



**SPORTS FOR CHANGE (S4C) PROJECT BASELINE STUDY
REPORT**

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List of acronyms

AIDS: acquired immune deficiency syndrome

FGDs: focused group discussions

GBV: gender based violence

GoR: Government of Rwanda

HIV: Human immune deficiency virus

KAP: Knowledge attitude and practices

KIIs: Key informant interviews

MINEDUC: Ministry of education

RDHS: Rwanda demographic health survey

SRH: Sexual reproductive health

S4C: Sports for change

TV: television

VSLA: Village savings and loan associations

I2YBE: Twelve year basic education

Executive summary

Sports for change project aims to address girls disempowerment and sexual based violence through sports notably soccer and karate. The interventions are also expected to target boys and other indirect beneficiaries (parents and teachers) in communities around eight schools located in Muhanga and Kamonyi districts. A baseline study was commissioned to assess the existing situations prior to the implementation of the project. The scope of the study included collecting data on key outcome indicators as well as knowledge attitudes and practices on different themes such as leadership, gender based violence, sexual reproductive health child rights among others. The study leveraged mixed methods approach to obtain prevalence as well as underlying attitudes and beliefs around the themes of interest. The quantitative component targeted direct beneficiaries (girls and boys) as well while parents and school administration were engaged through focused group discussions and in-depth interviews. The findings indicate that;

- 53% of girls and 59% of boys are able to lead a gender related forum. Ability to lead is defined as having attended any gender related forum and; expressed interest in a leadership position, offered to lead others in a group assignment at school, community or church and organized peers to do an activity at school or community or; spoke at a public gathering or sought clarification from an adult
- 47% of girls and 35% of boys reported having spoken at a public gathering
- 32% of boys and 44% of girls reported having expressed interest in a leadership position at any level.
- 39% of boys and 60% of girls offered to lead others in an assignment at school, home or community
- 76% of boys and 94% of girls sought clarification from an adult about something not clear to them.
- 90% of boys and 80% of girls believe that a female can make a good president
- 33% of boys and 30% of girls believe that leadership is a males' field
- 98% of girls and 65% of boys know at least one child right enshrined in the national integrated child rights policy whereas 0% of both boys and girls know all the seven rights (the right to; identity and nationality, family and alternative care, survival, health and standard of living, education, protection, justice and participation)
- 25% of boys and 20% of girls are able to make their decisions on sexual reproductive health (defined as having relevant knowledge and control over SRH decision making)
- 53% of all boys and 73% of girls reported having all the information they need to make most reproductive at the same
- 32% of boys and 67% of girls say most reproductive health decisions are beyond their control
- 47% percent of girls and 22% of boys say they would be in trouble if their parents discovered that they were in a relationship
- 35% of boys and 47% of girls say they would be in trouble if found with a condom
- 93% of boys and 66% of girls reported engaging in one-on-one or group conversations to advocate for girls' participation in curriculum and extra curriculum activities
- 86% of boys and 68% of girls reported positive parental support to their involvement in sports activities (defined as being accompanied to play their favorite game, or being bought uniform or shoes or encouraged to join sports activities with others or often being granted permission to go for sports activities)
- 26% of girls and boys believe that a girl cannot get pregnant the first time she engages in sex
- 20% of boys and 9% of girls believe a condom can be used more than once
- 17% of boys and 10% of girls believe one can get HIV/AIDS through sharing food with an infected person
- 38% of boys and 33% of girls say real men don't use condom

The study makes the following recommendations

- Consider raising awareness on different forms of violence. This follows findings that rape is perceived to be the only form of gender based violence: Other forms such as economic psychological violence etc. are not known and potentially wo
- Consider increasing boys' intervention as they too were found with gaps in terms of knowledge of HIV/AIDS transmission sexual reproductive health. They can also be girls' allies in the quest for gender equality.
- Consider commissioning a study to explore the effectiveness strengths and opportunities in the current anti-GBV models. Through this study explore why only 18% of girls would to report to police in the event of them or their friend experiences violence. In contrast, 46% of boys would report to police.
- Consider advocating for gender responsive pedagogy. This follows finding from students that schools whilst covering SRH topics, they do so in mechanical manner without going into the details.
- Promote awareness of children rights as enshrined in the national integrated child rights policy
- Embed HIV/AIDS messages in the intervention to provide clarity on when a girl can be infected with HIV/AIDS. This follows findings that 26% of girls believe that having sex for the first time may insulate them from HIV/AIDS.
- Consider integrating myth bursting in the interventions to address several myths including one about condom being used more than once and getting infected with HIV/AIDS through sharing food with or touching an infected person and that "real men don't use condom"
- When passing on messages to girls consider using their social networks (trusted friends) as they are more likely not to read books and media channels
- Double down interventions targeting parents as achieving adolescents' voice value and agency may not materialize without support environment at home and community
- Consider doing qualitative data collection after quantitative field work to allow for some of the counterintuitive findings to be explored.

1.0 Country context

Rwanda has made tremendous social economic progress since the 1994 genocide that claimed the lives of about one million lives. The East-central African nation's economy has continuously registered steady growth with GDP expanding from a mere \$754million in 1994 to about \$9.1billion in 2017.¹ The landlocked nation's progressive business environment policies has seen the country emerge as one of best places to start a business according to World Bank doing business report (2017). These reforms have had a remarkable 'trickledown' effect on the lives of ordinary Rwandans according to official statistics. Poverty for instance declined from 70% ²in 1997 to 39% in 2014³ while domestic revenue now account for over 62% ⁴ compared to 29% in 1995⁵. The surge in economic growth and increased resource envelope has led to increased investments in education, health, social protection, gender empowerment programmes among others.

In the education sector, the Government of Rwanda has since 2011 made access to first nine years of education free. This has since been expanded to 12 years in what has been dubbed 12 years basic education (12YBE). Social protection programmes have since been rolled out with support from development partners while home grown solutions such as mutual health insurance community health workers have led to dramatic improvements in maternal mortality, child mortality among others.

To sustain the gains registered in the post-genocide era, the GoR is well aware of the importance of inclusive of development and gender mainstreaming in programmes, policies and governance. At the macro-level, there is a commitment to ensure equal representation of all interest groups including, men, women, youths, persons with disabilities among others. Indeed while the constitution calls for at least 30% women representation at every level government, the Rwandan parliament has had women majority since 2008⁶ a record that remains unmatched in the world. Despite these impressive achievements and political will at the highest level, there is a modicum of evidence to suggest that more could be done to deepen the impact of progressive policies and laws enacted over the years. For example dropout rate, is relatively high among females compared to males (see MINEDUC 2017⁷). In comparative terms, girls are also not performing well in school compared to boys while transition to university is also skewed towards

¹ <https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?locations=RW>

²

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTPA/0,,contentMDK:20204759~menuPK:435735~pagePK:148956~piPK:216618~theSitePK:430367,00.html>

³ National institute of statistics of Rwanda (2014)

⁴ <https://www.newtimes.co.rw/section/read/200622>

⁵ <https://www.newtimes.co.rw/section/read/190313>

⁶ <https://data.worldbank.org/indicator/SG.GEN.PARL.ZS?locations=RW>

⁷ http://mineduc.gov.rw/fileadmin/user_upload/pdf_files/Rwanda_Education_Statistics_2017.pdf

boys. Gender based violence remains an issue with for example 41% of women and 18% of men approving women beating in certain circumstances (RDHS 2015). Teenage pregnancy appear to be on the ascendancy with about 7% of young women (15-19) estimated to have begun child bearing in 2015 up from 6% in 2010 according to RDHS (2015). In the governance arena, there is also evidence to show that leadership contestation at local level is not gaining enough traction among women as it is at the national level. For example out of thirty mayors elected in 2016 elections, only four (4%) were females. The challenge for Rwanda has always been making sure that whatever progress made at the national level is mirrored at the grassroots level. Ensuring that the demand for gender equality is engineered from bottom-up rather than a favour from national leaders may make a difference. This might require investment in young men and women's self-confidence and leadership potential. Care along with other likeminded international organizations are keen to unlock this potential through adolescent targeted interventions.

1.1 Care's work in Rwanda

Care international has been operating in Rwanda since 1984. Following the 1994 genocide, the organization focused on humanitarian support to internally displaced persons and returning refugees. The end of emergency phase saw the organization's shift from emergency to development programming with water system rehabilitation, education, agro-forestry, health education, sustainable land use management being the center piece of the country programme. In 2017, a new programme strategy was approved with women and adolescent girls in the lowest wealth quintile at the centre. The strategy also saw a shift from direct implementation to working with partners. Through nine local partners, Care has been able to reach over half a million people through village saving and loan association (VSLAs). The current focus on adolescent girls reflects a growing realization in the development space that investing in a girl and a woman benefits the household, the community and the nation and the cost of not doing so risks deepening intergenerational poverty.

1.3. Sports for change project

Sports for change (S4C) projects aims at leveraging sports activities (Karate and Soccer) to contribute to addressing female disempowerment, gender based violence that is common in schools. The project seeks to raise awareness in schools and communities around schools targeting both learners aged 12-17 and key gatekeepers that interface with the girl including teachers, parents and religious leaders. By the end of the project in 2021, the project hopes to have built a critical mass of youth's advocates that will keep the momentum of advocating for girl on issues of GBV and gender equality. The project also hopes to cause a shift in society's attitude towards girls' empowerment and sexual gender based violence. The project commenced in 2018 is expected to wrap up in 2021.

I.4 Baseline study

To understand the prevailing situation prior to the implementation of the project, a mixed methods study was commissioned by CARE focusing on eight schools in two districts of Kamonyi and Muhanga that will be targeted by the project. The study conducted by an external consultant sought to collect quantitative data on key outcome indicators as well general perception, knowledge attitude and practices (KAPs) on key issues around sexual reproductive health, gender empowerment, leadership among others. **Table I** denotes the indicators around which the survey was designed. Other additional indicators came from CARE's youth leadership index (YLI) as well as gender equality index (GEI). These two were meant to gauge prevailing attitudes and practices on the aforementioned issues. The key outcome indicators that were subject of the baseline study S4C project are highlighted in table one:

Table 1 Sports for change project outcome indicators

Outcomes	Main quantitative indicators	Main qualitative indicators
Youth project beneficiaries aged from 12-17 years old have become youth advocates in Gender equality and S/GBV related issues	% of Girls who are able to lead at least three public forums on gender equality	Change in girls' perception of their voice, self-confidence, and influence
	% of adolescent girls who are aware of their rights and entitlements	Change in boys' perception of their voice, self-confidence, and influence
	% of girls who make their own decisions regarding sexual relations and sexual reproductive health care	Change in perceptions and behaviours towards gender equality and child rights amongst boys and girls
Project stakeholders (boys, parents and teachers), have improved attitudes/taken actions towards girls empowerment and reducing S/GBV	% of adolescent boys engaging in one-on-one or group conversations to advocate for girls' participation in sporting and GBV/gender equality	Perception of parents, boys towards girls' empowerment and S/GBV
	% of girls reporting parents support for girls' participation in sporting activities	Change amongst project stakeholders' attitudes (boys, parents and teachers) towards girls' leadership and girls' empowerment

2.0 Methodology

The baseline study used a cross section design and was complemented by qualitative data collected from boys, girls and indirect beneficiaries (school administration and parents.). The following sub sections give a detailed account on how the survey was administered.

2.1 Study population

For the quantitative study, the population under study was the entire senior students in the selected schools. Whereas the project targets all learners from senior one up to potentially senior three, it was deemed necessary to survey only students who would be potentially in the targeted schools for up to three years. Since senior three and twos could only be expected to be at their respective schools for one to two years, the expected impact would not have materialized. The project hopes to conduct a follow up end line evaluation on the same students surveyed at baseline. Senior three and two's would by then have moved to other schools in the country hence difficult to track. Qualitative study population included school administration, and parents. Whereas they are not direct beneficiaries of the project, their inclusion in the study was to the extent that they are key gatekeepers of learners and their attitude and beliefs weigh heavily on the choices children make on issues of reproductive health, sports, and leadership among others.

