



Umodzi Project Midterm Survey Report



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LIST OF ABBREVIATIONS USED

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

EXECUTIVE SUMMARY

The Umodzi Project 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 approach relies on the coordinated action of two existing initiatives to achieve 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

Essentially, Umodzi seeks to understand the potential effect of linking the male engagement interventions of PCTFI and Pathways on the pace and scale of change related to adolescent girls' empowerment and SRHR. As part of its research activities, CDM implemented a baseline study in November, 2016 and a midterm survey in July, 2017. This document is a report of findings of the midterm survey.

Methodologically, the midterm survey was designed to be a light assessment focused on qualitative methods. However, the consultant took an initiative to complement the qualitative study with a light quantitative survey to enrich the findings. Due to the need for tracking and measuring behavioural outcomes around seven main domains, two methods of data collection were deemed critical during the survey. The KII, FGD and the structured questionnaire were administered to members of teen clubs in sampled schools both in the project site and the comparison site.

In terms of sexual relationships and reproductive health issues, findings of the survey show that 5% more boys were able to do most of the work that was done by their sisters. Further there is a 2% reduction in the proportion of boys reporting to have bullied girls. Although there was a reduction in the proportion of learners reporting to have boyfriends, the learners reported increased intention of having boyfriends or girlfriends in the next six months. More learners at midterm evaluation reported to have ever had sex (22% at mid-term vs. 17% at baseline); this could be due to increased reporting of sexual practice and this may be attributable to the project. At mid-term, 5% more girls reported that they were proposed by their teachers for a

relationship. However, there is a reduction in the proportion of girls reporting to have been proposed by the older men to be in a relationship.

In terms of division of labour at household level, survey findings show an improving trend in perceptions related to division of labour. For example, the midterm evaluation shows 65% of the learners in Suza zone compared to 42% of the learners in Linyangwa zone perceived sweeping as a household activity for both boys and girls. At baseline, the corresponding values were 43% and 42% for Suza and Linyangwa zones respectively. 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. The perception change related to division of labour for both boys and girls may be attributable to the project.

In terms of care and support, survey findings show that about 100% of boys helped some girls with school home work at midterm in both zones. At baseline 77% of boys helped some girls with homework in SEZ and 79% in LEZ at baseline. Additionally, 100% vs. 96% of boys interviewed said that they can support a girl with homework even if the girl is not their relative at midline and baseline respectively. 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 LEZ and SEZ. However, fewer boys (97% vs. 93% at midline and baseline respectively) and girls (96% vs. 92% at midline and baseline respectively) reported that they could do the same without asking the girl for a relationship.

In terms of learners' attitudes and beliefs, survey findings show that many learners believed that both boys and girls have the right to choose their marriage partner, which could mean that they understood their human rights better. 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 SEZ and 40% in LEZ at both periods). Regrettably, the baseline and midline found strong beliefs amongst learners that boys are more important than girls, (32% for midline and 56% for baseline in SEZ and 37% for midline and 55% for baseline in LEZ) and therefore that they should be paid fees first in school (85% at midline and 65% at baseline in SEZ and 81% at midline and 67% at baseline in LEZ). This only shows the need for the project to consolidate gains made and deepen learning around gender related issues to affect the attitudes even further in the remainder of the project period.

In conclusion, findings of the midterm evaluation generally show a positive effect of adding GCP + Intergenerational Linkages to PCTFI on gender conscious attitudes, knowledge of the GCP curriculum and other outcomes. 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. These consistent improvement trends at midterm though still limited point to effectiveness of the of adding GCP + Intergenerational Linkages to PCTFI on project outcomes. 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 operational model to consolidate the gains made so far.

The mid-line study makes the following key recommendations:

1. The policy change in school timetable has been a major disruption to speed of progress in the project. This calls for a significant rethink of the operational model for the teen clubs. Weekend sessions may be an option
2. 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.
3. Improve incentives for teachers and learners as this is an experiment and requires that assumptions be properly controlled and kept constant. There is need to build commitment of teachers.
4. Enforce the use of the Aunt Stella handbook to enhance learning outcomes related to gender and equitable gender norms
5. Reinforce knowledge and understanding of rights to empower learners in decision making. Understanding the human rights will also enable the learners to treat one another with respect.
6. Reinforce comprehensive knowledge of HIV and AIDS and SRH to protect learners from the risk of HIV and STI infection as there is increasing evidence of learners engaging in relationships

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 (and the survey) is implemented in Suza Education Zone (SEZ) in Kasungu District. The mid-line study was conducted in July, 2017 as part of a number of monitoring and evaluation activities of the project, which have been subcontracted to CDM.

1.2 Background to Umodzi Project

1.2.1 Project objectives

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 approach relies on the coordinated action of two existing initiatives to achieve 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

To achieve these outcomes, CARE is leveraging interventions of the Patsy Collins Trust Fund Initiative (PCTFI) and the Pathways program. PCTFI focuses on adolescent girls' empowerment working with multiple stakeholders including the girls themselves, boys, teachers, and female role models and mentors to improve their educational achievement and SRH outcomes. PCTFI works in 30 schools and targets adolescents aged 10 to 18 years in standards 4 to 8. It engages boys through a series of activities organized through school-based Teen Clubs.

The Pathways program seeks to address gender inequality through facilitated gender dialogues between women and men smallholder farmers, many of whom are the parents and guardians of the children participating in PCFTI. As part of its male involvement strategy, Pathways has developed a curriculum to support the

emergence of Male Champions as gender change agents and advocates for women's empowerment and gender equality. The Pathways program is also introducing enhanced SRHR modules in response to documented needs of its participants.

Essentially, Umodzi seeks to understand the potential effect of linking the male engagement interventions of PCTFI and Pathways on the pace and scale of change related to adolescent girls' empowerment and SRHR.

1.2.2 Research Questions

To address the objectives of the research project, the following Research questions were proposed:

Research Question 1 (impact): What is the effect of adding UMODZI (GCP + intergenerational linkages) to PCTFI on:

- 1.1 Gender conscious attitudes
- 1.2 Knowledge of GCP curriculum
- 1.3 Further outcomes identified in coordination with the development of the GCP curriculum and a Theory of Change

Research Question 2 (proof of concept): How is UMODZI experienced in its implementation, including the exploration of

- 1.1 Dynamics of membership: patterns of attendance, entries and exists from teen clubs (e.g. does UMODZI encourage or deter teen club participation?);
- 1.2 GCP and Linkages: How is GCP experienced by facilitators? How is GCP experienced by teen club members? What is the acceptability and viability of intergenerational linkages, e.g., is it well received by boys and girls? How does the involvement of Male Champions affect the dynamics of mentoring groups and conversations?
- 1.3 Levels of dosage: How much of the GCP curriculum is actually being implemented? Is it implemented with fidelity/how it was intended? What is the frequency of attendance of teen club members?

1.2.3 Interventions

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 PCTFI under the CARE Malawi Adolescent Girls' Empowerment (AGE) program.

PCTFI is working with the Ministry of Education, Science and Technology (MOEST) at district level to roll out an enhanced version of the National Life Skills Curriculum (LSC). Designated, specially trained primary school teachers are mandated and trained to deliver LSC modules once a week throughout the academic year to pupils in standards 4 through 8. The enhancements supported by PCFTI involve the supplementation of the LSC with materials to strengthen adolescent SRHR content using adaptations of Save the Children's Puberty Handbooks for girls and boys. In addition to regular classroom delivery of the LSC, PCTFI is supporting teachers to organize weekly after-school life skills sessions with boys and girls, as mandated by MOEST policy.

PCTFI also supports the activities of school-based Teen Clubs which provide a safe space for adolescent girls and boys to further explore life skills including SRHR issues in-depth. These clubs are facilitated by pupils trained in the use of the Auntie Stella toolkit and under the supervision of LSC teachers. The Puberty Handbooks are also used by the Teen Club Facilitators and LSC teachers to reinforce the learning from life skills classes during club meetings. The activities of Teen Clubs happen weekly and are gender synchronized with girl-only sessions, boy-only sessions and mixed sessions.

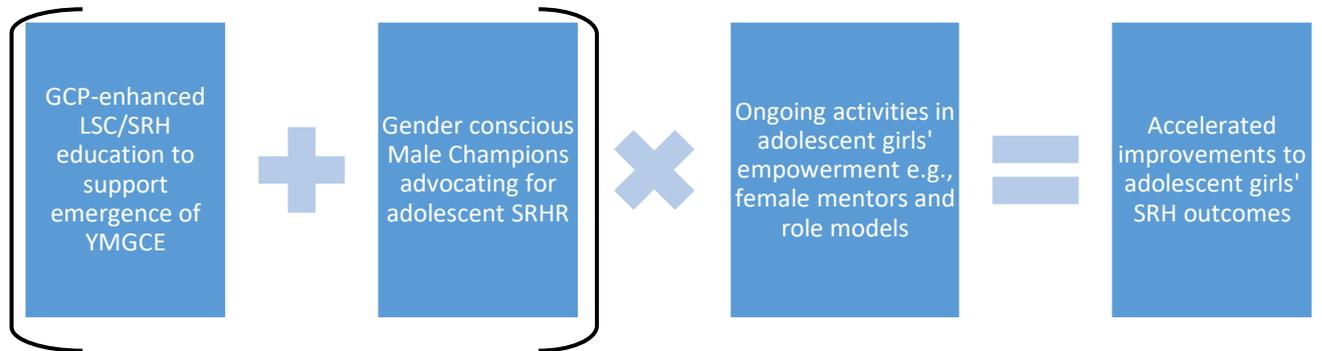
1.2.4 Intergenerational Linkages

CARE Malawi promotes male involvement in gender equality and women's empowerment targeting mostly older men – heads of households, fathers, etc. under the Pathways program and uses the Sonke Gender Justice Network's *Working with Men and Boys - Gender and Sexual and Reproductive Health* manual to strengthen its gender content and support the emergence of male champions not just on issues of women's empowerment in agriculture which is the project's main objective; but also on SRHR. Pathways and PCTFI interventions overlap in SEZ and many of the men and women participating in Pathways are from the same communities (households even) as the children in PCTFI targeted schools.

Umodzi is leveraging this opportunity to build intergenerational linkages especially between men and boys to champion the cause of adolescent girls' SRHR. The connection happening under the auspices of Teen Clubs is one way of expanding space for enhanced inter-generational dialogues. This complements the work of female role models and mentors in PCTFI who are helping to build girls' leadership and assertiveness. Working with LSC teachers, Teen Club members and community-

based facilitators¹ Umodzi will encourage joint action by men, boys, women and girls to advocate for adolescent SRHR. Their actions may include joint facilitation of Parent-Child Forums in PCTFI; community mobilization against GBV in Pathways, etc.

The following diagram summarizes the domains of change for Umodzi:



¹ In addition to LSC teachers, PCTFI works with community-based facilitators, women and men from structures such as Mother Groups, School Management Committees and Parent-Teacher Associations to facilitate community engagement on adolescent SRHR including the organisation of Parent-Child Forums during which young people share information with their parents and discuss the implications of certain behaviours and practices on their health and wellbeing.

2. METHODOLOGY

2.1 Survey design

Unlike the baseline survey, the midterm survey was designed to be a light assessment focused on qualitative methods. However, the team took an initiative to complement the qualitative study with a light quantitative survey to enrich the findings.

2.2 Data collection methods

Due to the need for tracking and measuring behavioural outcomes around seven main domains, two methods of data collection were deemed critical and therefore used during the survey. The KII, FGD and the structured questionnaire were administered to members of teen clubs in sampled schools both in the project site and the comparison site.

2.2.1 Qualitative data collection methods

The longitudinal qualitative research was designed in such way that it complements the qualitative method by following the same individual participants over time to explore in greater detail their experience with the GCP curriculum from the point of view of process and what they are getting out of it. The qualitative research was essentially about why and how the GCP curriculum is experienced among the sampled learners and it focused on how and why these experiences cause change over time. The qualitative was conducted using: 1) individual in-depth interviews and, 2) qualitative focus group discussions with the sampled learners who were interviewed at baseline. Individual interviews and focus group method with facilitators, change agents and teachers remained the responsibility of CARE as part of the real-time learning (RTL) sessions. Qualitative Field Data Collectors used open-ended interviews to engage subjects in conversations and descriptions based on a set of categories of themes that were developed in advance. 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
Total	68	9

Source, Midterm Survey

The drop in number of Klls was primarily due to absenteeism due to such factors as holidays (especially for standard 8 pupils), relocation from the area, and school dropout due to various factors including pregnancy related among girls.

2.2.2 Quantitative data collection methods

The quantitative survey was a light assessment that involved only 112 respondents (38 girls and 31 boys in the project site & 23 girls and 20 boys in the comparison site) as this aspect was not catered for in the budget. This was 68% in the project site and 38% in the comparison site which is consistent with the distribution during the baseline. Only learners who were interviewed during the baseline were targeted for interviews at midterm. They were drawn from teen clubs both in project sites and comparison areas.

Just as at baseline, a questionnaire was developed based on Umodzi research questions, the formative research carried out by CARE Malawi, the GCP curriculum and experiences from other organisations on gender and SRH behavioural and communication surveys. The questionnaire was translated and administered in Chichewa. The questionnaire was uploaded on tablets using CSPRo and administered to each child in private and secure environment. Consent for interviewed was obtained from the parents through teachers, as well as from children themselves.

Data cleaning and analysis was done using Stata Ver16. Tables, figures and charts were created in Microsoft Excel and presented in word format. Descriptive statistics comparing the baseline and midterm survey values in project and comparison sites have been used to describe the Gender Conscious Practice (GCP) amongst young people enrolled in teen clubs. Selected indicators have been used to measure changes in the gender conscious practice of young people.

2.3 The Analytical Framework

To understand how and if the UMODZI intervention, is working, we planned to research how the activities of the intervention are expected to lead to the desired outcomes in three overarching domains:

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

CDM adopted the Theory of Change (ToC) model, which includes both the causal pathway from activities to outputs to a sequence of outcomes to impact, and the

causal assumptions showing why and under what conditions the causal pathways are expected to work (Mayne, 2015)².

