



# **Umodzi Project Midterm Evaluation Report**

---



Centre for Development Management

Plot 15/31

P.O Box 31810

Lilongwe 3

Malawi

Tel: (+265) 999 420034/ (+265) 999 839847

Email: [pjjere@globemw.net](mailto:pjjere@globemw.net) / [bbsibale@gmail.com](mailto:bbsibale@gmail.com)

URL: [www.cdmmalawi.com](http://www.cdmmalawi.com)

23 October, 2017

# TABLE OF CONTENT

---

<b>TABLE OF CONTENT</b> .....	ii
<b>ACKNOWLEDGEMENT</b> .....	iv
<b>LIST OF FIGURES</b> .....	v
<b>LIST OF TABLES</b> .....	v
<b>LIST OF ABBREVIATIONS</b> .....	vi
<b>EXECUTIVE SUMMARY</b> .....	vii
<b>1. INTRODUCTION</b> .....	1
1.1 Purpose of this report .....	1
1.2 Brief Background to Umodzi Project.....	1
<b>2. METHODOLOGY</b> .....	3
2.1 Survey Design.....	3
2.2 Data Collection Methods.....	3
<b>3. FINDINGS</b> .....	5
3.1 Sexual behaviour and reproductive issues .....	5
3.2 Perceptions and Practices about Division of Labour at Household Level.....	10
3.3 Norms and Beliefs.....	13
3.4 Perceptions and Practices about Violence .....	18
3.5 Leadership and Decision Making .....	20
3.6 Attitudes and Behaviours about Care and Support .....	22
3.7 Communication and negotiation .....	23
3.8 Summary Gender Equitable Men’s (GEM) Scale.....	25
<b>4. KEY OPERATIONAL LESSONS LEARNT</b> .....	27
<b>5. KEY CONCLUSIONS</b> .....	29
5.1 The effect of adding gender conscious practice (GCP) on SRH activities.....	29
5.2 The effect of adding Umodzi on knowledge of GCP curriculum .....	29
5.3 The effect of adding Umodzi on other outcomes identified in coordination with the development of the GCP curriculum and a Theory of Change .....	<b>Error! Bookmark not defined.</b>
<b>6. RECOMMENDATIONS</b> .....	31
<i>Annex 1: Baseline Study Questionnaire for Teen Club Members</i> .....	32
Annex 2: KII CHECKLIST .....	59
Annex 3: FGD CHECKLIST .....	63

---

## **ACKNOWLEDGEMENT**

---

We would like to thank CARE Malawi for entrusting the Centre for Development Management with the responsibility to conduct this midterm evaluation. Specifically, we thank Thokozani Mwenyekonde, Anderson Kumpolota and staff of CARE USA for providing us with technical and logistical support during the entire period of the midterm survey.

We also thank all supervisors and research assistants involved in the study for their commitment and hard work which ensured that we had good quality data.

Special gratitude should be extended to all learners and teachers from all schools that took part in the research in one way or the other. Without your support this report would have not been possible.

**Centre for Development Management  
Lilongwe**

**Thursday, 08 February 2018**

## LIST OF FIGURES

---

<b>Figure 1</b> Learners' attitudes and beliefs about sex between baseline and midline surveys ....	14
<b>Figure 2</b> Percentage of boys that bullied a girl and proportion of girls that reported bullying at baseline and midterm.....	19
<b>Figure 3</b> Percentage of girls and boys confident in communicating to each other in Suza and Linyangwa Zones .....	24

## LIST OF TABLES

---

<b>Table 1</b> Number of key informants and focus group discussions held .....	3
<b>Table 2</b> Sample Size of the Midline Quantitative Light Assessment.....	3
<b>Table 3</b> Percentage of boys and girls who agree that boys/girls are in relationship for fear of being looked at weak by the community.....	5
<b>Table 4</b> Attitudes towards a menstruating girl .....	6
<b>Table 5</b> Selected teen club members sexual behaviours and practices in Suza Zone.....	8
<b>Table 6</b> Perceptions about division of labour at household level in Umodzi Teen Clubs in Suza Zone .....	13
<b>Table 7</b> How learners would feel to have a woman as a leader in their village .....	21
<b>Table 8</b> Percent average GEM-scale scores by domain areas amongst learners in Suza and Linyangwa zones in Kasungu district .....	26
<b>Table 9</b> Percent average GEM-scale scores by domain areas, age and sex amongst learners in Suza and Linyangwa zones in Kasungu districts for mid-term evaluation .....	27

## LIST OF ABBREVIATIONS

---

<b>AGE</b>	Adolescent Girls' Empowerment
<b>AIDS</b>	Acquired immune deficiency syndrome
<b>CDM</b>	Centre for Development Management
<b>FGD</b>	Focus Group Discussion
<b>GCP</b>	Gender Conscious Practice
<b>GBV</b>	Gender Based Violence
<b>GEM</b>	Gender Equitable Men's
<b>HIV</b>	Human Immunodeficiency Virus
<b>KII</b>	Key Informant Interview
<b>LSC</b>	Life Skills Curriculum
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>MTE</b>	Midterm Evaluation
<b>PCTFI</b>	Patsy Collins Trust Fund Initiative
<b>SRHR</b>	Sexual Reproductive Health Rights
<b>STI</b>	Sexually Transmitted Infections
<b>Suza Zone</b>	Suza Education Zone
<b>ToC</b>	Theory of Change

## EXECUTIVE SUMMARY

---

### **A. Background:**

The Umodzi Project aims to test the effectiveness and scalability of a gender synchronized and transformational approach to accelerate and enhance the impact of integrated adolescent life skills and sexual reproductive health (SRH) programming. The Umodzi project relies on coordinating existing initiatives to achieve: 1) Adoption of gender-equitable attitudes and behaviours among adolescent boys and girls in primary school; 2) Improved health and development knowledge, attitudes, self-efficacy, and self-care practices among adolescent boys and girls in primary school; and, 3) Enhanced inter-generational relationships between men and boys and women and girls that are supportive of adolescent gender and SRHR

The Midterm Evaluation (MTE) of the project aimed to explore the effect of UMODZI gender conscious practice (GCP) on gender conscious attitudes; and on further outcomes identified in coordination with the development of GCP curriculum and Theory of Change. The MTE was designed to be a light assessment focused on qualitative methods, but was complemented with a light quantitative survey in a mixed methods quasi-experimental design to complement qualitative findings.

Due to the need for tracking and measuring behavioural outcomes around seven main domains, a mixed method approach to data collection was deemed appropriate. The methods included qualitative methods involving key informant interviews (KII), focus group discussions (FGDs) and quantitative methods using a semi-structured questionnaire. Respondents were members of teen clubs<sup>1</sup> from sampled schools in Suza Zone (intervention site) and Linyangwa Zone (comparison site).

### **B. Findings**

In terms of sexual relationships and reproductive health issues, findings of the survey show that more learners at MTE reported to have improved attitudes and values towards sexual relationships and reproductive health issues. For example, the midline assessment found, learners in the intervention zone showed improved knowledge and supportive attitudes towards girls who are menstruating unlike their colleagues in the comparison zone. Most learners at midline compared to baseline also reported that

---

<sup>1</sup> Teen clubs are groupings of adolescent boys and girls that were established by PCTFI project with the intention of improving knowledge and behaviors in SRHR related outcomes. PCTFI established these in Linyangwa and Suza Education Zones. Umodzi adopted these teen clubs and introduced GCP in Suza zone which became the intervention zone and Linyangwa the comparison zone. Umodzi is testing the effect of adding GCP activities to SRH activities in comparison with SRH only activities.

they would support a pregnant girl to go back to school after delivering her baby which is a positive attitude

On division of labour, the mid-term noted that learners are now understanding the need for more equitable division of labour between boys and girls at household level which has also influenced their attitudes and values towards how boys and girls should relate at household level in terms of domestic chores. Boys reported to be more progressively involved in tasks that the society traditionally expect to be performed by girls and vice versa, indicating changes in division of labour, which is likely due to participation in teen clubs. The midterm evaluation found that 65% of the learners in the intervention zone compared to 42% of the learners in the comparison zone believed sweeping as a household activity for both boys and girls.

On norms and beliefs, the baseline study as well as the formative study of the project found that there were many norms and beliefs that learners believed were gender inequitable and stereotyped. For example, many learners had attitudes and beliefs that men need more sex or men need more women to satisfy their sexual desires. At midline and likely due to participation in the project. many learners have started disbelieving these norms and practices which is a positive development.

The MTE found that there were improved attitudes amongst learners against any form of violence towards girls. There was improved understanding that girls have the same rights as boys and, therefore, there is need to respect their human rights as well. Boys interviewed reported that they have gained knowledge in terms of gender equality through participating in teen club GCP activities. The knowledge is helping to understand the importance of girls in relation to gender based violence.

The MTE further found that with participation in the GCP activities, learners have become more supportive of women and girls taking leadership roles even at household level. About 15% more learners at midterm in Suza zone believed that women can also be heads of households (67% at midterm and 52% at baseline in Suza Zone and 40% in Linyangwa Zone at both midline and baseline periods). The indicators did not change in the comparison zone which could be indicative of the impact of the project on changing attitudes and values pertaining to the role of women and girls in society.

The MTE findings further show improving trends in positive and supportive attitudes and values amongst learners related to care and support. For example, 100% vs. 96% of boys interviewed at midline and baseline respectively, said that they can support a girl with homework even if the girl is not their relative. About the same percentage (98% vs. 95% at midline and baseline respectively) of girls also said they would support

a boy even if he was a non-relation. In both zones, 100% of boys showed strong self-confidence to protect girls if the girls are being abused by someone. However, fewer girls were confident that they could protect boys if boys were being abused (87% for Suza Zone and 100% for Linyangwa Zone) which indicates that when comes to physical strength girls may perceive that they are not physically capable of stepping in whereas boys maybe. The findings could imply that the intervention needs to incorporate activities to raise self-confidence of girls.

Lastly and related to communication and negotiations, the MTE found improving attitudes and values amongst learners although the comparable changes were not notable between the intervention and control sites. For example, when asked if they are confident to say no to sex if a chance availed itself , learners from both the intervention and comparison zones said they would say no primarily because they are still young, they are still in school, they do not want to get pregnant, it's a danger to one's health, and may disturb school focus. The survey identified factors such as focus on education, fear of getting pregnant, fear of contracting STIs, being young, knowledge of their rights, and knowledge of life skills from combined GCP/SRH sessions as the main motivating factors that drive their decision making.

In **conclusion**, findings of the MTE generally show a positive effect of adding GCP to SRH activities on gender equitable knowledge and attitudes among adolescent boys and girls participating in teen clubs in the intervention zone. Although the positive effect is minimal, the MTE shows a positive trend in terms of effectiveness of the project. The minimal effect may be attributed to challenges such as the sudden change in school timetable which has significantly affected available time for delivery of GCP sessions. The MTE makes the following key recommendations going forward:

1. Reinforce knowledge and understanding of rights to empower learners in decision making to enhance GCP curriculum learning outcomes. Understanding human rights will also enable the learners to treat one another with more respect with improved attitudes and values.
2. Reinforce comprehensive knowledge of HIV and AIDS and SRH to protect learners from the risk of HIV and STI infection as there is still evidence of learners engaging in relationship.
3. There is need for review of the implementation model for the teen clubs in view of the school timetable policy change. Weekend sessions may be an option but this needs to come from a consultative process involving the schools and learners through the teen clubs.

4. Related to the same, the project needs to implement incentives to sustain the commitment of teachers involved with teen clubs in view of the demanding schedule which has been worsened by the extended school calendar.
5. The limited time for teen club activities due to the change in school timetable has made some teachers to lessen usage of the Auntie Stella Toolkit. Umodzi team to strengthen the support to teachers to continue delivering the toolkit.
6. The mid-term review found that schools that are situated further away from CARE's operational point were visited comparatively less by field officers than those situated closer. As such, we recommend improved supervision of teen club GCP activities in schools through increased CARE staff visits including visits by primary education advisors supporting the initiative.

## 1. INTRODUCTION

---

### 1.1 Purpose of this report

This document is a report of findings of a midterm survey that the Centre for Development Management (CDM) conducted on behalf of CARE Malawi for the UMODZI Project. The project is implemented in Suza Education Zone (Suza Zone) in Kasungu District in the Central Region of Malawi. The mid-line study was conducted in July 2017 in Suza and Linyangwa Education Zones (intervention and comparison sites, respectively) as part of a number of monitoring and evaluation activities of the project, which have been subcontracted to CDM.

### 1.2 Brief Background to Umodzi Project

Umodzi is a research project, whose aim is to test the effectiveness and scalability of a gender synchronized, transformational approach to accelerate and enhance the impact of integrated adolescent life skills and sexual reproductive health programming. The Umodzi project has the following outcomes:

- Adoption of gender-equitable attitudes and behaviours among adolescent boys and girls in primary school.
- Improved health and development knowledge, attitudes, self-efficacy, and self-care practices among adolescent boys and girls in primary school.
- Enhanced inter-generational relationships between men and boys and women and girls that are supportive of adolescent gender and SRHR

The main activity implemented by Umodzi is the introduction of **Gender Conscious Practice (GCP)** curriculum to the already existing enhanced life skills curriculum, which is currently being implemented by public school teachers in two zones in Kasungu District. The existing curriculum is being implemented with support from CARE Malawi under Adolescent Girls' Empowerment (AGE) program.

CARE Malawi promotes engaging men and boys in its women's empowerment interventions through the Pathways program and other initiatives in the Food and Nutrition Security program. CARE Malawi believes that the engaging men and boys approach is one of the key drivers to achieving gender equality and women empowerment, which is critical for achieving sustainable development goals.

Umodzi is leveraging this opportunity through its engaging men and boys approach to improve gender equitable attitudes among adolescent girls and boys, with the long-term

objective of influencing or contributing to societal change that is required to address gender inequality. This is being achieved through sessions that are conducted by emerging male champions of gender from the Pathways program who were trained on gender issues using a manual called, *“Working with Men and Boys to Improve Gender Equality and SRH”*. The manual was adapted from 3 renowned manuals in the same approach.

CARE Malawi commissioned a mid-term evaluation to assess progress made on the effect of UMODZI (GCP on top of SRH activities) on: Gender conscious attitudes; Knowledge of GCP curriculum; and other outcomes as identified in projects theory of change.

## 2. METHODOLOGY

### 2.1 Survey Design

The MTE was initially designed to be qualitative, targeting both the intervention and comparison zones, to generate nuances on experiences of learners' participation in GCP+SRH teen club activities. This was somewhat different from the baseline survey which utilised both qualitative and quantitative methods. However, CDM felt that it would be meaningful to include a light quantitative assessment in both zones to better measure immediate changes in knowledge and possibly attitudes and practices among the learners as a way of enriching the qualitative findings.

### 2.2 Data Collection Methods

As indicated, the MTE used both qualitative and quantitative methods. The qualitative methods used included individual in-depth interviews and focus group discussions. Individual interviews and focus group discussions were held with a sample of learners who were interviewed at baseline, facilitators, change agents and teachers. The number of interviews done for the midterm survey were as follows:

**Table 1 Number of key informants and focus group discussions held**

Zone	KIIs	FGDs
Suza	48	6
Linyangwa	20	3
<b>Total</b>	<b>68</b>	<b>9</b>

The quantitative light assessment involved 112 learners previously interviewed during the baseline as shown in Table 2.

**Table 2 Sample Size of the Midline Quantitative Light Assessment**

Age	Suza Zone			Linyangwa Zone		
	Boys	Girls	Total	Boys	Girls	Total
10-14	14	17	31	6	11	17
15-19	17	21	38	14	12	26

The learners interviewed were drawn from teen clubs both in intervention and comparison zones. To allow for comparison with baseline, the team followed the same data collection and analysis protocols implemented at baseline.

CDM used the Theory of Change as the main analytical framework linking the project activities all the way to outcomes in three overarching domains:

- capacities (awareness, knowledge, abilities and skills)
- attitudes, norms and beliefs and
- behaviours and practices

### 3. FINDINGS

#### 3.1 Sexual behaviour and reproductive issues

Through both quantitative and qualitative findings, the MTE found a reduction in the perception amongst learners that men need more sex compared with the baseline. The perception that men need more sex has myriad possible negative outcomes including the perpetuation of sexual violence against women and girls by men and boys in both within and outside of relationships. As such, the reduction indicates an improved perception of men's sexual relationship with women which may in the long-term lead to reduced cases of sexual violence.

Further, it was noted at baseline that there was a lot of fear originating from the society that boys needed to have girlfriends for them to be viewed as "real men" which may also have been contributing to a higher prevalence of sexual relationships amongst young people in the area. In contrast, at midline, most learners interviewed reported that the fear had reduced due to improved understanding of gender roles and that boys were less afraid of being looked at as weak for not having a relationship. The midline evaluation found that the proportion of learners with the opinion that boys have girlfriends for fear of being looked at as weak by the community had decreased from 48% at baseline to 41% at midline as shown in Table 3. Similarly for girls, the midline evaluation found that the proportion of learners with the opinion that girls have boyfriends for fear of being looked at as weak by the community had decreased from 42% at baseline to 33% at midline. With such expectations, the pressure is higher for boys than girls and forces more boys to have relationships.