2.1 Selection of sampling units

All the eight schools targeted by the project constituted primary sampling units. The study was nonetheless conducted in four randomly selected schools- two from each district. **Table 2** shows the schools that were selected to represent other schools in each district.

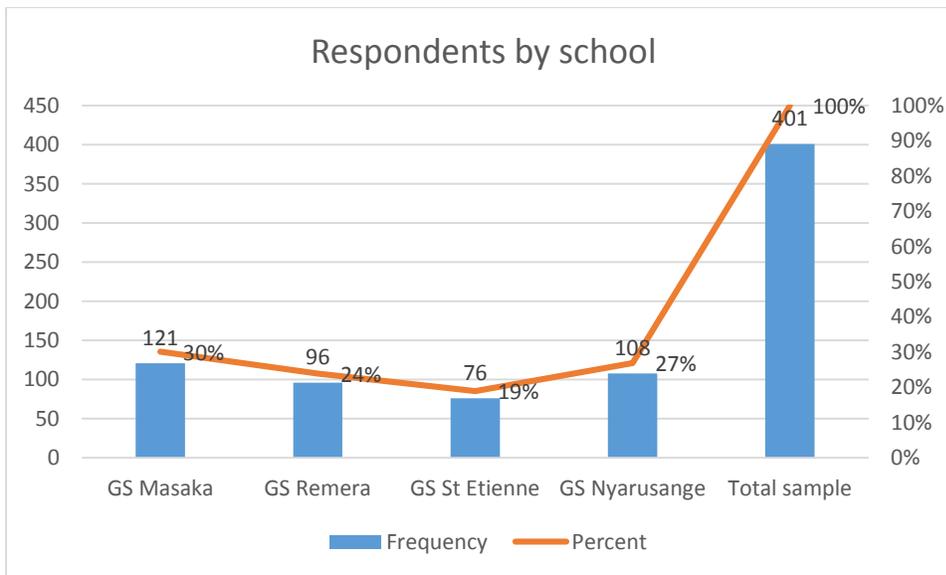
Table 2: List of schools selected from each district

No	District	School	Random#
2	Kamonyi	GS.MASAKA	0.181687392
4	Kamonyi	GS.REMERA(Indangamirwa)	0.334441879
1	Kamonyi	GS Gacurabwenge	0.40860522
3	Kamonyi	GS.GIHEMBE	0.76065719
3	Muhanga	GS.ST.ETIENNE	0.267671461
1	Muhanga	GS.NYARUSANGE	0.308600453
4	Muhanga	GS.KIVUMU	0.316144626
2	Muhanga	GS.GITARAMA	0.907317884

2.1 Sample size

Quantitative data was collected from 400 students representing about 20% of the youths advocates the project intends to reach during the life of the project. The sample was proportionally distributed to the selected schools based on the number of girls and boys from each school (see Figure 1).

Figure 1 Break down of sample by school



2.2 Demographic break down

Out of the 401 respondents surveyed, 233 (58%) were girls whereas 168 (42%) were boys. All the respondents were randomly selected from senior one in the selected schools.

Table 3 Sex break down of respondents

GEND	Freq.	Percent	Cum.
Male	168	41.90	41.90
Female	233	58.10	100.00
Total	401	100.00	

Source: S4C baseline study (2018)

The average age of respondents was 15 years with the minimum being 12 and maximum nineteen years respectively. Whereas the project is targeting learners between the ages of 12-17, those outside the target age range but in senior one were not excluded. Typically some children start school when they are relatively old hence the discrepancy.

Figure 2 Mean age of respondents

Variable	Obs	Mean	Std. Dev.	Min	Max
age	401	14.66334	1.374365	12	19

Source: S4C baseline study (2018)

Qualitative data was collected from parents as well as school administration. The aim of s group discussions and key informant interviews was mainly getting perspectives on a range of themes such as sexual reproductive rights, gender based violence, sports, leadership among others. d. The bulk of recommendations are based on insights generated from the qualitative sample size.

Table 4 Break down of qualitative sample size

Respondents	Frequency	Type	#Males	#Females
Parents	4	FGDs	13	12
Youths	4	FGDs	12	12
Key informants	4	KIIs	4	0
S/Total	12		29	24
Total respondents			53	

NB: the key informants included; Head teachers of the four schools. They were all males.

3.0 Main findings

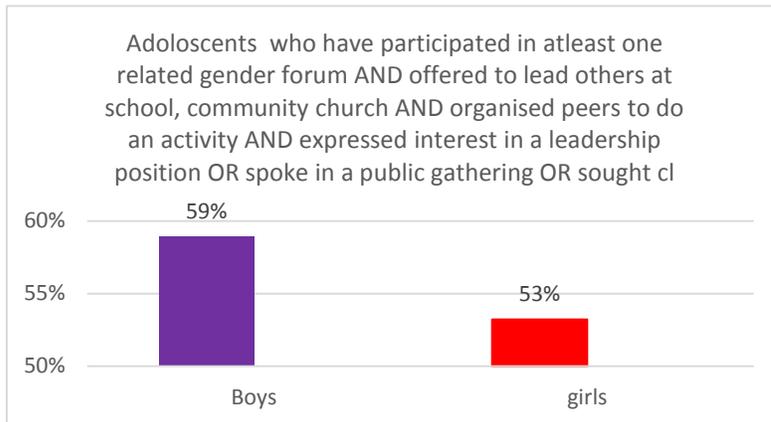
This chapter provides a detailed account of main findings from the baselines study including both quantitative and qualitative insights generated from direct and indirect target beneficiaries. The findings are arranged according to key themes starting with the main outcome indicators. Whereas some indicators are derived from a grouping of several variables, the consultants find merit in presenting individual variable where deemed necessary.

3.1 Outcome indicator: Percentage of girls who are able to lead at least three public forums on gender equality

Participation and taking leadership charge of gender related forums is one of the outcomes the project hopes girls will garner during the life of the project. The plan is to train youth's advocates who will keep the momentum even after the project has ended. In order to measure the current situation prior to the implementation of relevant interventions, the baseline study looked at girls who are able to provide this leadership using different proxy measures pertaining to leadership potential, self-confidence and voice. A girl was deemed to have the ability to lead if they participated in any gender related forum at any level and;

1. Offered to lead others in an assignment at school, community or church
AND
2. Organized peers to do an activity at school or community
AND
3. Expressed interest in a leadership position
OR
4. Spoke in a public gathering at school or community
OR
5. Sought clarification from an adult about something you did not understand

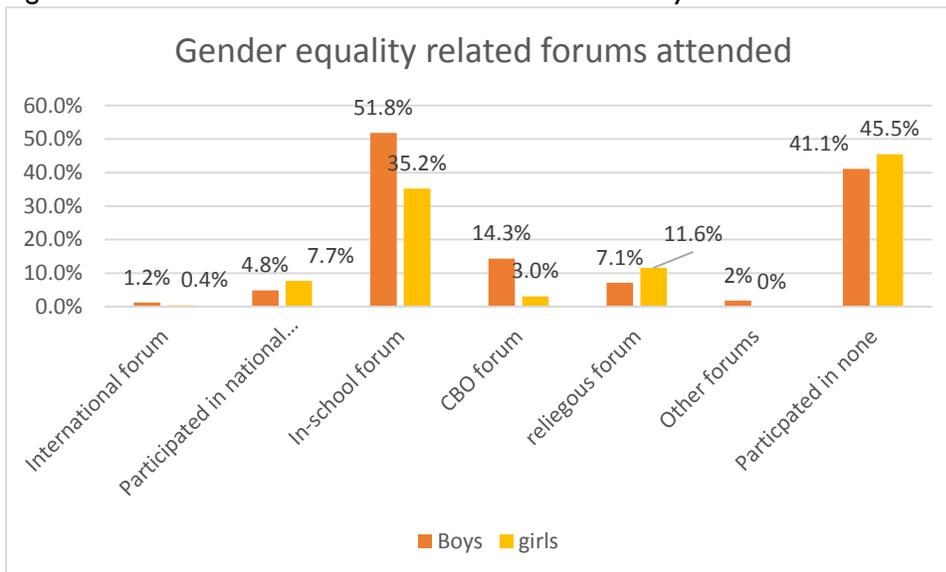
Figure 3 Percentage of adolescents who are able to lead public gender related forum



Source: S4C baseline study (2018)

Generally 223 (99 boys and 124 girls) respondents equivalent to 56% of the overall sample have participated in at least one gender related forum; of those who have participated in a gender related forum, all of them reported having undertaken any of the leadership confidence and voice related activities. However when expressed as a percentage of the overall girls and boys population surveyed, the estimates fall down to 59% and 53% for boys and girls respectively. In- school forums were the most attended events across both sexes followed by religious forums. About 46% of females and just over 41% of males hardly participated in any gender related forum.

Figure 4 Gender related forum attended broken down by sex



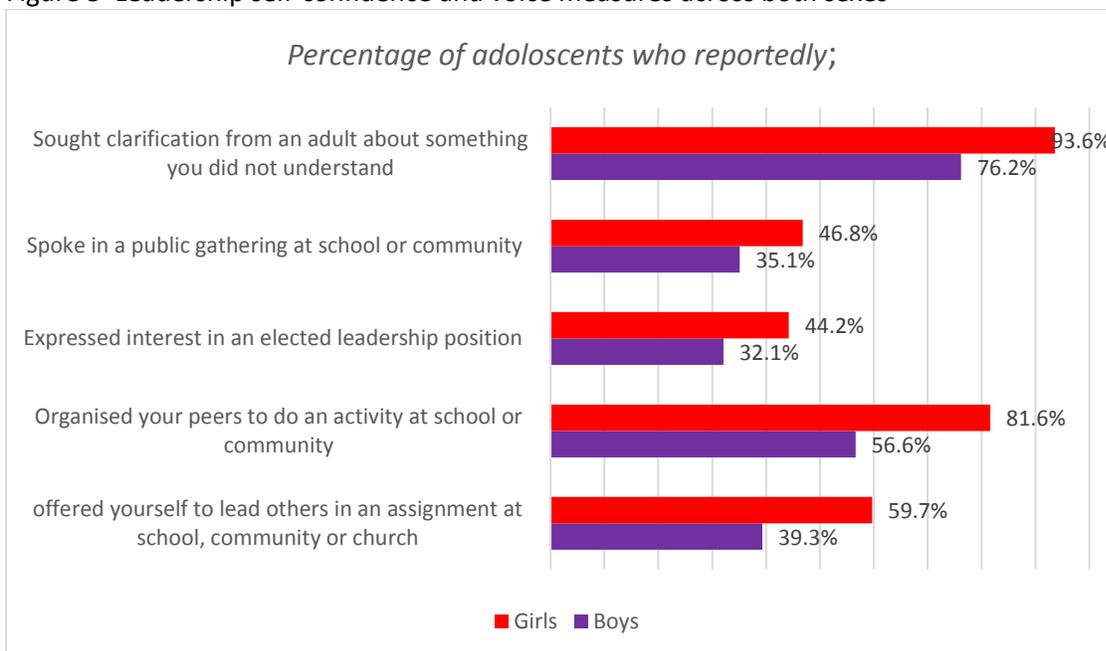
Source: S4C baseline study (2018)

There is potential to leverage in school forums to encourage more females to engage in gender related platforms. As **Figure 4** shows, girls are trailing their boys counterpart in terms of in school participation

in gender related forum. This may be down to low confidence attributed to lack of exposure to many public events which is also linked to lack of time. Interestingly findings show girls outperforming boys on a range of leadership, self-confidence and voice related indicators. **Figure 5** shows that a comparatively low (32%) of boys expressed interest in leadership position in the last twelve months compared to 44% of girls. The same trend can be observed over other measures pertaining to public speaking, organizing peers among others. It also contradicts findings that point to girl’s lack of time for such undertakings. The explanation may nonetheless be explained by lack of urgency to partake in communal activities on the part of boys partly because of absence of similar encouragement accorded to girls and women.

