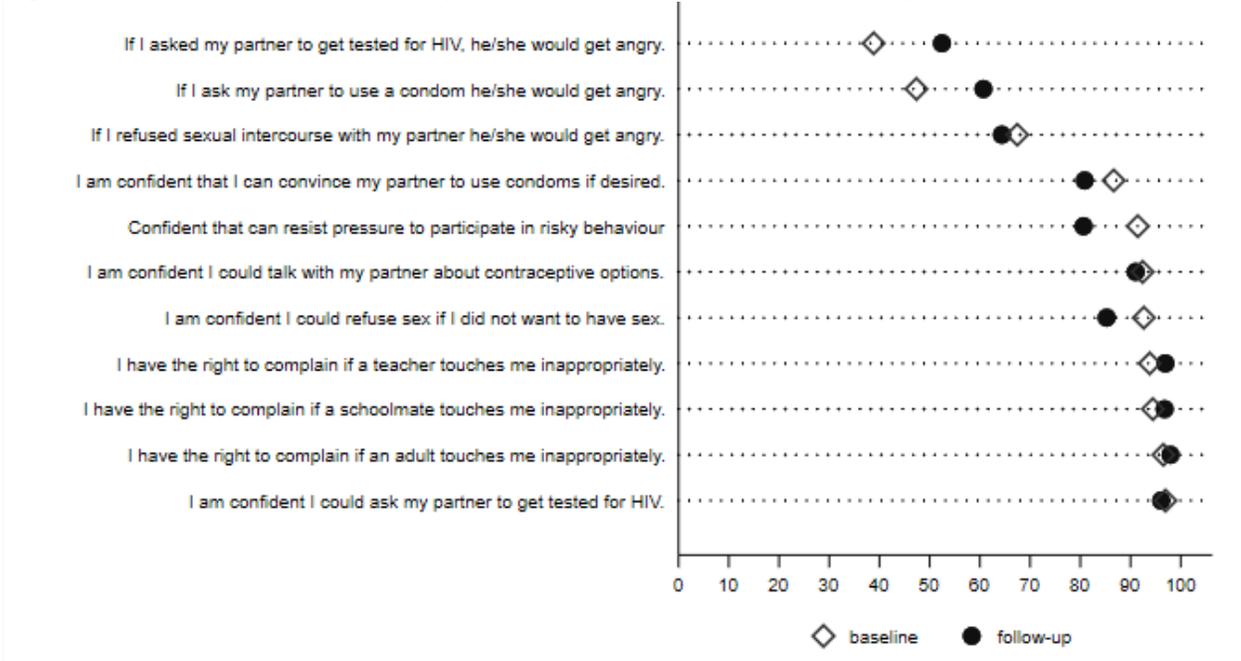
*- Teacher, Kamonyi*

#### **4.3.3. Confidence with respect to Adolescent Sexual Reproductive Health (SRH) issues**

**Evidence suggests that respondents did not gain confidence in their ability to convince their partners to practice safe sex during the observation period, but they did gain more confidence in accessing protection and SRH services.**

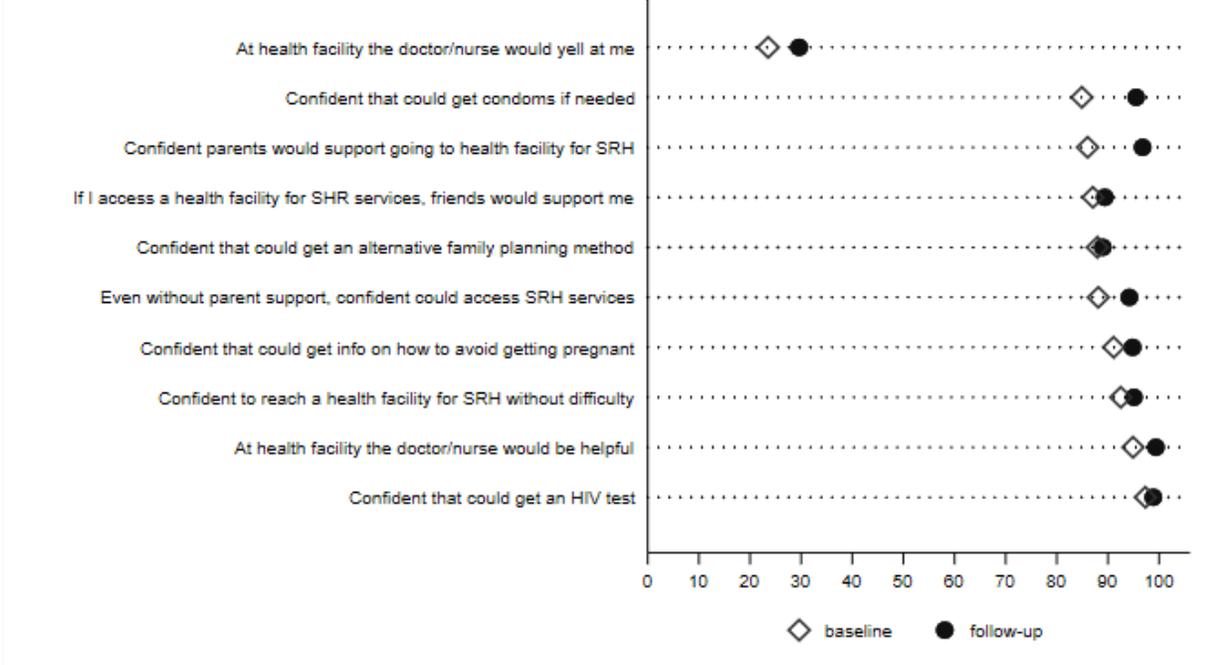
**The confidence that respondents expressed in their ability to convince their partners to practice safe sex reduced between baseline and midline.** At midline respondents were less confident on average about their ability to refuse sexual intercourse if they did not desire so, to resist pressure to participate in risky behaviour and to convince their partners to use a condom (see Figure 7). They also expressed greater agreement with the statements that if they were to ask their partners to get tested for HIV or to use a condom, that their partners would get angry. We do not observe large gender, age or location effects at either baseline or midline.

Figure 7: Confidence to convince partners to practice safe sex and report misbehaviour



At midline respondents did however express greater confidence in their ability to access SHR services at medical facilities. At midline, respondents were significantly more confident that they could acquire condoms if needed, that their parents would support them if they went to a health facility for SHR services and that even if their parents did not support them, they would still be able to seek care without difficulty (see Figure 8). In the context of this sample, increased perceptions of access to medical services were not strongly associated with gender, age or location patterns.

Figure 8: Confidence related to sexual and reproductive health issues and access to services\*



\*note, variable labels have been shortened to fit the graph

We also observe no differences in the proportion of respondents that visited a health facility or hospital in the past twelve months for services related to sexual and reproductive health. At baseline 18.8% of respondents reported having visited a facility, compared to 18.2% at midline. There were significant differences ( $p < 0.05$ ) between genders both at baseline and midline. At both baseline and midline, girls were significantly less likely to have visited a health facility compared to boys.

In focus group discussions, many students expressed that they could confidently access sexual and reproductive health services; however, some recurring concerns included a lack of confidence that their needs would be adequately and confidentially dealt with at a health facility. When asked about challenges accessing sexual and reproductive health services at health facilities, students’ responses highlighted three main issues: doubting providers would pay attention to their concerns, inability to pay fees, and feeling embarrassed to discuss sexual health in a public setting.

*“The challenges I might face is like when I go there, I might find the health centre staff that I am not comfortable with, in that case I cannot open up and tell him/her my problems and that is a challenge because I cannot be able to tell him/her how I feel or what exactly happened to me.”*

- Female Student, Huye

*“One finds the healthcare providers busy on WhatsApp and when he/she talks to them they are not listening.”*

- **Male Student, Kamonyi**

*“There are cases where the nurse/doctor fails to pay attention to you and does not listen to your problem. Consequently, he/she fails to solve your problem.”*

- **Female Student, Kamonyi**

*“There are challenges especially for people in the first economic class. When they go to the health centre, the nurses may ignore them and refuse to tend to them because they will pay little money for the services since they are in that classification.”*

- **Female Student, Ruhango.**

#### **4.3.4. Adolescent Knowledge and Perceptions of GBV**

**Perceptions of what to do in the case of violence, whether sexual, physical or other, have evolved substantially since baseline.**

**A greater proportion of respondents at midline knew who to reach out to for support if somebody they knew had experienced gender-based violence.** The proportion of respondents that felt they knew who to reach out to increased from 86% at baseline to 92% at midline. More than half of the respondents at midline identified local authorities (62%) and the police (52%) as the main potential providers of support in this situation. Parents (42%) and doctors at health facilities (41%) were also frequently mentioned. Other choices included “headmaster” (17%), “friends” (12%), “neighbours/other adult community members” (8%), and “mentor” (7%).