**Table 3 Percentage of boys and girls who agree that boys/girls are in relationship for fear of being looked at weak by the community**

Indicator	Suza		Linyangwa	
	Baseline	Midline	Baseline	Midline
Boys have girlfriends because they are afraid the community may look at them as being weak if they don't have a girlfriend	48	41	43	42
Girls have boyfriends because they are afraid their friends may look at them as being not beautiful if they don't have a boyfriend	42	33	42	42

The mid-term quantitative light assessment found a 5% increase in comprehensive knowledge on sexual and reproductive health and HIV as a result of the participation in teen clubs in intervention schools which may have contributed to the improved understanding of gender roles. From qualitative interviews, it was noted that most learners have gained knowledge in HIV and AIDS compared to the baseline.

Regarding menstruation, the baseline revealed that it was common practice amongst boys to laugh at girls who are menstruating. In turn, girls absent themselves from school and eventually drop out, which has negative impacts on their future. The midline assessment found that as a result of participation in the project intervention, learners (both boys and girls) showed improved knowledge and supportive attitudes towards girls who are menstruating. For example, during qualitative interviews, when asked what would be their reaction if they came across a girl who is menstruating, learners in both intervention and comparison zone generally portrayed positive values and attitudes towards a menstruating girl, however, a few boys (3) in Linyangwa (comparison) said they could not talk or sit next to a menstruating girl because she produces bad smell. , while the majority in the comparison zone still showed unaccepting attitudes towards a menstruating girl as shown in Table 2.

**Table 4 Attitudes towards a menstruating girl**

<b>Suza Zone (Intervention)</b>	<b>Linyangwa zone (Control)</b>
<p><b>Girls said,</b></p> <ul style="list-style-type: none"> <li>• <i>It's normal I can't do anything. (6)</i> <ul style="list-style-type: none"> <li>- <i>I see it as a normal process that every girl has to go through.</i></li> </ul> </li> <li>• <i>I would react in a normal way and help her (14)</i> <ul style="list-style-type: none"> <li>- <i>I can give her a rapper to go home and clean herself (6)</i></li> <li>- <i>If she is in need of sanitary pads, I can give her if I have and I can also draw water for her to bath if she has stained her dress</i></li> <li>- <i>I can tell madam to assist the girl. (2)</i></li> <li>- <i>I can advise her to be dressing properly.</i></li> </ul> </li> </ul>	<p><b>Girls said,</b></p> <ul style="list-style-type: none"> <li>• <i>I would react in a normal way and help her (7)</i> <ul style="list-style-type: none"> <li>- <i>I can get her a wrapper to wear and I can advise her to go home and change. I cannot laugh at her because its normal to menstruate.</i></li> <li>- <i>I would tell a female teacher</i></li> <li>- <i>I can assist her by giving her a wrapper (2)</i></li> <li>- <i>I can take her to the to the nearest house to wash and tell her to go home and rest</i></li> <li>- <i>I tell her to dress properly, its normal</i></li> <li>- <i>Previously I did not understand but now I can take her to a female teacher</i></li> </ul> </li> <li>• <i>I can help her secretly so that other people cannot know</i></li> </ul>

<ul style="list-style-type: none"> <li>• <i>I do not know how I would react because I have not experienced it myself, so I do not know much about these things. (3)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I can advise her and comfort her that we all go through it means one has come of age and should stay away from boys or having sexual relationships</i></li> </ul>
<p><b>Boys said,</b></p> <ul style="list-style-type: none"> <li>• <i>I would not be surprised because it's natural to do that</i></li> <li>• <i>it's normal to menstruate. I can help (9)</i> <ul style="list-style-type: none"> <li>- <i>if she has stained herself, I can give her water to clean herself.</i></li> <li>- <i>I can assist her by telling her that she should go home to rest</i></li> <li>- <i>I can tell a lady teacher to assist her.</i></li> <li>- <i>I can report to the teen club patron to help her; Before I did not understand about what happen to girls at adolescence, so I would think she has been beaten thus I would avoid any involvement</i></li> </ul> </li> <li>• <i>I can just advise her not to get married quickly.</i></li> <li>• <i>I do not know and it has never happened before. I would not know.</i></li> <li>• <i>Before I used to think menstruating causes girls to stay away from school for even a month because they could not walk; Now I understand that menstruating does not necessarily affect their school attendance</i></li> <li>• <i>I just keep quiet, I can't do anything (2)</i></li> <li>• <i>I can call her friends secretly to they can help her. It is done secretly to avoid shaming her (3)</i></li> </ul>	<p><b>Boys said,</b></p> <ul style="list-style-type: none"> <li>• <i>I cannot talk to her because she produces bad smell. (2)</i> <ul style="list-style-type: none"> <li>- <i>I think I cannot sit near her because she produces bad smell. If she is not properly dressed I can advise her to wear things which cannot make her to smell, or I can tell her friends to advise her.</i></li> </ul> </li> <li>• <i>it's normal to menstruate. I can help (7)</i> <ul style="list-style-type: none"> <li>- <i>I can refer her to a teacher to assist her (2)</i></li> <li>- <i>I would call her friend or madam to help her.</i></li> <li>- <i>I can tell her friends to help her</i></li> <li>- <i>I can ask any girl nearby to help</i></li> <li>- <i>If I see her to have stained her dress, I can tell the teacher to assist her and advise her on what to do.</i></li> <li>- <i>I can go tell madam of the incident because I cannot properly help her.</i></li> </ul> </li> <li>• <i>Do not know about menstruating</i></li> <li>• <i>Nothing can be done</i></li> </ul>

In fact, some boys in the comparison zone said they would not talk to such a girl because she produces bad smell. No learners in the intervention site reported a negative and unaccepting attitude towards a menstruating girl. The finding shows progress in changing attitudes and values resulting from the intervention on learners who attend teen clubs. When boys laugh at girls who are menstruating, it shows lack of knowledge and appreciation of young people growth characteristic and its negative effects on girls, who may absent themselves from school for fear of being laughed at or bullied, which can lead to drop out from school and affect their future.

The MTE inquired about learners' attitudes towards girls who may have fallen pregnant but would like to go back to school. This is against the background that "young mothers" fail to return to school because they are afraid of being bullied, shamed or laughed at and as a result they do not go back to school. Most learners at midline compared to baseline, reported that they would support such a girl to go back to school after delivering her baby. Among the reasons given included the following (Box 1):

**Box 1 Learners' attitudes towards girls who may have fallen pregnant but would like to go back to school from Suza Zone**

- *So that she should take care of her child and parents in future. (2)*
- *Because she is not the first to be pregnant and return to school (4)*
- *Because it helps one to be self-reliant in future if she works hard. (3)*
- *In order to be knowledgeable so that she should not make the same mistake of becoming pregnant again*
- *I may advise her to leave the child with her parents and come back to school (4)*
- *I would advise her to come back to school after the child has stopped breast feeding (2)*
- *It is not a shameful thing to have a child (2)*
- *It happens and the important thing is to prepare for a good future*

The midline also asked learners whether they have relationships with the opposite sex. It was noted that the fewer learners reported to have such relationships. However, there was an increase of 5% in proportion of girls that reported that they were proposed for relationship by their teachers, from 3% at baseline to 8% at midline. The findings suggest a reduction in learner to learner relationships but an increase in teacher-learner relationships, which could imply the need for the project to intervene and work with all teachers in school to reduce and/or eliminate relationships.

**Table 5 Selected teen club members sexual behaviours and practices in Suza Zone**

Indicator	Suza zone					
	Boys		Girls		Overall	
	Baseline	Midterm	Baseline	Midterm	Baseline	Midterm
Have boyfriend/girlfriend	32	21	46	50	40	37
Intends to have boyfriend in next 6 months	14	24	5	5	8	13
Ever had sex	27	32	10	13	17	22

Girl proposed by teacher for a relationship	0	0	3	8	3	8
Girl proposed by an older person for a relationship	0	0	65	58	65	58

**Source: Midterm Survey, 2017**

Overall, there was a reduction in the proportion of learners reporting to have boyfriends/girlfriends at mid-term because the proportion of boys reporting to have girlfriend declined significantly despite a slight proportional increase amongst girls reporting to be in a relationship. The midline also found an increase in intention of having boyfriends/girlfriends in the next six months.

The MTE also found that more learners at MTE reported to have ever had sex than at baseline (22% at mid-term vs. 17% at baseline). It is possible that the percentage reporting to have ever had sex might have increased not necessarily that learners are more involved in sex acts, but because they are freer to talk about their sex history after participating in teen clubs, which was not the case at baseline, when they were still not open to talk about their sexual life.

In addition to the above, the survey has found that there are a number of negative and gender unsupportive attitudes and values around sexual and reproductive health that the learners had and have changed as a result of their involvement in the Auntie Stella and GCP curriculum in the intervention site. Responses showed a similar trend in the comparison zone, except that the proportions were higher in the intervention site, indicating the difference the intervention is making. For example, Box 2 below documents voices of some girls interviewed during the MTE:

### **Box 2 Girls' attitudes and values around sexual and reproductive health in Suza Zone**

- *I used to think that having a boyfriend is good but after teen club, I don't believe in relationships (5)*
- *I used to believe that if a girl gets pregnant while studying, she should terminate the pregnancy but after attending teen club I heard that it is dangerous to abort pregnancies because you can die of complications.*
- *I used to believe that when a girl has come of age and started menstruating, she should sleep with a boy or a man to prove or confirm that she has come of age. (2)*

- *I used to believe that you cannot contract diseases when you have sex using a condom but it's a lie*
- *I used to believe that having a sexual relationship is helpful as one gets support from boyfriends, but now I do not believe that*
- *I was thinking that to have a boyfriend was good, but this time I don't think so*

Similarly, boys demonstrated improved values and attitudes as girls. They said:

### **Box 3 Boys' attitudes and values around sexual and reproductive health**

- *I used to value that when one reaches adolescence stage, he/she should have sex with another person as a symbol of growth but ever since I joined teen club, I don't believe in this anymore*
- *I used to believe that the body changes that happen at adolescence were a result of witchcraft;*
- *Used to think that boys/men could bear children but I don't now*
- *I used to believe some cultural values like "kulowa kufa" where when a husband dies his younger brother inherits the dead brother's wife*
- *I used to believe that a girl at puberty should have sex with an elder man to see if she is really grown*
- *I used to believe that babies are bought from the hospital but now I do not believe it anymore.*
- *I used to think that girls come out of age when 18 years but now I realised it's from 11 years*

In terms of access to sexual and reproductive health services, the midline found that more learners had seen their friends who visited health facilities to seek access SRH services, as a result of gaining more knowledge in the importance of SRH in relation to their education. Seeking SRH services is an important necessary behaviour change which could reduce teenage pregnancies amongst young people.

### **3.2 Perceptions and Practices about Division of Labour at Household Level**

The mid-term noted that learners are now understanding better the need for more equitable division of labour between boys and girls at household level. They indicate that household chores should not just be done by girls as was the case at baseline. Boys reported to be involved in tasks that are usually and traditionally done by girls and vice versa, indicating changes in division of labour due to participation in teen clubs in Suza zone. The evidence is that the MTE found that 65% of the learners in Suza zone (intervention zone) compared to 42% of the learners in Linyangwa zone believed sweeping as a household activity for both boys and girls. At baseline, the corresponding values were similar, at 43% and 42% for Suza and Linyangwa zones respectively. The figures mean that the intervention contributed 22 percent point change in perception of sweeping as an activity for both boys and girls. At baseline, 45% vs. 40% of learners in

Suza and Linyangwa zone respectively perceived drawing water as an activity for both boys and girls. At midterm, 68% vs. 51% of learners in Suza and Linyangwa zone respectively perceived drawing water as an activity for both boys and girls. This means the intervention may have contributed to 12 percent point of the perception on drawing water at household level at midterm.

Despite improvements in appreciating equitable division of labour at household, the midline found perceptions that household income should not be earned by boys or girls at this age. Learners (both boys and girls) felt that earning income is not their role, but the role of their parents and guardians. The understanding that it is parents' role to earn income increased amongst learners by 11%, which could imply that learners are aware of the responsibilities of parents, therefore are able to demand support from parents on their needs. In the long-term, the increased understanding that earning money is not their role, may potentially reduce transactional and transgenerational sex especially amongst girls. Findings from the qualitative survey showed a similar trend. When asked what has changed around norms related to boys and girls, learners in focus group discussions from Suza and Linyangwa zones said:

#### **Box 4 Learners' attitudes and values towards equitable division of labour at household level**

##### **Suza zone**

- *Now I can mop and sweep (boy)*
- *Never used to climb on top of the house to remove plastic sheet but now I can (girl)*
- *Boys also now help more with house chores (2)*
- *Girls also chop wood now which they were not used to do before (2)*
- *Girls are able to build a fence and boys are able to mop (2)*
- *We now understand gender issues through teen clubs and we also have male champions in the community*
- *We no longer differentiate tasks between male and female both at home and at school*

Learners attributed the change to the effect of teen clubs where they go and learn gender related issues. When asked on the cause of the change, learners said:

*"Teen club has helped me to be enlightened on the importance of helping one another."  
(26 responses)*

**Error! Reference source not found.** shows the different perceptions that learners had about the household chores in Suza zone at baseline and midline evaluations. While statistically significant differences were reported at baseline on all the household division of labour, the midline evaluation reports statistically non-significant differences between boys and girls on perceptions on household division of labour (see **Error! Reference source not found.**), indicating an increased understanding in gender equitable attitudes. The midline revealed that an increased understanding that tasks should be done by both boys and girls. This is because of the change in the perception of household labour by both boys and girls. This change is most likely attributable to their participation in GCP+SRH activities in Suza zone. More equitable division of labour between boys and girls at household level means that girls, who are often overburdened with chores together with their mothers, have more time to concentrate on their school work, which could improve their performance. Combined with the fact that boys are now supporting girls with their home-work, this could lead to better educational outcomes for girls and reduced drop out. In the long-term, it can lead socio-economic empowerment of women.

**Table 6 Perceptions about division of labour at household level in Umodzi Teen Clubs in Suza Zone**

Indicator	Categories	Baseline				Midline				Difference between midterm and baseline		
		Boys	Girls	Overall	P-value	Boys	Girls	Overall	P-value	Boys	Girls	Overall
Sweeping Should Be Done By?	Only Girls	38	62	53	<0.001	32	32	32	0.274	-6	-31	-21
	Only Boys	2	2	2		0	0	0		-2	-2	-2
	Both Boys And Girls	57	34	43		61	68	65		5	34	23
Cooking Should Be Done?	Only Girls	42	62	55	<0.001	26	24	25	0.835	-16	-39	-30
	Only Boys	0	1	0		0	0	0		0	-1	0
	Both Boys and Girls	49	30	37		61	68	65		12	38	28
Drawing Water Should Be Done?	Only Girls	39	58	51	<0.001	26	29	28	0.146	-13	-30	-24
	Only Boys	2	1	1		0	0	0		-2	-1	-1
	Both Boys and Girls	55	39	45		65	71	68		9	32	23
Herding Cattle Should Be Done By?	Only Girls	1	2	1	0.002	3	3	3	0.601	2	1	1
	Only Boys	76	83	81		48	61	55		-28	-23	-26
	Both Boys and Girls	18	9	13		48	37	42		30	28	30
Earning Money for the Household Should Be Done By?	Only Girls	0	0	0	0.478	0	0	17	0.936	0	0	17
	Only Boys	23	28	26		16	18	17		-7	-10	-9
	Both Boys and Girls	9	7	8		6	8	7		-3	1	-1
	Parents/Guardians	66	63	64		77	74	75		12	11	11

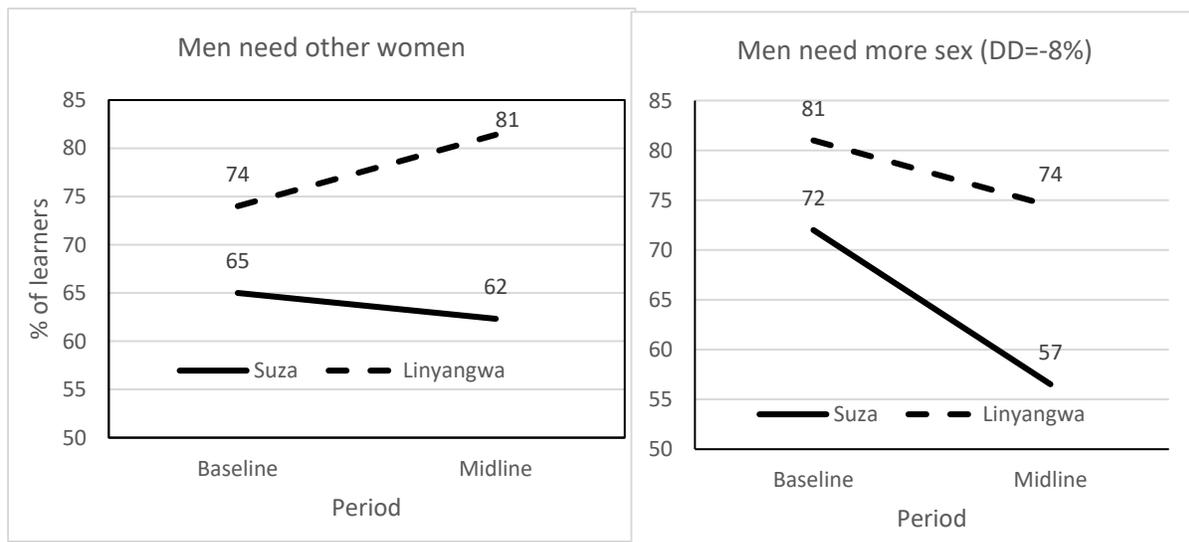
### 3.3 Norms and Beliefs

The baseline study as well as the formative study of the Umodzi project found that there were many norms and beliefs that learners believed in that were gender inequitable and stereotyped. For example, the midline also noted an improvement in appreciation by learners that both boys and girls have the right to choose their marriage partner, which could mean that they understood their human rights better now than before the project. Knowledge of their rights is important to girls and generally all young people, because they can demand them when violated.