Other studies notably the education statistical year book show that girls in lower secondary tend to do well in academics presumably on other topics including leadership as well. It’s only when they advance to higher levels that they tend to drop out and perform poorly relative to boys. This might as well be the reason why the leadership potential exists among girls compared to boys

Figure 5 Leadership self-confidence and voice measures across both sexes



Source: S4C baseline study (2018)

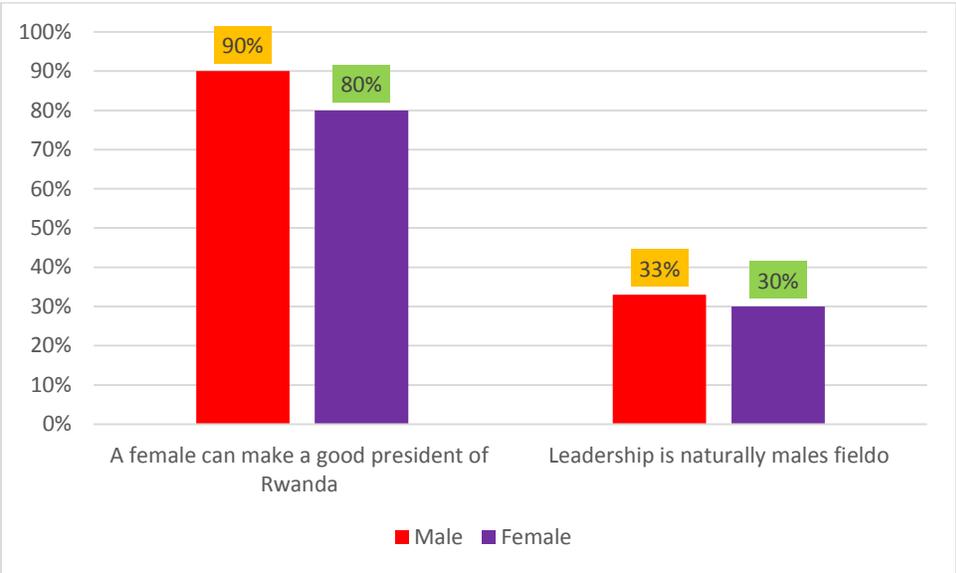
3.1.2 Suitability of women president

The adolescents’ and youths in general are said to be the leaders of tomorrow. Whereas Rwanda has always been in global headlines for women representation especially at national level, participation of women and girls in local governance structures has not been satisfactory. Part of the problem could be lack of girls’ agency and supportive environment at home. S4C is keen to instill self-confidence voice and

agency. The baseline study measured adolescents' attitudes on two proxy measures; whether it is true or false that a female can make a good president 2) whether leadership is generally a male's field.

Figure 6 illustrates that there are positive views across both sexes with only surprise being the high percentage (10%) of boys who believe in the capacity of females to make good presidents compared to girls. There is also a 3% difference between boys and girls believing that leadership is a men's field with the girls this time holding a positive opinion.

Figure 6 Percentage of adolescents' who believe that a female can be a good president of Rwanda and leadership is generally a male's field



Source: S4C baseline study (2018)

Discussions during focused group discussions centered the respondent's perception of women and men's leadership roles. While all girls and boys expressed the view that both girls and boys can be great leaders, in the schools surveyed, girls are elected as assistant to boys in most student leadership positions. The "girls can be leaders too" mantra" appears to not to have translated into practice mainly because of deeply entrenched roles including the belief that male leadership role is preordained by God. Among parents, there is a strong view that a good girl is one who stays home and helps parents. She is also perceived to be vulnerable when outside home and staying at home is part of protection mechanism. It does thus appear that instilling self confidence in adolescents may only bear fruits if societal norms have shifted, the project may need to deal with gatekeepers more than initially planned if girls potential is to be realized.

“Even the bible says the man is the head of the family”

Male parent in Muhanga.

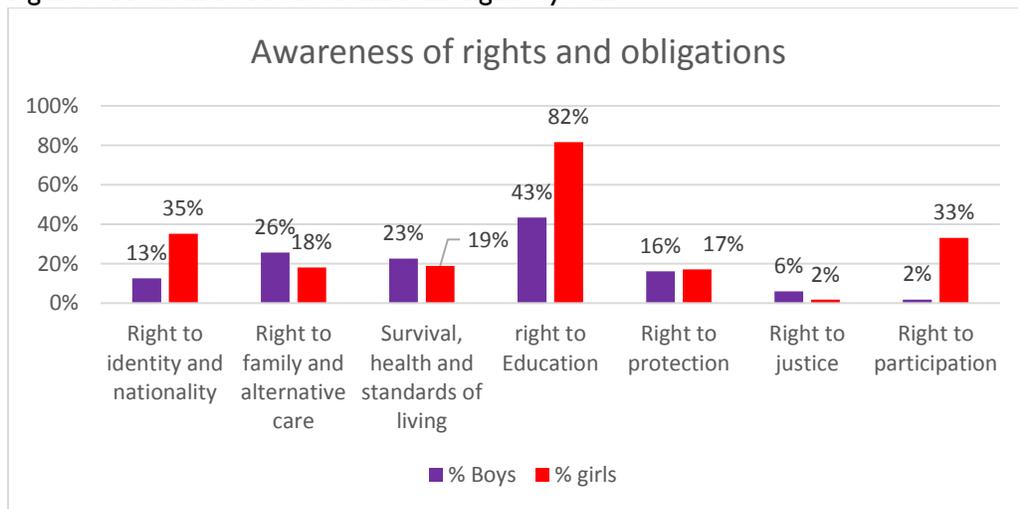
‘Girls are exposed to much of risks when they are outside of home that it is why we need them to stay home’

Male parent in Muhanga

3.2 Outcome indicator 2: Percentage of adolescent girls who are aware of their rights and entitlements

The indicator measurement was based on the number of girls who mentioned -top of mind all the seven rights enshrined in the national commission for children’s integrated child rights policy (ICRP). The policy stipulates seven fundamental rights including; 1) right to identity and nationality, 2) right to family and alternative care, 3) survival health and standard of living, 4) right to education, 5) right to protection, 6) right to justice and 7) right to participation. Out of 401 respondents interviewed none knew all the rights listed above whereas 98% (228/233) of girls and 65% (110/168) of boys knew at least one child right.

Figure 7 Awareness levels of different rights by Sex



Source: S4C baseline study (2018)

Out of the seven officially recognized rights, the right to education is the most known with awareness levels of 82% and 43% among boys and girls respectively. The project may wish to raise the bar high and deem anyone who does not know all the seven rights to be unaware. In this case the baseline would be zero.

3.3 Outcome indicator 3: Percentage of girls who make their own decisions regarding sexual relations and sexual reproductive health.

Being able to make personal choice on issues such as when to get married, bear children, refuse sex are some of the fundamental principles that underpin many laws and policies intent on promoting women and girls rights. Sports for change project is keen to increase girls' voice value and agency. The baseline measured the extent to which girls and boys make their own decisions on sexual relations and reproductive health using different proxy measures including whether or not respondents believe they have all the information they need to make informed decisions on sexual reproductive health.

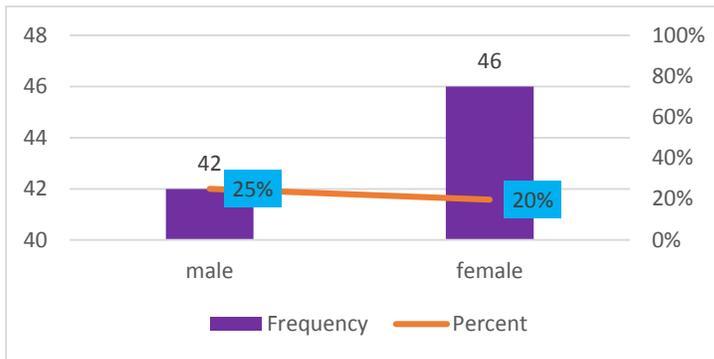
Table 5 Percentage of respondents who believe they have all the information they need to make SRH decisions by Sex

I have all information i need to make most SRH decisions	GEND		Total
	Male	Female	
True	90 53.57	169 72.53	259 64.59
False	49 29.17	44 18.88	93 23.19
I don't know	29 17.26	19 8.15	48 11.97
Refused	0 0.00	1 0.43	1 0.25
Total	168 100.00	233 100.00	401 100.00

Source: S4C baseline study (2018)

Overall 65% of all respondents believe that they have all the information they need to make informed decisions on sexual and reproductive health. The rate is higher among girls (73%) compared to boys (43%). This is partly explained by the fact that SRH related problems affect girls more than boys and the latter are less likely to be conscious of SRH issues compared to girls. It might as well be that girls are ignorant of the information they need. Access to information is particularly vital in a context where there are several sexual related myths. The study thus considered access to information and having control over sexual reproductive health as important proxies in measuring girls SRH decision making power. As a result, only 20% (46/233) of girls and 25% (42/168) of boys reported having required knowledge and control over their SRH decision making process.

Figure 8 Percentage of adolescents who make their own decisions on SRH



Source: S4C baseline (2018)

Table 6 shows that just over 52% of respondents concurred that most SRH decisions are beyond their control. The feeling of helplessness is higher among girls (67%) compared to boys (33%).

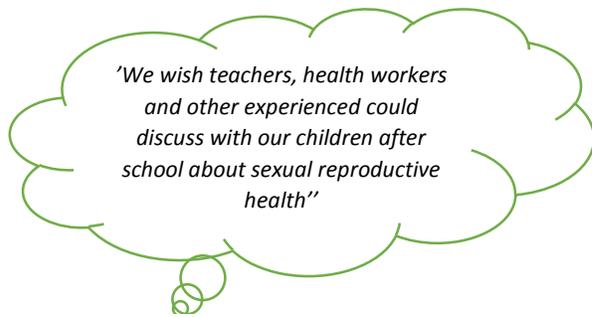
Table 6 Percentage of respondents who believe that most SRH decisions are beyond their control

most reproductive health decisions beyond my control	GEND		Total
	Male	Female	
True	55 32.74	155 66.52	210 52.37
False	75 44.64	65 27.90	140 34.91
I don't know	38 22.62	11 4.72	49 12.22
Refused to answer	0 0.00	2 0.86	2 0.50
Total	168 100.00	233 100.00	401 100.00

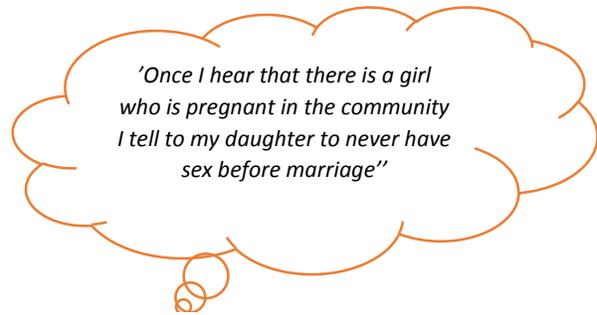
Pearson chi2(3) = 56.1501 Pr = 0.000

Source: S4C baseline study (2018)

The chi square test show that differences between boys and girls perception of their SRH decision making power are statistically different. Discussions with parents revealed some of the causes of feeling of helplessness on SRH. It was pointed out that parents are less keen to discuss with children about SRH issues for fear of inadvertently encouraging them to 'experiment' what they are told. It was also revealed that parents are less comfortable talking about SRH issues and would rather entrust this responsibility to third parties such as community health workers (CHWs), nurses and other people outside their communities. Other wait for an incident to happen before telling their daughters about the dangers of early pregnancy as summed up by one female parent in Muhanga.



Male Parent- Kamonyi



Female parent Muhanga

The school going respondents were also asked to weigh in on whether they would have control to reverse parents decisions if the latter decided to marry them off as well as the ramifications of being found with a condom or being in relationship. Results show that 33% of girls and 28% of boys believe that in the event of parents deciding to marry them off, they would have little control over the decision whereas 47% of girls and 22% of boys reported that they would be in trouble if parents discovered that they were in a relationship.