**There was an even greater increase in the proportion of students who knew who they could reach out if they themselves experienced different types of violence, including physical, psychological, sexual or economic violence.** Table 5 shows that by midline the proportion of students who were able to identify someone to reach out to in the case of physical violence and economic violence increased by almost 40 percentage points; the proportion of students who could identify someone in the case of physical violence increased by 35 percentage points. A high proportion of students at baseline already knew whom to reach out to in the case of sexual violence, so the increase on that metric was much smaller at 2 percentage points.

Table 5: Responses to - "Do you know who you can reach out to for support if you or someone you know experiences gender-based violence?"

| Variable Name | Question Label         | Baseline | midline |
|---------------|------------------------|----------|---------|
| C4e1          | Physical Violence      | 51.1%    | 89.2%   |
| C4e2          | Psychological Violence | 22.9%    | 67.6%   |
| C4e3          | Sexual Violence        | 93.9%    | 96.0%   |
| C4e4          | Economic Violence      | 17.6%    | 68.7%   |

**These findings are supported by the focus group discussions surrounding SGBV.** During focus groups both male and female students in SS4G schools mentioned being aware of reporting mechanisms for GBV. When asked to whom they would report cases of GBV, students generally suggested authority figures, including health care workers, school leaders, and the police.

*"Gender-based violence cases can be reported to the person in charge of the sector office even in the district office."*

- **Male Student, Nyabihu**

*"One can go to a health facility and inform the doctors to take care of that child who has experienced GBV"*

- **Female Student, Muhanga**

*"My fellow who has faced a GBV can come to me asking for advice, telling me what has happened to him and asking me what he should do, in that case I advise him to go to tell the authority"*

- **Male Student, Muhanga**

**Teachers too are aware of mechanisms and referral systems for reporting SGBV.** Discussions highlighted the importance of preventive measures like family counselling and advice in case of even smaller instances of gender-based discrimination or child abuse. Regarding referral and reporting mechanisms for GBV in their communities, teachers said:

*"We use One Stop Center. We have a Police officer down here at the hospital that is in charge, we call him/her and he/she helps us. If there is a case and a person gets raped, they immediately take that person while he/she still has signs. A person who was violated is taken to the hospital without taking a bath or changing anything, she/he is followed up at Isange One Stop Centre until the case is solved."*

- *Teacher, Kamonyi*

*“Another way that we usually use for us at the village level, when we see a problem like that arising at the family level, to mean when a parent doesn’t treat a child well. We visit them and counsel them. Sometimes they change their mindset. They might delay changing their mindset but they eventually do.”*

- *Teacher, Kamonyi*

**The survey also asked students how they would expect to be treated when reporting a case of SGBV; on these metrics we observe little change between baseline and midline.** At midline 72% of respondents believed that they would be respected compared to 79% at baseline. Remaining respondents felt they would either be ignored or would get themselves into trouble. When disaggregated by gender at baseline, significant differences could be observed between girls and boys, with girls more commonly answering that they would get into trouble or be ignored compared to boys; however, this difference was not observed at midline. Students that had dropped out of school and those still in school did not have significant differences in their opinions at midline either.

**Similar changes in perspectives about SGBV are also observed among teachers.** The proportion of teachers who expected that their students would be treated with respect when reporting GBV also decreased from 86% at baseline to 76% at midline, and the proportion of teachers who believed that students would be harassed for reporting GBV increased from 3% at baseline to 13% at midline.

#### **4.3.5. School Safety**

**When asked about their safety at school, on the way to school, and at home, adolescents overall felt less safe.** The proportion of students who said they almost always feel safe at school fell from 30% at baseline to 20.7% at midline. The proportion of students who said they almost always feel safe on the way to school fell from 26.8% at baseline to 16.5% at midline. When asked if students felt safe at home, the proportion of students who said they almost always do fell from 31% at baseline to 16% at midline. Likewise, the proportion of students who reported rarely feeling safe at school, on the way to school, and at home increased. There are no significant differences though between male and female students’ perceptions of safety.

Teachers’ perspectives were mixed regarding whether students were more or less safe. When asked if girls were safe at their schools, 62% of teachers at baseline felt that female students were totally safe at school but this proportion fell to 56% at midline; however, no teachers at midline said that they felt that female students were not safe at all compared to 5% of teachers who reported this opinion at baseline. When asked if they thought boys were safe in school, the proportion of teachers who said that they were totally safe remained the same at 60%.

The students from SS4G schools who participated in focus groups, however, generally agreed that they felt safe and were confident that they could report to teachers if they felt unsafe. Both female and male students said that they believed that teachers and school administrators helped to maintain a safe environment and were available to support students.

*[About safety issues] "I can go to the headmaster and tell him about my concern. The headmaster hears my problem fast and he solves it."*

- **Male Student, Nyanza**

*"All of them are safe and the same level, there are no conflicts that can be caused by some who might say that they have less safety than others. We all have enough safety"*

- **Female Student, Huye**

*"Mostly a female child might not study well because of a problem she encountered. A girl may have her menstrual periods for example, and doesn't study well, and sometimes she goes home. So in order to treat them equally and in the same way, there is a project in place to help girls called the "Safe Space for Girls". This way, she won't skip school and fail because she had met such an issue of getting her menstrual periods and went home. She then schools like boys can and we help her. We give her the essentials like menstruation pads and underwear, and she takes a bath and change and gains back her mood as others so that she is not left behind by boys."*

- **Teacher, Kamonyi**

*"They are safe when they are at school because the administration is close by and the teachers are in class"*

- **Teacher, Nyanza**

*"As teachers or the school administration, we are responsible for children at school. They are the ones we look after, if she/he gets a problem or gets sick; we take care of that problem as it is our responsibilities."*

- **Teacher, Kamonyi**

**The belief that school policies foster a safe environment is supported by teachers' survey responses.** The proportion of teachers who believed that policies at their school were useful for protecting students from sexual harassment by teachers rose from 84% to 91% when considering whether policies protected female students and from 83% to 89% when considering male students. Compared to 81% at baseline, 88% of teachers at midline believed that their school policies protected both girls and boys from sexual harassment by students.

While schools provide a safe place for students, both teachers and students acknowledged concerns that students may be unsafe in their communities. Students shared stories of fearing that they could be victims of theft or feeling unsafe when encountering people using alcohol or drugs. Teachers, meanwhile, attributed students' lack of safety to absenteeism and drop out, particularly unsafe working conditions or leaving a trusted community in order to find work.

#### 4.3.6. Perceptions about Early Marriages

With the passing of time - between baseline and midline - **a greater number of respondents felt that it was normal for girls or boys to drop out of school in order to get married.** At baseline 46% of respondents agreed that it was ok for girls to get married, compared to 67% at midline; similarly midline was associated with a 25 percentage point increase in the proportion of respondents that agreed that it was ok for boys to drop out of school to get married, from 34% at baseline to 59% at midline. There were no significant differences by gender on these questions and no major differences between the SS4G and BEE locations. Age was also not a very strong predictor of opinions on this question at either baseline or midline. There was also virtually no difference on this question between respondents that were in school and out of school, with out-of-school youth 3 percentage points less likely to agree with the statement that it was ok for girls to drop out; and equally likely to agree that it was ok for boys to drop out. The fact that dropout is not a strong predictor of perceptions on this question is not necessarily unexpected; as demonstrated in focus group discussions, youth adjust their opinions and expectations for themselves by observing the experience of others.

**Discussions with students at SS4G schools show that students have experience interacting with students that have dropped out of school to get married or heard stories of the consequences of such decisions.** The general consensus seemed to be that early marriages were common in their communities and were typically the result of unplanned pregnancies or female adolescents wanting to leave their parents' homes. Students shared examples of the consequences of early marriage.

*"If I get married at an early age, it means I am getting married while I am still young. This can result into a bad life and the baby I might give birth to, I won't be able to raise him/her and s/he can suffer from kwashiorkor."*

- **Female Student, Huye**

*"I do not desire it because most of the times one finds that when girls who experienced early marriages give birth, they don't even know how to take care of that child. And the child goes through hardship, and the parents struggle to raise him/her and at times he/she may even escape them and go into hunting for money."*

- **Female Student, Muhanga**

*"(I wouldn't want early marriages because) I would struggle to survive and wouldn't be able to develop myself. For example I might fail to provide food and clothes because I got married unprepared and did not plan a budget for it."*

- **Male Student, Huye**

#### 4.4. Financial literacy and savings

**A key component of the SS4G project was to build students' financial literacy and encourage their participating in savings groups or income-generating activities.** Improving students' financial security and resilience has the potential to reduce the financial obstacles that could contribute to drop out and poor performance in school.