The intervention is also likely to have positively influenced change of beliefs and norms that boys are more important than girls and that boys should be prioritised with education

support. Both at the baseline and midline, found strong beliefs amongst learners that boys are more important than girls. The midline findings showed that the proportions have decreased and more so in Suza zone; 32% of learners believe that boys are more important at midline compared 52% at baseline in Suza. The results are quite similarly for Linyangwa Zone. However, when specific about the type of support, learners still think that boys should be paid fees first in school (85% at midline and 65% at baseline in Suza Zone and 81% at midline and 67% at baseline in Linyangwa Zone). Yet, all girls interviewed through the quantitative survey reported that they preferred to be sent to school, even when the household has limited financial resources.

**Figure 1 Learners’ attitudes and beliefs about sex between baseline and midline surveys**



The qualitative survey had more findings on norms and beliefs about women and girls as leaders. When boys were asked how they would feel to have a girl as their prefect in class and why, there were negative and positive responses both in the intervention zone and the comparison zone although there is a significantly higher number of negative responses from the comparison zone, which indicates the effect of the intervention. But overall, the responses show a general improvement in attitudes and values pertaining to women and girls as leaders.

**Box 5 Qualitative survey findings on norms and beliefs about girls and leadership**

<b>Suza zone (Intervention)</b>	<b>Linyangwa zone (Comparison)</b>
---------------------------------	------------------------------------

<p><b>Positive responses (15)</b></p> <ul style="list-style-type: none"> <li>• <i>I would be happy because roles are for everybody (13)</i> <ul style="list-style-type: none"> <li>- <i>I am happy because that the way it's supposed to be. It shouldn't be a one-way thing</i></li> <li>- <i>Every responsibility is no limit for men or women.</i></li> <li>- <i>I love to see girls being prefects because it shows gender balance.</i></li> <li>- <i>there is no difference the way she does her role from the boy prefect</i></li> </ul> </li> <li>• <i>It is good to have different perspectives from men and women as leaders</i></li> </ul> <p><b>Negative responses (1)</b></p> <ul style="list-style-type: none"> <li>• <i>I don't like it for a girl to be a prefect; if she makes a mistake boy can beat her up</i></li> </ul>	<p><b>Positive responses (8)</b></p> <ul style="list-style-type: none"> <li>• <i>I feel ok because a girl has the capacity to be a prefect</i></li> <li>• <i>I feel ok because she too is a student who deserves to be a school prefect.</i></li> <li>• <i>It is good, it is her right</i></li> <li>• <i>I would not feel anything, because I am also a prefect</i></li> <li>• <i>There is no difference between boys and girls they can all do the same to lead other in class.</i></li> <li>• <i>Yes, because it's a rule made by the school authority. I go by the rules. It makes me feel ok</i></li> <li>• <i>I feel happy, they need to take part in everything</i></li> <li>• <i>I would feel happy because there is more discrimination in giving roles and responsibility at home and school</i></li> </ul> <p><b>Negative responses (3)</b></p> <ul style="list-style-type: none"> <li>• <i>I don't like it because most girls are boastful so we cannot work together</i></li> <li>• <i>I would not be happy because this work is mostly for boys</i></li> <li>• <i>I don't like taking orders from girls</i></li> </ul>
---	---

When boys were asked how they would feel to have a girl coming out the best performer in their class, both negative and positive attitudes and values seem to persist both in the intervention and the comparison zone which reflects lack of acceptance of change in this norm so far. Attitudes related to masculinity, which do not accept girls to perform better than boys, seem to persist among male learners. The table below shows slightly more positive as well as negative perceptions in the intervention zone.

### Box 6 Learners attitudes towards women and girls as leaders

Suza zone	Linyangwa zone
<p><b>Positive responses (11)</b></p> <ul style="list-style-type: none"> <li>• <i>I would be happy because she will make me study hard as well (3)</i></li> <li>• <i>I may be happy because one day a boy also will be a star performer.</i></li> </ul>	<p><b>Positive responses (4)</b></p> <ul style="list-style-type: none"> <li>• <i>It just means I was playful</i></li> <li>• <i>I would not feel anything as it would be because of her intelligence</i></li> </ul>

- *I cannot be happy, but I can still go to her to ask how she has managed to do that.*
- *I would be happy as mostly girls drop out of school so boys are usually best performers*
- *I would feel good because it means that's just how it was supposed to be (3)*
  - *it shows that girl can also do better than boys, she can do better than me*

**Negative responses (11)**

- *I don't feel good because as boys, we are supposed to be on top of things always. I am ok if it's a boy coming out the best. (5)*
- *I personally don't like it because it gives a picture as if we boys are not doing anything but if it's a boy I would be happy because he would act as a representation of all the boys.*
- *I can be very worried because a girl has never outperformed me in class before*
- *I do not feel good because it means I am less intelligent; it is shameful to be out done by a girl*
- *Girls get ahead of boys because teachers favour girls but are hard on boys*

- *That's ok with me but it can make me work hard. Because she is not the problem, I am*
- *I would feel good due to gender issues as girls rail behind boys.*

**Negative responses (7)**

- *I don't like it because we are viewed as failures. I feel better when boys lead*
- *I don't like it because boys are supposed work hard always.*
- *It's a pity. I don't like it because it's like she is belittling the boys in the class. If it's a boy who turns out to be the best, I would be proud because he is my fellow boy and has represented us all.*
- *It becomes painful to me when a girl surpasses a boys or boys. I try hard so that I cannot be beaten by girls in my class.*
- *I would not be happy because I also want to be at position one<sup>2</sup>*
- *I can't be happy, I can work hard so that I should be on top of the class<sup>3</sup>*

When asked between a boy and a girl, which one should be more educated and why, most respondents in both zones said both which shows changing attitudes and values in the area of girl education. Some of the reasons cited to get both educated include:

**Box 7 Between a boy and a girl, which one should be more educated? Responses from learners in intervention area that favour both**

- *Both because each one of them has their own future and hence all should be more educated*
- *Both should be educated because there is no difference between them. Both can have better jobs and both can be leaders. (7)*
- *Because educating one will show favouritism and discrimination, which is not good.*

<sup>2</sup> This implies that boys feel that girls do not deserve better things and in this case characterized by taking position 1 in class. In our context, its small things like that begin to shape bias and inequalities between boys and girls

- *Because they both have a right to education (5)*
- *Both-because a girl should be reliant without asking her husband to help her and that a boy should not rely on a girl to go and fetch food and money for the whole family*
- *Both. Because everybody wants to have a job and have money to help themselves*
- *Both because all of them can be self-reliant.*
- *Both because everyone is entitled to decent living*
- *Both because they are equal (3)*
- *All need education. There are female and male pilots out there. Education is for all.*
- *Both have to be educated, because if they are not, they will be removed from their positions like what happened to President Joyce Banda our former president*
- *Both, everyone has the responsibilities in life*
- *All should be equally educated due to gender issues*

In both zones however, there is a significant proportion of girls that favour girls to be prioritised for more education. This might be out of realisation that girls are often disempowered when it comes to education. Here are some of the reasons they opted to educate girls over and above boys:

**Box 8 Between a boy and a girl, which one should be more educated? Responses from learners in intervention area that favour girls**

- *Girls should be more educated because they easily get married if not educated (2)*
- *Girls should be more educated so as to be role models to other girls*
- *Girls should be more educated because girls can read better than boys in our class*
- *A girl because if girls drop out from school, their future can be doomed than boys. For example, if a boy drops out from school, he can do piece work while a girl she can just stay at home,*
- *More girls need to have education. More girls are being encouraged due to the fact that there are more girls that are not educated*
- *Girls because she experiences a lot of problems if she is not educated than boys.*
- *Girl, because we are discriminated against in school. For instance, boys do not want to help girls in school yet the boys perform well. So, we are encouraged to get education more than boys*
- *Girl, because most girls drop out of school so they need to be more educated than boys*
- *Girls because when they marry educated men they are abused and receive all kinds of domestic violence. So, they should be learned enough so that they be able to take care of themselves*
- *Girls because boys look down on us so it's good to show them that we can make it and become independent*
- *I would say a girl- because for a girl, the only way to be independent and self-reliant is by getting educated (2)*

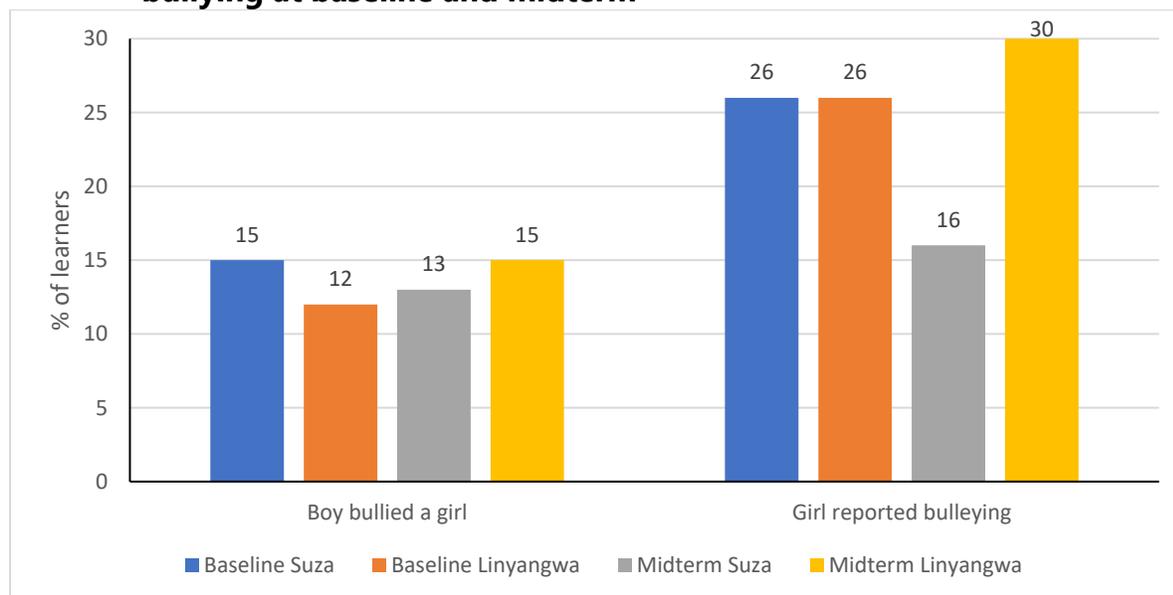
- *Because between girls and boys, girls get married earlier, so to avoid that NGOs are advocating for girls to be educated.*
- *Girls, because they have more opportunities than boys since most times they are favoured and helped by different organisations.*
- *Girls take care of their families than boys*

### **3.4 Perceptions and Practices about Violence**

The MTE found a decline in bullying of girls by boys, with a lower proportion of girls reporting to have been bullied by boys, which was explained during qualitative interviews as having been achieved due to improved understanding of girls' rights and their importance at household and community level. About 15% of boys in Suza Zone (against 12% in Linyangwa Zone) had reported to have bullied girls the previous school year at baseline. This practice reduced to 13% of boys in Suza Zone but increased to 15% in the comparison at midline, indicating a positive impact of the intervention in Suza Zone.

As indicated, the midline noted a reduction in the proportion of girls that reported to have been bullied by a boy, from 26% at baseline to 16% at midline. In the comparison zone, the proportion increased by 4% from 26% at baseline to 30% at midline, providing evidence of the impact of the intervention on respect for girls' rights.

**Figure 2 Percentage of boys that bullied a girl and proportion of girls that reported bullying at baseline and midterm**



Findings from the qualitative survey are consistent with the quantitative trends. The qualitative findings show that before GCP boys used to beat up girls. Because of boys' aggressiveness coupled with societal negative view of girls that interact with boys, some of the girls were afraid to interact with boys even at school. Some of the girls (4) and boys (2) in focus group discussions conducted in Suza zone respectively said,

*"Before I used to fear boy and could not sit next to them in class, now boys are like fellow girls."*

*"I used to beat girls up when we are in disagreement but now I don't because in teen club we learn about dialogue and communication"*

Nonetheless, intolerant attitudes towards girl leadership was still observed at midline such that some of the boys feared a girl school prefect might be roughed up by boys in case she makes mistake that boys did not like. One of the respondents was quoted, *"I don't like it for a girl to be a prefect; if she makes a mistake, boys can beat her up."*

When asked what they used to do and have since stopped related to bullying, some female respondents in the intervention site said:

### **Box 9 Girls changed attitudes towards girls who are menstruating in Suza Zone**

*"If I see my friend menstruating and has stained her dress with blood, I used to laugh at her but now I help her out by giving her pads if I have or giving her my top to wrap around her waist and go home." (5 girls)*

*"I don't laugh at someone who has been impregnated while on school because I realize that one day it could be me."*

*"I was slapping my friends but now I have stopped"*

At both baseline and midline similar proportions of learners believed that women should not tolerate violence. The midline found that there were improved attitudes against any form of violence towards girls. There was improved understanding that girls have the same rights as boys and, therefore, there is need to respect their human rights as well. Boys interviewed through qualitative interviews reported that they have gained knowledge in terms of gender that is helping to understand the importance of girls in relation to gender based violence (GBV). Most boys and girls reported that girls should not tolerate violence as it is expected in the society, which indicates that the intervention is beginning to address underlying causes of GBV.

### **3.5 Leadership and Decision Making**

Learners believed that both boys and girls have rights to education, while girls can be school prefects and can be chairpersons of committees and that women can also be Presidents of countries. This is consistent with findings of the qualitative survey which shows improved attitudes and values of the right of girls and women to take up leadership and decision-making positions in society including girls taking positions at school. When asked how they would feel to have a woman as their leader in their village, respondents generally said they would have no problem for various reasons. Between intervention and comparison zone, the trend seemed consistent, although there were fewer positive responses from Linyangwa Zone. These are some of the responses they gave:

**Table 7 How learners would feel to have a woman as a leader in their village**

Suza zone (Intervention)	Linyangwa zone (Control)
<p><b>Girls said,</b> <b>Positive (25)</b></p> <ul style="list-style-type: none"> <li>• <i>I can feel happy to see a female leader because she acts as my role model (10)</i> <ul style="list-style-type: none"> <li>- <i>I am motivated to work hard in school so that I also become a leader like them</i></li> <li>- <i>My grandmother is GHV and I feel inspired to see that women can be leaders like men</i></li> </ul> </li> <li>• <i>I may be happy because there should be no difference in roles between men and women. (8)</i></li> <li>• <i>I can be happy because that promotes gender</i></li> <li>• <i>I feel good because before gender that was not possible</i></li> <li>• <i>I may still be happy because it may mean that she was anointed by God.</i></li> <li>• <i>I would be happy. It touches me when women are leaders as they help their fellow women as well</i></li> <li>• <i>sometimes women leaders have better judgement than men</i></li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• <i>There is a female village head in another village I know, but it makes me feel uncomfortable because am used to men ruling</i></li> </ul> <p><b>Boys</b> <b>Positive (21)</b></p> <ul style="list-style-type: none"> <li>• <i>I would be happy because that is gender (8)</i> <ul style="list-style-type: none"> <li>- <i>I am ok with it because if men become leaders only it might appear as if women are being oppressed</i></li> <li>- <i>it means chiefs are more enlightened on gender issues</i></li> </ul> </li> <li>• <i>It's nice to see women lead because it could be that she is more educated than the other men so she deserves the leadership</i></li> <li>• <i>Women are not mostly corrupt. (2)</i></li> </ul>	<p><b>Girls said,</b> <b>Positive (9)</b></p> <ul style="list-style-type: none"> <li>• <i>I feel good because I want to be like her one day</i></li> <li>• <i>I feel good because they advise us that we should have a better life</i></li> <li>• <i>It pleases me because it shows that there is no difference between men and women</i></li> <li>• <i>We have a chief who is a woman and it motivates me to work hard in school to be like her or become a leader in future (2)</i></li> <li>• <i>I would not feel anything as there would be no difference</i></li> <li>• <i>I would be happy because she is a woman like me</i></li> <li>• <i>Even a woman can be a leader according to gender</i></li> <li>• <i>I would be happy because everybody can be a leader</i></li> </ul> <p><b>Boys</b> <b>Positive (10)</b></p> <ul style="list-style-type: none"> <li>• <i>I feel ok because she is a human being like me.</i></li> <li>• <i>I feel ok because she has the right to lead everyone.</i></li> <li>• <i>I am happy because she can develop her area because a lady has a matured mind than a girl</i></li> <li>• <i>It is their duty to lead</i></li> <li>• <i>I would be happy because she can give good advice to everybody</i></li> </ul>

<ul style="list-style-type: none"> <li>• <i>It would encourage other women to take part in leadership roles, the girls would work hard in school (2)</i></li> <li>• <i>Women are also capable of leading (2)</i></li> <li>• <i>Nothing because that is normal</i></li> </ul> <p><b>Negative (1)</b></p> <ul style="list-style-type: none"> <li>• <i>I would not want a woman to be a leader because a woman cannot be a leader among men (mtima ukhoza kupweteka)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Powers of the chiefs is to lead of which all can do regardless of whether one is a man or a woman</i></li> <li>• <i>Why should I not feel good if all elders have chosen her who am I to say no</i></li> <li>• <i>I would feel great because of gender issues.</i></li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• <i>not a woman, because women are not strong as men.</i></li> </ul>
--	---

With participation in the project, the midline found that learners are more supportive of women taking leadership even at household level. There was an increase of about 15 percent point at mid-term in Suza of learners that believed that women can also be heads of households (67% at midterm and 52% at baseline in Suza Zone and 40% in Linyangwa Zone at both periods).