The theory of change depicts a causal package of activities plus assumptions that together are expected—are **sufficient**—to contribute to the intended results. The expectation is also that the intervention activities in particular are an essential—a **necessary**—part of this sufficient causal package. That is, without the intervention activities, realization of the causal link assumptions would not be sufficient to make contribution.

At the end line, CDM will test whether intervention activities can then be said to be a **contributory cause** to the results. In these terms, a theory of change is a model of the intervention as a contributory cause. Only if there are no external influences - no assumption - at work is the theory of change a model of causation. (Mayne, 2015). CDM will, through the midterm and end line survey, verify that the theory of change did occur with evidence on the results and assumptions that were realized.

² Mayne, J. (2015). Useful Theory of Change Models. Canadian Journal of Program Evaluation.

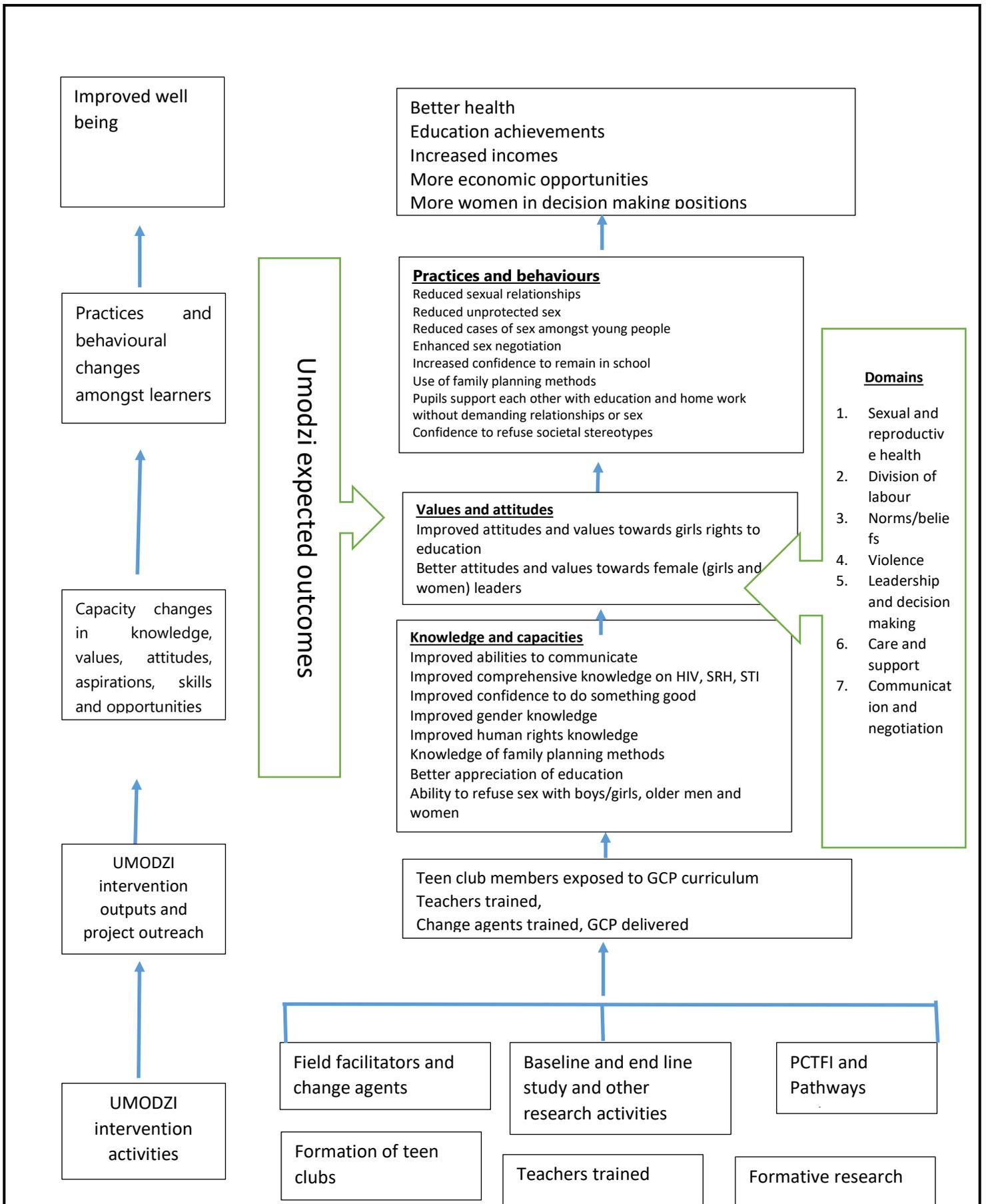


Figure 1 A basic theory of change (adapted from LTS International, 2016, CARE International, 2016)

Source, Baseline Survey

3. MIDLINE EVALUATION FINDINGS

Midterm findings are presented following the structure of the theory of change that has been explained in the preceding section of this report. In summary for each of the three expected outcomes (practices and behaviours, attitudes, beliefs and norms and capacities, knowledge and abilities), the midterm presents findings on one or more of the seven domains as follows:

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

The domains represent thematic areas or locus where changes in the outcomes were expected to occur due to the implementation of the UMODZI project. The domains have been adapted from Nanda, 2011. However, before thematic findings are presented, it is important to understand demographic characteristics of teen club members, who were the respondents of the survey.

3.1 Demographic characteristics of learners who were respondents

Error! Not a valid bookmark self-reference. shows the distribution of learners interviewed using the questionnaire survey during the mid-term evaluation. There were 112 learners interviewed; 62% were from Suza zone while 38% were from the Linyangwa zone. The distribution of learners sampled from each zone for the quantitative survey is similar to that at baseline, 60% from Suza zone and 40% from Linyangwa zone. Findings of the qualitative survey also presented a consistent distribution trend of the proportion of learners interviewed, 71% and 29% at midterm which is similar to 67% and 33% at baseline for Suza and Linyangwa zones respectively.

In terms of sex distribution, the 54.5% of learners interviewed were girls compared to 45.5% who were boys. The distribution was 63% girls and 37% boys at baseline. The

gender difference in terms of teen club membership may still suggest that more girls than boys prefer to join these teen clubs. This may also suggest that socialisation could be the reason why even in community development activities in Malawi, the majority of participants are most often women. The slight change in distribution showing an improvement in proportion of boys interviewed and a decrease in proportion of girls may reflect increased absenteeism of boys during the interviews as the survey took place when standard 8 learners had written their exams and were on leave. Reports of some drop outs due to pregnancies, transfers and withdrawal from teen clubs in some schools may also have added to the occurrence.

The highest proportion of learners interviewed in both zones were in standard 8 while the least number of interviewed learners were in standard 4. This is despite the standard 8 pupils being on holidays. In both zones learners from female headed households were no more than 10%. However, the baseline showed a higher proportion of learners from female headed households: 20% in Suza zone and 13% in Linyangwa Zone. This variation is attributable to sampling variation. More learners in Suza and Linyangwa zones were aged 15-18 years. This trend is similar to what was observed during the baseline.

Table 2: Description of some characteristics of the learners by zone, 2017

Indicator	Suza (n=69)						Linyangwa (n=43)					
	Boys		Girls		Total		Boys		Girls		Total	
	N	%	n	%	n	%	n	%	n	%	n	%
Learner's class												
Std. 4	3	10	2	5	5	7	0	0	0	0	0	0
Std. 5	3	10	4	11	7	10	4	20	3	13	7	16
Std. 6	8	26	7	18	15	22	6	30	6	26	12	28
Std. 7	9	29	9	24	18	26	3	15	7	30	10	23
Std. 8	8	26	16	42	24	35	7	35	7	30	14	33
Sex of HH head												
Male	30	97	33	87	63	91	19	95	21	91	40	93
Female	1	3	5	13	6	9	1	5	2	9	3	7
Age groups in years												
10-14	14	45	17	45	31	45	6	30	11	48	17	40
15-18	17	55	21	55	38	55	14	70	12	52	26	60

Source: Midterm Survey, 2017

3.2 Practices and behaviours

3.2.1 Sexual relationships and reproductive health issues

Table 3 shows some selected behaviour and practices of learners in Suza zone at baseline and midterm. The findings show that 5% more boys were able to do most of the work that was done by their sisters. Further there is a 2% reduction in the proportion of boys reporting to have bullied girls. This is consistent with findings from the qualitative survey. When asked what things the learners used to do related to gender but no longer do, a few learners at Suza said:

“When a boy asked me to help him in mathematics I used to refuse but nowadays I help them out.” (2 girls)

“I used to be very shy around girls but no longer the case now. I interact with them freely as colleagues at school.”

“I was laughing at boys when they were doing women’s jobs, they appeared foolish. Now I understand it is normal for boys to do what is normally considered girls’ work.”

“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.” (2 boys)

Almost similar trends emerged from Linyangwa:

“I used to beat girls up when we had misunderstandings but now I don’t do it anymore.”

“I used to ask girls to give me a notebook as compensation whenever I had copied them notes or when I have taught them what they didn’t understand”

“We used to touch girls’ breasts and buttocks and hugging them without consent. We boys are more careful these days.”

“I used to beat up girls and undermine girl prefects”

The almost similar trends between the project site and the comparison site could be attributed to external factors including radio programs that also advocate gender issues on an ongoing basis.

Although there was a reduction in the proportion of learners reporting to have boyfriends, the learners reported increased intention of having boyfriends/girlfriends in the next six months (see **Table 3**). More learners at midterm evaluation reported to have ever had sex (22% at mid-term vs. 17% at baseline); this could be due to increased reporting of sexual practice and this may be attributable to the project. At mid-term, 5% more girls reported that they were proposed by their teachers for a relationship. However, there is a reduction in the proportion of girls reporting to have been proposed by the older men to be in a relationship (see **Table 3**).

Table 3: Selected teen club members behaviours and practices in Suza Zone³

Indicator	Suza zone					
	Boys		Girls		Overall	
	Baseline	Midterm	Baseline	Midterm	Baseline	Midterm
Boys did work usually done by their sisters	92	97	0	0	92	97
Boy bullied or teased a girl	15	13	0	0	15	13
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

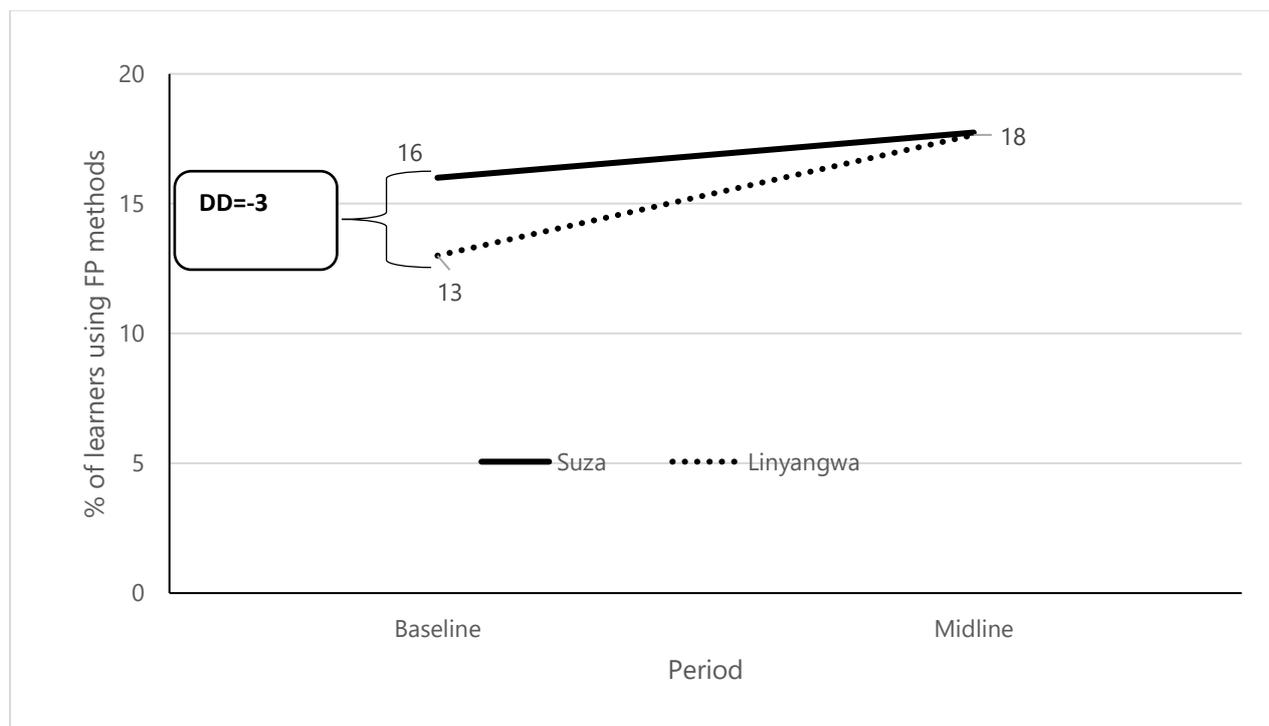
Source: Midterm Survey, 2017

The uptake of family planning services in both zones were the same at mid-term evaluation. However, at baseline, the uptake of family planning was higher in Suza than Linyangwa zone. So far, the project has contributed to about 3% (DD=-3 in

³ More details, including data for LZ are in the Annexes.

Figure 2) decline in contraceptive use. However, the prevalence of learners that have had sex increased and this could potentially be associated with increased incidences of teenage pregnancies. The double-difference for the learners who ever reported having sex was 0.18.