##### 4.4.1. Savings

**More respondents saved money at midline than at baseline.** On average the proportion of respondents that had saved some money over the past twelve months increased from 40% at baseline to 73% at midline. Girls experienced a much larger increase in the savings rate than boys. The proportion of girls that had saved some money over the past twelve months was 26% at baseline, compared to 69% at midline (+43 percentage points); the proportion of boys who saved increased from 50% at baseline to 78% at midline (+28 percentage points). At midline the frequency with which respondents were saving had also increased, with about 41% putting some money aside more than 2 times a week, compared to 28% at baseline. When teachers at SS4G schools were asked if they had taught their students about the importance of savings, 100% of teachers said "yes" at midline compared to 83% at baseline.

**There are differences in the sources of income for female and male respondents, with male youth more likely to be engaged in an economic activity.** At midline, the largest source of income for female respondents remained the family and in particular the mother (28% received some money from the mother compared to 14% of boys); girls were also more likely to have received money from the father (17% of girls, compared to 7% of boys). Male respondents were much more likely to mention economic activities as their main source of income. The largest source of income for boys was "working for others" (51% compared to 21% for girls) and raising or selling livestock (35% for boys, compared to 10% for girls). At midline 52% of youth reported being engaged in activities that generate income, compared to 44% at baseline. At both baseline and midline female respondents were 14 percentage points less likely to be engagement in an economic activity.

**Respondents felt slightly more empowered at midline to make their own decisions about how to spend their savings.** When asked who made the decisions about how to spend their savings, 68% of adolescents at baseline responded that they make these decisions on their own. This

proportion grew to 77% at midline. The main items youth chose to spend their savings on are livestock (69%), clothes (53%), shoes (32%) and to pay for things related to school (30%). There are some differences between genders as can be seen in Table 6.

Table 6: "What do you spend your savings on (choose all that apply)".

| Variable Name | Question Label                         | Male  | Female |
|---------------|--|-------|--------|
| e9_1          | To pay for clothes                     | 51.0% | 55.8%  |
| e9_2          | To pay for food                        | 6.4%  | 0.3%   |
| e9_3          | To pay for things related to school    | 32.2% | 27.0%  |
| e9_4          | To buy school uniforms                 | 4.6%  | 2.5%   |
| e9_5          | To pay for school fees                 | 2.5%  | 0.7%   |
| e9_6          | To pay for my own business             | 4.7%  | 0.0%   |
| e9_7          | To pay for medical expenses            | 1.3%  | 0.0%   |
| e9_8          | To support my family                   | 6.8%  | 5.2%   |
| e9_9          | Livestock                              | 73.4% | 65.4%  |
| e9_10         | Shoes                                  | 20.9% | 42.6%  |
| e9_11         | I have not yet spent any of my savings | 51.0% | 55.8%  |

**During qualitative interviews, students linked their improved financial literacy and ability to save to the SS4G project.** Focus group discussions with students included various discussions around good savings practices, understanding the need for savings, and the training available on saving and income-generating activities. Overall, financial literacy and savings was an area that students specifically mentioned having benefited from training by the SS4G project.

*"In my opinion, when someone saves, he is preparing for his future. It means that he can easily solve any problem he may face in future."*

- **Male Student, Huye**

*"Yes, I was the president of our team which means I was representing them, I used to tell them good things about savings and used to teach them ways of stopping to misuse the money in buying doughnuts."*

- **Female Student, Nyanza**

*"What I can say is that a male adolescent does not underestimate any job or work at this stage because he thinks it is time to prepare for his bright future. This is why he starts engaging in activities."*

- **Male Student, Huye**

*"I started saving last year in 2018 as well, I saved in "MFITE ICYEREKEZO" (the CARE project). And with the shares I got I was able to buy a hen. It laid eggs and until now I am able to save in another group as well."*

- **Female Student, Muhanga**

**Data from this survey suggests that the ability to save is a very strong predictor of dropout, reinforcing the narrative presented above linking the financial situation of respondents to educational outcomes.** Children that had dropped out of school were 20 percentage points less likely to have saved money over the past twelve months. These findings show that targeting increased savings might be an effective way to keep children at school, thereby justifying the theory of change employed by CARE and SS4G in the delivery of this project.

**Teachers agreed that learning to save was an important life skill for students to learn.** Participating in income-generating activities, forming savings groups, and saving small amounts where possible provide an important resource for students.

*"Well, in general; my community and the school included, I observed that the youth use informal savings groups; like those in which they contribute monthly. Even though not all of them participate but most of them engage in such activities. As for here at school, we encourage them as their mentors and they are also being active regarding that. For example; related to saving, we teach them the advantages of saving and tell them briefly that he/she might be able to buy herself/himself a pair of shoes: the latter could not be afforded otherwise as his/her parents cannot get the money all at once due to financial constraints. We tell them that she/he can buy a notebook or a pair of underwear most especially for young girls who need them daily. It seems like a big number understands the importance of saving and it is very beneficial to them as young people. We motivated them by showing them its advantages. "*

- **Teacher, Kamonyi**

*"In our community adolescent girls engage in farming/raising domestic animals. They contribute money and buy a certain domestic animal. They could buy for instance a goat, and one of them rear it. As it produces she gives the offspring to other girls, and on and on it goes like that."*

- **Teacher, Kamonyi**

#### 4.4.2. Adolescent Financial Literacy Score

At both baseline and midline students were tested on their financial literacy and their understanding of basic financial concepts.

**Financial literacy scores dropped between baseline and midline, in particular for female respondents.** There were 21 questions in the financial literacy module. At baseline the average proportion of correct responses on these questions was 51%, compared to 44% at midline. The drop in financial literacy scores was largest for female respondents (-9 percentage points between baseline and midline, compared to about 4 percentage points for boys). The financial literacy score had no bearing on saving patterns and does not appear to be linked to whether respondents were engaged in an income generating activity or not.

**We prefer not to place a large weight on these findings since there were differences in the administration of this test between baseline and midline and since we observe a lot of reversal along the mean.** Changes in the test administration protocol may have affected student performance. While at baseline the test was administered with a 30-minute time limit, midline administration reduced this limit to 20 minutes.

#### 4.5. Leadership

Students at both midline and baseline were asked questions about leadership roles and youth leadership positions. We observe large changes in leadership patterns between baseline and midline. For the overall sample of 454 students, the baseline (weighted) mean **YLI Index score** of 2.57 increased to 2.64 at the follow-up evaluation. **For the SS4G sub-sample only, this change was from 2.59 to 2.66 at midline.** The YLI score showed a much higher improvement over the waves for girls compared to boys in the sample (See Fig. A2.1 in Annex 2).

**At midline, more respondents held leadership positions at home or at school.** When asked if they currently held any leadership positions at home or school, 37% of students at midline answered that they did, compared to 20% at baseline. We do not observe large differences by gender, age or location at either baseline or midline. The most common leadership roles that these students held were "Chief of class" or "Class monitor". Responses disaggregated by gender can be seen in Figure A2.2.

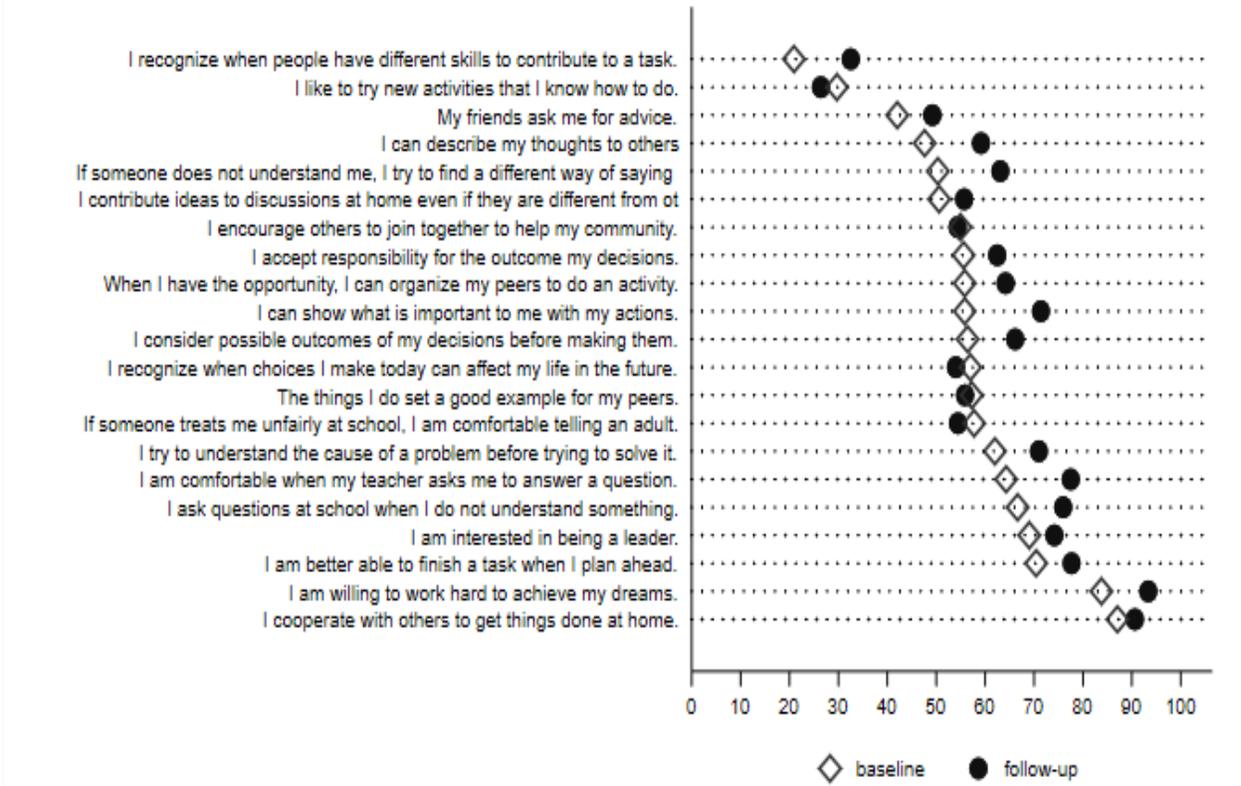
**When asked if they were involved in any youth organisations, 63% of respondents at midline said "yes" compared to only 32% at baseline.** Both male and female students were significantly more likely to be involved in youth organisations at midline compared to baseline. This increase was almost entirely due to CARE, with 93% of respondents who were part of a youth organization identifying CARE groups as the group/organization they belonged to.