### 3.6 Attitudes and Behaviours about Care and Support

The survey findings show improving trends in positive attitudes and values related to care and support. For example, 100% vs. 96% of boys interviewed at midline and baseline respectively, said that they can support a girl with homework even if the girl is not their relative. About the same percentage (98% vs. 95% at midline and baseline respectively) of girls also said they would support the boy even if he was a non-relation. The figures were similar in Linyangwa Zone and Suza Zone. More girls were willing to help others than boys at both midline and baseline.

At midline fewer boys reported that they could support a girl to continue with her education compared to the situation at the baseline. Possibly this was as a result of boys realising that girls participating in teen clubs were also empowered and therefore needed less support from boys. The same trend was observed for girls. For girls, it may be because girls are not socialised to support boys in the rural areas, it is actually vice versa.

In both zones, 100% of boys showed strong self-confidence to protect girls if the girls are being abused by someone. However, fewer girls were confident that they could protect boys if boys were being abused (87% for Suza Zone and 100% for Linyangwa Zone), which

could imply that the intervention needs to incorporate some activities to raise self-confidence of the girls. There were no marked differences by age in confidence for boys to protect girls in the two zones.

### 3.7 Communication and negotiation

Through participation in teen clubs, learners reported being more confident when communicating to each other at midline than when compared at baseline (see **Error! Reference source not found.**). Learners reported that they have gained a lot of knowledge which has empowered them with correct information to communicate better. The confidence was much higher in Suza zone (91%) than in Linyangwa zone (81%) at midline.

In both zones boys were more confident than girls (see **Error! Reference source not found.**). This is because girls are expected to not to be freely interacting with others than boys since most girls in the zones are generally timid (see **Error! Reference source not found.**). In Suza zone girls are more confident when communicating to boys than in Linyangwa zone at midline (89% in Suza vs. 65% in Linyangwa). By midline, number of learners that reported confidence in communication increased by 9 percent point.. Most learners also reported that they would be ready to say no to parents who would force them to get married while young as shown in box 10. At midline a good number were ready to listen to their parents in such situations.

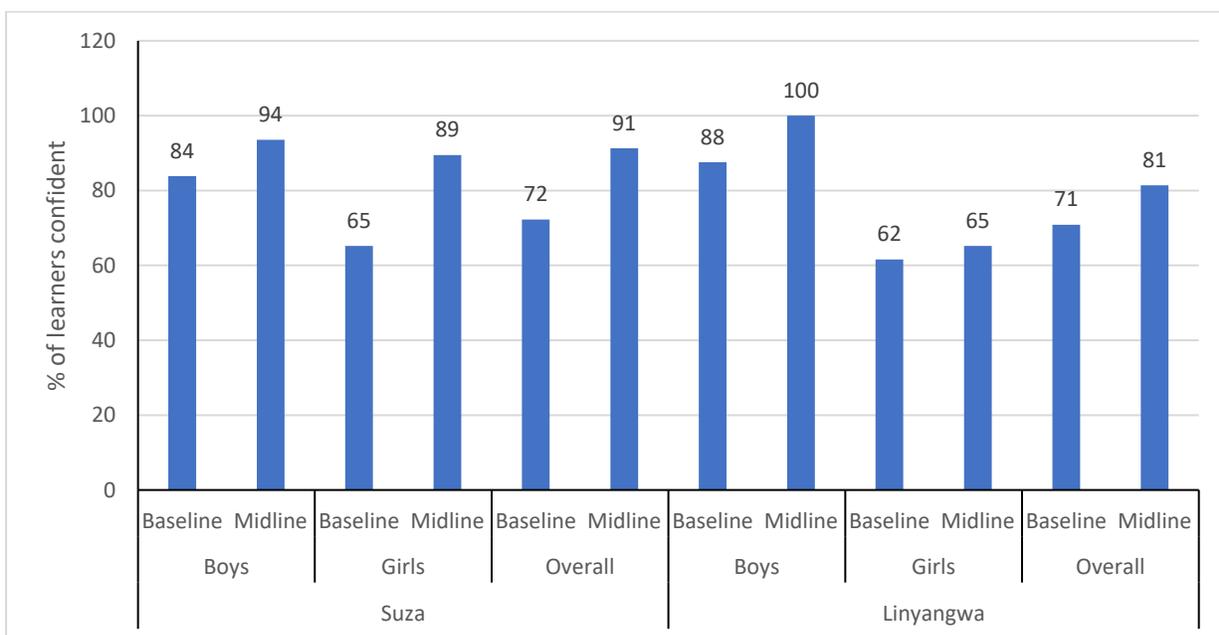
#### Box 10 Whether learners are able and confident to say no to their parents if they suggested to them to get married now

<ul style="list-style-type: none"> <li>• <i>Yes I am able to say no (47)</i> <ul style="list-style-type: none"> <li>- <i>I can refuse because I want to be educated first to have a bright future (19)</i></li> <li>- <i>I have a right to continue my education (5)</i></li> <li>- <i>I am young for marriage (7)</i></li> <li>- <i>I have the right of choice (5)</i></li> <li>- <i>I fear contracting STIs</i></li> <li>-</li> </ul> </li> <li><i>Not confidently able to say no...(1)</i> <ul style="list-style-type: none"> <li>- <i>Yes but if they say so in secondary I can accept. It might be because they don't have money for fees</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Yes I am able to say no (20)</i> <ul style="list-style-type: none"> <li>- <i>Yes I can be confident because I want to continue school. (8)</i></li> <li>- <i>I can tell them that they are violating my rights (2)</i></li> <li>- <i>yes, I am still young (4)</i></li> </ul> </li> </ul>
---	---

--	--

There is still a gender gap, however, that boys tend to be more confident than girls in terms of communication with each other. As evidence and result of improved confidence, when asked if they are confident to say no to sex if boys asked them for sex, most learners said they would say no, because they are still young, they are still in school, they do not want to get pregnant, it's a danger to their body and education.

**Figure 3 Percentage of girls and boys confident in communicating to each other in Suza and Linyangwa Zones**



Findings from the qualitative survey show a similar trend as in the quantitative survey. When asked if they are confident to say no to sex if a chance availed itself to engage in sex, learners from both the intervention and comparison zones said they would say no primarily because they are still young, they are still in school, they do not want to get pregnant, it's a danger to one's health, and may disturb school focus (48 out of 48 respondents in intervention site and 20 out of 20 respondents in comparison zone). When asked if they were able and confident to decide who to have sex with, they generally said they are able and can make the decision in order to focus on their education, because they have the right to say no and also to prevent unintended pregnancies (26 of 48 respondents in intervention zone and 10 out of 20 respondents in comparison zone).

Similar trends emerged when asked if they were able and confident to say no to their parents in case they suggested the learner to get married (47 out of 48 respondents in

project site and 20 out of 20 respondents in comparison zone) and if they were able to help their colleagues of the opposite sex without demanding for sex (47 out of 48 respondents in intervention site and 20 out of 20 respondents in comparison zone). The survey identified factors such as focus on education, fear of getting pregnant, fear of contracting STIs, being young, knowledge of their rights, and knowledge of life skills from teen club activities as the main motivating factors that drive their intent to say no if propositioned for sex.

### **3.8 Summary Gender Equitable Men's (GEM) Scale<sup>3</sup>**

A GEM scale is summary index (expressed as percentage) that indicates the level of support for gender equitable practices and behaviours on the selected variables/domain. For equitable practices, the higher the index/percentage the better because it means more respondents support gender equitable practices and behaviours. For inequitable norms, the lower the percentage the better, because it means fewer respondents support the negative practices.

The various GEM scales for the learners in Suza and Linyangwa zones are shown in Table 8. There was an observed 11 percent point increase improvement in GEM scale for division of household labour meaning that more pupils are supportive of or/and practicing equitable attitudes/practices in terms of gender division of labour at household level.

Further the sexual relationship domain has dropped by 6% between baseline and midline, which means more learners are adopting positive attitudes and dropping the negative attitudes towards girls sexual and reproductive rights. Positive changes are not consistent however; for example, violence in those aged 10-14 has increased, although there was a sharp reversal observed amongst the learners aged 15-19. There were differences in the GEM scales within the different domains by age, sex and zones (see Table 6). At midterm in Suza zone, the boys aged 15-19 had higher values for leadership, domestic chores, sexual relationships and violence domains while girls aged 15-19 had higher GEM scale values for domestic and sexual relationship domains. The mid-term GEM scale values for Linyangwa zone showed that boys aged 15-19 boys had higher values on all the domains shown in Table 8 while girls aged 15-19 for Linyangwa zone had higher values for

---

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

domestic and violence domains. The leadership domain and sexual relationship equitable domains are slow indicators. The inequitable violence and sexual relationship domains are still high in the intervention sites. There is need to intensify civic education on the various forms of violence and how to mitigate such inequitable domains in the intervention sites

**Table 8 Percent average GEM-scale scores by domain areas amongst learners in Suza and Linyangwa zones in Kasungu district**

GEM Scale	Age groups	Suza		Linyangwa		Difference in		Double difference
		Baseline	Midline	Baseline	Midline	Suza	Linyangwa	
Domestic chores domain	10-14	44.3	59.4	43.7	41.6	15.0	-2.1	17.1
	15-19	53.0	60.9	49.1	52.8	7.9	3.7	4.2
	Overall	48.7	60.1	46.4	47.2	11.4	0.8	10.7
Leadership domains	10-14	73.2	78.2	71.5	68.5	5.0	-3.0	8.0
	15-19	74.8	76.1	72.1	73.3	1.3	1.1	0.1
	Overall	74.0	77.1	71.8	70.9	3.1	-0.9	4.1
Sexual relationships domain/inequitable norms	10-14	46.9	52.1	43.6	48.6	5.2	5.0	0.2
	15-19	47.6	54.1	46.3	48.8	6.5	2.5	4.0
	Overall	47.3	53.1	44.9	48.7	5.8	3.7	2.1
Sexual relationships domain/equitable norms	10-14	78.2	84.9	76.8	76.1	6.8	-0.8	7.5
	15-19	81.8	81.1	78.7	84.1	-0.7	5.4	-6.1
	Overall	80.0	83.0	77.8	80.1	3.0	2.3	0.7
Violence domain	10-14	36.7	45.9	36.1	39.9	9.1	3.8	5.3
	15-19	40.5	53.8	44.1	64.3	13.3	20.2	-6.9
	Overall	38.6	49.8	40.1	52.1	11.2	12.0	-0.8

**Table 9 Percent average GEM-scale scores by domain areas, age and sex amongst learners in Suza and Linyangwa zones in Kasungu districts for mid-term evaluation**

GEM Scale	Age groups	Intervention			Control		
		Male	Girls	Overall	Boys	Girls	Overall
Domestic chores domain	10-14	49.6	41.7	44.3	47.9	42.0	43.7
	15-19	57.3	49.4	53.0	52.7	46.3	49.1
	Overall	53.4	45.5	48.7	50.3	44.1	46.4
Leadership domains	10-14	75.4	72.1	73.2	72.4	71.2	71.5
	15-19	78.1	72.0	74.8	74.7	70.2	72.1
	Overall	76.7	72.1	74.0	73.5	70.7	71.8
Sexual relationships domain/inequitable norms	10-14	49.5	45.5	46.9	44.4	43.3	43.6
	15-19	50.8	45.0	47.6	49.4	43.9	46.3
	Overall	50.1	45.3	47.3	46.9	43.6	44.9
Sexual relationships domain/equitable norms	10-14	81.3	76.6	78.2	78.7	76.0	76.8
	15-19	86.7	77.7	81.8	83.9	74.7	78.7
	Overall	84.0	77.1	80.0	81.3	75.4	77.8
Violence domain	10-14	43.1	33.5	36.7	42.0	33.7	36.1
	15-19	50.2	32.3	40.5	53.6	36.8	44.1
	Overall	46.6	32.9	38.6	47.8	35.2	40.1

#### 4. KEY OPERATIONAL LESSONS LEARNT

---

During the assessment, a few key operational lessons emerged that, if addressed, will go a long way to contribute to effectiveness of implementation of the GCP curriculum:

- 4.1 The recent policy change in school timetable to increase school time to 3pm caught everyone by surprise and has been a major disruption to speed of progress in the project. The policy position has also frustrated almost all other extra curricula activities including sports with learners reporting limited sporting activities as learners are too hungry by that time. This calls for a significant rethink of the implementation model for the teen clubs. Weekend sessions may be an option but this needs to come from a consultative process involving the schools and learners through the teen clubs
- 4.2 With the school timetable change, there is a clear need to support the sustained commitment of teachers in undertaking teen club activities through improved incentives for teachers and learners as this is an experiment and requires that assumptions be properly controlled and kept constant. Examples of reasonable

incentives may include: exchange visits between schools for teen clubs; adequate materials for teachers and learners; engage teachers in quarterly participatory evaluation of progress through meetings at TDCs; more engagement of PEAs in supervising the project activities; organize debates between schools to reward winning schools with trophies; provide certificates for teachers attached to good performance in delivering the teen club sessions, etc.

- 4.3 Due to limited time for teen club activities, there is a tendency by teachers to forgo the use of the Aunt Stella handbook during lessons which is a missed opportunity. The book is there to enhance learning outcomes related to gender and equitable gender norms.
- 4.4 It is also clear that urban schools tended to portray improved knowledge outcomes than rural based schools in the curriculum. This is attributed largely to level of supervision which tended to favour urban schools more than rural based schools. To address the imbalance, Care may wish to improve supervision of teen club activities in rural based schools through increased CARE staff visits and visits by the primary education advisors supporting the initiative.

## 5. KEY CONCLUSIONS

---

### 5.1 The effect of adding gender conscious practice (GCP) on SRH activities

Findings of the midterm evaluation generally show a positive effect of adding gender conscious practice to SRH related activities in teen clubs on gender equitable attitudes and behaviours among the teen club members. Across most outcomes, the findings show a consistent improvement in attitudes, values and practices in Suza Zone which is the intervention zone compared with Linyangwa zone which is the comparison zone. For example, both boys and girls indicated they would encourage girls that are either menstruating or pregnant to continue attending classes as it was and socially normal to menstruate and get pregnant. Related to sexual reproductive health (SRH), the survey has found that there are a number of attitudes and values that the learners had and have changed as a result of their involvement in the GCP curriculum in the project site which also confirms the effect of adding Umodzi on gender conscious attitudes. Similarly, on gender roles, the survey has found that both boys and girls perceive certain roles as for any gender which was not the case in the past.

These consistent improvement trends at midterm though still limited point to effectiveness of the GCP+SRH intervention on gender equitable attitudes. Although challenges persist emanating from dwindling teen club activities due to change in school timetable, there is still much room for improvement if improvements can be made to rethink the implementation model to increase supervision and incentives for both learners and teachers to encourage attendance and commitment.

### 5.2 The effect of adding Umodzi on knowledge of GCP curriculum

Findings of the midterm evaluation again show a positive effect of the intervention on knowledge of GCP curriculum albeit to a limited scale compared to the baseline and mainly constrained by operational challenges. Across some few outcomes, the findings show some degree of improvement in knowledge of the GCP curriculum in Suza Zone which is the intervention zone compared with Linyangwa zone which is the comparison zone. For example, on the techniques for preventing STIs, the survey showed a general trend of improving knowledge of the techniques both in the intervention area and the comparison zone. Between baseline and midline, comprehensive HIV knowledge increased by 5% in both zones. However, this increase cannot all be attributed to the project alone. That means while the change of knowledge on preventing STI and HIV may

be attributable to the project, other external factors such as other IEC activities may be at play hence the change in the comparison zone.