Figure 2: Double difference on the uptake of family planning at baseline and midline in Suza and Linyangwa Zones



DD=Double difference, FP=Family Planning

Source: Midterm Survey, 2017

Findings from the qualitative survey also show that most learners still feel they are not ready for family planning methods. When asked, they gave the following responses in the two zones:

Suza zone	Linyangwa zone
<p>GIRLS No I don't (26)</p> <ul style="list-style-type: none"> because I know the dangers of using family planning methods for example not being able to have children in future. It's for people who are married They are for older people. Why should I use them as if I have children? No because I am young (4) No because they are not good for me. I am young for that <p>BOYS No I don't (20)</p> <ul style="list-style-type: none"> because I have not yet decided to start having sex (3) but If I were to adopt family planning methods I would use natural method 	<p>GIRLS No I don't (8)</p> <ul style="list-style-type: none"> Do not know about family planning No. I think I don't need them because I don't have children. I don't see a reason for me to use them because I don't have a husband and neither do I have kids. No. Because I stopped having sexual relationships No, I am still young <p>BOYS No I don't (8)</p> <ul style="list-style-type: none"> Do not know about family planning No. because am young to use family planning methods and can't allow it No. I have not tried because it's for ladies

- *I do not – I would only need to after I am married with three children*
- *Do not use – I am still young (3)*
- *I don't know about family planning (2)*

- *I don't see the reason of using the family planning methods because those things are used by our parents.*
- *Yes. We use condoms to avoid unwanted pregnancy (2)*

3.3 Division of labour at household level

At the midterm evaluation 65% of the learners in Suza zone compared to 42% of the learners in Linyangwa zone perceived sweeping as a household activity for both boys and girls. At baseline, the corresponding values were 43% and 42% for Suza and Linyangwa zones respectively. Therefore, the project may have contributed to the 22% 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 project may have contributed to 12% of the perception on drawing water at household level at midterm. At both baseline and midterm, earning household income has not been affected by the project as this is neither an activity that boys nor girls felt that they could do. However, by midterm the project has potentially contributed to 11% of increased awareness that parents and guardians were the ones responsible to earn money. Potentially this will reduce transactional sex especially for girls as they are more vulnerable than boys in Malawi.

Findings from the qualitative survey showed a similar trend. When asked what has changed on male and female norms, learners in focus group discussions from Suza and Linyangwa zones said:

Suza zone	Linyangwa zone
<ul style="list-style-type: none"> • <i>Now I can mop and sweep (boy)</i> • <i>Never used to climb on top of the house to remove plastic sheet but now I can (girl)</i> • <i>Boys also now help more with house chores (2)</i> • <i>Girls also chop wood now which they were not used to do before (2)</i> • <i>Girls are able to build a fence and boys are able to mop (2)</i> • <i>We now understand gender issues through teen clubs and we also have male champions in the community</i> • <i>We no longer differentiate tasks between male and female both at home and at school</i> 	<ul style="list-style-type: none"> • <i>At school and home, we do all the work together e.g. fence construction and sweeping</i> • <i>Now boys are able to help with house chores like cooking, fetching water and washing dishes and girls</i>

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)

This change is most likely attributable to the project.

Table 4 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 on the perceptions of different household division of labour (see This change is most likely attributable to the project.

Table 4). This is because of the change in the perception of household labour both boys and girls. This change is most likely attributable to the project.

Table 4: Perceptions about division of labour at household level in Project Teen Clubs

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
	NEITHER GIRLS OR BOYS	0	0	0		0	0	0		0	0	0
	PARENTS/GUARDIANS	1	1	1		6	0	3		5	-1	2
	OTHERS	2	1	1		0	0	0		-2	-1	-1
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
	NEITHER GIRLS OR BOYS	1	2	1		3	0	1		2	-2	0
	PARENTS/GUARDIANS	5	4	4		6	5	6		1	1	1
	OTHERS	2	2	2		3	3	3		1	1	1
DRAWING WATER	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

SHOULD BE DONE?	BOTH BOYS AND GIRLS	55	39	45		65	71	68		9	32	23
	NEITHER GIRLS OR BOYS	1	0	1		0	0	0		-1	0	-1
	PARENTS/GUARDIANS	1	1	1		10	0	4		9	-1	3
	OTHERS	2	0	1		0	0	0		-2	0	-1
	ONLY GIRLS	1	2	1		3	3	3		2	1	1
HERDING CATTLE SHOULD BE DONE BY?	ONLY BOYS	76	83	81		48	61	55		-28	-23	-26
	BOTH BOYS AND GIRLS	18	9	13	0.002	48	37	42	0.601	30	28	30
	NEITHER GIRLS OR BOYS	0	0	0		0	0	0		0	0	0
	PARENTS/GUARDIANS	3	5	4		0	0	0		-3	-5	-4
	OTHERS	1	1	1		0	0	0		-1	-1	-1
EARNING MONEY FOR THE HOUSEHOLD SHOULD BE DONE BY?	ONLY GIRLS	0	0	0		0	0	17		0	0	17
	ONLY BOYS	23	28	26		16	18	17		-7	-10	-9
	BOTH BOYS AND GIRLS	9	7	8	0.478	6	8	7	0.936	-3	1	-1
	NEITHER GIRLS OR BOYS	0	0	0		0	0	0		0	0	0
	PARENTS/GUARDIANS	66	63	64		77	74	75		12	11	11
	OTHERS	2	1	1		0	0	0		-2	-1	-1

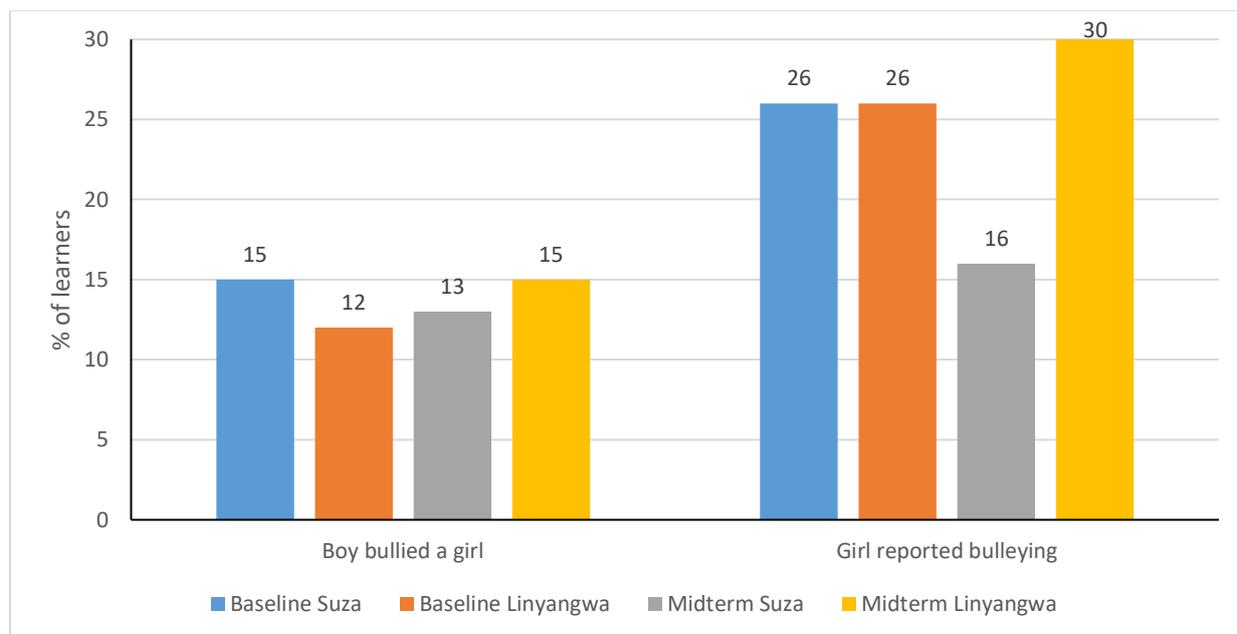
3.4 Care and support

The care and support domain explored whether boys and girls have supported each other in some work or tasks. About 100% of boys helped some girls with school home work at midterm in both zones. At baseline 77% of boys helped some girls with school work (homework) in SEZ and 79% in LEZ at baseline. There was no statistical difference between boys and girls in terms of helping each other. However, there were instances where learners did not care about each other as they bullied each other at baseline and midline. For example, about 15% of boys in SEZ (against 12% in LEZ) had bullied girls the previous year at baseline and 13% of boys in SEZ (against 15% in LEZ) had bullied girls at midline (see

Figure 3). Whereas there is a 10% drop in girls reporting bullying in Suza zone, Linyangwa zone reported 4% increase in the reported incidences at midline (see

Figure 3). Therefore, the project has to some degree contributed to decreased bullying of girls in Suza zone.

Figure 3: 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. When asked what they used to do and have since stopped related to bullying, some respondents in the project site said:

“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”

The positive trends are prevalent in a few other instances in the survey findings. For example, 100% vs. 96% of boys interviewed said that they can support a girl with homework even if the girl is not their relative at midline and baseline respectively. 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 LEZ and SEZ. However, fewer boys (97% vs. 93% at midline and baseline respectively) and girls (96% vs. 92% at midline and baseline respectively) reported that they could do the same without asking the girl for a relationship.

At midline 81% (95%CI: 63-93%) of boys (vs. 94% (95%CI:91-96% at baseline) in Suza reported that they could support a girl to continue with her education

indicating no statistically significant differences in the reported support. At midline 87% (95%CI: 72-96%) of girls (vs. 89% (95%CI:86-91% at baseline) in Suza reported that they could support a boy to continue with her education indicating no statistically significant differences in the reported support. The observed differences in the reported support for girl is due to sampling variation. There were no statistically significant differences on support for girls' education by age of the boys at midline evaluation in the two zones. The observed trend is similar to Linyangwa zone. Generally, girls are not socialised to support boys in the rural areas, it is actually vice versa, and that is why fewer girls felt they could support boys with education.

Boys in both zones showed strong self-confidence to protect girls if the girls are being abused by someone with 100% of boys in both zones. However, fewer girls were confident that they could protect boys if boys were being abused (87% for SEZ and 100% for LEZ). The project 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.

3.5 Summary Gender Equitable Men's (GEM) Scale⁴

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 for 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 5**. The project has led to 11% increase in household chore domain and 4% increase in leadership domains of the learners. Further the sexual relationship domain has dropped by 6% between baseline and midline. Whereas violence in those aged 10-14 has increased, a sharp reversal is observed amongst the learners aged 15-19. The project needs to target more of those aged 10-14 as these are early adolescents and often get more excitement in abusing one another. There were differences in the GEM scales within the different domains by age and zones. The project is more likely to reach around 80% on household

⁴ Adapted from Reference for GEM: Nanda, G, 2011, Compendium of Gender Studies, Washington, DC: FHI 360/C-Change

chore domain by December 2017 (i.e. approximated change is around 2% per month ceteris paribus). The leadership domain and sexual relationship equitable domains are slow indicators and the project may not increase these by more than 10%. The inequitable violence and sexual relationship domains are still high in the project sites. There is need to intensify civic education on the various forms of violence and how to mitigate such inequitable domains in the project sites.

Table 5 Percent average GEM-scale scores by domain areas amongst learners in Suza and Linyangwa zones in Kasungu districts

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							
	I	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							
	I	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							
	I	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							
	I	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							
	I	38.6	49.8	40.1	52.1	11.2	12.0	-0.8

3.6 Learners attitudes and beliefs

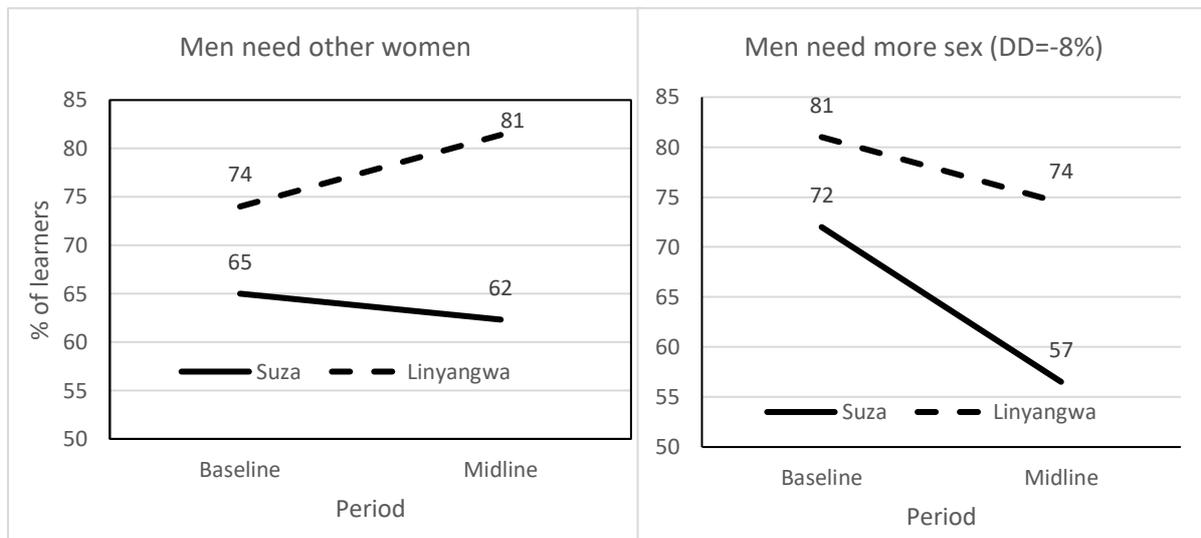
This section of the report presents findings on attitudes and beliefs of learners around sexual relationships, leadership and societal expectations.

3.6.1 Sexual relationships issues

The baseline found (see **Figure 4**) that learners had attitudes and beliefs that men need more sex or other women. The figure shows 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 the Suza while an increase was observed in Linyangwa zone. Between baseline and midline, 8% drop in the proportion of learners believing that

men need more sex is attributable to the project. For both baseline and midline similar proportions of learners believed that women should not tolerate violence. No statistical significant associations were observed by zone or age and sex distributions.