**Along with questions about leadership roles, adolescents were asked questions from the Youth Leadership Index (YLI).** This scale was designed by CARE to measure changes in self-perceptions

of leadership among young people, specifically aged 10-17 years. The YLI consists of questions that ask young people about their self-confidence, decision-making, problem solving and organizational skills, their sense of voice, and their ability to motivate others. The YLI also measures cooperation, diligence, independent thinking, personal responsibility, and leadership interests. All the component questions of this scale are listed in Table A2.3 in Annex 2.

**Responses to YLI questions show that respondents gained greater self-confidence between baseline and midline.** Figure 9 depicts responses to each of the YLI questions at baseline and midline, focusing on the percentage of respondents that agreed or strongly agreed with the statement. The largest improvements between baseline and midline centred on improved self-confidence with respect to interacting with others, speaking up in class, and considering the implications of and making decisions.

Figure 9: Responses on to YLI questions at baseline and midline (% of respondents who agreed with statement)



During focus group discussions, both male and female students offered examples of how gender roles influence the treatment and expectations of men and women, including leadership opportunities.

*"When we sit for examinations, girls pass at lower marks, which makes it easy for them to pass."*

- Male Student, Huye

*"The difference is that girls get almost everything from their parents. Boys however, always strive to be responsible and provide for themselves. They don't want to impose on their parents asking everything from them; they try to solve their problems on their own."*

- **Male Student, Huye**

*According to me, I think boys have opportunities to be leaders because they are stronger than girls, he can be chosen to lead at a certain place because he appears to be stronger than a girl.*

- **Female Student, Huye**

*As girls, we have a lot of chores at home to do, when a girl gets home, instead of revising her books she heads to the kitchen and completes some chores and she gets tired. In the morning, she comes to school without having revised her books the night before when she was home.*

- **Female Student, Huye**

**Students have been encouraged to take up their own leadership roles outside of the teaching environment as well.** Examples of leadership roles that students in SS4G schools hold include class monitors or chiefs, being elected to represent children and youth in the cell, and leading sports teams.

**Teachers meanwhile shared that equal treatment and opportunity are central to their teaching code of conduct.** Teachers unanimously responded that they do not discriminate against or differentiate between male and female students. They also noted that the policy of setting a lower pass mark for girls might be unnecessary in many cases.

*"The changes should be made in education. Personally, if I was made a minister, the issues of making students pass with different marks due to whether they are boys or girls would be removed. And all the students would pass at the same marks...The reason I would make that change is that, girls are able as well. The arrangement of making female students' pass mark lower grades than boys might even lead to laziness, and an individual may feel that they are doing her an ongoing favour and that may give rise to laziness yet in gender balance we know that there is nothing that girls can't do, and there is nothing that boys can do that girls can't."*

- **Teacher, Kamonyi**

*And as my colleague said; they are all treated and punished in the same way. We don't say that a girl is going to be punished this way while the boy is punished that way. And if it is a question to be solved at the blackboard, a girl goes there as much as a boy would; and you see this as something good. And if it is about*

*saving, all students be either boys or girls, they make mixed gender groups where everyone brings his/her contribution.*

- **Teacher, Kamonyi**

When teachers were asked if their schools supported boys and girls to succeed academically, there were no significant differences between teachers' perceptions of the academic treatment of girls compared to boys.

## 5. Conclusion

**The Safe Schools for Girls project was designed to promote better educational, social, and economic outcomes for students, especially girls,** with the specific objectives of (1) reducing the number of girls who drop out, (2) increasing the number of girls who transition from lower to upper secondary education, and (3) increasing the number of girls pursuing safe and secure economic opportunities outside the home. Through school-based support—including academic resources, financial literacy training, and sexual and reproductive health education, and leadership training—the SS4G project aims to empower students to address obstacles to secondary education.

**Partway through program implementation, female and overaged students in the SS4G project are demonstrating notably better outcomes than their peers.** Though dropout rates in this evaluation were similar to those observed in national-level data collection, significant differences were observed when comparing overaged students to students who were on-track academically for their age. Likewise, students who were on-track for their age were also more likely to transition to upper secondary school. Compared to national data, the educational outcomes for girls were better than expected in our sample. If the project has had a positive effect on educational outcomes, it will most probably have impacted girls more than boys. As the SS4G project continues into the second half of its implementation, these observations provide insight into the students who may be most likely to drop out and who could benefit most from targeted educational support.

**Like age, access to financial resources predicts educational outcomes like dropout and transition.** Students who were not confident in their ability to find money for school fees were also more likely to have dropped out of school or to have been absent in the month prior to the interviews. Focus group discussions supported this finding. Students commonly attributed their classmates' absenteeism and drop out to a lack of financial resources. Teachers, meanwhile, expressed concerns that competing household priorities discourage students from attending class and opt to work or care for their families instead. Students explicitly noted the SS4G project's contributions to financial literacy training and support for income-generating activities. The evidence shows that these activities are not only valued by students but likely contribute to

project-level outcomes of reducing drop out and promoting better economic outcomes for students and should continue to be supported in the SS4G project.

**Students' expanded leadership and extracurricular participation are likely the result of the SS4G project.** Over time, more respondents held leadership positions at home or at school and more respondents were involved in youth organizations, the vast majority of whom belonged to a group organized by CARE. Focus group discussions highlighted that students rely on and seek advice from their friends. Facilitating positive relationships is critical during this period of their lives that is characterized by change, choices, uncertainty, and complex personal and social challenges. Mixed-gendered activities—facilitated by a trained mentor—can address the underlying gender roles and expectations that influence students' assumptions about leadership and opportunities. Encouraging peer associations, and potentially using savings groups or income-generating activities as an entry point, can likewise help students to build leadership skills, practice problem-solving, and form healthy interpersonal relationships.

# Annex 1: Sampling and Data Collection Procedures

## Roles and Responsibilities

The midline evaluation of the SS4G project required that roles and responsibilities be shared between CARE and Laterite.

CARE was responsible for:

- Developing instruments;
- Providing the baseline data;
- Tracing adolescents interviewed at baseline;
- Securing local authorities' approvals; and
- Securing school leaders' consent for adolescents below 18 within selected schools.

Laterite's main roles consisted of:

- Sampling study participants (adolescents and teachers) for both qualitative and quantitative data collection;
- Obtaining a survey visa from the National Institute of Statistics (NISR) and a research ethics approval from the Rwanda National Ethics Committee (RNEC);
- Coding research instruments in SurveyCTO and reviewing translations;
- Recruiting and training the data collection team;
- Coordinating and implementing qualitative and quantitative field surveys activities;
- Monitoring, cleaning and analysing the data; and
- Drafting the final report.

## Sampling Process

### Sub-sampling for Tracing

Since this study was designed as a longitudinal evaluation, the cohort of students interviewed during the baseline was traced, and a sub-sample from among them was selected as the sample for the midline evaluation. The sample of 639 baseline students was clustered by the school they attended at baseline. For the midline tracing exercise, up to 15 students were randomly selected from each of these schools. If schools had less than 15 students who participated in the baseline evaluation, then all students were included in the tracing sub-sample. Laterite also dropped all students from schools with less than 7 students surveyed during the baseline evaluation. This resulted in a total of 441 SS4G students to be traced at midline. Table A1.1 below outlines the baseline schools and the number of students selected for tracing at midline from these schools.