Across most outcomes identified in coordination with the development of the GCP curriculum and a Theory of Change, the survey findings show some degree of improvement in knowledge of the outcomes in Suza Zone which is the intervention zone compared with Linyangwa zone, the comparison zone. For example, the baseline showed dissimilar beliefs on men being in need of other women in Suza and Linyangwa zones. A drop in the proportion of learners was observed in Suza while an increase was observed in Linyangwa zone. Between baseline and midline, the 8 percent point drop in the proportion of learners believing that men need more sex may have potentially been contributed by the GCP+SRH intervention.

In both zones, learners reported being more confident when communicating to each other at midline than at baseline. The confidence was much higher in Suza Zone (91%) than in Linyangwa zone (81%) at midline. In both zones boys were more confident than girls. This is because girls are less sociable than boys since most girls in the zones are generally timid. In Suza Zone girls are more confident when communicating to boys than in Linyangwa zone at midline (89% in Suza vs. 65% in Linyangwa).

## 6. RECOMMENDATIONS

---

- 6.1 Reinforce knowledge and understanding of rights to empower learners in decision making to enhance GCP curriculum learning outcomes. Understanding human rights will also enable the learners to treat one another with more respect with improved attitudes and values.
- 6.2 Reinforce comprehensive knowledge of HIV and AIDS and SRH to protect learners from the risk of HIV and STI infection as there is still evidence of learners engaging in relationship.
- 6.3 There is need for review of the implementation model for the teen clubs in view of the school timetable policy change. Weekend sessions may be an option but this needs to come from a consultative process involving the schools and learners through the teen clubs.
- 6.4 Related to the same, the project needs to implement incentives to sustain the commitment of teachers involved with teen clubs in view of the demanding schedule which has been worsened by the extended school calendar.
- 6.5 The limited time for teen club activities due to the change in school timetable has made some teachers to lessen usage of the Auntie Stella Toolkit. Umodzi team to strengthen the support to teachers to continue delivering the toolkit.
- 6.6 The mid-term review found that schools that are situated further away from CARE's operational point were visited comparatively less by field officers than those situated closer. As such, we recommend improved supervision of teen club GCP activities in schools through increased CARE staff visits including visits by primary education advisors supporting the initiative.

*Annex 1: Baseline Study Questionnaire for Teen Club Members*



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

**BASELINE STUDY QUESTIONNAIRE FOR TEEN CLUB MEMEBERS**

**by**

Centre for Development Management

P.O. Box 31810

Capital City



**Introduction**

**ENUMERATOR: READ THE FOLLOWING INTRODUCTION TO THE INTERVIEWEE**

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

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

**INFORMED CONSENT**

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

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

Yes \_\_\_\_\_ 1                      No \_\_\_\_\_ 2 ⇒ END INTERVIEW

**SECTION A: ADOLESCENTS/YOUNG PEOPLE INFORMATION PANEL /YOUNG**

ADOLESCENTS/YOUNG PEOPLE INFORMATION PANEL	CODE
ZONE	SUZA..... 1 LINYANGWA..... 2
SURVEY ROUND/TYPE (CIRCLE AS APPROPRIATE)	BASELINE (2016) .....1 EVALUATION (2017) .....2
SCH1. School name: School names in normal font are intervention or project schools while those in italics are <i>comparison/control schools</i>	ENTER SCHOOL _____ CODE _____ -
INTERVIEW DATE:	Date:  __ __ / __ __ /____ (dd/mm/yyyy)
Name of Enumerator _____ -	
EID: Enumerator ID:	_ _ _
CHEID: Checker ID:	_ _ _
RESPONDENT ID	CODE.....
DCLERK: Name of Data Entry Clerk _____	Signature _ _ _

**INTRODUCTION**

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

<b>SECTION B: BACKGROUND DEMOGRAPHIC DATA</b>											
<b>NO</b>	<b>QUESTIONS</b>	<b>RESPONSE</b>	<b>SKIP</b>								
<b>1.</b>	<b>SEX</b>	Male .....1 Female.....2									
<b>2.</b>	<b>HOW OLD ARE YOU? (IN COMPLETED YEARS) KODI MULI NDI ZAKA ZINGATI?</b>	Age /__ / __ / YEARS									
<b>3.</b>	<b>IN WHICH CLASS ARE YOU? MULI SITANDADE CHANI?</b>	STD 1 .....1 STD 2 .....2 STD 3 .....3 STD 4 .....4 STD 5 .....5 STD 6 .....6 STD 7 .....7 STD 8 .....8									
<b>4.</b>	<b>HOW MANY PEOPLE LIVE IN THE HOUSEHOLD THAT YOU COME FROM. PLEASE INCLUDE YOURSELF? MNYUMBA MWANU MMAKHALAMO ANTHU ANGATI KUPHATIKIZA NDI IWEYO?</b>	<table border="1"> <tr> <td></td> <td>INSERT NUMBER BELOW</td> </tr> <tr> <td>TOTAL</td> <td></td> </tr> <tr> <td>MALES</td> <td></td> </tr> <tr> <td>FEMALES</td> <td></td> </tr> </table>		INSERT NUMBER BELOW	TOTAL		MALES		FEMALES		
	INSERT NUMBER BELOW										
TOTAL											
MALES											
FEMALES											
<b>5.</b>	<b>HOW MANY OF THESE ARE BETWEEN 0 AND 17 YEARS OLD? NDI ANTHU ANGATI AMENE ALI NDI ZAKA ZOCHEPERA 17</b>	<table border="1"> <tr> <td></td> <td>INSERT NUMBER BELOW</td> </tr> <tr> <td>TOTAL</td> <td></td> </tr> <tr> <td>MALES</td> <td></td> </tr> <tr> <td>FEMALES</td> <td></td> </tr> </table>		INSERT NUMBER BELOW	TOTAL		MALES		FEMALES		
	INSERT NUMBER BELOW										
TOTAL											
MALES											
FEMALES											
<b>6.</b>	<b>HOW MANY OF THOSE BETWEEN 0 AND 17 YEARS OLD ARE CURRENTLY IN SCHOOL? MWA ANTHU AMENE ALI OCHEPELA ZAKA 17, NDI ANGATI ALI PA SUKULU?</b>	<table border="1"> <tr> <td></td> <td>INSERT NUMBER BELOW</td> </tr> <tr> <td>TOTAL</td> <td></td> </tr> <tr> <td>MALES</td> <td></td> </tr> <tr> <td>FEMALES</td> <td></td> </tr> </table>		INSERT NUMBER BELOW	TOTAL		MALES		FEMALES		
	INSERT NUMBER BELOW										
TOTAL											
MALES											
FEMALES											

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

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

TAMALIZA KUKAMBIRANA ZA INU NDI ANTHU APAKHOMO PANU, PANOPA TIKUFUNA TIKAMBIRANE ZA ZIMENE MUMADZIWAPO ZOKHUDZA GENDER. PANOPA NDIWERENGA ZIGANIZO NDIYE MUNDIUZE NGATI MUKUGWIRIZANA NAZO, MULIBE MBALI, SIMUKUGWIRIZANA NAZO, KAPENA SIMUKUDZIWA

<b>SECTION C: AWARENESS AND KNOWLEDGE OF GENDER AND SEX</b>			
<b>NO</b>	<b>QUESTIONS</b>	<b>RESPONSE</b>	<b>SKIP</b>
<b>1.</b>	<p>SEX REFERS TO BIOLOGICAL ATTRIBUTES THAT MEN AND WOMEN ARE BORN WITH. THEY ARE UNIVERSAL AND GENERALLY PERMANENT, E.G. MEN CANNOT BREASTFEED; WOMEN MENSTRUATE.</p> <p><b>SEX ndi zinthu zimimene abambo kapena amayi anabadwa nazo zimene sizingasinthidwe, mwachitsanzo abambo sayamwitsa, amayi amapita ku mwezi.</b></p>	<p>STRONGLY AGREE.....5            AGREE.....4            NEUTRAL.....3            DISAGREE.....2            STRONGLY DISAGREE.....1            DON'T KNOW):.....0</p>	
<b>2.</b>	<p>GENDER REFERS TO THE SOCIALLY ASSIGNED ROLES, NORMS AND RESPONSIBILITIES ASSIGNED TO MEN AND WOMEN BY SOCIETY.</p>	<p>STRONGLY AGREE.....5            AGREE.....4            NEUTRAL.....3            DISAGREE.....2            STRONGLY DISAGREE.....1            DON'T KNOW):.....0</p>	

3.	PLEASE INDICATE WHETHER EACH STATEMENT REFERS TO SEX OR GENDER.		
		SENTENCE	GENDER.....1 SEX.....2
		WOMEN CAN GIVE BIRTH BUT MEN CANNOT	GENDER.....1 SEX.....2
		GIRLS ARE GOOD IN MATH	GENDER.....1 SEX.....2
		WOMEN CAN BREAST FEED	GENDER.....1 SEX.....2
		MEN CANNOT BREASTFEED	GENDER.....1 SEX.....2
		GIRLS ARE MODEST, TIMID AND CUTE	GENDER.....1 SEX.....2
		BOYS ARE HARD AND TOUGH	GENDER.....1 SEX.....2
		SPORTS ARE MORE IMPORTANT FOR BOYS	GENDER.....1 SEX.....2
		GIRLS NEED TO FIND A GOOD HUSBAND	GENDER.....1 SEX.....2
		WOMEN CAN GET PREGNANT	GENDER.....1 SEX.....2
		WOMEN DO NOT PUT UP THE ROOF TO A HOUSE	GENDER.....1 SEX.....2
		A BOY'S VOICE BREAKS AT PUBERTY	GENDER.....1 SEX.....2

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

<b>SECTION D: KNOWLEDGE OF SRH ISSUES</b>			
<b>NO</b>	<b>QUESTIONS</b>	<b>RESPONSE</b>	<b>SKIP</b>
1.	IT IS ALRIGHT FOR BOYS AND GIRLS TO DATE NKOYENERA ANYAMATA NDI ATSIKANA KUKHALA PACHIBWENZI?	True .....1 False .....2 DON'T KNOW .....99	
2.	IT IS ALRIGHT FOR BOYS AND GIRLS TO KISS NKOYENERA ANYAMATA NDI ATSIKANA KUMAPSYOPSYONANA?	True .....1 False .....2 DON'T KNOW .....99	
3.	IT IS ALRIGHT FOR BOYS AND GIRLS TO TOUCH EACH OTHER IN PRIVATE AREAS WITHOUT CONSENT? NKOYENERA ANYAMATA NDI ATSIKANA KUMAGWIRANA MALO OBISIKA?	True .....1 False .....2 DON'T KNOW .....99	
4.	IT IS ALRIGHT FOR A BOY AND GIRL TO HAVE SEX IF THE Y LOVE EACH OTHER? NKOYENERA MNYAMATA NDI MSTIKANA KUGONANA NGATI AKONDANA?	True .....1 False .....2 DON'T KNOW .....99	
5.	IT IS POSSIBLE FOR GIRLS TO REMAIN VIRGINS UNTIL THEY MARRY? NDI ZOTHEKA MTSIKANA KUKHALA NAMWALI MPAKA KUDZALOWA M'BANJA/KUDZAKWATIWA?	True .....1 False .....2 DON'T KNOW .....99	
6.	A BOY OR GIRL CAN REFUSE TO HAVE SEX WITH SOMEONE WHO IS NOT PREPARED TO USE A CONDOM MNYAMATA /MTSIKANA NDIKOTHEKA KUKANA KUGONANA NDI MUNTHU AMENE SAKUFUNA KUGWIRITSA NTCHITO KONDOMU?	True .....1 False .....2 DON'T KNOW .....99	
7.	A GIRL CAN FALL PREGNANT AT FIRST SEXUAL INTERCOURSE? KODI MTSIKANA ANGATENGE MIMBA ATAGONANA NDI MWAMUNA KOYAMBA?	True .....1 False .....2 DON'T KNOW .....99	
8.	A CONDOM CAN EFFECTIVELY PREVENT PREGNANCY AND STI'S? KONDOMU IMATHANDIZA KUTETEZA MATENDA A EDZI NDI MATENDA ENA OPATSIRANA POGONANA?	True .....1 False .....2 DON'T KNOW .....99	
9.	A CONDOM CAN DISAPPEAR IN A GIRL'S BODY? KONDOMU INGATHE KUSOWA M'THUPI LA MTSIKANA?	True .....1 False .....2 DON'T KNOW .....99	

10.	IT IS A MUST FOR BOYS AND GIRLS TO HAVE SEX IF THEY HAVE SEXUAL FEELINGS IN THEIR BODY? KODI NDIZOKAKAMIZA KUTI MNYAMATA NDI MTSIKANA AZIGONANA AKAFUNA KUGONANA?	True .....1 False .....2 DON'T KNOW .....99	
11.	IT IS NORMAL FOR GIRLS TO MENSTRUATE WHEN THEY REACH PUBERTY? KODI NDI MMENE ZIKUYENERA KUKHALIRA KUTI MTSIKANA AMAYENERA KUSAMBA AKATHA MSINKHU/KUPANGA PILIYODI?	True .....1 False .....2 DON'T KNOW .....99	
12.	IT IS NORMAL FOR BOYS TO HAVE WET DREAMS WHEN THEY REACH PUBERTY? KODI NDI MMENE ZIKUYENERA KUKHALIRA KUTI MNYAMATA AKATHA MSINKHU AMALOTA MALOTO NGATI KUTI WAGONANA NDI MTSIKANA?	True .....1 False .....2 DON'T KNOW .....99	
13.	Can you reduce the risk of HIV and STI by visiting STI and HIV clinics? <b>Kodi kupita kuchipatala komwe amapereka uphungu wa za matenda opatsirana pogonana ndi HIV kutha kuchepetsa chiopSuza zoneo chotenga HIV ndi matenda opatsirana pogonana?</b>	Yes .....1 No .....2 DON'T KNOW .....99	
14.	CAN YOU AVOID CONTRACTING HIV AND OTHER STIS IF YOU ABSTAIN FROM SEX? ASK VERBATIM AND CIRCLE RESPONSES LISTED ADD ALL OTHER RESPONSES <i>(Circle All that Apply)</i> <b>Kodi munthu angathe kupewa kutenga kachiroambo ka HIV komanso matenda opatsirana pogonana ngati sanagonane ndi munthu?</b>	Yes .....1 No .....2 DON'T KNOW .....99	
15.	CAN THE RISK OF HIV TRANSMISSION BE REDUCED BY HAVING SEX WITH ONLY ONE UNINFECTED PARTNER WHO HAS NO OTHER PARTNERS? <b>Kodi chiopSuza zoneo cha HIV chitha kuchepa utakhala kuti ukugonana ndi munthu mmodzi yemwe alibe kachilombo ndiponso sakugonana ndi anthu ena?</b>	Yes .....1 No .....2 DON'T KNOW .....99	
16.	Can the risk of HIV transmission be reduced by consistently and correctly using a condom during sex? <b>Kodi chiopSuza zoneo cha HIV chitha kuchepa utakhala kuti ukugwiritisa ntchito bwino makondomu komanso nthawi zonse?</b>	Yes .....1 No .....2 DON'T KNOW .....99	

17.	Can a person get HIV by sharing his food? <b>Kodi munthu angatenge HIV pogawana zakudya?</b>	Yes.....1 No.....2 DON'T KNOW .....99	
18.	Can a healthy-looking person have HIV? <b>Kodi munthu ooneka wathanzi atha kukhala ndi kachiroombo ka HIV?</b>	Yes.....1 No.....2 DON'T KNOW .....99	
19.	Can a person get HIV from mosquito bites? <b>Kodi munthu atha kutenga kachiroombo ka HIV atalumidwa ndi udzudzu?</b>	Yes.....1 No.....2 DON'T KNOW .....99	
20.	Do young people have a right to decide on their sex life? <b>Kodi achinyamata ali ndi ufulu opanga chiganizo zokhudza moyo wawo ogonana pa iwo okha?</b>	Yes.....1 No.....2 DON'T KNOW .....99	
21.	Do young people have a right to decide when to have sex? <b>Kodi achinyamata ali ndi ufulu opanga chiganizo nthawi yomwe angazayambe kugonana?</b>	Yes.....1 No.....2 DON'T KNOW .....99	
22.	Do young people have a right to decide with whom to have sex? <b>Kodi achinyamata ali ndi ufulu opanga chiganizo kuti agonane ndi ndani?</b>	Yes.....1 No.....2 DON'T KNOW .....99	
23.	Have your friends visited a health centre for SRH services? <b>Kodi alipo nzako wina aliyense anapitako kuchipatala kukalandira uphungu kapena chithandizo cha zakulera ndi zogonana?</b>	Yes.....1 No.....2 DON'T KNOW .....99	
24.	Have you ever visited a health care provider for SRHR services? <b>Kodi unapitako kwa azaumoyo kukalandira uphungu ndi chithandizo cha zolera ndi zogonana?</b>	Yes.....1 No.....2 I can't remember.....97	