Figure 4: Learners’ attitudes and beliefs about sex between baseline and midline surveys



3.6.2 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 an improved perception of the right of girls to leadership and education. When asked in FGDs for example which one between a boy and a girl should be educated, learners said:

Suza Zone	Linyangwa zone
<ul style="list-style-type: none"> • Both. Because both have the right to education • Others said Girl, because boys already perform well in school so there is need for girls to catch up • Both. Because there is no difference between them. Both have the right to education (3) • Both because there is no difference between boys and girls and that nobody can be happy to be poor hence both boys and girls should be given equal opportunities (boy) • Both boys and girls need a better future – boy 	<ul style="list-style-type: none"> • All are equal and they need education equally. • Both should equally get educated, this will help in maintaining population because education helps in understanding family planning issues. • When girls and boys get educated they help each other to develop the family through property acquisition and wealth building. • Because both have the right to education • So that together we can develop our community or nation. • Both husband and wife should be able to stand on his or her own.

<ul style="list-style-type: none"> • <i>Both boys and girls will need to be independent and self-reliant – (girls, boy)</i> • <i>They all need to get equally educated to be able to help parents in future – girl)</i> • <i>Girls because they are prone to early marriages once they drop out from school as opposed to a boy who cannot marry early (boy)</i> 	<ul style="list-style-type: none"> • <i>A girl. Because it is easier for a boy to find work even if they dropped out of school than a girl, so a girl should be more educated. - boy</i> • <i>A girl needs to be more educated for her to be a role model to other girls - boy</i> • <i>Girls need to be more educated so that when their marriages end they can be self-reliant – girl</i> • <i>Boys have to be educated as girls get married early before finishing school. – girl</i> • <i>Boys speak sensible thinks (amayankhula za nzelu) - boy</i> • <i>a Boy. Because girls lag behind in school anyways, so boys should be more educated - boy</i>
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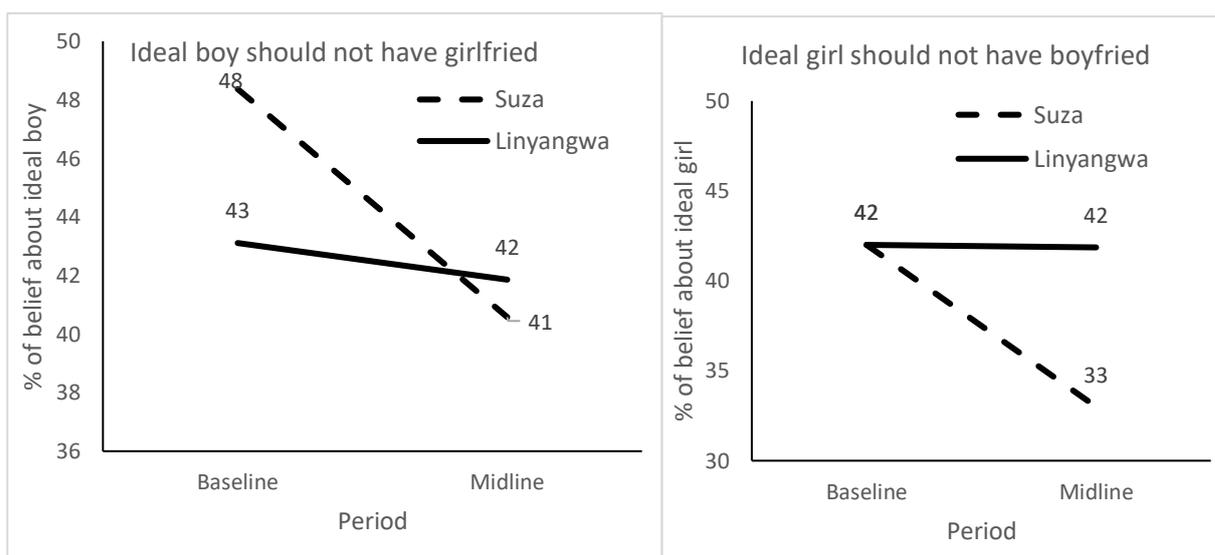
It is however evident from the table that some perceptions in the comparison zone especially at the bottom do not fully reflect gender conscience behaviour which could be attributed to the absence of project intervention.

Furthermore, many learners believed that both boys and girls have the right to choose their marriage partner, which could mean that they understood their human rights better. 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 SEZ and 40% in LEZ at both periods). Regrettably, the baseline and midline found strong beliefs amongst learners that boys are more important than girls, (32% for midline and 56% for baseline in SEZ and 37% for midline and 55% for baseline in LEZ) and therefore that they should be paid fees first in school (85% at midline and 65% at baseline in SEZ and 81% at midline and 67% at baseline in LEZ). Almost 100% of the girls in each zone preferred to be sent to school when the house has little money. These negative values shape the gender practices of the future men and women.

3.6.3 Fears and societal expectations

Both baseline and midline evaluations found that around 40% of boys in both SEZ and LEZ thought that boys have girlfriends for fear of being looked at as being weak by the community. For girls, at midline up to 30% of girls have boyfriends for fear of being mocked by the community in both zones (see **Figure 5**). With such expectations, the pressure is higher for boys than girls and forces more boys to have relationships. The project may have contributed a 7% decline in boys having a girlfriend and 9% decline in girls having boyfriends.

Figure 5: Learners' attitudes and beliefs about sexual relationships between baseline and midline surveys



3.7 Knowledge, Capabilities and Abilities

3.7.1 Gender awareness and knowledge

Both baseline and midline surveys showed that nearly all learners defined sex as being the biological attribute that men and women are born with. However, a drop-in knowledge of gender has been observed as learners in Suza failed to correctly define gender and 27% of the learners in Linyangwa failed to define gender (see Table 6). Most of the boys failed to define gender at midline (see Table 7).

Table 6: Difference for impact of the project on knowledge of gender and sex in Suza and Linyangwa zones

Sex of learner	Zone	Baseline	Midline	% of drop
Overall	Suza	68	57	-11
	Linyangwa	67	40	-27
Boys	Suza	62	52	-10
	Linyangwa	57	25	-32
Girls	Suza	72	61	-11
	Linyangwa	72	52	-20

Table 7 Percentage of boys and girls who correctly identified whether a statement was related to gender or to sex in Suza and Linyangwa zones

Indicator	Categories	Suza		Linyangwa		Difference within a zone	
		Baseline	Midline	Baseline	Midline	Suza	Linyangwa
GIRLS ARE GOOD IN MATH	Gender	69	70	67	58	1	-9
GIRLS ARE MODEST, TIMID AND CUTE	Gender	40	33	37	26	-7	-11
SPORTS ARE MORE IMPORTANT FOR BOYS	Gender	70	65	65	51	-5	-14
GIRLS NEED TO FIND A GOOD HUSBAND	Gender	49	51	42	23	2	-19
WOMEN DO NOT PUT UP THE ROOF TO A HOUSE	Gender	67	65	63	67	-2	4
Average		59	57	55	45	-2	-10
WOMEN CAN BREAST FEED	Sex	85	80	87	81	-5	-6
MEN CANNOT BREASTFEED	Sex	69	80	71	65	11	-6
BOYS ARE HARD AND TOUGH	Sex	46	62	49	65	16	16
WOMEN CAN GET PREGNANT	Sex	87	84	85	95	-3	10
WOMEN CAN GIVE BIRTH BUT MEN CANNOT	Sex	86	83	83	81	-3	-2
Average		75	78	75	78	3	3

Findings from the qualitative survey show a similar trend although a significant number were to some extent able to define sex and gender correctly in some cases. When asked to define sex and gender, learners from the two zones had the following responses:

Suza Zone	Linyangwa zone
<ul style="list-style-type: none"> • Gender means not differentiating between males and females on the jobs they do. (38) • Gender refers to a practice of not differentiating between men and women • Gender – talks about males and females staying together (kukhala anthu awiri wamuna ndi wamkazi) • Gender talks about sharing of roles or tasks between males and females. Working together, sharing responsibilities between girls and boys (3) 	<ul style="list-style-type: none"> • Gender means not differentiating jobs between males and females. It means males and females do the same job without taking into consideration of their sex. For example, we have seen a female being a president in our country (Dr Joyce Banda). This means that gender is being taken into consideration (15) • Roles that can be done by both males and females. • Gender is when boys and girls do things together as one. For example, make decisions together • Men and women doing things together
<ul style="list-style-type: none"> • Sex means to do jobs by males and females only. • Sex refers to biological difference in body organs between a male and a female. Sex refers to the natural differences between man and woman e.g. woman menstruate while men do not. Sex is biological makeup of a man and a woman (18) • Sex talks about roles that are not interchangeable between males and females. Sex is about things that women can do naturally but men cannot do e.g. child bearing and breast feeding; sex is about the things that do not change for example men cannot be able to breast feed, give birth or get pregnant while women can. sex is that a woman can breast feed and man cannot (4) • sex is the difference in that work that is specifically for man like building for man cooking for a girl • Sex is something you can say no to (chinthu chokana kuti iyayi) • Sex is what differentiates a male from a female (mwamuna payekha, mkazinso payekha); Is the way a man and a woman is on their own (4) 	<ul style="list-style-type: none"> • Sex and gender are the same. There is no difference • Sex is when the roles are differentiated like giving birth. • Jobs that are given to males or females only • Sex is the biological difference between men and women. It means how a man or a woman was born, e.g. breasts for girls and boys deep voice (2) • There is no difference between sex and gender • Sex is the difference in body parts • Sex is sleeping with a girl or a boy • Differentiating between men and women

This table generally shows there is still room for improvement in helping the learners to build their knowledge and understanding of sex and gender concepts. The limited understanding is to a large extent indicative of lapses in the implementation of the teen club activities coming as a result of changes that have taken place in the school calendar which has affected frequency of teen club activities. During the survey, the team was informed that the school calendar was changed by MOEST from closing classes at 13.05pm to 14.30pm which resulted in

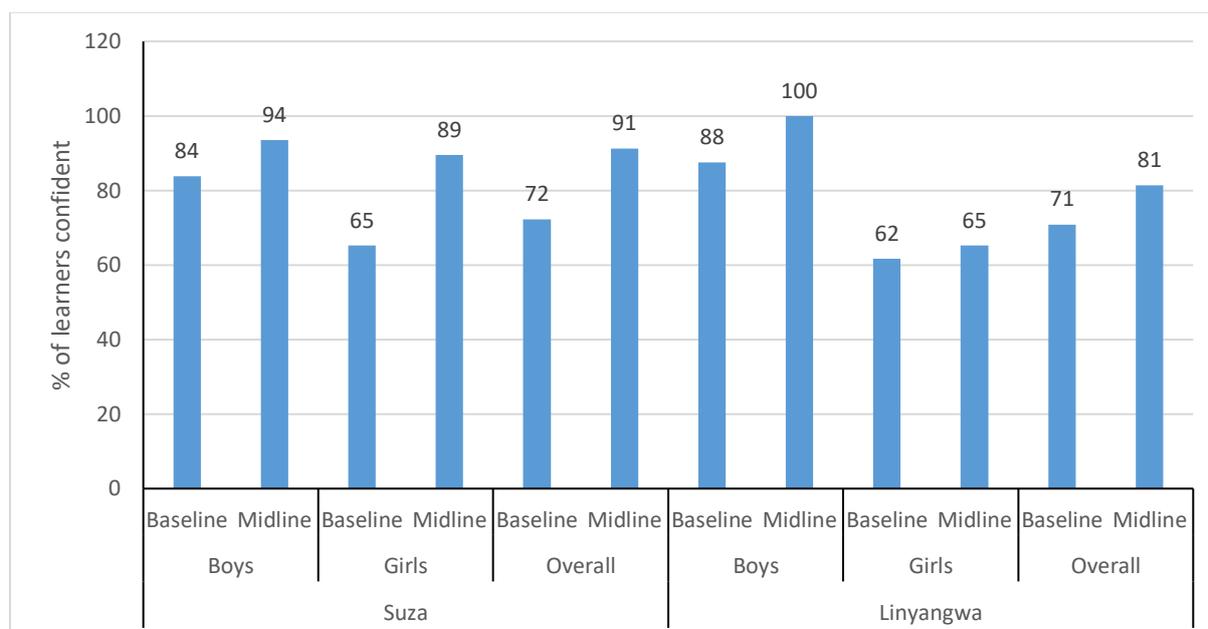
most extra curricula activities including teen club activities and sports being either lessened or ignored altogether as most learners and teachers are tired or hungry to meet at such a late time.

Reports indicate that the policy decision is intended to increase school time for learners to improve literacy levels. This is a significant unplanned hitch in the implementation of the research project as assumptions have abruptly changed resulting in inconsistent delivery of the initiative. Ironically, the survey respondents confirmed that the Aunt Stella book activities are no longer taking place in the teen clubs as much as it was at baseline due to limited time available with focus now on teachers teaching. That means in the short term, the project should therefore consider rethinking the implementation model in order to deliver on its objectives in the remainder of the project period. Considering that this has affected almost all extra curricula activities including sports, CARE may consider taking up the matter with the ministry from an advocacy position to reconsider the policy change in the medium term to ensure that the calendar does not negatively impact on the other needs of learners. The project should also consider introducing more gender related activities to ensure that the learners are able to define gender. The project needs to strengthen comprehensive gender knowledge among the learners.

3.7.2 Communication and negotiation

In both zones, learners reported being more confident when communicating to each other at midline than at baseline (see Figure 10). 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 Figure 10). This is because girls are less sociable than boys since most girls in the zones are generally timid (see Table 7). 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, the project contributed 9% of the confidence in communication that the learners had.

Figure 8: 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 project 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 respondents in project site and 20 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 unwanted pregnancies (26 respondents in project site and 10 in comparison zone).