Table A1.1: Sub-sample for tracing by Baseline School

| District | School                | Number of Students |
|----------|-----------------------|--------------------|
| Kamonyi  | GS MUGANZA I          | 9                  |
| Kamonyi  | GS KIYONZA            | 12                 |
| Kamonyi  | GS MPUSHI             | 15                 |
| Kamonyi  | GS MASAKA             | 15                 |
| Kamonyi  | GS REMERA             | 15                 |
| Kamonyi  | GS KAGINA             | 15                 |
| Ruhango  | GS MUTIMA             | 15                 |
| Ruhango  | GS MPANDA             | 8                  |
| Ruhango  | GS MUTARA             | 15                 |
| Ruhango  | GS BWERAMVURA         | 15                 |
| Ruhango  | GS RUSORORO           | 15                 |
| Ruhango  | GS GISEKE             | 9                  |
| Muhanga  | GS NYABITARE          | 15                 |
| Muhanga  | GS MUSHISHIRO         | 15                 |
| Muhanga  | GS CYEZA              | 15                 |
| Muhanga  | GS KIVUMU             | 13                 |
| Muhanga  | GS NYABINONI          | 13                 |
| Muhanga  | GS RONGI              | 15                 |
| Muhanga  | GS GIKOMERO PROT      | 15                 |
| Nyanza   | GS NYANZA B           | 15                 |
| Nyanza   | GS KAVUMU<br>MUSULMAN | 15                 |
| Nyanza   | GS NYABINYENGA        | 15                 |
| Nyanza   | GS GAHENGERI          | 15                 |
| Nyanza   | GS KIBILIZI           | 12                 |

|        |              |    |
|--------|--------------|----|
| Nyanza | GS NYARUTOVU | 15 |
| Nyanza | GS NYAMURE   | 15 |
| Huye   | GS NYUMBA    | 15 |
| Huye   | GS KARAMA    | 15 |
| Huye   | GS MPUNGWE   | 12 |

### Outcome of the tracing exercise

CARE Rwanda traced all students who participated in the baseline evaluation and was sampled for tracing. However, since tracing was completed in December 2018, students who had taken national exams were still waiting on their final school placement. Once S4 school information was available, CARE updated the final placement of students for only those students included in the selected sub-sample. For their S4 year, many students had moved to new schools. Many of these schools were not a part of the baseline evaluation and some schools were not located in the districts in which data collection was planned. The outcome of the tracing exercise is summarized in Table A1.2 below.

*Table A1.2: Outcome of the tracing exercise*

| Outcome   | Number of Students |
|---|--------------------|
| At the same school  | 163                |
| Moved to another school in the baseline                               | 34                 |
| Moved to a school not in the baseline but within the target districts | 120                |
| Moved to a school outside the target districts                        | 18                 |
| Dropped out   | 74                 |
| Not currently in school   | 13                 |
| Could not be traced   | 19                 |
| <b>Total</b>  | <b>441</b>         |

### Re-sampling using tracing outcomes

Following the tracing of the sub-sample into their new schools, Laterite observed that students were in many more schools than anticipated. In addition, there were fewer sampled students per

school, and some students had moved to schools outside the area of the evaluation. To ensure adequate representation of different profiles of students—for example, students who moved schools or students who had dropped out—while completing data collection within the time and budget constraints, Laterite reselected the sample from among the traced students and weighted accordingly in the analysis. The final sample of 326 students for midline data collection is described in Table A1.3 below.

*Table A1.3: Final Sample of Adolescent Students for the SS4G Quantitative Survey by District and Current School.*

| District             | School                  | Number of Students |
|----------------------|-------------------------|--------------------|
| Huye                 | Gishihe                 | 1                  |
|                      | Gs Catholic             | 3                  |
|                      | Gs Karama               | 10                 |
|                      | Gs Mwirire              | 4                  |
|                      | Gs Nyumba               | 14                 |
|                      | Gs Rukira               | 5                  |
|                      | Saint Ritha Nyarunyinya | 6                  |
|                      | Sofotec                 | 4                  |
|                      | Dropped out             | 8                  |
|                      | Still at home           | 3                  |
| <b>Huye Total</b>    |                         | <b>58</b>          |
| Kamonyi              | Gs Bubazi               | 2                  |
|                      | Gs Gihara               | 3                  |
|                      | Gs Kagina               | 10                 |
|                      | Gs Karama               | 1                  |
|                      | Gs Masaka               | 8                  |
|                      | Gs Mbatu                | 3                  |
|                      | Gs Mpushi               | 4                  |
|                      | Gs Remera               | 11                 |
|                      | Dropped out             | 11                 |
|                      | Still at home           | 0                  |
| <b>Kamonyi Total</b> |                         | <b>53</b>          |
| Muhanga              | Elenagwela              | 1                  |
|                      | Etek Muhanga            | 2                  |
|                      | Groupe Scolaire Shyogwe | 3                  |
|                      | Gs Cyeza                | 10                 |
|                      | Gs Gikomero Prot        | 6                  |
|                      | Gs Horezo               | 2                  |

|                      |                                |           |
|----------------------|--------------------------------|-----------|
|                      | Gs Kivumu                      | 1         |
|                      | Gs Munyinya                    | 2         |
|                      | Gs Mushishiro                  | 20        |
|                      | Gs Nyabikenke                  | 1         |
|                      | Gs Nyabinoni                   | 3         |
|                      | Gs Nyarusange                  | 4         |
|                      | Gs Rongi                       | 11        |
|                      | JAM's Fred Nkunda Life Centre  | 3         |
|                      | Muhanga Thechnical Center      | 1         |
|                      | Tss Kivumu                     | 4         |
|                      | Ttc Muhanga                    | 2         |
|                      | Dropped out                    | 13        |
|                      | Still at home                  | 1         |
| <b>Muhanga Total</b> |                                | <b>90</b> |
| <b>Nyanza</b>        | Ecole Technique De Hanika      | 1         |
|                      | Es Mutima                      | 4         |
|                      | Es Nkomero                     | 9         |
|                      | Gs Gahengeri                   | 12        |
|                      | Gs Kaganza                     | 2         |
|                      | Gs Kavumu Musulman             | 13        |
|                      | Gs Kibirizi                    | 4         |
|                      | Gs Munyinya                    | 1         |
|                      | Gs Nyabinyenga                 | 6         |
|                      | Gs Nyamure                     | 8         |
|                      | Gs Nyarutovu                   | 8         |
|                      | Haskin                         | 1         |
|                      | Nyanza Technical School        | 1         |
|                      | Dropped out                    | 6         |
|                      | Still at home                  | 4         |
| <b>Nyanza Total</b>  |                                | <b>80</b> |
| <b>Ruhango</b>       | Ecole Secondaire De Nyarugenge | 1         |
|                      | Ecole Secondaire Cyimana       | 2         |
|                      | Es Murama                      | 3         |
|                      | Gs Bukomero                    | 1         |
|                      | Gs Bweramvura                  | 3         |
|                      | Gs Giseke                      | 2         |
|                      | Gs Mutara                      | 11        |
|                      | Gs Mutima                      | 3         |

|                      |               |           |
|----------------------|---------------|-----------|
|                      | Gs Nyarutovu  | 6         |
|                      | Tvt Mpanda    | 3         |
|                      | Vtc Nzuki     | 2         |
|                      | Dropped out   | 7         |
|                      | Still at home | 1         |
| <b>Ruhango Total</b> |               | <b>45</b> |

Table A1.9: Teachers quantitative sample ( 1 male & 1 female teacher interviewed at each school)

| <b>Huye</b>        | <b>Ruhango</b>   |
|--------------------|------------------|
| GS NYUMBA          | GS BWERAMVURA    |
| GS KARAMA          | GS GISEKE        |
| GS MPUNGWE         | GS MPANDA        |
| GS MUGANO          | GS MUTARA        |
| GS MWULIRE         | GS MUTIMA        |
| GS VUMBI           | GS RUSORORO      |
| <b>Kamonyi</b>     | <b>Muhanga</b>   |
| GS KABASARE        | GS CYEZA         |
| GS KAGINA          | GS GIKOMERO PROT |
| GS KIYONZA         | GS KIVUMU        |
| GS MASAKA          | GS MUSHISHIRO    |
| GS MPUSHI          | GS NYABINONI     |
| GS MUGANZA I       | GS NYABITARE     |
| GS REMERA          | GS RONGI         |
| <b>Nyanza</b>      |                  |
| GS GAHENGERRI      |                  |
| GS KAVUMU MUSULMAN |                  |
| GS KIBILIZI        |                  |

|                |
|----------------|
| GS NYABINYENGA |
| GS NYAMURE     |
| GS NYANZA B    |
| GS NYARUTOVU   |

## Qualitative Sample

Qualitative data collection was conducted in one school in each of the five districts. Schools were selected from among those with at least six female students and six male students who participated in the baseline evaluation to ensure an adequate size for focus group discussions.