25.	<p>TELL ME ALL FAMILY PLANNING METHODS THAT YOU KNOW</p> <p><b>NDIUZENI NJIRA ZAKULERA ZOMWE MMAZIDZIWA?</b></p>	<p>Female sterilization.....A</p> <p>Male sterilization.....B</p> <p>Pill.....C</p> <p>IUCD/Loop.....D</p> <p>Injectables.....E</p> <p>Implants.....F</p> <p>Male condom.....G</p> <p>Female condom.....H</p> <p>Emergency contraception.....I</p> <p>Rhythm.....J</p> <p>Withdrawal.....K</p> <p>Folk method.....L</p> <p>DON'T KNOW ANY.....M</p>	
26.	<p>HAVE YOU EVER USED ANY OF THE ABOVE FAMILY PLANNING METHOD IN THE PAST TWELVE MONTHS?</p> <p><b>MUNAYAMBA MWAGWIRITSIKO NTCHITO NJIRAZI MUCHAKA CHANGOPITACHI?</b></p>	<p>Yes .....1</p> <p>No.....2</p> <p>I can't remember.....97</p>	} SECTION E
27.	<p>WHICH ONES?</p> <p><b>NJIRA ZAKE ZITI?</b></p>	<p>Female sterilization.....A</p> <p>Male sterilization.....B</p> <p>Pill.....C</p> <p>IUCD/Loop.....D</p> <p>Injectables.....E</p> <p>Implants.....F</p> <p>Male condom.....G</p> <p>Female condom.....H</p> <p>Emergency contraception.....I</p> <p>Rhythm.....J</p> <p>Withdrawal.....K</p> <p>Folk method.....L</p>	

**IN THE NEXT SECTION, I AM GOING TO READ SOME STATEMENTS AND WOULD LIKE YOU TO TELL ME WHETHER YOU AGREE WITH THEM, OR YOU ARE NEUTRAL OR YOU DISAGREE WITH THEM**

NO	QUESTIONS	RESPONSE	SKIP
<b>SECTION E: VALUES, ATTITUDES/BELIEFS</b>			
1.	BOYS WHO DO NOT HAVE SEX ARE WEAK BOYS VAF1 <b>ACHINYAMATA AMENE SAPANGA ZOGONANA NDI WOFOKA?</b>	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
2.	BOYS WHO HAVE NO GIRL FRIENDS ARE WEAK VAF2 <b>ACHINYAMATA AMENE ALIBE CHIBWENZI NDI WOFOKA?</b>	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
3.	BOYS HAVE RIGHTS TO CHOOSE WHO THEY GET MARRIED TO VAF3 <b>ACHINYAMATA ALI NDI UFULU OSANKHA AMENE ANGAMUKWATIRE?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
4.	BOYS HAVE RIGHTS TO EDUCATION VAF4 <b>ACHINYAMATA ALI NDI UFULU WA MAPHUNZIRO?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
5.	A GIRL CAN BE A HEAD PREFECT OR SCHOOL CAPTAIN GAD5 <b>MTSIKANA ATHA KUKHALA PULIFEKITI KAPENA KAPUTENI?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
6.	A WOMAN CAN BE PRESIDENT OF ANY COUNTRY GAD6 <b>MZIMAYI ATHA KUKHALA PURESIDENTI M'DZIKO LILI LONSE?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
7.	BOYS ARE MORE IMPORTANT THAN GIRLS AT HOUSEHOLD LEVEL GAD7 <b>ACHINYAMATA NDIWOFUNIKIRA KWAMBIRI PAKHOMO KUPOSA ATSIKANA?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	

8.	WHEN THERE IS NO MONEY FOR EDUCATION, BOYS SHOULD BE GIVEN FIRST CHANCE TO LEARN THAN GIRLS GAD8 <b>ACHINYAMA AZIPATSIDWA MPATA OPHUNIZRA PAKHOMO PAKAKHALA KUTI PALIBE NDALAMA ZOKWANIRA KUPOSA ATSIKANA?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
9.	A GIRL CAN BE A CHAIRPERSON OF A COMMITTEE OR CLUB AT SCHOOL GAD9 <b>MTSIKANA ATHA KUKHALA TCHEYA WA KOMITI KAPENA KALABU YA SUKULU?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
10.	IF BOYS ARE ALLOWED TO HAVE MORE THAN ONE GIRLFRIEND , GIRLS SHOULD ALSO BE ALLOWED TO HAVE MORE THAN ONE BOYFRIEND GAD10 <b>ATSIKANASO AZILOLEDWA KUKHALA NDI ZIBWENZI ZINGAPO MONGA ACHINYAMATA AMALOLEDWA KUKHALA NDI ZIBWENZI ZINGAPO?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
11.	IF MEN CAN BE HEADS OF HOUSEHOLDS THEN WOMEN SHOULD ALSO BE HEADS OF HOUSEHOLDS GAD11 <b>NGATI AZIBAMBO NDI MUTU WABANJA, AZIMAYISO AZIKHALA MUTU WABANJA?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	

**IN THE NEXT SECTION, I AM GOING TO ASK YOU ABOUT WHO SHOULD DO CERTAIN TASKS AT HOUSEHOLD LEVEL. I WILL ASK QUESTIONS/STATEMENTS AND YOU SHOULD TELL ME WHO SHOULD DO THEM:**

SECTION F: DIVISION OF LABOUR AT HOUSEHOLD LEVEL			
NO	QUESTIONS	RESPONSE	SKIP
1.	SWEEPING SHOULD BE DONE BY <b>AKUYENERA KUSESA PAKHOMO NDINDANI?</b>	ONLYGIRLS.....1 ONLY BOYS.....2 BOTH BOYS AND GIRLS.....3 NEITHER GIRLS OR BOYS.....4 OTHERS.....5 DON'T KNOW):.....99	

2.	COOKING SHOULD BE DONE <b>AKUYENERA KUPHIKA NDINDANI?</b>	ONLYGIRLS.....1 ONLY BOYS.....2 BOTH BOYS AND GIRLS.....3 NEITHER GIRLS OR BOYS.....4 OTHERS.....5 DON'T KNOW):.....99	
3.	DRAWING WATER SHOULD BE DONE <b>AKUYENERA KUTUNGA MADZI NDI NDANI?</b>	ONLYGIRLS.....1 ONLY BOYS.....2 BOTH BOYS AND GIRLS.....3 NEITHER GIRLS OR BOYS.....4 OTHERS.....5 DON'T KNOW):.....99	
4.	HERDING CATTLE SHOULD BE DONE BY <b>AKUYENERA KUKALISHA/KUWETA NG'OMBE NDI NDANI?</b>	ONLYGIRLS.....1 ONLY BOYS.....2 BOTH BOYS AND GIRLS.....3 NEITHER GIRLS OR BOYS.....4 OTHERS.....5 DON'T KNOW):.....99	
5.	EARNING MONEY FOR THE HOUSEHOLD SHOULD BE DONE BY <b>KUPEZA NDALAMA ZOGWIRITSA NTCHITO PAKHOMO NDI NDANI?</b>	ONLYGIRLS.....1 ONLY BOYS.....2 BOTH BOYS AND GIRLS.....3 NEITHER GIRLS OR BOYS.....4 OTHERS.....5 DON'T KNOW):.....99	

**I AM GOING TO READ A NUMBER OF STATEMENTS THAT DESCRIBE HOW YOU ARE TO COMMUNICATE WITH YOUR PEERS AND PEOPLE IN YOUR COMMUNITY.**

<b>SECTION G: SELF EFFICACY AND SKILLS OF TEEN CLUB MEMBERS TO COMMUNICATE WITH THEIR PEERS AND OTHERS IN THE COMMUNITY</b>			
<b>NO</b>	<b>QUESTIONS</b>	<b>RESPONSE</b>	<b>SKIP</b>
<b>1.</b>	I AM ABLE AND CONFIDENT THAT I CAN MAKE A DECISION ABOUT MY FUTURE. <b>NDILINAKO KUTHEKERA KUTI NDITHA KUPANGA CHIGANIZO CHATSONGOLO LANGA?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
<b>2.</b>	<b>FOR BOYS</b> I AM ABLE AND CONFIDENT I CAN MAKE A DECISION ABOUT THE GIRL I WANT TO MARRY <b>NDILINAKO KUTHEKERA/CHIKHULUPILIRO MWAINI KUTI NDITHA KUPANGA CHIGANIZO CHA MKAZI AMENE NDIDZAMUKWATIRE?</b>  <b>FOR GIRLS</b> I AM ABLE AND CONFIDENT I CAN MAKE A DECISION ABOUT THE BOY I WANT TO MARRY <b>NDILINAKO KUTHEKERA/CHIKHULUPILIRO MWAINI KUTI NDITHA KUPANGA CHIGANIZO CHA MWAMUNA AMENE NDIDZAMUKWATIRE?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
<b>3.</b>	<b>FOR BOYS</b> I AM ABLE AND CONFIDENT THAT I HAVE ABILITY TO COMMUNICATE EFFECTIVELY WITH GIRLS <b>NDILINACHO CHIKHULUPILIRO MWAINI KUTI NDITHA KUYANKHULANA NDI ANYAMATA MOSAVUTA?</b> <b>FOR GIRLS</b> I AM ABLE AND CONFIDENT THAT I HAVE ABILITY TO COMMUNICATE EFFECTIVELY WITH BOYS <b>NDILINACHO CHIKHULUPILIRO MWAINI KUTI NDITHA KUYANKHULANA NDI ANYAMATA MOSAVUTA?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
<b>4.</b>	I AM ABLE AND CONFIDENT THAT I CAN MAKE A DECISION ABOUT WHO TO HAVE SEX WITH <b>NDILINACHO CHIKHULUPILIRO MWAINI KUTI NDITHA KUPANGA CHIGANIZO CHA AMENE NDINGAGONANE NAYE?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	

<p>5.</p>	<p>FOR BOYS I AM ABLE AND CONFIDENT THAT I CAN REFUSE A GIRL WHO WANTS TO HAVE SEX WITH ME <b>NDILINACHO CHIKHULUPILIRO MWAINI KUTI NDITHA KUKANA MTSIKANA YEMWE AKUFUNA KUGONANA NANE?</b> FOR GIRLS</p> <p>I AM ABLE AND CONFIDENT THAT I CAN REFUSE A BOY WHO WANTS TO HAVE SEX WITH ME <b>NDILINACHO CHIKHULUPILIRO MWAINI KUTI NDITHA KUKANA WACHINYAMA YEMWE AKUFUNA KUGONANA NANE?</b></p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
<p>6.</p>	<p>I AM ABLE AND CONFIDENT THAT I CAN SAY NO TO MY PARENTS IF THEY WANT ME TO GET MARRIED BEFORE I FINISH MY EDUCATION <b>NDILINACHO CHIKHULUPILIRO MWAINI KUTI NDITHA KUKANA MAKALO ANGA ATAFUNA KUTI NDIKWATIRE NDISAMALIZE MAPHUNZIRO ANGA?</b></p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
<p>7.</p>	<p>I AM ABLE AND CONFIDENT THAT I CAN SAY NO TO MY FRIENDS IF THEY WANT ME TO GO TO PLACES WHICH ARE NOT SAFE FOR ME OR CAN NEGATIVELY AFFECT MY EDUCATION <b>NDILINACHO CHIKHULUPILIRO MWAINI KUTI NDITHA KUKANA AZIZANGA ATAFUNA KUTI NDIPIITE NAWO KUMALO OSAKHALA BWINO AMENE ATHA KUONONGA TSONGOLO LANGA LA MAPHUNZIRO?</b></p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
<p>8.</p>	<p><b>FOR BOYS</b> I AM ABLE AND CONFIDENT THAT I CAN BE FRIENDS WITH A GIRL WITHOUT ASKING FOR SEX FROM HER” <b>NDILINACHO CHIKHULUPILIRO MWAINI KUTI NDITHA KUKHALA NDI NZANGA WACHITSIKANA OSAFUNA KUGONANA NAYE?</b></p> <p><b>FOR GIRLS</b> I AM ABLE AND CONFIDENT THAT I CAN BE FRIENDS WITH A BOY WITHOUT HIM ASKING ME FOR/PRESSURING ME FOR SEX <b>NDILINACHO CHIKHULUPILIRO MWAINI KUTI NDITHA KUKHALA NDI NZANGA WACHIINYAMATA OSAFUNA KUGONANA NAYE?</b></p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	

**IN THE NEXT SECTION, I am going to read a number of statements that describe HOW PEOPLE CAN CARE AND SUPPORT EACH OTHER IN VARIOUS ASPECTS OF LIFE AND I would like you to tell me whether you agree with them or not.**

**SECTION H: CARE AND SUPPORT**

NO	QUESTIONS	RESPONSE	SKIP
1.	<p>FOR BOYS I CAN SUPPORT A GIRL WITH HOMEWORK, EVEN IF SHE IS NOT MY RELATIVE <b>NDIKHOZA KUTHANDIZA MTSIKANA HOMU WEKI NGAKHALE SIM'BALE WANGA?</b></p> <p>FOR GIRLS I CAN SUPPORT A BOY WITH HOMEWORK, EVEN IF HE IS NOT MY RELATIVE <b>NDIKHOZA KUTHANDIZA MNYAMATA HOMU WEKI NGAKHALE SIM'BALE WANGA?</b></p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
2.	<p>FOR BOYS I CAN SUPPORT A GIRL WITH HOMEWORK, EVEN WITHOUT ASKING HER FOR A RELATIONSHIP <b>NDIKHOZA KUTHANDIZA MTSIKANA HOMU WEKI NGAKHALE POSAFUSIRA CHIBWENZI?</b></p> <p>FOR GIRLS I CAN SUPPORT A BOY WITH HOMEWORK, EVEN WITHOUT ASKING HIM FOR A RELATIONSHIP <b>NDIKHOZA KUTHANDIZA NYAMATA HOMU WEKI NGAKHALE POSAFUSIRA CHIBWENZI?</b></p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
3.	<p>FOR BOYS I CAN SUPPORT GIRLS TO CONTINUE WITH THEIR EDUCATION <b>NDITHA KUTHANDIZA MTSIKANA KUPITILIZA MAPHUNZIRO AKE?</b></p> <p>FOR GIRLS I CAN SUPPORT BOYS TO CONTINUE WITH THEIR EDUCATION <b>NDITHA KUTHANDIZA MNYAMATA KUPITILIZA MAPHUNZIRO AKE?</b></p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
4.	<p>FOR BOYS I CAN PROTECT A GIRL IF SHE IS BEING ABUSED BY SOMEONE <b>NDITHA KUTETEZA MTSIKANA ATAPANGIDWA CHIPONGWE NDI MUNTHU?</b></p> <p>FOR GIRLS I CAN PROTECT A BOY IF HE IS BEING ABUSED BY SOMEONE <b>NDITHA KUTETEZA MNYAMATA ATAPANGIDWA CHIPONGWE NDI MUNTHU?</b></p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	

5.	<p>FOR BOYS I WOULD NOT TOUCH A GIRL'S BREAST OR HER BODY WITHOUT HER CONSENT <b>SIMUNGAGWIRE BERE MTSIKANA</b></p> <p>FOR GIRLS I WOULD NOT TOUCH A BOY'S BODY WITHOUT HIS CONSENT <b>SIMUNGAGWIRE THUPI LA MNYAMATA POPANDA CHILOLINYANGWA ZONEO?</b></p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
6.	<p>FOR BOYS I RESPECT THE RIGHTS OF GIRLS <b>MUMALEMEKEZA UFULU WA A MTSIKANA?</b></p> <p>FOR GIRLS I RESPECT THE RIGHTS OF BOYS <b>MUMALEMEKEZA UFULU WA MNYAMATA?</b></p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
7.	<p>FOR BOYS I WOULD BE HAPPY IF GIRLS IN MY VILLAGE GET EDUCATED <b>MUNGASANGALALE ATSIKANA AM'MUDZI MWANU ATAKHALA OPHUNZIRA?</b></p> <p>FOR GIRLS I WOULD BE HAPPY IF BOYS IN MY VILLAGE GET EDUCATED <b>MUNGASANGALALE MNYAMATA AM'MUDZI MWANU ATAKHALA OPHUNZIRA?</b></p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
8.	<p><b>FOR BOYS</b> I WOULD NOT MIND IF A GIRL IS MY SCHOOL PREFECT <b>SIMUNGADANDAULE MTSIKANA ATAKHALA SUKULU PULIFIKETI WANU?</b></p> <p><b>FOR GIRLS</b> I WOULD NOT MIND IF A BOY IS MY SCHOOL PREFECT <b>SIMUNGADANDAULE MNYAMATA ATAKHALA SUKULU PULIFIKETI WANU?</b></p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	