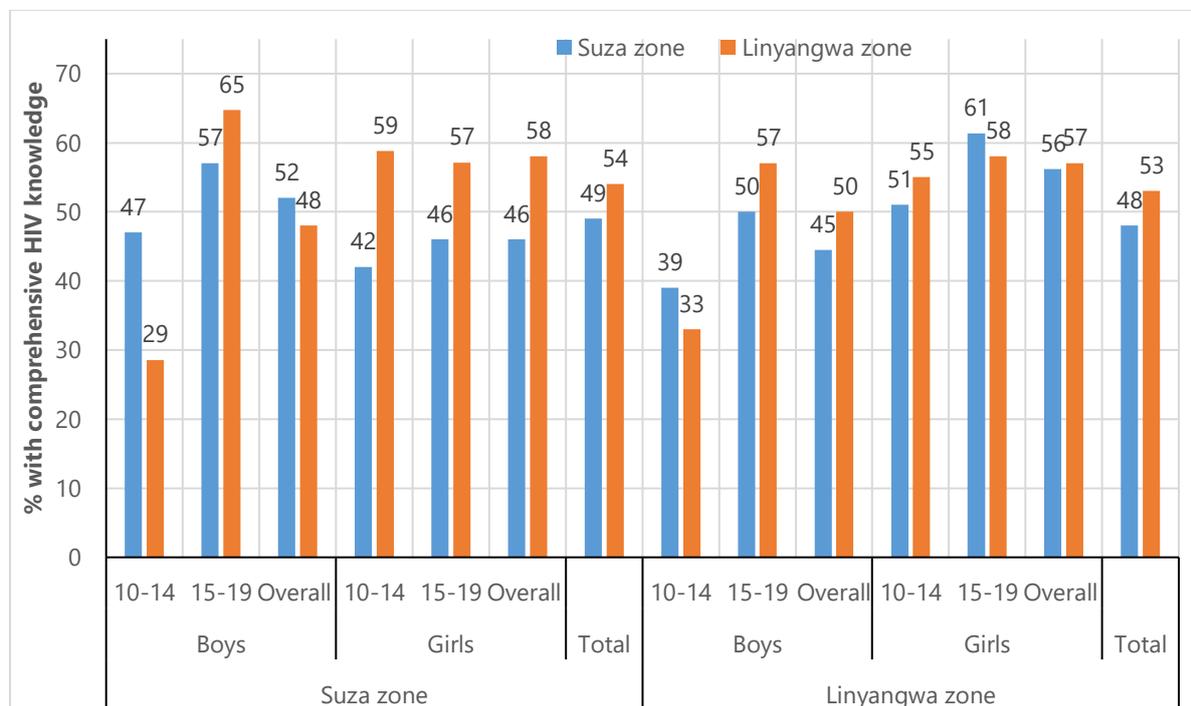
Similar trends emerged when asked if they were able and confident to say no to their parents in case they suggested the learner to get married (48 respondents in project site and 20 in comparison zone) and if they were able to help their colleagues of the opposite sex without demanding for sex (47 respondents in project site and 20 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 decision making.

3.7.3 Sexual and reproductive health and comprehensive HIV knowledge

Comprehensive HIV knowledge was assessed at baseline and midline in the two zones. Between baseline and midline, comprehensive HIV knowledge increased by 5% in each of the zones. However, this increase cannot all be attributed to the

project as there are other information, education and communication activities under implementation using various media. A drop in comprehensive HIV knowledge was observed amongst learners aged 10-14 years in both zones with the drop being three-fold in the project site (**Figure 9**).

Figure 9 Comprehensive HIV knowledge among the learners in the Suza and Linyangwa zones in Kasungu



Findings from the qualitative survey show mixed viewpoints regarding understanding the difference between HIV and AIDS among learners. When asked, respondents said:

Suza zone	Linyangwa zone
<ul style="list-style-type: none"> HIV is a virus that causes AIDS while AIDS is the disease itself. (29) HIV is a virus that causes AIDS while AIDS means Acquired immunodeficiency syndrome HIV is a virus that causes AIDS while AIDS is a disease that lowers a person's immunity. In short it weakens the body's defence mechanism I don't know (2) 	<ul style="list-style-type: none"> HIV is a virus that causes AIDS. AIDS is the disease. HIV- virus that cause AIDS. AIDS is a disease that is transmitted through sex (9). The difference between HIV and AIDS is that, if you have HIV it is like you have a virus but it has not started working, but when you have AIDS, it means the virus has started working and then one becomes sick. HIV is a disease that is transmitted through sex (2). AIDS is a syndrome of different diseases and AIDS is the number of diseases caused by HIV (3)

<ul style="list-style-type: none"> • HIV is a virus while AIDS is a syndrome (combination of diseases) (8) • HIV and AIDS are the same thing • HIV is a different disease from AIDS 	<ul style="list-style-type: none"> • AIDS is a sexually transmitted disease and HIV is a virus transmitted also through sexual intercourse. • Both HIV and AIDS are viruses, only that they are named differently.
<ul style="list-style-type: none"> • AIDS is caused by HIV (37) • When the virus has caused 'damage' in the body the person suffers from AIDS • AIDS is caused by having multiple sex partners 	<ul style="list-style-type: none"> • HIV (13) • When you sleep with a person who has AIDS which is transmitted through sexual intercourse and borrowing each other razor blades

The techniques for preventing STIs are shown in Figure 10 which shows a general trend of improving knowledge of techniques for preventing STIs both in the project area and the comparison zone. That means while the change of knowledge on preventing STI/HIV may be attributable to the project, other external factors such as other IEC activities may be at play. Improvement in change in knowledge of techniques for preventing STIs has been registered in reducing STI/HIV by visiting STI/HIV clinics, consistent condom use and having sex with one STI/HIV uninfected partner (see Figure 10). There was no change in knowledge registered on reducing STIs through abstinence.

When asked how they think HIV and STI risk can be reduced by visiting clinics, learners from Suza zone said:

"One can also get condoms from the hospital to protect themselves from such diseases." (13)

"Can receive counselling on how to take care of himself/herself." (28)

"You receive counselling on how you can abstain from sexual intercourse or use condoms."

"They test blood. If one is HIV positive, they advise on positive living." (5)

"You can get treatment." (6)

"One can get medication that helps to prolong their life."

On the other hand, learners from Linyangwa zone said:

"You receive counselling on how to prevent contracting HIV and also how you can protect yourself from contracting it." (10)

"Yes the advices we can get at the clinic can make us change our behaviour and inform others too."

"The clinics distribute condoms. At the hospital you are given condoms to protect yourself when having sex." (10)

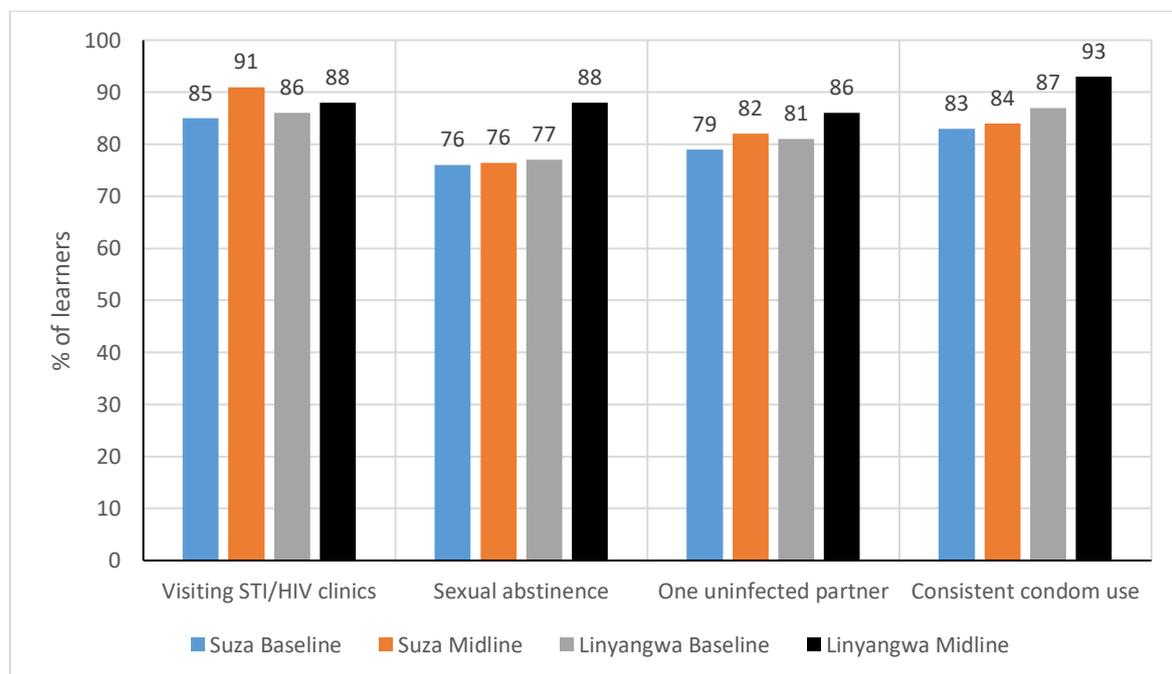
"No. It cannot help reduce STIs." (2)

"You get medication."

Overall, it is evident learners in both the project and comparison zones demonstrated consistent improved knowledge in understanding the role of HIV/STI clinics in reducing the risk of HIV and STIs although two respondents in the comparison zone

still felt visiting the clinics cannot reduce STIs. As such, the project needs to consolidate and deepen the learning that has been taking place to improve learners' knowledge and attitudes related to techniques for prevention of risk of STIs in all the four prevention methods.

Figure 10 Techniques for preventing sexually transmitted infections in Suza and Linyangwa zones



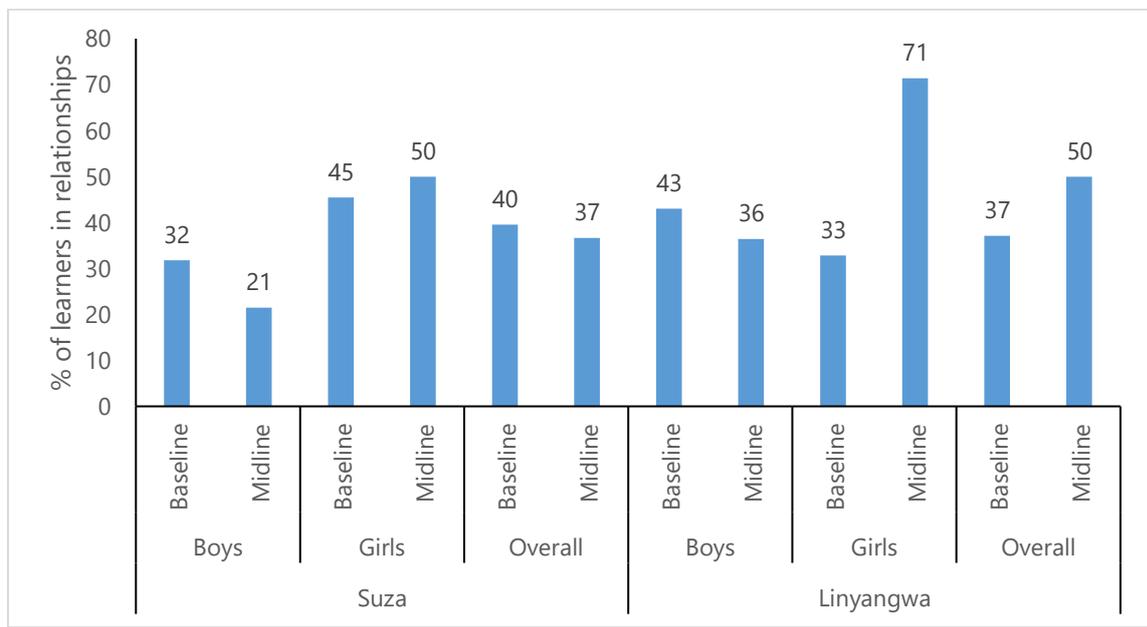
3.7.4 Visiting health centres for SRH services

At both baseline and midline 26% of learners in Suza reported having seen their friends accessing SRH services at health centres. A higher proportion of learners has been reported at midline in Linyangwa zone (28% at midline vs. 22% at baseline) to have seen their friends going to access SRH services. Fewer learners in SEZ accessed SRH services from health centres at midline than baseline (12% vs. 10% respectively) than in LEZ where more learners accessed SRH at midline than at baseline (12% vs. 8% respectively). The increase in the access to SRH services in Linyangwa zone is because nearly 50% of the learners were in sexual relationships compared to 37% at baseline (see

Figure 11). The majority of learners in sexual relationships in Linyangwa are girls (71%) than boys (36%) (see

Figure 11)

Figure 11: Learners that were currently in relationships at baseline and midline in Suza and Linyangwa zones



4. KEY CONCLUSIONS

The research project was designed to address two research questions, namely:

Research Question 1 (impact): What is the effect of adding UMODZI (GCP + intergenerational linkages) to PCTFI on:

- 1.1 Gender conscious attitudes
- 1.2 Knowledge of GCP curriculum
- 1.3 Further outcomes identified in coordination with the development of the GCP curriculum and a Theory of Change

Research Question 2 (proof of concept): How is UMODZI experienced in its implementation, including the exploration of

- 2.1 Dynamics of membership: patterns of attendance, entries and exits from teen clubs (e.g. does UMODZI encourage or deter teen club participation?);
- 2.2 GCP and Linkages: How is GCP experienced by facilitators? How is GCP experienced by teen club members? What is the acceptability and viability of intergenerational linkages, e.g., is it well received by boys and girls? How does the involvement of Male Champions affect the dynamics of mentoring groups and conversations?
- 2.3 Levels of dosage: How much of the GCP curriculum is actually being implemented? Is it implemented with fidelity/how it was intended? What is the frequency of attendance of teen club members?

In addressing the conclusion at midterm, the report will focus on Research Question 1 (impact) because CARE was responsible for addressing Question Number 2 through the RTL.