*Table A1.4: SS4G Schools selected for focus group discussions with adolescent students*

| District | School        |
|----------|---------------|
| Huye     | GS NYUMBA     |
| Kamonyi  | GS REMERA     |
| Muhanga  | GS MUSHISHIRO |
| Nyanza   | GS NYAMURE    |
| Ruhango  | GS MUTARA     |

Laterite enlisted the assistance of school-based mentors with updating the list of teachers who participated in the SS4G project in the baseline schools. Laterite proceeded with randomly selecting one male and one female teacher in each of the 33 baseline schools for quantitative data collection. For qualitative data collection, Laterite selected three SS4G schools with eight or more teachers.

*Table A1.5: Teachers quantitative sample for SS4G.*

| Huye        | Ruhango          |
|-------------|------------------|
| GS NYUMBA   | GS BWERAMVURA    |
| GS KARAMA   | GS GISEKE        |
| GS MPUNGWE  | GS MPANDA        |
| GS MUGANO   | GS MUTARA        |
| GS MWULIRE  | GS MUTIMA        |
| GS VUMBI    | GS RUSORORO      |
| Kamonyi     | Muhanga          |
| GS KABASARE | GS CYEZA         |
| GS KAGINA   | GS GIKOMERO PROT |
| GS KIYONZA  | GS KIVUMU        |

|                    |               |
|--------------------|---------------|
| GS MASAKA          | GS MUSHISHIRO |
| GS MPUSHI          | GS NYABINONI  |
| GS MUGANZA I       | GS NYABITARE  |
| GS REMERA          | GS RONGI      |
| <b>Nyanza</b>      |               |
| GS GAHENGARI       |               |
| GS KAVUMU MUSULMAN |               |
| GS KIBILIZI        |               |
| GS NYABINYENGA     |               |
| GS NYAMURE         |               |
| GS NYANZA B        |               |
| GS NYARUTOVU       |               |

Table A1.6 : Teachers qualitative sample

| District | School     |
|----------|------------|
| Kamonyi  | GS REMERA  |
| Nyanza   | GS NYAMURE |
| Ruhango  | GS MUTARA  |

## Team Structure

For the SS4G midline data collection, Laterite trained a team of two field supervisors, 31 enumerators, four moderators, and four notetakers. All data collection with students was conducted by interviewers of the same gender.

## Pilot

Laterite tested qualitative and quantitative research instruments and associated administration protocols in four schools in Kamonyi District on February 12<sup>th</sup>, 2019.

The main objectives of the pilot were:

- Testing aspects of field surveying such as interview length and administration protocols;
- Collecting feedback from the team on surveys and administration protocols, including understandability and relevance of questions, unclear translations, coding errors; and
- Familiarizing enumerators with the data collection setting.

Table A1.7: Pilot Schools and Surveys Completed

| District | School                  | Adolescent surveys | Finance tests | Teacher surveys | Adolescent FGDs | Teacher FGDs |
|----------|-------------------------|--------------------|---------------|-----------------|-----------------|--------------|
| Kamonyi  | GS Gatizo               | 53                 | 53            | 8               | 2               | 1            |
| Kamonyi  | GS Ruyenzi              | 53                 | 53            | 2               | 2               | 1            |
| Kamonyi  | GS St Paul Kirwa        | 63                 | 63            | 7               | 2               | 1            |
| Kamonyi  | GS Ste Therese Kabasare | 39                 | 39            | 5               | 2               | 1            |

## Data Collection Protocols

Laterite conducted qualitative and quantitative data collection activities from February 18 to March 1, 2019. As much as possible, surveys with students and teachers were administered in schools. In order to interview students who had dropped out, were not currently enrolled, or were absent from school, interviews were scheduled on the weekends at students' homes. Tracing and interviewing students who were not in school was a critical component of the evaluation since reducing dropout is a key outcome of the project. All focus group discussions were conducted in schools with the sampled students and teachers who were available on the day that data collection was scheduled.

To ensure respondent privacy during both qualitative and quantitative data collection, enumerators secured quiet locations in schools or homes for interviews.

For students in school and under 18 years of age, school leaders provided written consent. For out-of-school students under 18, enumerators sought parental consent. Prior to the start of interviews, enumerators secured students' assent to participate. Students aged 18 years or older and all teachers consented themselves.

### Quantitative data collection

All quantitative data collection was collected electronically using tablets and questionnaires programmed with SurveyCTO, an ODK-based data collection software. Teacher surveys were administered individually and face-to-face by enumerators of the same gender. The student survey was divided into two parts for efficiency. The first part covered seven main sections: demographics, gender and power assessment, sexual and reproductive health, basic needs,

financial literacy, leadership, and school environment. This part of the survey was administered on an individual basis by an enumerator of the same gender as the student. The second part consisted of a test on financial concept. This part was administered on paper and in a group setting. Ahead of starting the test, enumerators explained the instructions. After thirty minutes, enumerators collected students’ paper tests and entered data into SurveyCTO.

**Qualitative data collection**

Focus group discussions had six to ten participants each. Focus groups with students were segregated by gender while focus groups with teachers were mixed gender. The focus groups were conducted in Kinyarwanda and led by a moderator who administered questions according to the interview guide and probed for further details when needed. Focus groups were audio-recorded and had a note-taker present. The notes and audio were used to generate verbatim transcripts, which were then translated into English.

**Completed versus expected surveys**

During data collection, 58 students could not be interviewed because they were moved outside the targeted districts, enrolled in schools at which Laterite did not have approval to conduct research, or could not be located.

*Table A1.8: Completed vs expected surveys*

| Surveys          | Student surveys | Teacher surveys | Adolescent FGDs |
|------------------|-----------------|-----------------|-----------------|
| <b>Expected</b>  | 293             | 66              | 18              |
| <b>Completed</b> | 235             | 66              | 18              |
| <b>Missing</b>   | 58              | -               | -               |

A total of 58 students could not be interviewed:

- 13 students dropped out of school and are living outside targeted areas;
- 30 students moved to schools that were included in the approval applications;
- 15 students could not be located.

Strategies used by Laterite to minimize attrition included:

- Contacting guardians to confirm the schooling status of students and request, if needed, additional information related to students’ school or household location. Many guardians’ phone numbers, however, were either missing from tracing data or offline.

- Requesting additional details from school authorities or other students for students who had dropped out or moved to different schools.
- Visiting villages and requesting directions to guardians' homes from village leaders or residents. Village names, however, were not known for all out-of-school students.

## Data Cleaning

Laterite's in-house data analysts undertook data cleaning for the midline dataset at Laterite offices at Rwanda. The data cleaning procedures were all done using STATA 15. The steps in data cleaning included:

- Labelling all variables by executing a SurveyCTO generated do-file;
- Dropping all test/mock data by looking at the enumerator ID and submission date;
- Cross-checking enumerator, school, teacher and student IDs;
- Cross-checking and resolving any cases of duplicate submissions;
- Merging Finance Test dataset into the adolescent dataset;
- Labelling and cleaning baseline variables to maintain survey association;
- Merging baseline and midline datasets into a master adolescent and teacher dataset, both in wide and long format;
- Checking and reviewing outliers;
- Translating "Other, specified" options and enumerator comments into English;
- Reviewing enumerator comments and making any necessary corrections to the dataset;
- Anonymizing the dataset by removing any directly personally identifiable information of participants;
- Collapsing and calculating module-wise indices;
- Dropping variables with no information or redundant information (e.g. confirmation questions and enumerator information);
- Sub-setting the adolescent dataset into SS4G and BEE datasets.
- Coding and resolving any missing values; and
- Calculating summary statistics.

## Quantitative Analysis

The quantitative analysis plan for the midline evaluation of CARE Safe Schools for Girls (SS4G) project included the following processes:

- Correctly assessing weights;
- Comparing indicators for each module against baseline by looking at descriptive statistics of each variable across waves;
- Module-wise baseline-midline comparison of each variable using matched-pairs t-tests;

- Module-wise baseline-midline comparison of each variable using survey weighted regressions; and
- Analysis of attrition by comparing the characteristics of the participants lost to follow up against the expected midline sample.

### **Assignment of Weights**

The midline evaluation of the SS4G project included tracing a sub-sample of the total number of students that were interviewed during the baseline evaluation. Out of a total of 174 project schools for SS4G, 34 were selected for the baseline evaluation. Within these sample schools, the CARE baseline evaluation team selected a sample of students in S1 for the baseline sample. Out of the 1291 students interviewed in total (for both SS4G and BEE projects) at baseline, 639 students were from SS4G schools.