**IN THE NEXT SECTION, I AM GOING TO ASK YOU ABOUT CERTAIN FEARS WHICH BOYS AND GIRLS MAY HAVE IN YOUR COMMUNITY AND I WOULD LIKE YOU TO TELL ME WHETHER YOU AGREE WITH THEM OR NOT.**

<b>SECTION I: MANAGING FEARS AND PERCEIVED RISKS</b>			
<b>NO</b>	<b>QUESTIONS</b>	<b>RESPONSE</b>	<b>SKIP</b>

1.	BOYS HAVE GIRLFRIENDS BECAUSE THEY ARE AFRAID THE COMMUNITY MAY LOOK AT THEM AS BEING WEAK IF THEY DON'T HAVE A GIRLFRIEND <b>ANYAMATA ALI NDI ZIBWENZI CHIFUKWA AMAOPA KUONEDWA NGATI OPUSA NDI ANTHU A M'MUDZI?</b>	Yes ..... 1 No ..... 2 DON'T KNOW ..... 99	
2.	GIRLS HAVE BOYFRIENDS BECAUSE THEY ARE AFRAID THEIR FRIENDS MAY LOOK AT THEM AS BEING NOT BEAUTIFUL IF THEY DON'T HAVE A BOYFRIEND <b>AMTSIKANA ALI NDI ZIBWENZI CHIFUKWA AMAOPA KUONEDWA NGATI OPUSA NDI ANTHU A M'MUDZI?</b>	Yes ..... 1 No ..... 2 DON'T KNOW ..... 99	
3.	BOYS HAVE SEX WITH GIRLS BECAUSE THEY ARE AFRAID THE COMMUNITY MAY LOOK AT THEM AS BEING WEAK IF THEY DON'T <b>ANYAMATA AMAGONANA NDI ATSIKANA KUOPA KUONEKA KUTI NDIOPUSA NDI ANTHU A M'MUDZI?</b>	Yes ..... 1 No ..... 2 DON'T KNOW ..... 99	
4.	GIRLS HAVE SEX WITH BOYS BECAUSE THEY ARE AFRAID THEIR FRIENDS MAY LOOK AT THEM AS BEING NOT BEATIFUL IF THEY DON'T <b>ATSIKANA AMAGONANA NDI ATSIKANA KUOPA KUONEKA KUTI NDIOPUSA NDI ANTHU A M'MUDZI?</b>	Yes ..... 1 No ..... 2 DON'T KNOW ..... 99	
5.	GIRLS DO NOT GO TO SCHOOL WHEN THEY ARE MENSTRUATING BECAUSE OF FEAR OF BEING BULLIED BY BOYS <b>ATSIKANA SAPITA KU SUKULU AKHALA KUTI ALI KUMWEZI/MSAMBO/PIRIYODI KUOPA KUNYOZEDWA NDI ANYAMATA?</b>	Yes ..... 1 No ..... 2 DON'T KNOW ..... 99	
6.	OLDER GIRLS DO NOT GO TO SCHOOL BECAUSE OF FEAR OF BEING PROPOSED TO BY TEACHERS AND BOYS <b>ATSIKANA ACHIKULILE SAPITA KU SUKULU KUOPA KUFUNSIRIDWA NDI APHUNZITSI KOMASO ANYAMATA?</b>	Yes ..... 1 No ..... 2 DON'T KNOW ..... 99	
7.	GIRLS WHO HAVE GIVEN BIRTH DO NOT RETURN TO SCHOOL OUT OF FEAR OF BEING ABUSED BY FELLOW GIRLS, BOYS AND TEACHERS <b>ATSIKANA OMWE ABEREKA AKABWERELA KUSUKULU SAPITILIZA CHIFUKWA AMAOPA KUCHITILIDWA NKHANZA NDI ANYAMATA?</b>	Yes ..... 1 No ..... 2 DON'T KNOW ..... 99	
FOR THESE QUESTIONS, I WILL ASK AND LET ME KNOW IF YOU AGREE OR DISSGREE STRONGLY OR NOT			

8.	I RESPECT A BOY WHO WALKS AWAY FROM A FIGHT NDIMALEMEKEZA ANYAMATA AMENE AMATHAWA/KUCHOKA PA NDEWU?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
9.	IT IS NECESSARY FOR A BOY TO HAVE A MALE FRIEND TO TALK WITH ABOUT HIS PROBLEMS. NDIKOYENERA NYAMATA KUKHALA NDI NZAKE WACHINYAMATA OMOUZA MAVUTO AKE?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
10.	IT IS IMPORTANT FOR A BOY OR A MAN TO BE ABLE TO EXPRESS HIS EMOTIONS, FOR EXAMPLE, TO CRY WHEN HE FEELS PAIN. NDIZABWINO KUTI NYAMATA KAPENA ABAMBO KUNEKA ZAMMENE IYO AKUMVERA?MWACHITSANZO KULILA PAMENE AFUNA KULILA?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
11.	IT IS IMPORTANT FOR A BOY NOT TO ADMIT FAILURE IN PRESENCE OF GIRL FOR HE MAY BE SEEN AS A 'SISY' NDIZABWINO KWAMBIRI KWA NYAMATA KUSANENA KULEPHERA KWAKE PAMASO PA MTSIKANA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
12.	AN IDEAL BOY SHOULD NEVER CRY ESPECIALLY IN THE PRESENCE OF A GIRL MNYAMATA WENIWENI SALIRA PAMASO PA MTSIKANA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
13.	IF SOMEONE INSULTS A BOY, HE HAS TO DEFEND HIS REPUTATION BY FIGHTING BACK MUNTHU WINA AKACHITA CHIPONGWE MNYAMATA AZIBWEZERA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
14.	VIOLENCE IS A NATURAL REACTION FOR BOYS – IT IS SOMETHING THEY CANNOT CONTROL CHIWAWA/NDEWU NDICHIKHALIDWE CHA CHINYAMATA, NDICHINTHU CHIMENE SANGALETSEKE?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	

**IN THE NEXT SECTION, I AM GOING TO ASK YOU ABOUT SOME BELIEFS THAT SOME PEOPLE AGREE WITH, AND WOULD LIKE YOU TO TELL ME HOW MUCH YOU AGREE WITH THESE BELIEFS**

**SECTION J: SOCIAL EXPECTATIONS, NORMS AND BELIEFS**

NO	QUESTIONS	RESPONSE	SKIP
1.	<b>GIRLS CAN BE AS STRONG AS BOYS</b> MTSIKANA ANGATHE KUKHALA WAMPHAVU NGATI MNYAMATA?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
2.	<b>GIRLS CAN BE AS INTELLIGENT AS BOYS</b> MTSIKANA ANGATHE KUKHALA WANZERU NGATI MNYAMATA?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
3.	<b>A GIRL CAN BE A SCHOOL PREFECT</b> MTSIKANA ANGATHE KUKHALA PULIFEKITI WAPA SUKULU?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
4.	<b>GIRLS CAN PLAY OUTSIDE HOME FOR ANY AMOUNT OF TIME AND CAN PLAY WHEREVER THEY WANT</b> MTSIKANA ANGATHE KUKASEWERA NTHAWI ILIYONSE NDIPOSO NDIKUMENE AKUFUNA KUKASEWERA?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
5.	<b>A GIRL CAN WEAR TROUSERS WITHOUT BEING REGARDED AS LOOSE</b> MTSIKANA ATHA KUVALA TALAUZA POSATENGEDWA KUTI NDI WOPWEKA?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
	<b><i>INEQUITABLE GENDER NORMS</i></b>		
6.	<b>IT IS THE BOY WHO DECIDES WHETHER A GIRL SHOULD HAVE SEX OR NOT</b> NDI MNYAMATA AMENE AMAPANGA CHIGANIZO CHOGONANA NDI MTSIKANA KAPENA AYI?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	

7.	AN IDEAL GIRL SHOULD BE A VIRGIN BEFORE GETTING MARRIED MTSIKANA WENIWENI AZIKHALA NAMWALI ASANAKWIWE?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
8.	AN IDEAL BOY SHOULD HAVE SEX BEFORE MARRIAGE TO PREPARE HIM FOR MARRIAGE MNYAMATA WENIWENI AZIGONA NDI ATSIKANA ASANAKWATIRE KUKONZEKERA BANJA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
9.	A GIRL'S MOST IMPORTANT ROLE IS TO HELP HER MOTHER TAKE CARE OF THE HOME AND COOK FOR THE FAMILY. NTCHITO YA MTSIKANA KUTHANDIZA AMAYI AKE KUSAMALIRA PAKHOMO NDIKUPHIKILA BANJA LONSE?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
10.	CHANGING NAPPIES, GIVING THE KIDS A BATH, AND FEEDING THE KIDS ARE THE WOMENS" RESPONSIBILITY. KUSINTHA MWANA THEWERA, KUSAMBITSA ANA, KUWADYETSA ANA NDI NTCHITO YA MZIMAYI?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
11.	GIRLS WHO CARRY CONDOMS ON THEM ARE REGARDED AS 'LOOSE' ATSIKANA OMWE AMATENGA MAKONDOMU AMATENGEDWA KUTI NDIWOPWEKA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
12.	IT IS A GIRLS"S RESPONSIBILITY TO AVOID GETTING PREGNANT. (GEM SCALE) NDI NTCHITO YA MTSIKANA KUTI ASATENGE MIMBA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
13.	A MAN OR A BOY SHOULD HAVE THE FINAL WORD ABOUT DECISIONS IN HIS HOME. ". (GEM SCALE) BAMBO KAPENA NYAMATA NDAMENE AZIPANGA CHIGANIZO PAKHOMO?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	

14.	THERE ARE TIMES WHEN A GIRL DESERVES TO BE BEATEN. <b>PALI NTHAWI IMENE MTSIKANA AMAYENERA KUMENYEDWA?</b>	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
	<i>EQUITABLE GENDER NORMS</i>		
15.	A BOY AND A GIRL SHOULD DECIDE TOGETHER IF THEY WANT TO HAVE SEX. <b>MNYAMATA KAPENA MTSIKANA AZIPANGA CHIGANIZO LIMODZI AKAFUNA KUGONANA?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW).....0	
16.	IN MY OPINION, A GIRL CAN SUGGEST USING CONDOMS JUST LIKE A BOY CAN. <b>MMAGANIZO ANGA, MTSIKANA ATHA KUGANIZA KUTI AGWIRITSE NTCHITO KONDOMU NGATI MMENE MNYAMATA ANGANIZIRE?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW).....0	
17.	BOYS CAN TAKE CARE OF CHILDREN JUST AS WELL AS GIRLS CAN. <b>ANYAMATA ATHA KUSAMALIRANA NGATI MMENE ATSIKANA ANGACHITIRE?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW).....0	
18.	A BOY AND A GIRL SHOULD DECIDE TOGETHER WHAT TYPE OF CONTRACEPTIVE TO USE. <b>MNYAMATA NDI MTSIKANA AZIPANGA CHIGANIZO LIMODZI ZA NJIRA YOLERA IMENE ANGAGWIRITSE NTCHITO?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW).....0	
19.	GIRLS HAVE THE SAME RIGHT AS BOYS TO STUDY AND TO PLAY. <b>ATSIKANA ALI NDI UFULU WAMAPHUNZIRO NDIPOSO OSEWERA MOFANANA NDI UFULU WANYAMATA?</b>	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW).....0	

20.

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

NORMS	Yes=1	No=2	Don't know=99
A) If she comes home late	1	2	99
B) If she denies to do household chores	1	2	99
C) If she is found in the presence of a boy	1	2	99
D) If she is rude to parents	1	2	99
E) If she burns the food	1	2	99
F) If she tells lies	1	2	99
G) If she makes fun of boys	1	2	99
H) if she is in a boy/girl relationship	1	2	99
I) if she does not speak well to elders	1	2	99
J) if she refuses to obey a sexual command from a boy or older man	1	2	99
K) if she fails exams	1	2	99
L) if she breaks home rules	1	2	99
M) if she is found with a boy at night	1	2	99
N) If she wears trousers	1	2	99

<p><b>21.</b> Sometimes boys and girls have different ideas about having sex. Do you agree or disagree with the following statements: (<i>Read categories below</i>)</p> <p>A) Boys need more sex than girls do <b>ANYAMATA AMAFUNA ZOGONANA KWAMBIRI KUPOSA ATSIKANA?</b></p> <p>B) A boy can have other girlfriends even if he has one and things are okay between them <b>MNYAMATA ATHA KUKHALA NDI ZIBWENZI NGAKHALE ALI NDI CHIBWENZI CHINAKALE NDIPOSO ZINTHU ZILI BWINO PAKATI PAWO?</b></p> <p>C) A girl should tolerate violence because she has no right to report <b>MTSIKANA AZITILIDWA NKHAZA CHIFUKWA ALIBE UFULU OKANENA?</b></p> <p><b>INTERVIEWER: PLEASE CIRCLE THE APPROPRIATE RESPONSE FOR QUESTION A THROUGH E (SOURCE FROM UNICEF, 2015, MALAWI)</b></p>	<table border="1"> <tr> <th>PRACTICES/NORMS</th> <th>YES</th> <th>NO</th> <th></th> </tr> <tr> <td>A. MEN NEED MORE SEX</td> <td>1</td> <td>2</td> <td>99</td> </tr> <tr> <td>B. MEN NEED OTHER WOMEN</td> <td>1</td> <td>2</td> <td>99</td> </tr> <tr> <td>C. WOMEN SHOULD TOLERATE VIOLENCE</td> <td>1</td> <td>2</td> <td>99</td> </tr> </table>	PRACTICES/NORMS	YES	NO		A. MEN NEED MORE SEX	1	2	99	B. MEN NEED OTHER WOMEN	1	2	99	C. WOMEN SHOULD TOLERATE VIOLENCE	1	2	99
	PRACTICES/NORMS	YES	NO														
	A. MEN NEED MORE SEX	1	2	99													
	B. MEN NEED OTHER WOMEN	1	2	99													
C. WOMEN SHOULD TOLERATE VIOLENCE	1	2	99														

**IN THE NEXT AND FINAL SECTION, I AM GOING TO ASK YOU ABOUT SOME PERSONAL LIFE AND AS I SAID THIS IS VERY CONFIDENTIAL AND PLEASE FEEL VERY FREE TO TELL ME THE TRUTH**

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

2.	DURING THE LAST SCHOOL SESSION, DID YOU HELP ANY BOYS WITH SCHOOL WORK LIKE HOME WORK? <b>MU TEREMU YANGOTHAYI MUNATHANDIZAPO MNYAMATA PANKHANI YAKUSUKULU NGATI HOMU WEKI?</b>	Yes ..... 1 No ..... 2 DON'T KNOW/can't remember ..... 98	
3.	<i>FOR BOYS ONLY</i> DURING THE LAST SCHOOL SESSION DID YOU DO ANY WORK AT HOME WHICH IS MOST OFTEN DONE BY YOUR SISTER? <b>MU TEREMU YANGOTHAYI, MUNAGWIRAKO NTCHITO PAKHOMO PANO ZOMWE AKAGWIRA NDI MCHEMWALI /MLONGO WANU?</b>	Yes ..... 1 No ..... 2 DON'T KNOW/can't remember ..... 98	
4.	<i>FOR BOYS ONLY</i> DURING THE LAST SCHOOL SESSION DID YOU BULLY OR TEASE ANY GIRLS? <b>MUTEREMU YANGOTHAYI MUNAMENYAKO /KUCHITAKO NKHANZA KWA MTSIKANA?</b>	Yes ..... 1 No ..... 2 DON'T KNOW/Can't remember..... 98	
5.	<i>FOR GIRLS ONLY</i> DURING THE LAST SCHOOL SESSION DID A BOY LAUGH AT YOU FOR STAINING YOUR DRESS WITH MENSTRUAL FLOW? <b>MUTEREMU YANGOTHAYI MUNAYAMBA MWASEKEDWAKO NDI MNYAMATA CHIFUKWA CHOTI MUNAONONGERA DERESI LANU KAMBA KA NSAMBO/PILIYODI?</b>	Yes ..... 1 No ..... 2 DON'T KNOW/Can't remember..... 98	
6.	HAVE YOU EVER HAD A BOYFRIEND/GIRLFRIEND? <b>MUNAYAMBA MWAKHALAKO NDI CHIBWENZI?</b>	Yes ..... 1 No ..... 2 DON'T KNOW/Can't remember..... 98	} Q10
7.	CURRENTLY DO YOU HAVE A BOYFRIEND/GIRLFRIEND? <b>PANO PA MULI NDI CHIBWEZI?</b>	Yes ..... 1 No ..... 2	SKIP TO Q11
8.	FOR BOYS, ONLY HOW MANY GIRLFRIENDS DO YOU HAVE? <b>MULI NDI ZIBWEZI ZINGATI?</b>	INSERT NO..... DON'T KNOW/Can't remember..... 98	
9.	FOR GIRLS ONLY HOW MANY BIYLFRIENDS DO YOU HAVE? <b>MULI NDI ZIBWEZI ZINGATI?</b>	INSERT NO..... DON'T KNOW/Can't remember..... 98	
10.	DO YOU WANT TO HAVE A BOYFRIEND/ GIRLFRIEND IN THE NEXT 6 MONTHS? <b>MUKUGANIZA KUTI MUTHA KUPEZA CHIBWENZI M'MIYEZI 6 IKUDZAYI?</b>	Yes ..... 1 No ..... 2 DON'T KNOW/Can't remember..... 98	