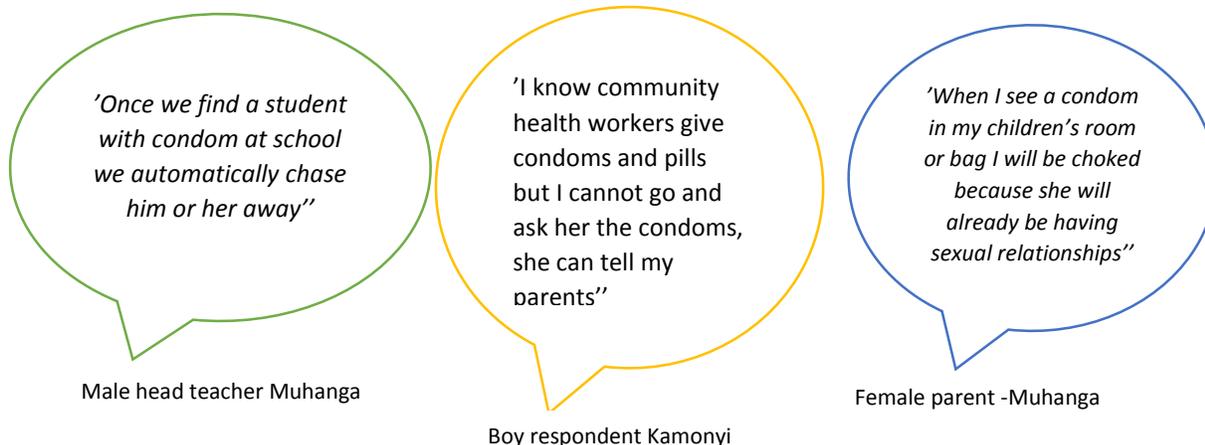
Table 7 Percentage of girls and boys who believe that they would be in trouble if parents discovered that they are in a relationship

I would be in trouble if parents found that i'm in a relationship	GEND		Total
	Male	Female	
True	37 22.02	110 47.21	147 36.66
False	112 66.67	121 51.93	233 58.10
I don't know	19 11.31	2 0.86	21 5.24
Total	168 100.00	233 100.00	401 100.00

Pearson chi2(2) = 40.8997 Pr = 0.000

Source: S4C baseline study (2018)

Using a condom is another sensitive issue. 35% of boys and 47% of girls stated that having condoms could get them in trouble with their parents. FGD participants reported that condoms are not allowed in catholic and protestant government aided schools that were sampled (3/4 schools are catholic while the fourth one belongs to protestant church). Only abstinence is the accepted method of preventing HIV/AIDS or unwanted pregnancy in schools that were sampled. SRH materials are not allowed in school and violating this rule could lead to expulsion from. On the other hand parents are hesitant to give later alone accept their children carrying condoms in their bags for fear of promoting promiscuity. The manner in which SRH topics are covered in school biology class some students felt leaves a lot to be desired.



There is also reluctance on the part of students to request condoms and other contraceptive pills partly because of associated stigma. The children's wish is that condoms and put in safe place where they can access them without being seen by people known to them.

Table 8 Percentage of boys and girls reporting that they would be in trouble if found with a condom

I would be in trouble if parents found out that i'm using condoms	GEND		Total
	Male	Female	
True	58 34.52	110 47.21	168 41.90
False	97 57.74	115 49.36	212 52.87
I don't know	11 6.55	8 3.43	19 4.74
Refused to answer	2 1.19	0 0.00	2 0.50
Total	168 100.00	233 100.00	401 100.00

Pearson chi2(3) = 9.8191 Pr = 0.020

Source: S4C baseline study (2018)

Access to health services is also affected by the fact that children must ask permission to go to the nearest health facilities. Typically this permission is granted mostly when there are visible signs of sickness on children. About 82% of boys and just over 93% of girls reported having to ask permission to go the facility. For non-visible sicknesses, it is probable that they may not get permission and for girls, domestic chores often take precedence over such non-emergency visits according to feedback gathered from children.

Table 9: Percentage of respondents reporting that they need parental permission to go to the health facility by sex

Parental permission required to go to the health facility	GEND		Total
	Male	Female	
True	137 81.55	217 93.13	354 88.28
False	28 16.67	16 6.87	44 10.97
I don't know	3 1.79	0 0.00	3 0.75
Total	168 100.00	233 100.00	401 100.00

Pearson $\chi^2(2) = 14.1885$ Pr = 0.001

Source: S4C baseline study (2018)

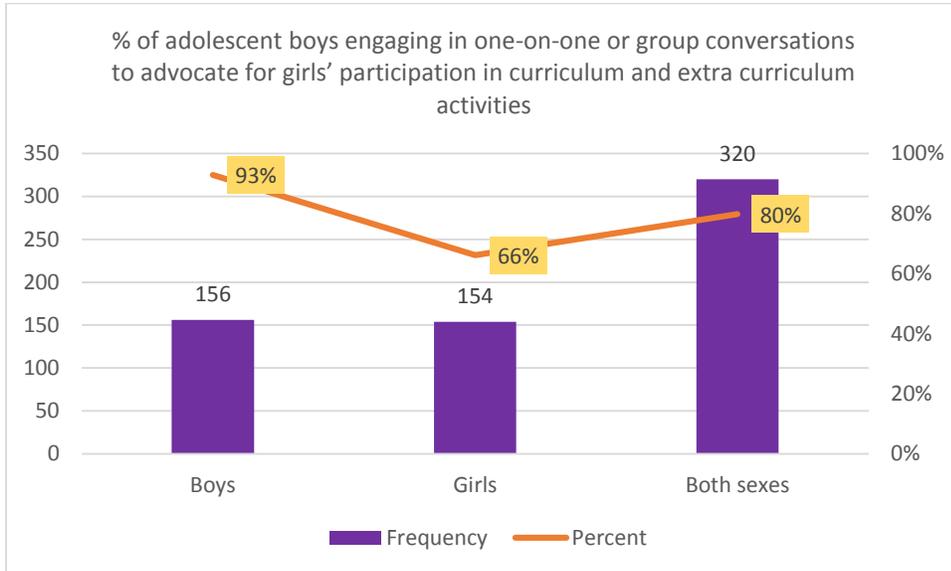
3.4 Outcome indicator 4: % of adolescent boys engaging in one-on-one or group conversations to advocate for girls' participation in sporting and GBV/gender equality.

Support of boys is crucial if girls are to break barriers in sports and GBV prevention. The project is keen to build on momentum built by other interventions that are promoting positive masculinity. Overall 80% (320/401) girls and boys reported encouraging girls to take part in curriculum and extra curriculum activities. There was more encouragement from boys (93%) compared to girls (66%). This particular indicator is nonetheless quite vague on what counts as encouragement which partly explains high positive response rates. Anything related to sport a boy may have done with a girl could have been construed as advocating for girls participation. However feedback from students in FGD participants revealed that at times girls play in the same team as even score something that elates them.



Girl respondent GS Masaka

Although the project is yet to be implemented in schools, discussions with students suggested that some of the project activities are already happening. In GS Masaka and GS Remera, Karate has already been introduced even though the schools are still grappling with lack of equipment.



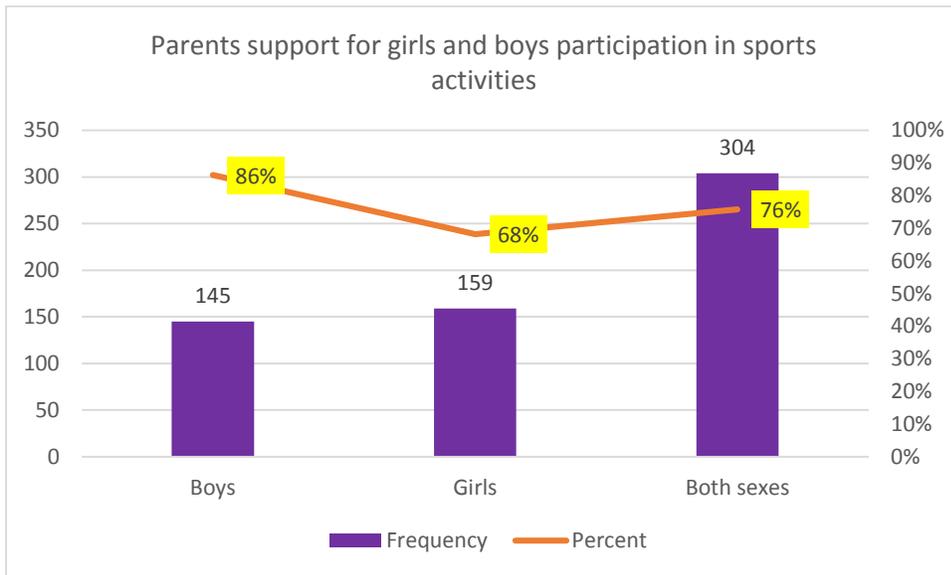
Source: S4C baseline study (2018)

Among extracurricular activities, sports was the most advocated for by both boys and girls at 58% and 42% respectively followed by club activities in which 45% of boys and 25% of girls advocated for girls participation. Participation of girls in school leadership activities was advocated for by only 13% of boys and 0.9% of girls whereas 26% of boys and 12% of girls advocated for girls participation in class activities.

3.5 Outcome indicator 4: % of girls reporting parents support for girls' participation in sporting activities

If girls are to break barriers, the support of parents will be crucial. The baseline study collected data on boys and girls perception of the extent of their parents using four proxy measures. A respondent is deemed to have parental support if they either had their parents come to watch them play their favorite sport, or had sports uniform/shoes bought for them, or been encouraged by parents to join sports activities over the weekend or reported that their parents believe engaging in sports activities is the best use of children's time.

Figure 9 Percentage of girls and boys reporting parental support to their involvement in sports activities



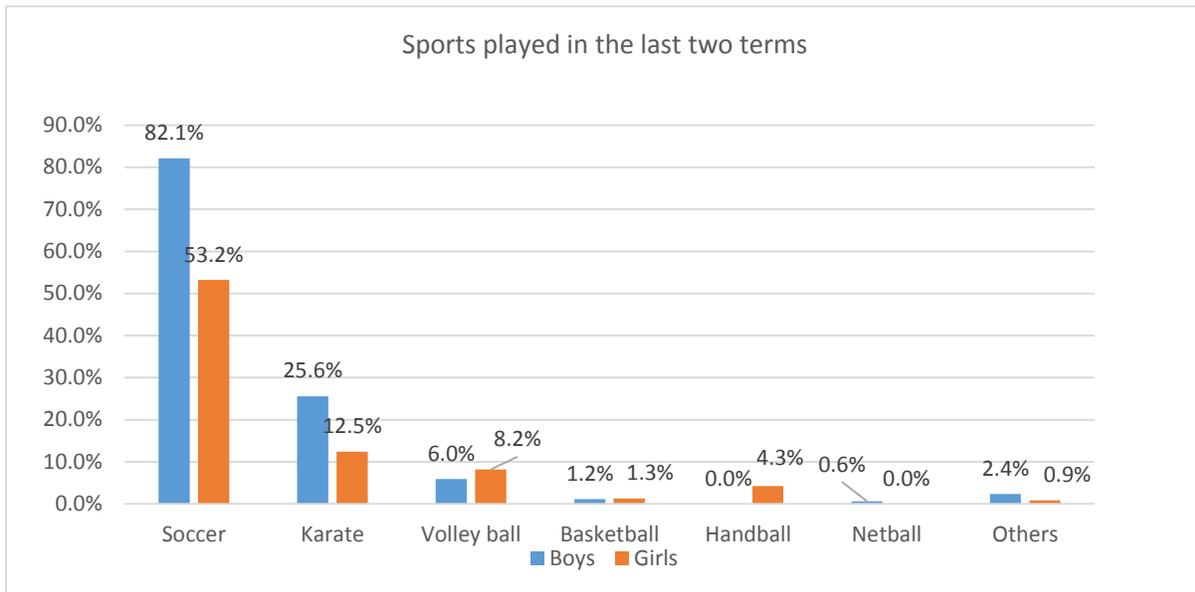
Source: S4C baseline study (2018)

Figure 9 indicates that 86% of boys (145/168) reporting having a favorable parental support to their involvement in sports compared to 68% (159/233) of girls. Not that this question was only asked of respondents who reported playing any sports game in the last two terms. However the rate of parental support has been calculated based on the overall number of girls and boys.

3.6 Most popular sports

When asked which sports activities they have engaged in the last two terms preceding the survey, 82% of boys and 53% of girls reported soccer with karate coming in the second position at 26% and 13% for boys and girls respectively.