For the midline/endline evaluation, Laterite's team sub-sampled from the total 1291 students (from both SS4G & BEE projects), a sample of up to 15 students per school for tracing and dropped any schools with 6 or fewer students in them. CARE Rwanda team conducted a tracing exercise for this sub-sample of 862 students over December 2018 and traced 857 out of them. In order to survey around 600 students for midline/endline, the traced sample was further re-sampled on the basis of their status after tracing. The outcomes of the tracing exercise were as follows:

- 300 students were still enrolled at the same 58 schools as during baseline;
- 149 students had dropped out 57 baseline schools;
- 29 students from 19 baseline schools could not be traced;
- 32 students from 23 baseline schools were still at home and one student was sick;
- 51 students had moved within 15 within-sample baseline schools;
- 247 students moved to 128 new schools outside the baseline schools; and
- 45 students moved to 41 schools that were outside the study sample areas.

The second stage of sampling was undertaken by pooling together the traced sample for both SS4G and BEE schools (total 857 students) and sampling randomly from this group based on the student's current status as determined by the tracing exercise. Since it was not possible to interview those outside sample areas or those that could not be traced, these students were dropped from the total sample (74). All of the students in the original schools (351) were sampled for midline. In order to not bias our sample against dropped out students, we randomly selected 90 (60%) of the total SS4G and BEE students who had dropped out. Along with this, we randomly sampled 20 (63%) students who had finished S3 had not been enrolled in their new school for the upcoming year (students that were still at home as of the tracing period). Out of the remaining 247 students that had moved to new schools that were outside the baseline sample schools, we used the following selection criteria. We selected randomly:

- 133 (100%) students in new schools with 3 or more traced baseline students
- 20 (53%) students in new schools with 2 traced baseline students (randomly selected 10 schools)
- 20 (26%) students in new schools with 1 traced baseline student (randomly selected 20 schools)

At each stage of this sampling process, we assigned weights to the students based on their specific probability of being selected into the sample. Then, these individual weights were multiplied with each other and inverted to assign the sampling probability weights for our dataset sample. We then ran the analysis using survey-weighted estimates to control as much as possible for the sampling bias that the process described above could have introduced.

### **Analysis of Attrition**

From among those students randomly sampled and traced for midline, those we could not locate on the field constitute attrition in this midline study. Out of the total midline sample of 597 students, we interviewed 235 adolescents. 58 adolescents could not be interviewed for the following reasons:

- 13 students dropped out of school and are living outside targeted areas;
- 30 students moved to schools that were included in the approval applications;
- 15 students could not be located.

In order to determine whether this attrition was random or not, the baseline adolescent dataset was subset into two groups: one for students that were sampled and interviewed at midline, and another for those students who were sampled for midline but could not be found on the field (attrition).

The two sub-samples were then compared on their mean response on a number of indicator variables in the two groups. It was found that there were no meaningful statistically significant differences between the two groups at baseline.

## Annex 2: Tables & Figures

Table A2.1: Key Indicators - **SS4G sample ONLY**. All statistics are weighted except for teacher survey outcomes.

| <i>Variable of interest</i>  | <i>Baseline (N)</i> | <i>Midline (N)</i> | <i>varname</i>         |
|--|---------------------|--------------------|------------------------|
| <b>Retention, completion and transition rates among cohort students.</b>   |                     |                    |                        |
| <i>Proportion of students that have dropped out</i>  | 0%                  | 20.3%<br>(N=235)   | <i>still_in_school</i> |
| <i>Proportion of students that have dropped out and re-enrolled</i>  | 9.02%<br>(N=235)    | 14.6%<br>(N=232)   | <i>h10</i>             |
| <i>Proportion of students that have had to repeat a class</i>  | 60.4%<br>(N=235)    | 75.7%<br>(N=234)   | <i>h1</i>              |
| <i>Proportion of students who have been absent from class in the past month</i>  | 29.4%<br>(N=235)    | 38% (N=185)        | <i>h4</i>              |
| <b>Student knowledge of financial management and business practices.</b>   |                     |                    |                        |
| <i>Mean score on financial literacy quiz</i>   | 10.6 (N=235)        | 9.3 (N=235)        | <i>finlit_score</i>    |
| <b>Amount of savings and use of savings.</b>   |                     |                    |                        |
| <i>Proportion of students that have saved money in the past 12 months</i>  | 36% (N=234)         | 69.1%<br>(N=235)   | <i>e2</i>              |
| <b>Changes in perceptions of leadership.</b>   |                     |                    |                        |
| <i>Mean score on leadership abilities index</i>  | 2.59 (N=235)        | 2.66 (N=235)       | <i>g4thrug24mean</i>   |
| <b>Changes in student perceptions of gender equality.</b>  |                     |                    |                        |
| <i>Score to the question - At home, both boys and girls should ask permission to go play with their friends. (1- Disagree Strongly to 4- Agree Strongly)</i> | 3.94<br>(N=235)     | 3.93 (N=235)       | <i>b1c</i>             |
| <b>Pregnancy rate among cohort students.</b>   |                     |                    |                        |

|   |                  |                  |             |
|---|------------------|------------------|-------------|
| Proportion of female students who have experienced a pregnancy  | 4.5%<br>(N=120)  | 1.5% (N=119)     | c2i         |
| <b>Changes in student attitudes and practices toward sexual health and gender-based violence.</b>   |                  |                  |             |
| Proportion students who report being able to address sexual health issues and make decisions. (% that agreed with at least 3/5 of the statements) | 96.9%<br>(N=235) | 93.2%<br>(N=235) | c5p - c5u   |
| Proportion of students who are sexually active  | 3% (N=234)       | 11.3%<br>(N=235) | c2a         |
| Proportion of students who used a condom during their last sexual encounter   | 34.1% (N=9)      | 48.5% (N=21)     | c2c         |
| Proportion of students who would use a condom if they had sex before marriage   | 97% (N=221)      | 99% (N=214)      | c2f         |
| Proportion of students* who know how and where to access sexual and reproductive health services. (Mean Score 1-4) *missing observations omitted  | 3.76 (N=232)     | 3.68 (N=228)     | c3a -c3g    |
| Mean sexual health knowledge score  | 8.36 (N=235)     | 8.17 (N=233)     | c5a - c5j   |
| Students with knowledge of GBV reporting mechanisms. (Mean Score: 1=Yes & 2= No)  | 1.62 (N=235)     | 1.28 (N=235)     | c4e1 - c4e5 |
| <b>Teacher perceptions about the school environment (safety; equitable practices; relevance of education).</b>                                    |                  |                  |             |
| <b>o Mean scores (scale of 1 to 4) to the following statements:</b>   |                  |                  |             |
| ■ Teachers at my school support girls to succeed academically.  | 3 (N=64)         | 3.02 (N=63)      | _10         |
| ■ Teachers at my school support boys to succeed academically.   | 2.89 (N=63)      | 2.92 (N=62)      | _11         |
| ■ Policies at my school protect girls from sexual harassment by teachers.   | 3.67 (N=64)      | 3.82 (N=66)      | _33         |
| ■ Policies at my school protect boys from sexual harassment by teachers.  | 3.63 (N=64)      | 3.8 (N=65)       | _34         |
| ■ Policies at my school protect girls from sexual   | 3.63 (N=64)      | 3.79 (N=66)      | _35         |

|  |              |              |                        |
|--|--------------|--------------|------------------------|
| harassment by students.  |              |              |                        |
| ■ Policies at my school protect boys from sexual harassment by students.   | 3.63 (N=64)  | 3.79 (N=66)  | _36                    |
| o Proportion of teachers who are aware of a teacher code of conduct at their school  | 93.7% (N=64) | 98.5% (N=66) | _37                    |
| <b>Changes in teacher attitudes toward adolescent sexual health and gender-based violence.</b>   |              |              |                        |
| o Mean score (scale of 1 to 4) of teachers who agree that students should be taught where to access and how to use different forms of contraception. *(Dropped observations if at least a variable is missing) | 3.27 (N=62*) | 3.44 (N=64*) | teach_54 -<br>teach_57 |

Table A2.2: Key Indicators - Full Sample (**BEE & SS4G**). All statistics are weighted.