4.1 The effect of adding UMODZI (GCP + intergenerational linkages) to PCTFI on gender conscious attitudes

Findings of the midterm evaluation generally show a positive effect of adding GCP + Intergenerational Linkages to PCTFI on gender conscious attitudes. 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, findings show that 5% more boys were able to do most of the work that was done by their sisters. Findings also a 2% reduction in the proportion of boys reporting to have bullied girls. Whereas there is a 10% drop in girls reporting bullying in Suza zone, Linyangwa zone reported 4% increase in the reported incidences at midline. The uptake of family planning services

in both zones were the same at mid-term evaluation. However, at baseline, the uptake of family planning was higher in Suza than Linyangwa zone. On care and support, 100% vs. 96% of boys interviewed said that they can support a girl with homework even if the girl is not their relative at midline and baseline respectively.

These consistent improvement trends at midterm though still limited point to effectiveness of the of adding GCP + Intergenerational Linkages to PCTFI on gender conscious 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.

4.2 The effect of adding UMODZI (GCP + intergenerational linkages) to PCTFI on knowledge of GCP curriculum

Findings of the midterm evaluation again show a positive effect of adding GCP + Intergenerational Linkages to PCTFI 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, the techniques for preventing STIs showed a general trend of improving knowledge of techniques for preventing STIs both in the project 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. That means while the change of knowledge on preventing STI/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.

Ironically, despite some progress on some indicators, both baseline and midline surveys showed that nearly all learners still had challenges in defining gender. A drop in knowledge of gender has been observed as learners in Suza failed to correctly define gender and 27% of the learners in Linyangwa failed to define gender. Further, most of the boys failed to define gender at midline compared with girls. Findings from the qualitative survey show a similar trend although a significant number were to some extent able to define sex and gender correctly in some instances. There is still room for improvement in helping the learners to build their knowledge and understanding of some key concepts such as sex and gender. The limited

understanding is to a large extent indicative of lapses in the implementation of the teen club activities coming as a result of changes in the school timetable which has affected frequency of teen club activities. But overall, the project should consider introducing more gender related awareness activities to ensure that the learners are able to define gender correctly.

4.3 The effect of adding UMODZI (GCP + intergenerational linkages) to PCTFI on other outcomes identified in coordination with the development of the GCP curriculum and a Theory of Change

Findings of the midterm evaluation again show a positive effect of adding GCP + Intergenerational Linkages to PCTFI on knowledge of GCP curriculum compared to the baseline. Across most outcomes identified in coordination with the development of the GCP curriculum and a Theory of Change, the findings show some degree of improvement in knowledge of the outcomes in Suza zone which is the intervention zone compared with Linyangwa zone which is 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 the Suza while an increase was observed in Linyangwa zone. Between baseline and midline, the 8% drop in the proportion of learners believing that men need more sex is potentially attributable to the project.

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).

5. PROGRESS OF SOME OF THE INDICATORS

The summary of achievement of targets at midline is shown in Table 8. Overall the project interventions are on track and all things holding equal, by 31 December 2017, all the set targets will be met.

Table 8: Progress of achievement of the targets at the time of midline data collection

Indicator	Baseline value	Achievement at midline	Target	% achieved at Midline	Comments
Percentage of boys and girls with accepting attitudes on leadership by girls	67%	57%	90%	63%	39/69
Percentage of boys and girls with accepting attitudes on sexual relationships (both boys and girls are able to make decisions about sexual relationships)	39%	32%	80%	40%	22/69
Comprehensive knowledge on gender	59%	57%	90%	63%	39/69 learners had comprehensive gender knowledge
Ability of girls and boys to communicate and negotiate with peers	72%	91%	85%	107%	66/69 learners are able to communicate with peers
Abilities of boys and girls to support each other	92%	100%	85%	118%	29/31 boys were able to support girls (Boys are a proxy)
Level of societal support towards education for girls	94%	81%	70%	115%	25/31 of boys are able to support girl education
Societal expectations that boys and girls should engage in relationships to show their strength (be ideal boys and girls)	42%	42%	60%	70%	29/69
Comprehensive knowledge on HIV	46%	54%	80%	67%	37/69 learners had comprehensive HIV knowledge

Level of uptake of contraceptive use among boys and girls	12%	10%	40%	25%	7/69 learners accessed condoms
Knowledge of pregnancy related issues among boys and girls	69%	75%	80%	94%	
Ability to say no sex	69%	55%	90%	61%	17/31

6. RECOMMENDATIONS

- 6.1 The policy change in school timetable has been a major disruption to speed of progress in the project. This calls for a significant rethink of the operational 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
- 6.2 Beyond this level, CARE may wish to engage policy makers to advocate for a review of the policy position as it has frustrated almost all other extra curricula activities including sports.
- 6.3 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. The qualitative survey revealed that urban based schools tended to be more knowledgeable of issues than rural based schools
- 6.4 Improve incentives for teachers and learners as this is an experiment and requires that assumptions be properly controlled and kept constant. There is need to build commitment of teachers. 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.
- 6.5 Enforce the use of the Aunt Stella handbook to enhance learning outcomes related to gender and equitable gender norms
- 6.6 Reinforce knowledge and understanding of rights to empower learners in decision making. Understanding the human rights will also enable the learners to treat one another with respect.

- 6.7 Reinforce comprehensive knowledge of HIV and AIDS and SRH to protect learners from the risk of HIV and STI infection as there is increasing evidence of learners engaging in relationships

Annex 1: LIST OF KII RESPONDENTS PLANNED TO BE INTERVIEWED

Suza Zone (Project Site)	SCHOOL:	sex	age	class
1	CHAMPHEMVU			
1	Lizineti banda	F	15	8
2	Yvonne Sakala	F	14	7
3	Edda Msokela	F	16	7
4	Cynthia Kandota	F	11	6
5	Shadreck Matapila	M		
6	Emiliya Kazako	F		
7	Wilson Mwale	M	16	8
8	Richard Chilamwa	M	16	7
9	Lameck Banda	M	13	6
10	Precious banda	M		
2	CHANTHUNTHU			
1	Ephraim Banda	M	16	8
2	Tiyamike Maseko	F	14	7
3	Jenifer Mwale	F	16	7
4	Veronica L. Phiri	F	13	8
5	Pilirani Nkhata	F	14	7
6	Deresiya Phiri	F	12	7
7	Odetta Mwanza	F	12	7
8	Boniface Koko	M	14	7
9	Adesi Banda	F	13	7

10	Stella Lungu	F	11	6
3	CHIPANGA			
1	MacDonald Kazembe	M	13	4
2	Flora Mazinga	F	12	6
3	Enala Chilezi	F	15	7
4	Binwell Kapakasa	M	16	7
5	Yona Mphangwe	M	13	8
6	Presca Chirombo	F	15	8
7	Precious Chrispin	M	11	5
8	Cynthia Phiri	F	12	5
9	Mercy Chipeta	F	11	7
10	James Wayawaya	M	12	7
4	KAMALIWA			
1	Mphatso Mulowoka	F	12	4
2	Modesta Phiri	F	14	7
3	Misozi Banda	F	13	6
4	Selina Kamanga	F	13	5
5	Olipa Kwanje	F	15	8
6	Ladson Mwanda	M	13	5
7	Misheck Nyirenda	M	15	7
8	Promise Latoni	M	13	4
9	Bizwick Banda	M	14	6
10	Evance Phiri	M	16	8
5	KATAYANTHONA			
1	Magdalena Ngoma	F	17	7
2	Trifonia Mwakalinga	F	12	7
3	Madalitso Banda	M	17	8
4	Scanala Phiri	M	17	8
5	Brino Nyirenda	M	16	8
6	Mayeso Phiri	M	16	8

7	Dorica Ngoma	F	16	8
8	Eneress Banda	F	15	7
9	Regina Phiri	F	13	6
10	Richard Chirwa	M	17	8
6	KAYEREKA			
1	Stanes Tembo	F	13	6
2	Dominico Mwale	M	14	7
3	Lucy Banda	F	14	5
4	Beatrice Kamdambo	F	12	5
5	Vincent Banda	M	12	6
6	Julius Kamwana	M	11	6
7	Mary Mphamba	F	11	7
8	Lemekezani Chiwamba	M	12	4
9	Martha Ziba	F	16	7
10	Madalitso Phiri	M	14	6
11	Chisomo Kumwenda	M	11	4
Linyangwa Zone (Comparison)				
7	CHANGULUWE			
1	Boniface Majidu	M	15	7
2	Violet Lungu	F	17	7
3	Mtisunge Andrea	F	12	7
4	Olivia Lisongwe	F	13	7
5	Samson Phiri	M	13	5
6	Yamikani Mwale	M	13	6
7	Tionge Kalua	M	16	8
8	Kiliness Banda	F	14	5
9	Jefrey Kasowa	M	17	8
10	Tereza Banda	F	15	6

8	CHANKHOZI			
1	Stella Phiri	F	14	7
2	Dolica Kawawa	F	15	7
3	Atusayi Phiri	M	14	6
4	Justice Banda	M	13	6
5	Shadreck Phiri	M	16	8
6	Batson Zimba	M	15	7
7	Fauster Phiri	F	14	8
8	Agness Bonongwe	F	13	7
9	Omius Phiri	M	14	7
10	Bright Matemba	M	13	7
9	LINYANGWA			
1	Eviness Banda	F	18	8
2	Bernard Mbewe	M	18	8
3	Alineti Banda	F	15	6
4	Laurent Chinyamula	M	16	8
5	Fatsani Banda	F	15	8
6	Landson Louis	M	14	8
7	Alick Tambala	M	15	8
8	Wezzie Kaonga	F	15	8
9	Taona Banda	M	17	8
10	Estina Nyirongo	F	15	6



Annex 2: BASELINE STUDY QUESTIONNAIRE FOR TEEN CLUB MEMEBERS



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 treatment or project schools while those in italics are <i>comparison/control schools</i>	ENTER SCHOOL _____ CODE _____ —
INTERVIEW DATE:	Date: __ __ / __ __ /____ (dd/mm/yyyy)
Name of Enumerator _____ —	
EID: Enumerator ID:	_ _ _
CHEID: Checker ID:	_ _ _
RESPONDENT ID	CODE.....
DCLERK: Name of Data Entry Clerk _____	Signature _ _ _

INTRODUCTION

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

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

SECTION C: AWARENESS AND KNOWLEDGE OF GENDER AND SEX			
NO	QUESTIONS	RESPONSE	SKIP
1.	<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>SEX ndi zinthu zimimene abambo kapena amayi anabadwa nazo zimene sizingasinthidwe, mwachitsanzo abambo sayamwitsa, amayi amapita ku mwezi.</p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
2.	<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

SECTION D: KNOWLEDGE OF SRH ISSUES			
NO	QUESTIONS	RESPONSE	SKIP
1.	IT IS ALRIGHT FOR BOYS AND GIRLS TO DATE NKOYENERA ANYAMATA NDI ATSIKANA KUKHALA PACHIBWENZI?	True1 False2 DON'T KNOW99	
2.	IT IS ALRIGHT FOR BOYS AND GIRLS TO KISS NKOYENERA ANYAMATA NDI ATSIKANA KUMAPSYOPSYONANA?	True1 False2 DON'T KNOW99	
3.	IT IS ALRIGHT FOR BOYS AND GIRLS TO TOUCH EACH OTHER IN PRIVATE AREAS WITHOUT CONSENT? NKOYENERA ANYAMATA NDI ATSIKANA KUMAGWIRANA MALO OBISIKA?	True1 False2 DON'T KNOW99	
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?	True1 False2 DON'T KNOW99	
5.	IT IS POSSIBLE FOR GIRLS TO REMAIN VIRGINS UNTIL THEY MARRY? NDI ZOTHEKA MTSIKANA KUKHALA NAMWALI MPAKA KUDZALOWA M'BANJA/KUDZAKWATIWA?	True1 False2 DON'T KNOW99	
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?	True1 False2 DON'T KNOW99	
7.	A GIRL CAN FALL PREGNANT AT FIRST SEXUAL INTERCOURSE? KODI MTSIKANA ANGATENGE MIMBA ATAGONANA NDI MWAMUNA KOYAMBA?	True1 False2 DON'T KNOW99	
8.	A CONDOM CAN EFFECTIVELY PREVENT PREGNANCY AND STI'S? KONDOMU IMATHANDIZA KUTETEZA MATENDA A EDZI NDI MATENDA ENA OPATSIRANA POGONANA?	True1 False2 DON'T KNOW99	
9.	A CONDOM CAN DISAPPEAR IN A GIRL'S BODY? KONDOMU INGATHE KUSOWA M'THUPI LA MTSIKANA?	True1 False2 DON'T KNOW99	
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?	True1 False2 DON'T KNOW99	

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?	True1 False2 DON'T KNOW99	
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?	True1 False2 DON'T KNOW99	
13.	Can you reduce the risk of HIV and STI by visiting STI and HIV clinics? Kodi kupita kuchipatala komwe amapereka uphungu wa za matenda opatsirana pogonana ndi HIV kutha kuchepetsa chiopsezo chotenga HIV ndi matenda opatsirana pogonana?	Yes1 No2 DON'T KNOW99	
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> Kodi munthu angathe kupewa kutenga kachiroombo ka HIV komanso matenda opatsirana pogonana ngati sanagonane ndi munthu?	Yes1 No2 DON'T KNOW99	
15.	CAN THE RISK OF HIV TRANSMISSION BE REDUCED BY HAVING SEX WITH ONLY ONE UNINFECTED PARTNER WHO HAS NO OTHER PARTNERS? Kodi chiopsezo cha HIV chitha kuchepa utakhala kuti ukugonana ndi munthu mmodzi yemwe alibe kachilombo ndiponso sakugonana ndi anthu ena?	Yes1 No2 DON'T KNOW99	
16.	Can the risk of HIV transmission be reduced by consistently and correctly using a condom during sex? Kodi chiopsezo cha HIV chitha kuchepa utakhala kuti ukugwiritisa ntchito bwino makondomu komanso nthawi zonse?	Yes1 No2 DON'T KNOW99	
17.	Can a person get HIV by sharing his food? kodi munthu angatenge HIV pogawana zakudya?	Yes1 No2 DON'T KNOW99	
18.	Can a healthy-looking person have HIV? Kodi munthu ooneka wathanzi atha kukhala ndi kachiroombo ka HIV?	Yes1 No2 DON'T KNOW99	
19.	Can a person get HIV from mosquito bites? Kodi munthu atha kutenga kachiroombo ka HIV atalumidwa ndi udzudzu?	Yes1 No2 DON'T KNOW99	