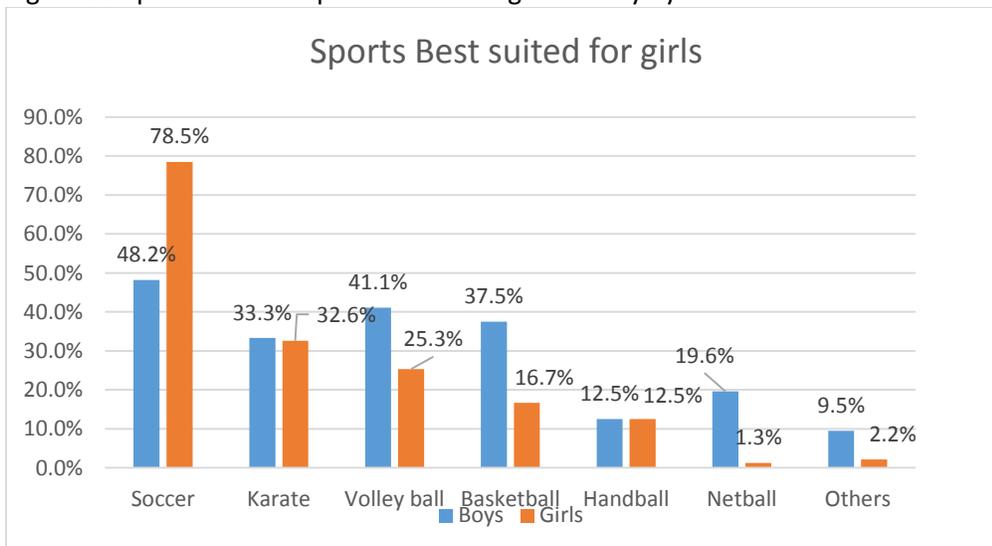
Figure 10 Percentage of adolescents by games played in the last two terms disaggregated by sex



Source: S4C baseline study (2018)

Most other games appear to be less popular or at least not played due to possible infrastructural issues. When asked the sports activity more suitable for girls majority of girls (79%) and just over 48% of boys pointed to soccer whereas Karate got mentioned by 33% of boys and almost similar percentage of girls. Among girls soccer, karate, volleyball, basketball and handball are perceived as most suitable for them whereas among girls, the most girl friendly games are soccer, volleyball basketball, netball and handball.

Figure 11 Sports activities perceived to be girl friendly by sex

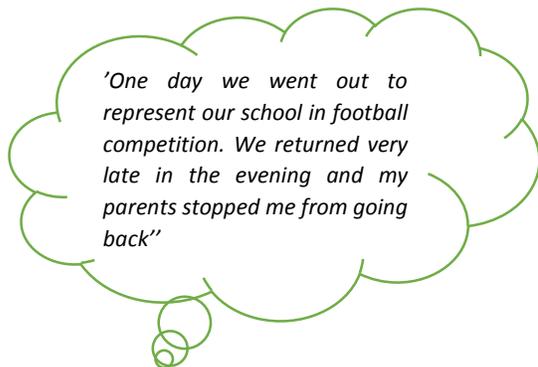


Source: S4C baseline study (2018)

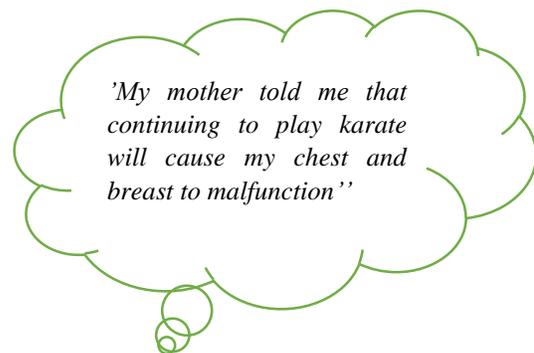
The fact that more girls than boys say soccer is the most suitable for girls does not mean that the sport is more popular with girls than boys. It simply means that relative to other sports, girls think that soccer

is the most suitable whereas boys think otherwise. It may as well mean that it is the sport they are familiar with, know its rules and hence likely to pick it out as one most suited for girls. However as earlier mentioned, some schools notably GS Remera and GS Masaka have already introduced Karate and some respondents appear to have gotten wind of project activities. This may also explain high positive response rates

Among respondents reporting parents' encouragement to take part in weekend activities with others, about 30% of boys and 26% of girls mentioned mother as the one who encouraged them while father was mentioned by 38% of boys and 30% of girls (see figure 12). Instances of both mother and father supporting children's participation in sports activities were reported by 29% of girls and 28% of boys. Feedback obtained from focused group discussions largely back the trend. Respondents pointed out that soccer (football) is the most played game albeit more popular among boys compared to girls. Volleyball basketball and more recently Karate also played in schools surveyed. However, the participation of girls is hampered by home chores and the perception that some games are less suitable to girls. Karate in particular is viewed as too rough for girls among by some parents.



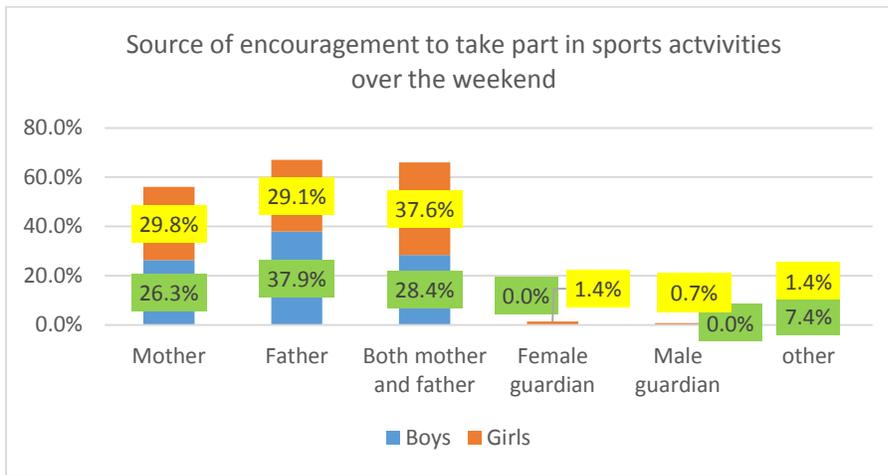
Female student - Kamonyi



Female student Muhanga

While most parents appeared to understand the importance of sports, there are discernible underlying fears of sexual violence that may be meted out on girls when returning late from sports activities as well a general perception that a good girl is one who stays at home and does domestic chores. Aside parents and student's beliefs, infrastructural bottlenecks were reported with schools lamenting lack of playground for some games as well equipment deficits. (Balls, sports shoes, sports uniform)

Figure 12 Percentage of girls and boys encouraged to take part in weekend sports activities by the source of encouragement



Source: S4C baseline study (2018)

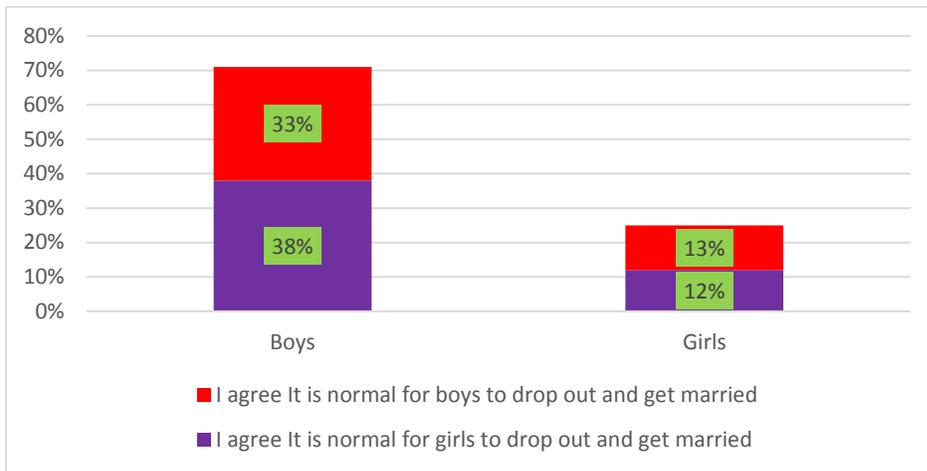
3.7 Perceptions about Gender based violence, early, marriages HIV and SRH

Questions about gender based violence early marriages, knowledge of HIV/AIDS transmission were covered by the baseline. This section covers the findings on key findings on each of these themes.

3.7.1 Early marriage

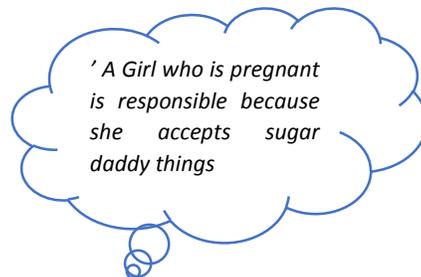
Respondents were asked whether it is normal for either girls or boys to drop out and get married. As **Figure 13** illustrates, females have a less tolerant view of boys and girls getting out of school to get married compared to boys. Whereas 38% and 33% of boys say it is normal for a girl and boy to drop out of school and get married respectively, only 12% and 13% of girls approve of a girl or boy dropping out of school to get married respectively which clearly shows that girls are against anyone be it a boy or girl dropping out to get married. Just like other issues, girls appear to have the right information but seem to lack the agency to act on them. This could be due to lack of control over decisions that affect them as well as social norms that define a good girl as one who listens to her parents.

Figure 13 Percentage of respondents who agree that it is normal for either boys or girls to drop out of school and get married disaggregated by sex.



Source: S4C baseline (2018)

The trend could be due to what parents and teachers termed as giving boys fatherly responsibilities (constructing house, deciding the time of getting married etc.) when they are still young to the effect that they don't value education. For example in Muhanga, boys are being lured to work in mines which contributes to them dropping out of school and inevitably ends with them getting married earlier to equally young girls. Parents attitude of early marriage appear to be less empathetic to girls who conceive. A strong view that girls who conceive pregnancies are to blame was expressed by some parents citing their (girls) willingness to accept gifts from 'sugar daddies'.



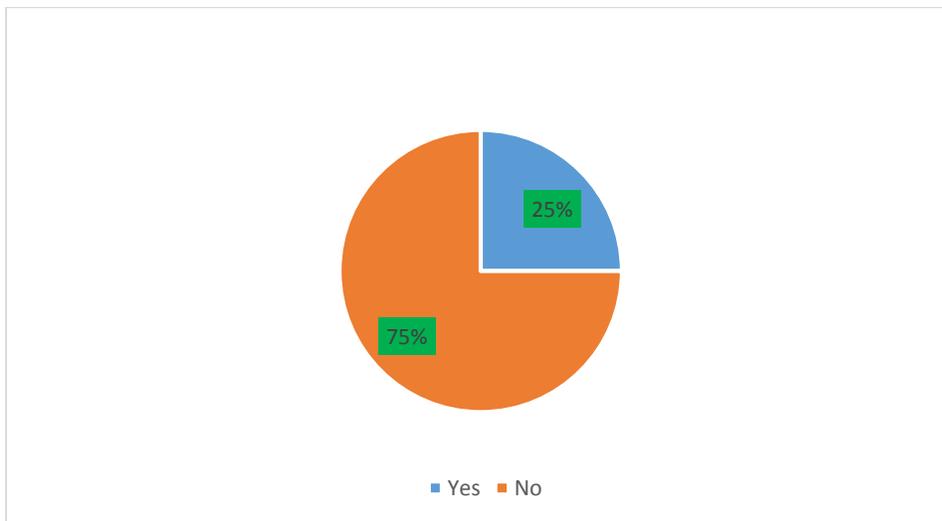
Female parent Muhanga

The lack of sympathy from parents points to a bigger societal problem in which the victim is viewed as villain while the perpetrator is at times seen as a victim of temptation from being promiscuous girl. This has potential to impact on reporting of sexual abuse as stigma forces victims to remain at home secluded from public.