11.	HAVE YOU EVER HAD SEX <b>MUNAYAMBA MWAGONANAPO?</b>	Yes ..... 1 No ..... 2 DON'T KNOW/Can't remember..... 98	} Q14
12.	WITH HOW MANY BOYS/GIRLS HAVE YOU HAD SEX WITH (HOW MANY SEXUAL PARTNERS HAVE YOU HAD)? <b>MUNAGONANA NDI ANYAMATA/ATSIKANA ANGATI?</b>	INSERT NO..... DON'T KNOW/Can't remember..... 98	
13.	HOW MANY OF THESE PARTNERS DID YOU HAVE AT THE SAME TIME? <b>MUNALI NDI ZIBENZI ZINGATI PA NTHAWI IMODZI?</b>	INSERT NO..... DON'T KNOW/Can't remember..... 98 DOES NOT MANY GIRL/BOYFRIENDS AT THE SAME TIME .....95	
14.	FOR GIRLS HAS ANY OF YOUR TEACHERS EVER PROPOSED YOU FOR A RELATIONSHIP? <b>APHUNZITSI ANAYAMBA AKUFUNSIRANKONI CHIBWENZI?</b>	Yes ..... 1 No ..... 2 DON'T KNOW/Can't remember..... 98	
15.	FOR GIRLS HAS ANY OF YOUR TEACHERS EVER HAD SEX WITH YOU? <b>MUNAYAMBA MWAGONANAPO NDI APHUNZITI ANU?</b>	Yes ..... 1 No ..... 2 DON'T KNOW/Can't remember..... 98	
16.	HAS ANY MAN MUCH OLDER THAN YOU EVER PROPOSED YOU FOR A RELATIONSHIP? <b>MNYAMATA WAMKULU KUPOSA INU ANAYAMBA WAKUFUNSIRA NKONI CHIBWENZI?</b>	Yes ..... 1 No ..... 2 DON'T KNOW/Can't remember..... 98	
17.	FOR GIRLS HAS ANY MAN MUCH OLDER THAN YOU EVER HAD SEX WITH YOU? <b>MUNAYAMBA MWAGONANAPO NDI NYAMATA WANKULU KUPOSA INU?</b>	Yes ..... 1 No ..... 2 DON'T KNOW/Can't remember..... 98	
18.	FOR GIRLS IF YOU HAD SEX WITH A MAN MUCH OLDER THAN YOU, WHAT MADE YOU DO IT? <b>NGATI MUNAGONANAPO NDI NYAMATA WANKULU KUPOSA INU CHINAKUPANGITSANI NDI CHANI?</b> MULTIPLE RESPONSE QUESTION	He threatened me ..... A I needed money for home use ..... B I wanted money for personal use.....C My friends pressured me to.....D My parents pressured me to.....E I had to fulfil a cultural requirement.....F	

Enumerator should thank the respondent for taking part in the study!

END OF QUESTIONNAIRE



## Annex 2: KII CHECKLIST

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

#### INDIVIDUAL QUESTION GUIDE FOR SELECTED TEEN CLUB MEMEBERS

BY

Centre for Development Management

P.O. Box 31810

Capital City, Lilongwe 3

Telephone and Fax: 01762755

Mobile: 0888839847/0999420034

Email: [bbsibale@sdpn.org.mw](mailto:bbsibale@sdpn.org.mw)

---

#### Introduction

#### INTERVIEWER: READ THE FOLLOWING INTRODUCTION TO THE INTERVIEWEE

I am \_\_\_\_\_ from Centre for Development Management. I am conducting this study on behalf CARE Malawi as part of Umodzi Project, which is being implemented in Kasungu District. The aim of the study is to collect data that will be used to design, implement and monitor interventions that support girls and boys education in the district. You have been selected as one of the students in your Teen Club who will participate in this additional study intended to explore and learn in more detail your experience with education.

This survey will take approximately 60 minutes to complete. It is completely confidential and voluntary. Your responses will not be quoted as individual responses in the report but as a summary of all respondents. I will collect your name but I will not record it in my report. There are no right or wrong answers to the questions, we are simply interested in your opinion. Should you have any queries about this interview then contact the following: **Bright Sibale**, Centre for Development Management, P.O. Box 31810, Capital City, Lilongwe 3, Mobile: 0888839847/0999420034, Email: [bbsibale@sdpn.org.mw](mailto:bbsibale@sdpn.org.mw)

#### INFORMED CONSENT

I want you to know that it is up to you to decide if you want to talk with me in this interview. If you decide to answer some questions today, you can still refuse to answer any questions you don't want to answer, or stop the questions completely at any time. Because your answers are important and private, I would like to ask you to give me your true responses. I will tape record the discussion to ensure that I capture your views as accurately as possible to avoid misrepresenting facts.

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

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 ⇒ END INTERVIEW

SECTION 1:

ADOLESCENTS/YOUNG PEOPLE INFORMATION PANEL		CODE
ZONE		SUZA.....1 LINYANGWA.....2
SCH1. School name: School names in normal font are intervention or project schools while those in italics are <i>comparison/control schools</i>		ENTER SCHOOL:..... CODE.....
INTERVIEW DATE:	Date:  __ __ / __ __ /____ (dd/mm/yyyy)	
Name of Interviewer	_____	
EID: Interviewer ID:	__ __ __	
RESPONDENT ID		CODE.....
Name of Transcript Writer	_____	Signature ____

NO	THEMATIC AREAS	SPECIFIC QUESTIONS
4.	Access to the curriculum	<ol style="list-style-type: none"> <li>1. How many times in a week do you participate in the gender conscious curriculum learning?</li> <li>2. How long does a single module/activity take when you undergo gender conscious learning?</li> <li>3. What problems in your life does the curriculum address?</li> <li>4. What problems in your community does the curriculum address?</li> <li>5. To what extent does the curriculum engage students in inquiry (asking questions) in the curriculum?</li> <li>6. How does the curriculum develop an understanding of world issues among the learners?</li> <li>7. In what way does your participation in the gender conscious curriculum hurt or help you?</li> <li>8. How did you respond or react to the hurt or help that you experienced from participating in the curriculum?</li> </ol>

<p><b>5. Knowledge and capacities</b></p>	<ol style="list-style-type: none"> <li>1. What is the difference between HIV and AIDS?</li> <li>2. What causes AIDS?</li> <li>3. What is stigma and discrimination? What causes stigma and discrimination? What are the effects of stigma and discrimination?</li> <li>4. What is SRH? What SRH services do you have in your area? What SRH challenges do you face as an individual?</li> <li>5. What are STIs. Mention some examples of STIs you know</li> <li>6. How do you think can you reduce the risk of HIV and STI by visiting STI and HIV clinics?</li> <li>7. What do you understand by gender? How is it different from sex? What is gender discrimination?</li> <li>8. What do you understand by human rights? Why human rights? Cite examples of human rights that girls and boys need to experience at school and at home?</li> <li>9. Do you think education is important? If yes, explain the benefits? If not, explain why?</li> <li>10. What knowledge and skills do you have now that you did not know at the beginning of your participation in teen clubs in this school year?</li> <li>11. If an opportunity availed itself to have sex, what would you do?</li> <li>12. Do you think you are able and confident to make a decision about who to have sex with? Why?</li> <li>13. Do you think you are able and confident to say no to your parents if they suggested you should get married now? Why?</li> <li>14. Do you think you are able and confident to help a friend of the opposite sex without demanding sex from them? Why?</li> </ol>
<p><b>6. Values and attitudes</b></p>	<ol style="list-style-type: none"> <li>1. (For boys only), How would you feel to have a girl as your prefect in class? Why would you feel that way?</li> <li>2. How would you feel to have a woman as your leader in your village? Why would you feel that way?</li> <li>3. (For boys only), How would you feel to have a girl coming out the best performer in your class? Why would you feel that way?</li> <li>4. Between a boy and a girl, which one should be more educated? Why?</li> <li>5. If you came across a girl who is menstruating, what would be your reaction? Why?</li> <li>6. If you came across an older girl who is reluctant to go to school because of fear of age-shame, what would you do? Why?</li> <li>7. If you came across a girl who was once pregnant and gave birth and is reluctant to go to school because of fear of shame, what would you do? Why?</li> <li>8. Are there certain things or issues regarding boys or girls or society that you used to value before starting to participate in teen clubs but now you don't value or believe in? Can you describe them?</li> <li>9. Are there certain things or issues regarding boys or girls or society that you never used to value but now you value or believe in? Can you describe them? What lead you to make these changes?</li> </ol>

7.	<b>Practices and behaviours</b>	<ol style="list-style-type: none"> <li>1. Are there certain things you used to do to boys or girls or society before starting to participate in teen clubs but now you don't do? can you describe them?</li> <li>2. Are there certain things or issues you never used d to do to boys or girls or society that you now do? Can you describe them?</li> <li>3. What led you to make these changes?</li> <li>4. Do you have a boyfriend or a girlfriend as your lover? How many boyfriends or girlfriends do you have? What motivated you to have or not to have a boyfriend or girlfriend?</li> <li>5. If you have a boyfriend or girlfriend, have you had sex with him/her? If you have more than one boyfriend or girlfriend, did you have sex with all of them?</li> <li>6. If yes to above, did you use a condom the time you had sex? If yes, what motivated you to use a condom? If no, why did you not use a condom?</li> <li>7. Do you have a wo/man older than you as your lover? If yes, have you had sex with them in the past 6 months? If yes, did you use a condom during sex? What motivated you to use a condom or not?</li> <li>8. If you have not had a lover older than you, would you like to have one if they approached you? Why would you want to have one or not?</li> <li>9. Do you use any family planning methods? If yes, which type and why that type? If not, why?</li> <li>10. What motivates you to remain in school when others drop out of school?</li> <li>11. Do you ever assist a boy/girl in homework? What motivates you to assist or not to assist a boy or a girl in their homework?</li> <li>12. Do you have a friend of the opposite sex who you assisted in their school work in the past 6 months? If yes, did you ever make advances at them or ask for sex as you worked on the school assignment? If not, what motivated you not to make advances at them or seek sex?</li> <li>13. What activities are considered male or female norms at home or at school? Which of these were you able to do in the past? Which ones are you able to do now? if there is change, what do you think has brought about the change?</li> </ol>
8.	Project challenges	<ol style="list-style-type: none"> <li>1. What are the strengths and weaknesses of your teacher/s in delivering the GCP activity?</li> <li>2. What could be the causes of the weaknesses and/or strengths?</li> <li>3. <i>What challenges do you think still exist in implementing the project of gender conscious learning in your school?</i></li> </ol>

## Annex 3: FGD CHECKLIST

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

#### FOCUS GROUP QUESTION GUIDE FOR SELECTED TEEN CLUB MEMEBERS

BY

Centre for Development Management

P.O. Box 31810

Capital City, Lilongwe 3

Telephone and Fax: 01762755

Mobile: 0888839847/0999420034

Email: [bbsibale@sdp.org.mw](mailto:bbsibale@sdp.org.mw)

---

#### Introduction

##### INTERVIEWER: READ THE FOLLOWING INTRODUCTION TO THE INTERVIEWEES

I am \_\_\_\_\_ from Centre for Development Management. I am conducting this study on behalf CARE

Malawi as part of Umodzi Project, which is being implemented in Kasungu District. The aim of the study is to collect data that will be used to design, implement and monitor interventions that support girls and boys education in the district. You have been selected as one of the six (6) teen clubs that will participate in this additional study intended to explore and learn in more detail your experience with education. The interviews will be conducted once every two months.

This survey will take approximately 90 minutes to complete. It is completely confidential and voluntary. Your responses will not be quoted as individual responses in the report but as a summary of all respondents. I will collect your names as a club but I will not record it in my notes. There are no right or wrong answers to the questions, we are simply interested in your opinion as a club. Should you have any queries about this interview then contact the following: **Bright Sibale**, Centre for Development Management, P.O. Box 31810, Capital City, Lilongwe 3, Mobile: 0888839847/0999420034, Email: [bbsibale@sdp.org.mw](mailto:bbsibale@sdp.org.mw)

##### INFORMED CONSENT

I want you to know that it is up to you to decide if you want to talk with me as a club in this interview. If you decide to answer some questions today, you can still refuse to answer any questions you don't want to answer, or stop the questions completely at any time. Because your answers are important and private, I would like to ask you to give me your true responses. I will tape record the discussion to ensure that I capture your views as accurately as possible to avoid misrepresenting facts.

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

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 ⇒ END INTERVIEW

SECTION 1:

ADOLESCENTS/YOUNG PEOPLE INFORMATION PANEL		CODE
ZONE		SUZA.....1 LINYANGWA.....2
SCH1. School name: School names in normal font are intervention or project schools while those in italics are <i>comparison/control schools</i>		ENTER SCHOOL:..... CODE.....
NAME OF TEEN CLUB		
INTERVIEW DATE:	Date:  __ __ / __ __ /____ (dd/mm/yyyy)	
Name of Interviewer		
EID: Facilitator ID:		___ _ _
Name of Transcript Writer	Signature	___ _ _

**Note:** Please ensure you take note of the gender of respondents in the Focus Group Discussion

NO	THEMATIC AREAS	SPECIFIC QUESTIONS
1.	Access to the curriculum	<ol style="list-style-type: none"> <li>How many times in a week did you participate in the gender conscious curriculum learning?</li> <li>How long does a single module/activity take when you undergo gender conscious learning?</li> <li>What problems in your life does the curriculum address?</li> <li>What problems in your community does the curriculum address?</li> <li>To what extent does the curriculum engage students in inquiry (asking questions) in the curriculum?</li> <li>How does the curriculum develop an understanding of world issues among the learners?</li> <li>In what way does participation in the gender conscious curriculum hurt learners?</li> <li>How did they respond or react to the hurt or help that they experienced from participating in the curriculum?</li> </ol>

<p><b>2. Knowledge and capacities</b></p>		<ol style="list-style-type: none"> <li>1. What causes HIV? What is the difference between HIV and AIDS?</li> <li>2. What is stigma and discrimination? What causes stigma and discrimination? What are the effects of stigma and discrimination?</li> <li>3. What is SRH? What SRH services do you have in your area? What SRH challenges do you face as an individual?</li> <li>4. What are STIs. Mention some examples of STIs you know</li> <li>5. How do you think can you reduce the risk of HIV and STI by visiting STI and HIV clinics?</li> <li>6. What do you understand by gender? How is it different from sex? What is gender discrimination?</li> <li>7. What do you understand by human rights? Why human rights? Cite examples of human rights that girls and boys need to experience at school and at home?</li> <li>8. Do you think education is important? If yes, explain the benefits? If not, explain why?</li> <li>9. Do you have some knowledge and skills that you have now that you didn't have at the beginning of this school year? What knowledge and skills do you have now that you did not know at the beginning of your participation in in teen clubs?</li> </ol>
<p><b>3. Values and attitudes</b></p>		<ol style="list-style-type: none"> <li>1. How would you feel to have a woman as your leader in your village? Why would you feel that way?</li> <li>2. Between a boy and a girl, which one should be more educated? Why?</li> <li>3. If you came across a girl who is menstruating, what would be your reaction? Why?</li> <li>4. If you came across an older girl who is reluctant to go to school because of fear of age-shame, what would you do? Why?</li> <li>5. If you came across a girl who was once pregnant and gave birth and is reluctant to go to school because of fear of shame, what would you do? Why?</li> <li>6. Are there certain things or issues regarding boys or girls or society that you used to value before starting to participate in teen clubs but now you don't value or believe in? can you describe them?</li> <li>7. Are there certain things or issues regarding boys or girls or society that you never used to value but now you value or believe in? Can you describe them? What led you to make these changes?</li> </ol>
<p><b>4. Practices and behaviours</b></p>		<ol style="list-style-type: none"> <li>1. What motivates you to remain in school when others drop out of school?</li> <li>2. What motivates you to assist or not to assist a boy or a girl in doing their homework?</li> <li>3. What activities are considered male or female norms at home or at school? Which of these were you able to do in the past? Which ones are you able to do now? if there is change, what do you think has brought about the change?</li> <li>4. Are there certain things you used to do to boys or girls or society before starting to participate in teen clubs but now you don't do? can you describe them?</li> <li>5. Are there certain things or issues you never used d to do to boys or girls or society that you now do? Can you describe them?</li> <li>6. What lead you to make these changes?</li> </ol>

5.	Project challenges	<ol style="list-style-type: none"><li>1. What are the strengths and weaknesses of your teacher/s in delivering the GCP activity?</li><li>2. What could be the causes of the weaknesses and/or strengths?</li><li>3. <i>What challenges do you think still exist in implementing the project of gender conscious learning in your school?</i></li></ol>
----	--------------------	--