20.	Do young people have a right to decide on their sex life? Kodi achinyamata ali ndi ufulu opanga chiganizo zokhudza moyo wawo ogonana pa iwo okha?	Yes.....1 No.....2 DON'T KNOW.....99	
21.	Do young people have a right to decide when to have sex? Kodi achinyamata ali ndi ufulu opanga chiganizo nthawi yomwe angazayambe kugonana?	Yes.....1 No.....2 DON'T KNOW.....99	
22.	Do young people have a right to decide with whom to have sex? Kodi achinyamata ali ndi ufulu opanga chiganizo kuti agonane ndi ndani?	Yes.....1 No.....2 DON'T KNOW.....99	
23.	Have your friends visited a health centre for SRH services? Kodi alipo nzako wina aliyense anapitako kuchipatala kukalandira uphungu kapena chithandizo cha zakulera ndi zogonana?	Yes.....1 No.....2 DON'T KNOW.....99	
24.	Have you ever visited a health care provider for SRHR services? Kodi unapitako kwa azaumoyo kukalandira uphungu ndi chithandizo cha zolera ndi zogonana?	Yes.....1 No.....2 I can't remember.....97	
25.	TELL ME ALL FAMILY PLANNING METHODS THAT YOU KNOW NDIUZENI NJIRA ZAKULERA ZOMWE MMAZIDZIWA?	Female sterilization.....A Male sterilization.....B Pill.....C IUCD/Loop.....D Injectables.....E Implants.....F Male condom.....G Female condom.....H Emergency contraception.....I Rhythm.....J Withdrawal.....K Folk method.....L DON'T KNOW ANY.....M	

26.	<p>HAVE YOU EVER USED ANY OF THE ABOVE FAMILY PLANNING METHOD IN THE PAST TWELVE MONTHS? MUNAYAMBA MWAGWIRITSIKO NTCHITO NJIRAZI MUCHAKA CHANGOPITACHI?</p>	<p>Yes.....1 No.....2 I can't remember.....97</p>	<p>} SECTION E</p>
27.	<p>WHICH ONES? NJIRA ZAKE ZITI?</p>	<p>Female sterilization.....A Male sterilization.....B Pill.....C IUCD/Loop.....D Injectables.....E Implants.....F Male condom.....G Female condom.....H Emergency contraception.....I Rhythm.....J Withdrawal.....K 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
SECTION E: VALUES, ATTITUDES/BELIEFS			
1.	BOYS WHO DO NOT HAVE SEX ARE WEAK BOYS VAF1 ACHINYAMATA AMENE SAPANGA ZOGONANA NDI WOFOOKA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
2.	BOYS WHO HAVE NO GIRL FRIENDS ARE WEAK VAF2 ACHINYAMATA AMENE ALIBE CHIBWENZI NDI WOFOKA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
3.	BOYS HAVE RIGHTS TO CHOOSE WHO THEY GET MARRIED TO VAF3 ACHINYAMATA ALI NDI UFULU OSANKHA AMENE ANGAMUKWATIRE?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
4.	BOYS HAVE RIGHTS TO EDUCATION VAF4 ACHINYAMATA ALI NDI UFULU WA MAPHUNZIRO?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
5.	A GIRL CAN BE A HEAD PREFECT OR SCHOOL CAPTAIN GAD5 MTSIKANA ATHA KUKHALA PULIFEKITI KAPENA KAPUTENI?	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 MZIMAYI ATHA KUKHALA PURESIDENTI M'DZIKO LILI LONSE?	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 ACHINYAMATA NDIWOFUNIKIRA KWAMBIRI PAKHOMO KUPOSA ATSIKANA?	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 ACHINYAMA AZIPATSIDWA MPATA OPHUNIZRA PAKHOMO PAKAKHALA KUTI PALIBE NDALAMA ZOKWANIRA KUPOSA ATSIKANA?	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 MTSIKANA ATHA KUKHALA TCHEYA WA KOMITI KAPENA KALABU YA SUKULU?	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 ATSIKANASO AZILOLEDWA KUKHALA NDI ZIBWENZI ZINGAPO MONGA ACHINYAMATA AMALOLEDWA KUKHALA NDI ZIBWENZI ZINGAPO?	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 NGATI AZIBAMBO NDI MUTU WABANJA, AZIMAYISO AZIKHALA MUTU WABANJA?	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 AKUYENERA KUSESA PAKHOMO NDINDANI?	ONLYGIRLS.....1 ONLY BOYS.....2 BOTH BOYS AND GIRLS.....3 NEITHER GIRLS OR BOYS.....4 OTHERS.....5 DON'T KNOW):.....99	
2.	COOKING SHOULD BE DONE AKUYENERA KUPHIKA NDINDANI?	ONLYGIRLS.....1 ONLY BOYS.....2 BOTH BOYS AND GIRLS.....3 NEITHER GIRLS OR BOYS.....4 OTHERS.....5 DON'T KNOW):.....99	

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

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

SECTION G: SELF EFFICACY AND SKILLS OF TEEN CLUB MEMBERS TO COMMUNICATE WITH THEIR PEERS AND OTHERS IN THE COMMUNITY

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

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

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 NDIKHOZA KUTHANDIZA MTSIKANA HOMU WEKI NGAKHALE SIM'BALE WANGA?</p> <p>FOR GIRLS I CAN SUPPORT A BOY WITH HOMEWORK, EVEN IF HE IS NOT MY RELATIVE NDIKHOZA KUTHANDIZA MNYAMATA HOMU WEKI NGAKHALE SIM'BALE WANGA?</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 NDIKHOZA KUTHANDIZA MTSIKANA HOMU WEKI NGAKHALE POSAFUSIRA CHIBWENZI?</p> <p>FOR GIRLS I CAN SUPPORT A BOY WITH HOMEWORK, EVEN WITHOUT ASKING HIM FOR A RELATIONSHIP NDIKHOZA KUTHANDIZA NYAMATA HOMU WEKI NGAKHALE POSAFUSIRA CHIBWENZI?</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 NDITHA KUTHANDIZA MTSIKANA KUPITILIZA MAPHUNZIRO AKE?</p> <p>FOR GIRLS I CAN SUPPORT BOYS TO CONTINUE WITH THEIR EDUCATION NDITHA KUTHANDIZA MNYAMATA KUPITILIZA MAPHUNZIRO AKE?</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 NDITHA KUTETEZA MTSIKANA ATAPANGIDWA CHIPONGWE NDI MUNTHU?</p> <p>FOR GIRLS I CAN PROTECT A BOY IF HE IS BEING ABUSED BY SOMEONE NDITHA KUTETEZA MNYAMATA ATAPANGIDWA CHIPONGWE NDI MUNTHU?</p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
5.	<p>FOR BOYS I WOULD NOT TOUCH A GIRL'S BREAST OR HER BODY WITHOUT HER CONSENT SIMUNGAGWIRE BERE MTSIKANA</p> <p>FOR GIRLS I WOULD NOT TOUCH A BOY'S BODY WITHOUT HIS CONSENT SIMUNGAGWIRE THUPI LA MNYAMATA POPANDA CHILOLEZO?</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 MUMALEMEKEZA UFULU WA A MTSIKANA?</p> <p>FOR GIRLS I RESPECT THE RIGHTS OF BOYS MUMALEMEKEZA UFULU WA MNYAMATA?</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 MUNGASANGALALE ATSIKANA AM'MUDZI MWANU ATAKHALA OPHUNZIRA?</p> <p>FOR GIRLS I WOULD BE HAPPY IF BOYS IN MY VILLAGE GET EDUCATED MUNGASANGALALE MNYAMATA AM'MUDZI MWANU ATAKHALA OPHUNZIRA?</p>	<p>STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0</p>	
8.	<p>FOR BOYS I WOULD NOT MIND IF A GIRL IS MY SCHOOL PREFECT SIMUNGADANDAULE MTSIKANA ATAKHALA SUKULU PULIFIKETI WANU?</p> <p>FOR GIRLS I WOULD NOT MIND IF A BOY IS MY SCHOOL PREFECT SIMUNGADANDAULE MNYAMATA ATAKHALA SUKULU PULIFIKETI WANU?</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.

SECTION I: MANAGING FEARS AND PERCEIVED RISKS			
NO	QUESTIONS	RESPONSE	SKIP
1.	<p>BOYS HAVE GIRLFRIENDS BECAUSE THEY ARE AFRAID THE COMMUNITY MAY LOOK AT THEM AS BEING WEAK IF THEY DON'T HAVE A GIRLFRIEND ANYAMATA ALI NDI ZIBWENZI CHIFUKWA AMAOPA KUONEDWA NGATI OPUSA NDI ANTHU A M'MUDZI?</p>	<p>Yes 1 No 2 DON'T KNOW 99</p>	
2.	<p>GIRLS HAVE BOYFRIENDS BECAUSE THEY ARE AFRAID THEIR FRIENDS MAY LOOK AT THEM AS BEING NOT BEAUTIFUL IF THEY DON'T HAVE A BOYFRIEND AMTSIKANA ALI NDI ZIBWENZI CHIFUKWA AMAOPA KUONEDWA NGATI OPUSA NDI ANTHU A M'MUDZI?</p>	<p>Yes 1 No 2 DON'T KNOW 99</p>	

3.	BOYS HAVE SEX WITH GIRLS BECAUSE THEY ARE AFRAID THE COMMUNITY MAY LOOK AT THEM AS BEING WEAK IF THEY DON'T ANYAMATA AMAGONANA NDI ATSIKANA KUOPA KUONEKA KUTI NDIOPUSA NDI ANTHU A M'MUDZI?	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 ATSIKANA AMAGONANA NDI ATSIKANA KUOPA KUONEKA KUTI NDIOPUSA NDI ANTHU A M'MUDZI?	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 ATSIKANA SAPITA KU SUKULU AKHALA KUTI ALI KUMWEZI/MSAMBO/PIRIYODI KUOPA KUNYOZEDWA NDI ANYAMATA?	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 ATSIKANA ACHIKULILE SAPITA KU SUKULU KUOPA KUFUNSIRIDWA NDI APHUNZITSI KOMASO ANYAMATA?	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 ATSIKANA OMWE ABEREKA AKABWERELA KUSUKULU SAPITILIZA CHIFUKWA AMAOPA KUCHITILIDWA NKHANZA NDI ANYAMATA?	Yes 1 No 2 DON'T KNOW 99	
FOR THESE QUESTIONS, I WILL ASK AND LET ME KNOW IF YOU AGREE OR DISSGREE STRONGLY OR NOT			
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.	GIRLS CAN BE AS STRONG AS BOYS MTSIKANA ANGATHE KUKHALA WAMPHAVU NGATI MNYAMATA?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
2.	GIRLS CAN BE AS INTELLIGENT AS BOYS MTSIKANA ANGATHE KUKHALA WANZERU NGATI MNYAMATA?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
3.	A GIRL CAN BE A SCHOOL PREFECT MTSIKANA ANGATHE KUKHALA PULIFEKITI WAPA SUKULU?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	