3.7.1.1 Current use of contraceptives

Among the adolescent girls surveyed, only 25% (59/233) were using contraceptives other than condom while 95% would use condom in the event of engaging in sex before marriage. This represents the intention to use it and may not necessarily mean that they can or will use them due to limited access to them. The fact that female condoms are less popular and available in Rwanda gives credence to this assumption. Asked where they would go if they needed contraceptive services, 91% mentioned public health facility, and 7% reported not knowing where to go. Just over 2% either mentioned parents (1.7%) or friends (0.4%).

Figure 14 Percentage of adolescent girls currently using contraceptive methods:



Source: S4C baseline study (2018)

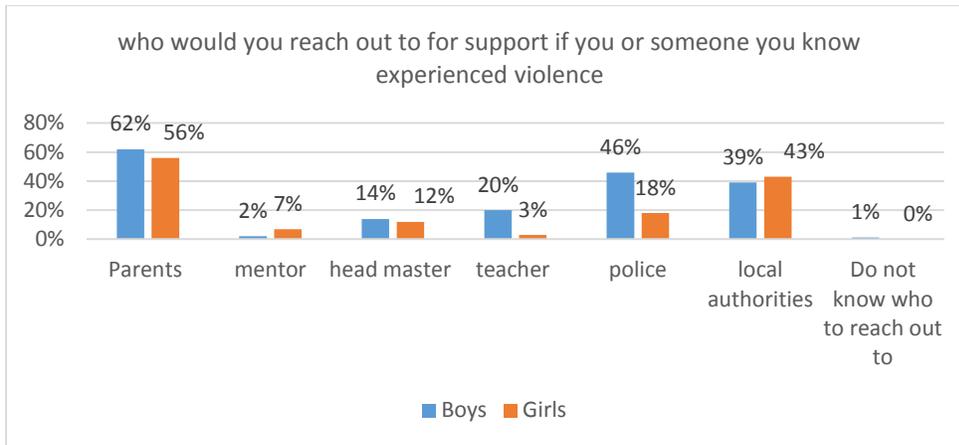
3.7.2 Gender based violence

As Rwanda moves to shake off years of patriarchy through a series of legislative and policy action, gender based violence appears to have emerged as unintended consequence. Incidences of Gender based violence are becoming a concern especially for the vulnerable girls living in poverty. The situation is compounded by acceptability of some forms of violence by the victims –women, RDHS (2015) findings show that up to 59% and 48% ⁸of women in Muhanga and Kamonyi agreed that a husband is justified in beating wife for at least one specified reason. As a result, some victims often do not report cases to relevant authorities. The baseline study asked respondents who they would report to in the event that they or somebody they knew experienced gender based violence. **Figure 15** shows that majority of boys (62%) and girls (56%) would report to their parents whereas 46% of boys and 18% of girls would go to police. Other than

⁸ Demographic health survey 2015 page 468)

parents, girls appear to trust local authorities (43%) and police (18%). It is inexplicable why girls would have less trust in police. It is possible that Rwanda national police is still viewed by some adolescent girls as a ‘men’s institution. Most upcountry police stations tend to be manned largely by men whom adolescent girls may not trust with such sensitive information.

Figure 15 % of boys and girls by the person they would report if they or somebody they knew experienced GBV



Source: S4C baseline (2018)

Asked to comment on the assertion that sexual violence is a private matter which should not be discussed in public, about 28% of boys and 12% of girls reported in affirmative. Results of chi square show these differences between boys and girls over whether sexual violence is a purely a private matter to be statistically significant.

Table 10: Percentage of adolescents’ who believe that sexual violence is a private matter and should not be discussed with anyone

Sexual violence is a purely private matter and should not be discussed in public	GEND		Total
	Male	Female	
True	47 27.98	27 11.59	74 18.45
False	118 70.24	206 88.41	324 80.80
I don't know	3 1.79	0 0.00	3 0.75
Total	168 100.00	233 100.00	401 100.00

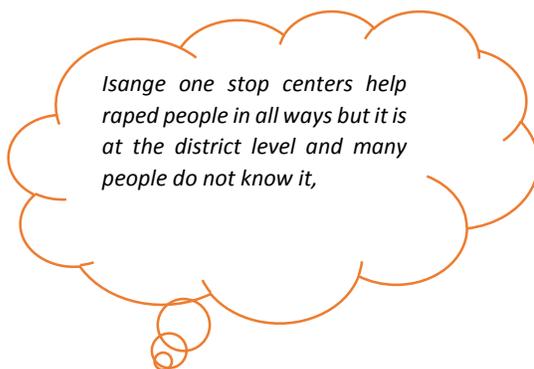
Pearson chi2(2) = 22.3579 Pr = 0.000

Source: S4C baseline study (2018)

Gender monitoring office (GMO) classifies gender based violence into four categories; 1) economic, 2) physical, 3) psychological and sexual violence (inclusive of rape). Feedback obtained from parents and adolescents in FGD indicated that most parents are not aware of other forms of violence other than sexual one. Yet official figures indicate that these forms of violence are happening frequently. For example RDHS (2015) indicates that in the whole of Rwanda, 17.6% of women and 6.5% of men experienced any form of physical violence in the twelve months preceding the survey whereas 18.5% of women and 14% of men experienced emotion violence in the same period. The prevalence of sexual violence was comparatively low; 8.3% among women and 1.2% among men.

The reason for low awareness of other forms of violence may be culture which normalizes certain practices such as wife beating. RHS (2015) again indicates that 59% of women in Muhanga and 48% from Kamonyi reported that wife beating could be justified under certain circumstances. In contrast, only 11% of men in Muhanga and 5% in Kamonyo approval wife beating under certain circumstances. It may well be that due to this reason participants did not see wife beating and other forms of violence meeting the threshold of what is considered violent behavior.

When asked which institution to report to largely mentioned police. –mainly because it is the only institution in charge of investigating rape cases. As earlier mentioned, there is “she brought rape upon herself” mentality among parents and also frustration at the scope and responsiveness of police investigations. The school administration while aware of Isange one stop centre services, lament the fact that it is at the district level and adolescents are not aware of the help they can expect. The GBV committee that were set up to follow up GBV at local level lack motivation due to perceived lack of action by the authorities above them.



Male Head teacher, Muhanga



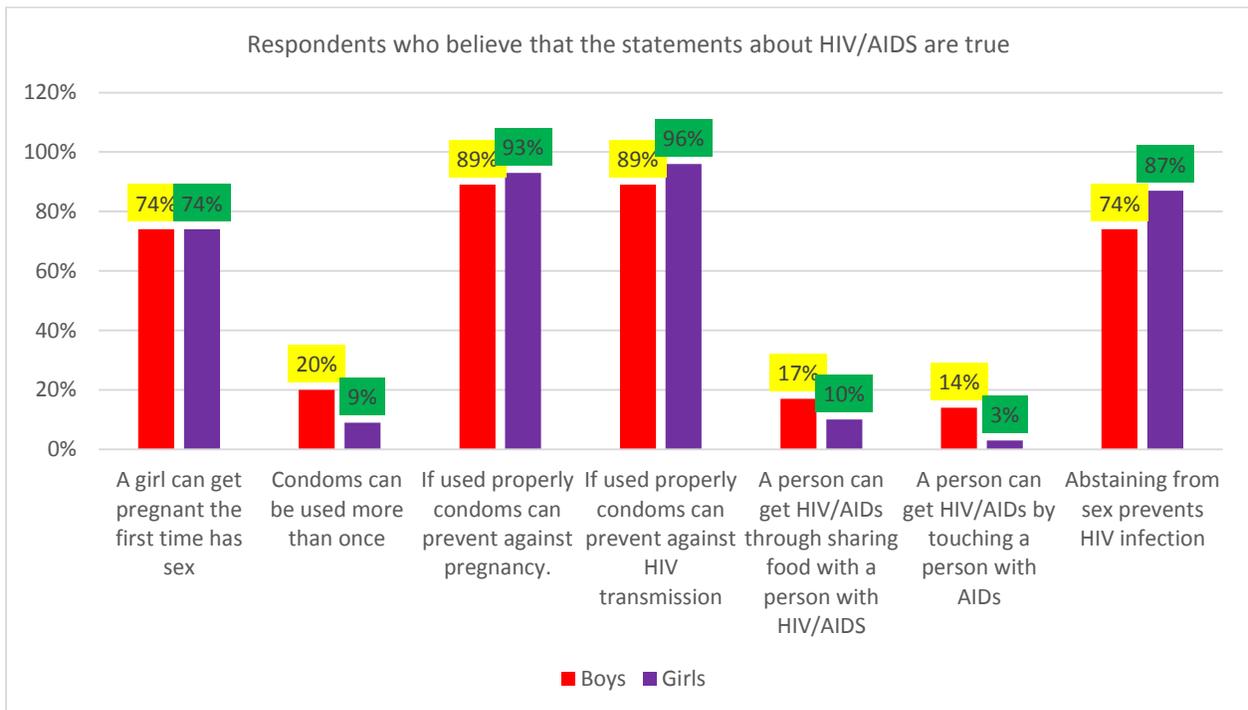
Male parent, Kamonyi

The project may need to focus on raising awareness on different forms of violence and also possibly commission a study to explore the gaps and opportunities in the current anti-GBV model.

3.7.3 HIV/AIDS transmission

HIV prevalence may be low in Rwanda (3% according to RDHS p225) but the struggle to ensure AIDS free generation continues. S4C is keen to embed HIV/AIDS messaging in the interventions. The baseline study asked questions to test adolescents' knowledge of HIV/AIDS transmission. **Figure 16** shows respondents feedback on a range of questions that were put to them. While awareness is high, it could go higher. For example 74% of respondents (both boys and girls) reported that it is true a girl can get pregnant if she engages in sex for the first time. This is high but not necessarily impressive as 26% of adolescents' could be at risk of conceiving without the right information.

Figure 16 Percentage of adolescents who believe that the following statements about HIV/AIDS transmission are true



Source: S4C Baseline study (2018)

The project could also address the myths around acquiring food through sharing food which is believed by 17% of boys and 10% of girls. Acquiring HIV/AIDS through touching a person living with HIV/AIDS is believed by 14% of boys and 3% of girls to be another source of transmission of the virus. The project may as well integrate myths busting interventions to provide much needed clarity. Asked to agree or disagree with the statement that said “real men don’t use condom” majority of boys (61%) and girls (59%) disagreed while a minority but sizeable percentage of girls (33%) and boys (38%) agreed with the statement

suggesting that the project may need to find a way to pass the right communication about condom use notwithstanding school and church regulatory barriers.

Table 11 Percentage of adolescents' who believe that real men don't use condom by sex

Real men don't use condom	GEND		Total
	Male	Female	
I agree	63 37.50	78 33.48	141 35.16
I disagree	103 61.31	138 59.23	241 60.10
I don't know	2 1.19	17 7.30	19 4.74
Total	168 100.00	233 100.00	401 100.00

Pearson chi2(2) = 8.2001 Pr = 0.017

Source: S4C Baseline study (2018)

Discussions with parents and adolescents' revealed quite a number of issues. For example it was revealed that parents often wait for an incident to happen -for example a girl in the neighborhood getting pregnant or related news on TV before they can discuss sexual matters with children. Yet children are keen to learn so many things including rapid body changes. Neither the schools nor parents appear to be filling this void. Asked what they would love to be told, adolescents in FGDs were keen to know for example 1) how fecundation happens, 2) when one is at risk of getting pregnant, 3) how to use different contraceptive methods, 4) how to fend off sexual predators, 5) menstruation cycles among others. Adolescents were also of the view that children born with HIV/AIDS should be told by their parents about their status rather than wait to hear from other people.