| Variable of interest   | Baseline (N)  | Midline (N)   | varname         |
|--|---------------|---------------|-----------------|
| <b>Retention, completion and transition rates among cohort students.</b> |               |               |                 |
| Proportion of students that have dropped out                             | 0%            | 18.3% (N=454) | still_in_school |
| Proportion of students that have dropped out and re-enrolled             | 8.1% (N=453)  | 12.8% (N=449) | h10             |
| Proportion of students that have had to repeat a class                   | 59.4% (N=454) | 74.5% (N=452) | h1              |
| Proportion of students who have been absent from class in the past month | 29.6% (N=454) | 33.3% (N=357) | h4              |
| <b>Student knowledge of financial management and business practices.</b> |               |               |                 |
| Mean score on financial literacy quiz                                    | 10.7 (N=454)  | 9.23 (N=454)  | finlit_score    |

|   |                  |                  |               |
|---|------------------|------------------|---------------|
| <b>Amount of savings and use of savings.</b>  |                  |                  |               |
| Proportion of students that have saved money in the past 12 months  | 37.2%<br>(N=452) | 72.8%<br>(N=454) | e2            |
| <b>Changes in perceptions of leadership.</b>  |                  |                  |               |
| Mean score on leadership abilities index  | 2.57 (N=452)     | 2.64<br>(N=454)  | g4thrug24mean |
| <b>Changes in student perceptions of gender equality.</b>   |                  |                  |               |
| Score to the question - At home, both boys and girls should ask permission to go play with their friends. (1- Disagree Strongly to 4- Agree Strongly)   | 3.93<br>(N=454)  | 3.93<br>(N=454)  | b1c           |
| <b>Pregnancy rate among cohort students.</b>  |                  |                  |               |
| Proportion of female students who have experienced a pregnancy  | 2.7%<br>(N=243)  | 1.6%<br>(N=241)  | c2i           |
| <b>Changes in student attitudes and practices toward sexual health and gender-based violence.</b>   |                  |                  |               |
| Proportion students who report being able to address sexual health issues and make decisions. (% that agreed with at least 3/5 of the statements)   | 93.9%<br>(N=454) | 94.8%<br>(N=454) | c5p - c5u     |
| Proportion of students who are sexually active  | 3.38%<br>(N=454) | 10%<br>(N=454)   | c2a           |
| Proportion of students who used a condom or other contraceptive method during their last sexual encounter   | 24.4%<br>(N=19)  | 35.2%<br>(N=43)  | c2c           |
| Proportion of students who would use a condom if they had sex before marriage   | 95.2%<br>(N=428) | 98.9%<br>(N=409) | c2f           |
| Proportion of students who know how and where to access sexual and reproductive health services. (Mean Score 1-4) (Note: Dropped observations where at least one variable is missing or unanswered) | 3.66 (N=442)     | 3.71<br>(N=446)  | c3a -c3g      |

|  |              |                 |             |
|--|--------------|-----------------|-------------|
| Mean sexual health knowledge score   | 8.18 (N=454) | 8.31<br>(N=451) | c5a - c5j   |
| Students with knowledge of GBV reporting mechanisms. (Mean Score: 1=Yes & 2= No) | 1.62 (N=454) | 1.25<br>(N=219) | c4e1 - c4e5 |

Table A2.3: Questions in the Youth Leadership Index (YLI)

| Variable Name | Question Label  |
|---------------|---|
| G4            | G4. I like to try new activities that I know how to do.   |
| G5            | G5. My friends ask me for advice.   |
| G6            | G6. I recognize when people have different skills to contribute to a task.                          |
| G7            | G7. I am comfortable when my teacher asks me to answer a question.                                  |
| G8            | G8. I contribute ideas to discussions at home even if they are different from others' ideas.        |
| G9            | G9. I ask questions at school when I do not understand something.                                   |
| G10           | G10. I can describe my thoughts to others   |
| G11           | G11. The things I do set a good example for my peers.   |
| G12           | G12. I consider possible outcomes of my decisions before making them.                               |
| G13           | G13. I accept responsibility for the outcome of my decisions.                                       |
| G14           | G14. I recognize when choices I make today can affect my life in the future.                        |
| G15           | G15. I can show what is important to me with my actions.  |
| G16           | G16. If someone does not understand me, I try to find a different way of saying what is on my mind. |
| G17           | G17. I encourage others to join together to help my community.                                      |
| G18           | G18. I cooperate with others to get things done at home.  |
| G19           | G19. If someone treats me unfairly at school, I am comfortable telling an adult.                    |
| G20           | G20. I am willing to work hard to achieve my dreams.  |
| G21           | G21. I am better able to finish a task when I plan ahead.   |
| G22           | G22. When I have the opportunity, I can organize my peers to do an activity.                        |
| G23           | G23. I am interested in being a leader.   |
| G24           | G24. I try to understand the cause of a problem before trying to solve it.                          |

Table A2.4: Statements on SRH – Teacher Survey

| Question Label   |
|--|
| 45. Sexuality education should be taught in the classroom.   |
| 46. Adolescents, including my students, should be taught how to use a condom to prevent HIV                              |
| 47. Adolescents, including my students, should be taught how to use birth control pills to prevent pregnancy             |
| 48. Adolescents, including my students, should be allowed to access condoms if they need them.                           |
| 49. Adolescents, including my students, should be allowed to access contraceptives if they need them.                    |
| 52. The girl should be allowed to come to the same school after delivery to complete her education.                      |
| 53. Adolescents, including my students, should be taught about appropriate and inappropriate touching.                   |
| 54. Adolescents, including my students, should be taught Where to get birth control pills.                               |
| 55. Adolescents, including my students, should be taught How to use birth control pills.                                 |
| 56. Adolescents, including my students, should be taught Where to get condoms.   |
| 57. Adolescents, including my students, should be taught how to use condoms.   |
| 58. Adolescents, including my students, should be taught how to tell a boy/ girl 'NO' if s/he does not want to have sex. |
| 59. Schools should have supportive adolescent and youth sexual and reproductive health policies.                         |

Table A2.5: Statements on SRH – Adolescent Survey

| SRH Statement   | Correct Answer |
|---|----------------|
| C5a. A girl can get pregnant the first time she has sex.            | True           |
| C5b. Condoms can be used more than once.                            | False          |
| C5c. If used properly condoms can prevent against pregnancy.        | True           |
| C5d. If used properly condoms can prevent against HIV transmission. | True           |

|  |       |
|--|-------|
| C5e. A person who looks strong & health can have HIV/AIDs.                                   | True  |
| C5f. A person can get HIV/AIDs through mosquito, flea or bedbug bite.                        | False |
| C5g. A person can get HIV/AIDs through sharing food with a person with HIV/AIDs.             | False |
| C5h. A person can get HIV/AIDs by touching a person with AIDs.                               | False |
| C5i. Sticking to one sexual monogamous uninfected partner reduces the risk of HIV infection. | True  |
| C5j. Abstaining from sex prevents HIV infection.   | True  |

Table A2.6 : SS4G Teachers' responses to gender equity questions.

| Question  | Choice            | Baseline (%) | Midline (%) |
|---|-------------------|--------------|-------------|
| 21. Girls should be allowed to play sports.                           | Agree Strongly    | 95.38%       | 100%        |
|   | Agree Somewhat    | -            | -           |
|   | Disagree Somewhat | 3.08%        | -           |
|   | Disagree Strongly | 1.54%        | -           |
| 22. Boys should be allowed to play sports                             | Agree Strongly    | 98.46%       | 100%        |
|   | Agree Somewhat    | -            | -           |
|   | Disagree Somewhat | -            | -           |
|   | Disagree Strongly | 1.54%        | -           |
| 23. If I heard a man hurting a woman, I would tell the man to stop.   | Agree Strongly    | 96.92%       | 98.48%      |
|   | Agree Somewhat    | 1.54%        | 1.52%       |
|   | Disagree Somewhat | -            | -           |
|   | Disagree Strongly | 1.54%        | -           |
| 24. If I heard a woman hurting a man, I would tell the woman to stop. | Agree Strongly    | 96.92%       | 98.48%      |
|   | Agree Somewhat    | 1.54%        | 1.52%       |
|   | Disagree Somewhat | -            | -           |
|   | Disagree Strongly | 1.54%        | -           |

Figure A2.1 Comparison of weighted mean YLI scores between genders.

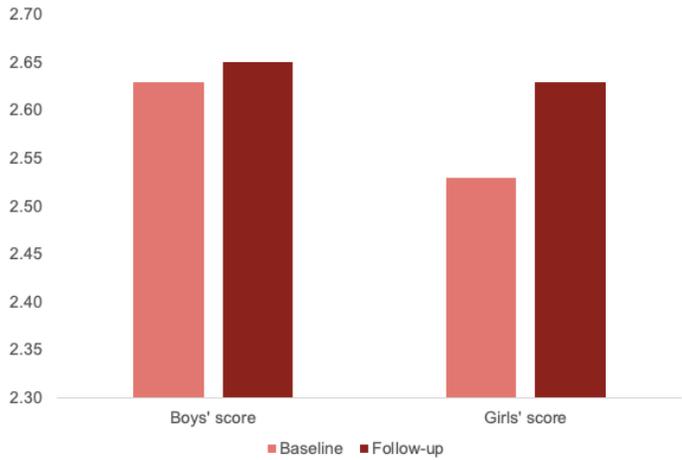


Figure A2.2 Proportion of boys and girls occupying leadership positions.