4.	GIRLS CAN PLAY OUTSIDE HOME FOR ANY AMOUNT OF TIME AND CAN PLAY WHEREVER THEY WANT 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.	A GIRL CAN WEAR TROUSERS WITHOUT BEING REGARDED AS LOOSE MTSIKANA ATHA KUVALA TALAUZA POSATENGEDWA KUTI NDI WOPWEKA?	STRONGLY AGREE.....5 AGREE.....4 NEUTRAL.....3 DISAGREE.....2 STRONGLY DISAGREE.....1 DON'T KNOW):.....0	
INEQUITABLE GENDER NORMS			
6.	IT IS THE BOY WHO DECIDES WHETHER A GIRL SHOULD HAVE SEX OR NOT NDI MNYAMATA AMENE AMAPANGA CHIGANIZO CHOGONANA NDI MTSIKANA KAPENA AYI?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
7.	AN IDEAL GIRL SHOULD BE A VIRGIN BEFORE GETTING MARRIED MTSIKANA WENIWENI AZIKHALA NAMWALI ASANAKWIWE?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
8.	AN IDEAL BOY SHOULD HAVE SEX BEFORE MARRIAGE TO PREPARE HIM FOR MARRIAGE MNYAMATA WENIWENI AZIGONA NDI ATSIKANA ASANAKWATIRE KUKONZEKERA BANJA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
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. PALI NTHAWI IMENE MTSIKANA AMAYENERA KUMENYEDWA?	DON'T KNOW.....0 STRONGLY AGREE.....1 AGREE.....2 NEUTRAL.....3 DISAGREE.....4 STRONGLY DISAGREE.....5	
EQUITABLE GENDER NORMS			
15.	A BOY AND A GIRL SHOULD DECIDE TOGETHER IF THEY WANT TO HAVE SEX. MNYAMATA KAPENA MTSIKANA AZIPANGA CHIGANIZO LIMODZI AKAFUNA KUGONANA?	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. MMAGANIZO ANGA, MTSIKANA ATHA KUGANIZA KUTI AGWIRITSE NTCHITO KONDOMU NGATI MMENE MNYAMATA ANGANIZIRE?	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. ANYAMATA ATHA KUSAMALIRA ANA NGATI MMENE ATSIKANA ANGACHITIRE?	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. MNYAMATA NDI MTSIKANA AZIPANGA CHIGANIZO LIMODZI ZA NJIRA YOLERA IMENE ANGAGWIRITSE NTCHITO?	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. ATSIKANA ALI NDI UFULU WAMAPHUNZIRO NDIPOSO OSEWERA MOFANANA NDI UFULU WANYAMATA?	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: <i>(Read categories below)</i> INTERVIEWER: PLEASE CIRCLE THE APPROPRIATE RESPONSE FOR QUESTION A THROUGH E (SOURCE FROM UNICEF, 2015, MALAWI)																																																														
<table border="1"> <thead> <tr> <th data-bbox="268 584 818 618">NORMS</th> <th data-bbox="818 584 951 618">Yes=1</th> <th data-bbox="951 584 1094 618">No=2</th> <th data-bbox="1094 584 1321 618">Don't know=99</th> </tr> </thead> <tbody> <tr> <td data-bbox="268 618 818 651">A) If she comes home late</td> <td data-bbox="818 618 951 651">1</td> <td data-bbox="951 618 1094 651">2</td> <td data-bbox="1094 618 1321 651">99</td> </tr> <tr> <td data-bbox="268 651 818 685">B) If she denies to do household chores</td> <td data-bbox="818 651 951 685">1</td> <td data-bbox="951 651 1094 685">2</td> <td data-bbox="1094 651 1321 685">99</td> </tr> <tr> <td data-bbox="268 685 818 719">C) If she is found in the presence of a boy</td> <td data-bbox="818 685 951 719">1</td> <td data-bbox="951 685 1094 719">2</td> <td data-bbox="1094 685 1321 719">99</td> </tr> <tr> <td data-bbox="268 719 818 752">D) If she is rude to parents</td> <td data-bbox="818 719 951 752">1</td> <td data-bbox="951 719 1094 752">2</td> <td data-bbox="1094 719 1321 752">99</td> </tr> <tr> <td data-bbox="268 752 818 786">E) If she burns the food</td> <td data-bbox="818 752 951 786">1</td> <td data-bbox="951 752 1094 786">2</td> <td data-bbox="1094 752 1321 786">99</td> </tr> <tr> <td data-bbox="268 786 818 819">F) If she tells lies</td> <td data-bbox="818 786 951 819">1</td> <td data-bbox="951 786 1094 819">2</td> <td data-bbox="1094 786 1321 819">99</td> </tr> <tr> <td data-bbox="268 819 818 853">G) If she makes fun of boys</td> <td data-bbox="818 819 951 853">1</td> <td data-bbox="951 819 1094 853">2</td> <td data-bbox="1094 819 1321 853">99</td> </tr> <tr> <td data-bbox="268 853 818 887">H) if she is in a boy/girl relationship</td> <td data-bbox="818 853 951 887">1</td> <td data-bbox="951 853 1094 887">2</td> <td data-bbox="1094 853 1321 887">99</td> </tr> <tr> <td data-bbox="268 887 818 920">I) if she does not speak well to elders</td> <td data-bbox="818 887 951 920">1</td> <td data-bbox="951 887 1094 920">2</td> <td data-bbox="1094 887 1321 920">99</td> </tr> <tr> <td data-bbox="268 920 818 987">J) if she refuses to obey a sexual command from a boy or older man</td> <td data-bbox="818 920 951 987">1</td> <td data-bbox="951 920 1094 987">2</td> <td data-bbox="1094 920 1321 987">99</td> </tr> <tr> <td data-bbox="268 987 818 1021">K) if she fails exams</td> <td data-bbox="818 987 951 1021">1</td> <td data-bbox="951 987 1094 1021">2</td> <td data-bbox="1094 987 1321 1021">99</td> </tr> <tr> <td data-bbox="268 1021 818 1055">L) if she breaks home rules</td> <td data-bbox="818 1021 951 1055">1</td> <td data-bbox="951 1021 1094 1055">2</td> <td data-bbox="1094 1021 1321 1055">99</td> </tr> <tr> <td data-bbox="268 1055 818 1088">M) if she is found with a boy at night</td> <td data-bbox="818 1055 951 1088">1</td> <td data-bbox="951 1055 1094 1088">2</td> <td data-bbox="1094 1055 1321 1088">99</td> </tr> <tr> <td data-bbox="268 1088 818 1122">N) If she wears trousers</td> <td data-bbox="818 1088 951 1122">1</td> <td data-bbox="951 1088 1094 1122">2</td> <td data-bbox="1094 1088 1321 1122">99</td> </tr> </tbody> </table>				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
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21.	<p>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 ANYAMATA AMAFUNA ZOGONANA KWAMBIRI KUPOSA ATSIKANA?</p> <p>B) A boy can have other girlfriends even if he has one and things are okay between them MNYAMATA ATHA KUKHALA NDI ZIBWENZI NGAKHALE ALI NDI CHIBWENZI CHINAKALE NDIPOSO ZINTHU ZILI BWINO PAKATI PAWO?</p> <p>C) A girl should tolerate violence because she has no right to report MTSIKANA AZITILIDWA NKHAZA CHIFUKWA ALIBE UFULU OKANENA?</p> <p>INTERVIEWER: PLEASE CIRCLE THE APPROPRIATE RESPONSE FOR QUESTION A THROUGH E (SOURCE FROM UNICEF, 2015, MALAWI)</p>	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? MU TEREMU YANGOTHAYI MUNATHANDIZAPO MTSIKANA PANKHANI YAKUSUKULU NGATI HOMU WEKI?</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? MU TEREMU YANGOTHAYI MUNATHANDIZAPO MNYAMATA PANKHANI YAKUSUKULU NGATI HOMU WEKI?	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? MU TEREMU YANGOTHAYI, MUNAGWIRAKO NTCHITO PAKHOMO PANO ZOMWE AKAGWIRA NDI MCHMWALI /MLONGO WANU?	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? MUTEREMU YANGOTHAYI MUNAMENYAKO /KUCHITAKO NKHANZA KWA MTSIKANA?	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? MUTEREMU YANGOTHAYI MUNAYAMBA MWASEKEDWAKO NDI MNYAMATA CHIFUKWA CHOTI MUNAONONGERA DERESI LANU KAMBA KA NSAMBO/PILYODI?	Yes 1 No 2 DON'T KNOW/Can't remember 98	
6.	HAVE YOU EVER HAD A BOYFRIEND/GIRLFRIEND? MUNAYAMBA MWAKHALAKO NDI CHIBWENZI?	Yes 1 No 2 DON'T KNOW/Can't remember 98	} Q10
7.	CURRENTLY DO YOU HAVE A BOYFRIEND/GIRLFRIEND? PANOPA MULI NDI CHIBWEZI?	Yes 1 No 2	SKIP TO Q11
8.	FOR BOYS, ONLY HOW MANY GIRLFRIENDS DO YOU HAVE? MULI NDI ZIBWEZI ZINGATI?	INSERT NO..... DON'T KNOW/Can't remember 98	
9.	FOR GIRLS ONLY HOW MANY BIYLFRIENDS DO YOU HAVE? MULI NDI ZIBWEZI ZINGATI?	INSERT NO..... DON'T KNOW/Can't remember 98	
10.	DO YOU WANT TO HAVE A BOYFRIEND/ GIRLFRIEND IN THE NEXT 6 MONTHS? MUKUGANIZA KUTI MUTHA KUPEZA CHIBWENZI M'MIYEZI 6 IKUDZAYI?	Yes 1 No 2 DON'T KNOW/Can't remember 98	
11.	HAVE YOU EVER HAD SEX MUNAYAMBA MWAGONANAPO?	Yes 1 No 2 DON'T KNOW/Can't remember 98	} Q14

12.	WITH HOW MANY BOYS/GIRLS HAVE YOU HAD SEX WITH (HOW MANY SEXUAL PARTNERS HAVE YOU HAD)? MUNAGONANA NDI ANYAMATA/ATSIKANA ANGATI?	INSERT NO..... DON'T KNOW/Can't remember 98	
13.	HOW MANY OF THESE PARTNERS DID YOU HAVE AT THE SAME TIME? MUNALI NDI ZIBENZI ZINGATI PA NTHAWI IMODZI?	INSERT NO..... DON'T KNOW/Can't remember 98 DOES NOT MANY GIRL/BOYFRIENDS AT THE SAME TIME95	
14.	FOR GIRLS HAS ANY OF YOUR TEACHERS EVER PROPOSED YOU FOR A RELATIONSHIP? APHUNZITSI ANAYAMBA AKUFUNSIRANKONI CHIBWENZI?	Yes 1 No 2 DON'T KNOW/Can't remember 98	
15.	FOR GIRLS HAS ANY OF YOUR TEACHERS EVER HAD SEX WITH YOU? MUNAYAMBA MWAGONANAKO NDI APHUNZITI ANU?	Yes 1 No 2 DON'T KNOW/Can't remember 98	
16.	HAS ANY MAN MUCH OLDER THAN YOU EVER PROPOSED YOU FOR A RELATIONSHIP? MNYAMATA WAMKULU KUPOSA INU ANAYAMBA WAKUFUNSIRA NKONI CHIBWENZI?	Yes 1 No 2 DON'T KNOW/Can't remember 98	
17.	FOR GIRLS HAS ANY MAN MUCH OLDER THAN YOU EVER HAD SEX WITH YOU? MUNAYAMBA MWAGONANAPO NDI NYAMATA WANKULU KUPOSA INU?	Yes 1 No 2 DON'T KNOW/Can't remember 98	
18.	FOR GIRLS IF YOU HAD SEX WITH A MAN MUCH OLDER THAN YOU, WHAT MADE YOU DO IT? NGATI MUNAGONANAPO NDI NYAMATA WANKULU KUPOSA INU CHINAKUPANGITSANI NDI CHANI? MULTIPLE RESPONSE QUESTION	He threatened meA 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 3: 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

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

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 treatment or project schools while those in italics are <i>comparison/control schools</i>	ENTER SCHOOL:.....	CODE.....
INTERVIEW DATE:	Date: _ _ / _ _ / _ _ (dd/mm/yyyy)	
Name of 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"> 1. How many times in a week do you participate in the gender conscious curriculum learning? 2. How long does a single module/activity take when you undergo gender conscious learning? 3. What problems in your life does the curriculum address? 4. What problems in your community does the curriculum address? 5. To what extent does the curriculum engage students in inquiry (asking questions) in the curriculum? 6. How does the curriculum develop an understanding of world issues among the learners? 7. In what way does your participation in the gender conscious curriculum hurt or help you? 8. How did you respond or react to the hurt or help that you experienced from participating in the curriculum?

<p>5. Knowledge and capacities</p>	<ol style="list-style-type: none"> 1. What is the difference between HIV and AIDS? 2. What causes AIDS? 3. What is stigma and discrimination? What causes stigma and discrimination? What are the effects of stigma and discrimination? 4. What is SRH? What SRH services do you have in your area? What SRH challenges do you face as an individual? 5. What are STIs. Mention some examples of STIs you know 6. How do you think can you reduce the risk of HIV and STI by visiting STI and HIV clinics? 7. What do you understand by gender? How is it different from sex? What is gender discrimination? 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? 9. Do you think education is important? If yes, explain the benefits? If not, explain why? 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? 11. If an opportunity availed itself to have sex, what would you do? 12. Do you think you are able and confident to make a decision about who to have sex with? Why? 13. Do you think you are able and confident to say no to your parents if they suggested you should get married now? Why? 14. Do you think you are able and confident to help a friend of the opposite sex without demanding sex from them? Why?
<p>6. Values and attitudes</p>	<ol style="list-style-type: none"> 1. (For boys only), How would you feel to have a girl as your prefect in class? Why would you feel that way? 2. How would you feel to have a woman as your leader in your village? Why would you feel that way? 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? 4. Between a boy and a girl, which one should be more educated? Why? 5. If you came across a girl who is menstruating, what would be your reaction? Why? 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? 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? 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? 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?

<p>7. Practices and behaviours</p>	<ol style="list-style-type: none"> 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? 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? 3. What led you to make these changes? 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? 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? 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? 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? 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? 9. Do you use any family planning methods? If yes, which type and why that type? If not, why? 10. What motivates you to remain in school when others drop out of school? 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? 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? 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?
<p>8. Project challenges</p>	<ol style="list-style-type: none"> 1. What are the strengths and weaknesses of your teacher/s in delivering the GCP activity? 2. What could be the causes of the weaknesses and/or strengths? 3. <i>What challenges do you think still exist in implementing the project of gender conscious learning in your school?</i>

Annex 4: 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@sdpn.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@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 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 treatment 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"> How many times in a week did you participate in the gender conscious curriculum learning? How long does a single module/activity take when you undergo gender conscious learning? What problems in your life does the curriculum address? What problems in your community does the curriculum address? To what extent does the curriculum engage students in inquiry (asking questions) in the curriculum? How does the curriculum develop an understanding of world issues among the learners? In what way does participation in the gender conscious curriculum hurt learners? How did they respond or react to the hurt or help that they experienced from participating in the curriculum?

<p>2. Knowledge and capacities</p>	<ol style="list-style-type: none"> 1. What causes HIV? What is the difference between HIV and AIDS? 2. What is stigma and discrimination? What causes stigma and discrimination? What are the effects of stigma and discrimination? 3. What is SRH? What SRH services do you have in your area? What SRH challenges do you face as an individual? 4. What are STIs. Mention some examples of STIs you know 5. How do you think can you reduce the risk of HIV and STI by visiting STI and HIV clinics? 6. What do you understand by gender? How is it different from sex? What is gender discrimination? 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? 8. Do you think education is important? If yes, explain the benefits? If not, explain why? 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?
<p>3. Values and attitudes</p>	<ol style="list-style-type: none"> 1. How would you feel to have a woman as your leader in your village? Why would you feel that way? 2. Between a boy and a girl, which one should be more educated? Why? 3. If you came across a girl who is menstruating, what would be your reaction? Why? 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? 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? 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? 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?
<p>4. Practices and behaviours</p>	<ol style="list-style-type: none"> 1. What motivates you to remain in school when others drop out of school? 2. What motivates you to assist or not to assist a boy or a girl in doing their homework? 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? 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? 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? 6. What lead you to make these changes?
<p>5. Project challenges</p>	<ol style="list-style-type: none"> 1. What are the strengths and weaknesses of your teacher/s in delivering the GCP activity? 2. What could be the causes of the weaknesses and/or strengths? 3. <i>What challenges do you think still exist in implementing the project of gender conscious learning in your school?</i>