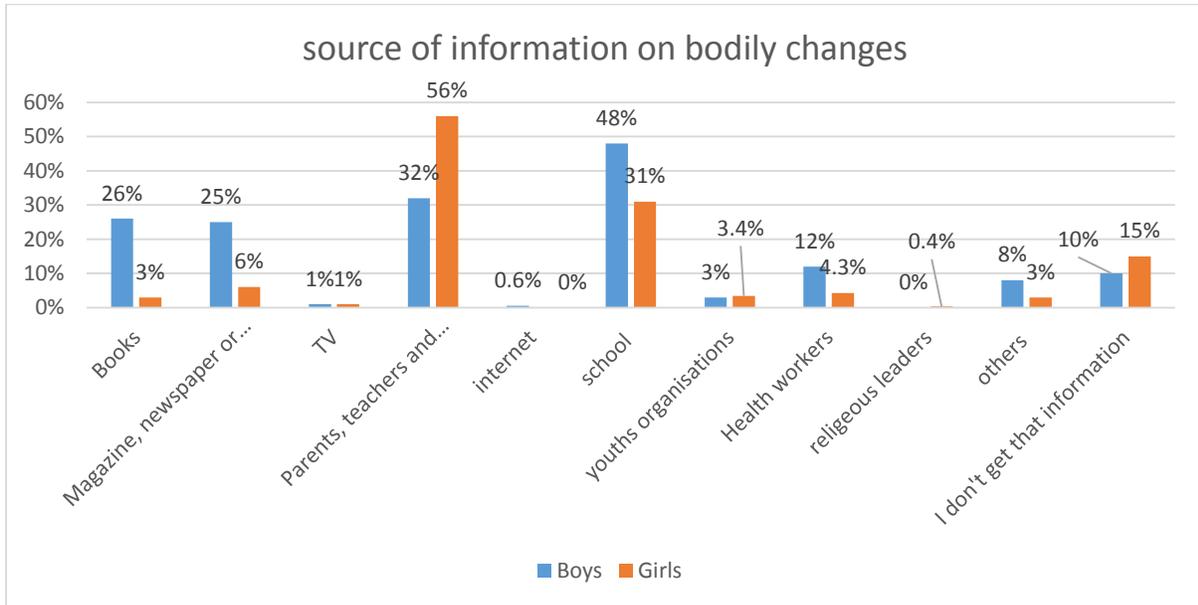
3.7.4 Source of information on bodily changes

Majority of girls and boys get information about bodily changes from either parent's teachers or friends (56% for girls and 32% for boys) or school (48% boys and 31% girls) whereas books account for just 26% and 3% source of information for boys and girls. Around 10% of boys and 15% of girls reported not getting information on body changes at tall. There is a discernible trend of girls not getting information from written sources such as books and media. This may be linked to domestic chores that do not permit them from accessing information from those sources. It may also explain why the school is the single most important place where girls access information.

It also appears that girls prefer information obtained from social networks such as friends. The project may need to channel content through these sources in order to have maximum impact. These findings are

nonetheless somewhat contradicting feedback obtained from students during FGDs in which they decried limited information provided to them by schools and parents. it is nonetheless are possible that adolescents (both girls and boys) are getting information from friends which partly explains some myths around SRH (covered in next chapters). It is important to manage what sort of information adolescents are getting from their friends to minimize myths

Figure 17 Percentage of adolescents' by the source of information on bodily changes



Source: S4C baseline study (2018)

3.8 Qualitative indicators

In addition to collecting data on quantitative indicators, the baseline also gathered anecdotal information on key qualitative indicators stipulated in the monitoring evaluation and learning plan. This section highlights feedback on each indicators;

3.8.1 Change in girl's perception of their voice, self-confidence and influence

Strengthening the adolescents' voice value and agency are some of the entry points to addressing gender equality as more confident adolescents are likely to be assertive and make their own determination about what is wrong or right. Sports for change is keen to use sports notably soccer and Karate to increase girls social assets. Girls in FGDs indicated that previously girls did not play Karate but after its introduction, they now play the game which makes them proud and empowered.

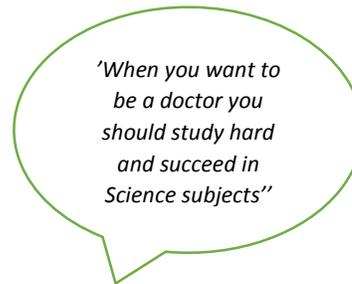
'Sometimes we play football with boys in the same team and ground and score goals''

Female student GS Masaka. Kamonvi

Interestingly even before the project is implemented in schools, the games are already being played. Girls also pointed out that their confidence increases whenever they play with boys in the same team. A sense of agency, feeling of empowerment and optimism in 'girls can do it belief was reported especially whenever girls play with boys and score goals. This is quite an important way to demonstrate that girls can always break barriers even in traditionally male fields. If girls can play soccer and score in a male team, there is a big chance that this can go a long way to demonstrating that girls can make it in different fields such as leadership. It was also revealed that through sports activities, girls gain confidence in their ability to become leaders, give opinions on different matters in various fields including within school teams at school. There is sense that exposure to public events such as soccer helps girls to be more confident and prepares one for leadership roles. It also sets the ambition bar high which ultimately encourages one to work hard in order to achieve career goals.



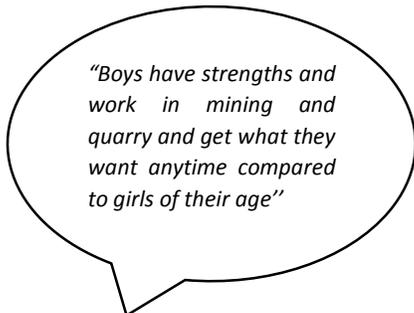
Female student GS Masaka, Kamonyi



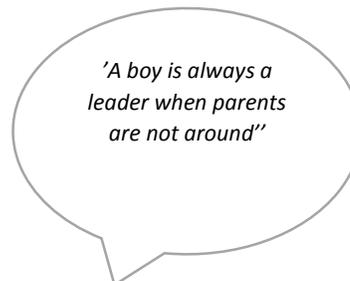
Female student GS St Etienne, Muhanga

3.8.2 Change in boy's perception of their voice, self-confidence and influence

Among boys, the overwhelming viewpoint from discussions with them was that being a boy is a precursor to being a man and is synonymous with doing heavy tasks they believe girls are ill-equipped to do. There is a strong belief in the ability of boys and men to do everything (sic) and that this is what society expects. Because of supportive environment at home and society, the confidence of boys and their perceived value and agency is high relative to girls. Among some boy respondents, being perceived as a natural leader at home, school and community is badge of honor.



Male student GS Remera, Kamonyi

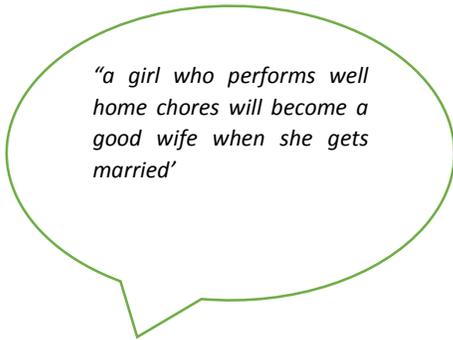


Male student GS Nyarusange, Muhanga

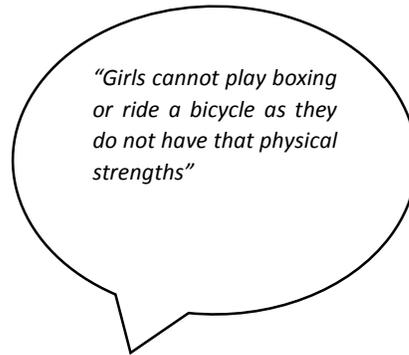
It thus appears that if the struggle for gender equality is to bear fruits, men and boys should be enlisted as allies. The project will need to increase interventions targeting boys as they will be tomorrow's husbands and need to change now if gender equality is to be achieved tomorrow.

3.8.3 Change in perceptions and behaviors towards gender equality and child rights amongst boys and girls

Discussions with both adolescents revealed that for most part, both girls and boys agree on some gender issues for example who should do domestic chores –all agree it’s a girl’s duty, perceived physical weakness of girls among others. The idea that by doing home chores, girls are preparing themselves to be future wives came out strongly in the discussions with students. The project will need to address this perception as it prepares girls not to aspire for greater achievements beyond being a good wives. This feedback is inconsistent with quantitative which generally showed girls having progressive views on their role and place in society. Social desirability (wanting to say nice things to researcher’s) perhaps explains high positive response obtained in the survey.



Female student GS Masaka

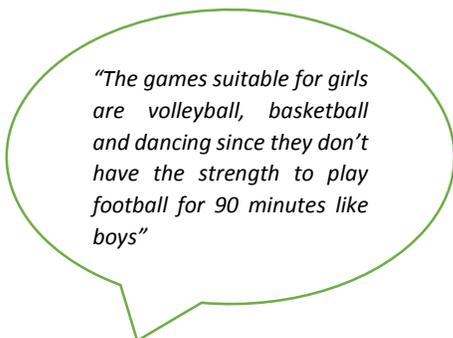


Male student GS Remera Kamonyi

When asked if they knew their rights as children, majority were quick to mention the right to education, health and food whereas others (right to; participation, protection survival and family) were largely unknown. The project will need to raise awareness about other rights during the course of implementation.

3.8.4 Perceptions of parents, boys towards girl’s empowerment and S/GBV

Among boys and parents, the girls’ ability is largely judged based on their physical strength which influences activities they are perceived to be able to do or don’t do. This is for example reflected in the perceptions that some sports like soccer and Karate are ill-suited for girls due to their physical demands. Among some parents and boys, girls can do almost everything boys can for as long they do not require physical energy.



Female parent GS Nvarusange -Muhanga



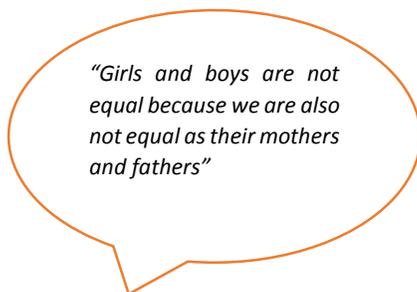
Boy GS Remera Kamonyo

The qualitative finding about boys' perception of soccer not being suitable for girls is consistent with quantitative results which showed that more girls than boys believe soccer is the most suitable for girls. If boys are to advocate for girls participation in sports activities, the project may need to change their mindset about the suitability of soccer for girls.

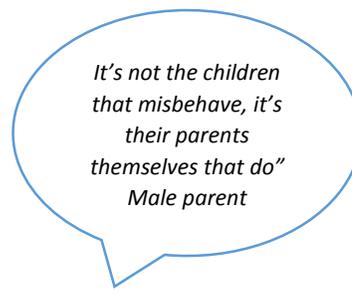
In terms of gender based violence, parents and boys largely associate the vice to rape yet there are other forms of violence that can be meted on girls. There is also an inward sense of feeling among parents and boys that girls who experience sexual violence are culpable for what happens to them citing their love of money and other luxuries their parents cannot afford to buy for them. Parents' disclosure of sexual violence information meted on their daughters is reportedly affected by their collusion with perpetrators and reluctance to report neighbors to authorities over fear of how society might view them. Families that have conflicts among members and those having large families are said to be the source of most girls that are sexually abused. Due to lack of enough resources at home and disagreements, children often leave home in search of opportunities often in towns and trading centers where they are sexually exploited. There is therefore a case to be made that GBV may as well be an economic issue as economically deprived girls are more likely to be sexually exploited.

3.8.5 Change amongst project stakeholders attitudes (boys, parents and teachers) towards girl's leadership and empowerment

Among parents, the perceptions of equality between boys and girls varies but largely less progressive. Some female parents dismissed talk of equality between boys and girls citing inequality between parents themselves (wife and husband). There is also a discernible feeling, thinking and perceptions among parents (both male and female) that leading organizing and making decisions is best done by boys. Children's rights such as education, health, shelter and food are broadly understood by most parents but not necessarily provided due to a number of reasons such as poverty, intra-household conflicts and "I do not care" attitude among some. It was also reported that some parents hardly have time for their children as they are often busy with their day to day errands.

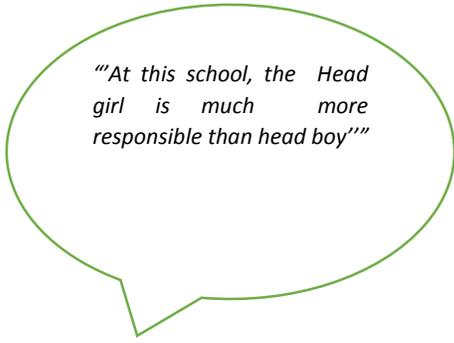


Female parent GS Nvarusange -Muhanga

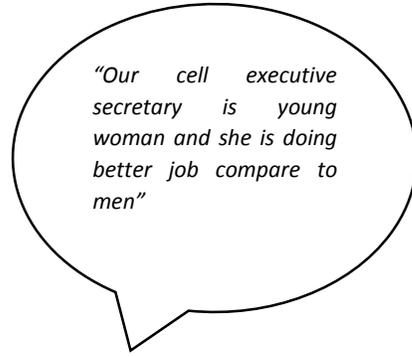


Male parent GS Masaka , Kamonyo

Generally parents contend that girls can provide leadership when parents are not around. In fact girls are perceived to be more organized and trustworthy compared to boys. Examples of girls and women who are in local leadership roles were cited to augment the narrative that the times have changed and that girls are able to provide leadership much even better than men/boys. This was confirmed by some school authorities who averred that not only girls are performing nearly the same as boys, those in leadership are doing quite well.



Head teacher GS Nvarusange -Muhanga



Boy GS Remera Kamonyo

It does appear that Rwanda's much acclaimed women empowerment has to a certain extent managed to shift **attitudes** towards the women's place in leadership. This does not necessarily mean that in **practice** much has changed as women are less likely to partake in leadership role due to their reproductive duties. Indeed getting into local leadership structures is not gaining traction among women partly due to their domestic duties. Unless and until this question of reproductive burden is addressed, full equality may not be attained and progress risks not transcending attitude.

4.0: Recommendations:

Whilst it might be too early to consider tweaks to the project before it starts, Care could reflect on the following recommendations.

Effectiveness

- Consider raising awareness on different forms of violence. This follows findings that only sexual violence is perceived to be the only form of violence:
- Increase boys intervention to address some of the gaps identified including myths around SRH
- Consider commissioning a study to explore the effectiveness strengths and opportunities in the current anti-GBV models. Through this study explore why girls are reluctant to report to police in the event of abuse
- Consider advocating for gender responsive pedagogy. This follow finding that schools whilst covering SRH topics, they do so in mechanical manner without sufficient details on the ramifications of early pregnancy for example.
- Promote awareness of children rights as enshrined in the national integrated child rights policy
- Embed HI/AIDS messages in the intervention to provide clarity on when a girl can be get pregnant. This follows findings that 26% of girls believe that having sex for the first time may insulate them from pregnancy.
- Consider integrating myth bursting in the interventions to address several myths including one about condom being used more than once and getting infected with HIV/AIDS through sharing food with or touching an infected person and that “real men don’t use condom”
- Consider doubling down community engagement activities in order to create a conducive environment for the adolescents. Strengthening girls, voice value and agency may not yield fruit if there are deeply entrenched social norms about what a girls can do and don’t do at the household and community level. The environment needs to be conducive for her to make use of her social assets.
- Consider doing qualitative field data collection after quantitative data has been collected to allow for investigation of counterintuitive trends in the latter.

Efficiency

- When passing on messages to girls consider using their social networks (trusted friends) as they are more likely not to read books and media channels

Relevance

- Consider making changes to the indicators to make them more measurable whilst not requiring another study to determine baseline values. Track sub indicators for the main composite indicators (see annex I)

4.1 Conclusion

At the macro-level, Rwanda has made significant strides in bridging gender equality. The proportion of women in parliament and cabinet signals strong political will to mainstream gender in governance. But the struggle to end gender inequality will not be won by merely doing well on macro-governance indicators. It will require translating the political will into tangible interventions that address systematic gender barriers and deeply entrenched social norms that prevent for most part, girls and women from fulfilling their potential. The sports for change baseline findings indicates that whereas adolescents and adults appear to understand the fundamentals of gender equality, this awareness has not necessarily translated into adolescents' voice value and agency due to deeply entrenched social norms. For example qualitative findings shows that community engagement roles are seen as more suitable for boys/men while reproductive roles (household chores, child care etc.) are perceived to be appropriate for women/girls. Sports for change project will need to prioritize social norms change if it is to make a positive contribution towards gender equality in the two districts and Rwanda generally. While building the social assets of adolescents, the project will need to have a strong community outreach activities in order to tackle social norms and create a conducive environment for the adolescents.

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Annex I: S4C Project indicator matrix

Main quantitative indicators	Proposed changes	Baseline values
% of Girls who are able to lead at least three public forums on gender equality	Composite indicator: -% of adolescents able to lead a public forum on gender	Girls: 53% Boys: 59%
	Sub indicators:	
	1. % of adolescents who report speaking at a public gathering disaggregated by sex (<i>captures voice and self-confidence</i>)	Girls: 47% Boys: 35%
	2. % of girls who report expressing interest in a leadership position at any level (school or community or club) disaggregated by sex (<i>captures leadership</i>)	Girls: 44% Boys: 32%
	3. % of adolescents who offered to lead others in a school, church or community disaggregated by sex (<i>captures leadership</i>)	Girls: 60% Boys: 39%
% of adolescent girls who are aware of their rights and entitlements	% adolescents who are aware of all child rights enshrined in the national integrated child rights policy disaggregated by sex	Girls 0% Boys: 0% [Girls aware of at least one right: 97%]
% of girls who make their own decisions regarding sexual relations and sexual reproductive health care	Composite indicator: % of adolescents who report making their own decisions regarding sexual reproductive health	Girls: 20% Boys: 25%
	Sub indicators:	
	1. Percentage of adolescents who report having all the information they need to make SRH decision disaggregated by sex	Girls: 73% Boys: 54%

	2. Percentage of adolescents who report that that most SRH decisions are beyond their control disaggregated by sex	Girls: 67% Boys: 33%
% of adolescent boys engaging in one-on-one or group conversations to advocate for girls' participation in sporting and GBV/gender equality	Not a useful indicator: consider dropping alternatively consider making it qualitative such as: Examples of boys advocating for girls rights	93% Examples of boys advocating for girls rights (case stories)
% of girls reporting parents support for girls' participation in sporting activities	Composite indicator: % of adolescents reporting parents support for girls' participation in sporting activities disaggregated by sex	Girls: 68% Boys: 86%
	Sub indicators	
	1. Percentage of adolescents reporting that parents bought them sports uniforms or shoes disaggregated by sex	Girls: 54.5% Boys: 44.6%
	2. Percentage of adolescents reporting that parents sometimes come to watch them play their favourite game disaggregated by sex	Girls: 41.6% Boys:41.7%
	3. Percentage of adolescents who report that their parents encourage them to join sports activities over the weekend disaggregated by sex	Girls: 61% Boys: 57%
	4. Percentage of adolescents who report that their parents grant permission to attend sports activities whenever they make a request disaggregated by sex.	Girls: 67.4% Boys:73.2%
	5. Percentage of adolescents who report that parents believe engaging in sports is the best use of their time disaggregated by sex.	Girls:72% Boys: 65.7%

Annex 2: SPORTS FOR CHANGE (S4C) PROJECT Terms of reference for a consultant to carry out the S4C project baseline study

Background and rationale

The Government of Rwanda ensures free education for the first nine years to all children. Though great progress has been made in reducing drop-outs and increasing transition for both boys and girls, there is still a remarkable inequality in education between girls and boys. For example, the pass rates for girls fall systematically behind pass rates for boys. Fear of harassment, gender-based violence, early initiation into sex, and teenage pregnancy are among the major challenges that negatively affect girls' school attendance and retention. Poor attendance contributes to low learning levels and academic failure is one of the factors leading to dropout. This pattern often results in girls leaving school before they acquire the basic skills needed for future livelihoods to provide for themselves and their families.

Hence, there is a persisting challenge and urgent need to keep girls in school, increase their performance and attract dropouts to return to school. Girls' experiences of traditional gender norms at home, school and in the community affect their confidence, vision and decision making competences. Young girls from poor backgrounds are overburdened by the workload at home, often lacking the time to study and being unable to pay attention while attending class

It is in this line that CARE International in Rwanda, in partnership with CARE UK, secured funding from COMIC RELIEF to implement the Sport for Change Project (S4C) - a 3 year project (March 2018 –March 2021) that will leverage sports activities (Karate and Soccer) to contribute to addressing female disempowerment and high levels of Sexual Gender Based Violence. Planned interventions include awareness campaigns in targeted schools and community engagement activities including delivery of messages in tournaments organised at the school level. Girls will be trained as sports leaders/advocates to speak out on harmful social practices in order to promote community-level positive change in attitudes and behaviour.

The direct beneficiaries of this project will be girls and boys (12-17) in eight schools (9 and 12 year basic Education) in Muhanga and Kamonyi districts: 4 schools per district in Southern Province of Rwanda. The core target group comprises 1,980 students to be qualified as youth advocates (1386 girls and 594 boys in sports classes) and 6000 additional other students. The indirect beneficiaries comprise around 4500 community members including parents, teachers, and religious leaders.

The following are the main anticipated outcomes of the project:

90% of Youth project direct beneficiaries aged from 12-17 years old have become youth advocates in Gender equality and S/GBV related issues

95% of Project indirect beneficiaries have improved attitudes/taken actions towards girls' empowerment and reducing S/GBV

Project learning themes

The following are the key learning questions for the project which rotate around the relevance, the effectiveness, efficiency, sustainability and impact of the project:

Relevance:

Is the project fully addressing its objectives given the problem statement and needs of the target group?

To what extent is project owned by the target groups?

What are the synergies with youth-based interventions of other stakeholders e.g. NGOs, CBOs, government actors

Effectiveness

Are the project activities effective and do they contribute to the intended impact?

Are systems of monitoring, reporting, self-evaluation/learning in place?

Is the proposed intervention model (Sport 4 change) effective in transforming social cultural norms that support girls' empowerment?

Efficiency

Have project inputs been provided as planned and were they adequate to meet the project requirements?

Are the inputs (labour, hours, money) being used in the best possible way to achieve outcomes? Why or why not?

What could we do differently to improve implementation, thereby maximising impact at acceptable and sustainable cost?

Impact in the project lifecycle

What were the projects core outcomes/impact, including unintended effects?

Did the project contribute to improved quality of life for girls?

Sustainability

How will the project ensure knowledge management, and continuation of activities among direct project players and other stakeholders after the project has ended?

What will be the ongoing impact of this initiative after the project end?

What are the identified lessons learnt, benchmarks and good/ bad practices, applicable to other CARE's interventions?

Scope of the assignment

CARE International is looking for a consultancy firm to carry out a baseline study for the S4C project Muhanga and Kamonyi districts in Southern Province of Rwanda

The consultant will lead the evaluation process in close collaboration with Project Manager and under the direct supervision of the Research and Analysis Manager.

The assignment is expected to be completed within a 20 calendar day period.

The Consultant will lead on all the following tasks:

Develop detailed action plan and timeframe for the survey.

Design both the baseline and end line project evaluation tools (both quantitative and qualitative data collection tools). The tools will be designed from the CARE's Common indicator framework (CIF), particularly the Youth Leadership Index (YLI) and Gender Equity Index (GEI)

Recruit and train enumerators.

Manage the data collection and data entry, cleaning, and analysis process

Provide presentation of initial findings to CARE International in Rwanda.

Produce and submit the first draft baseline report in English to CARE International in Rwanda,

Review the report in English, and incorporate feedback from CARE International in Rwanda

Hold validation meeting with relevant stakeholders.

Following feedback, finalize and submit the final report in English to CARE International in Rwanda.

Key project outcome indicators to track

The key areas of investigation are linked to the following key indicators, which need to have baseline values from the assignment as per the project's Monitoring and Evaluation framework.

Outcomes	Main quantitative indicators	Main qualitative indicators
Youth project beneficiaries aged from 12-17 years old have become youth advocates in Gender equality and S/GBV related issues	% of Girls who are able to lead at least three public forums on gender equality	Change in girls' perception of their voice, self-confidence, and influence
	% of adolescent girls who are aware of their rights and entitlements	Change in boys' perception of their voice, self-confidence, and influence
	% of girls who make their own decisions regarding sexual relations and sexual reproductive health care	Change in perceptions and behaviours towards gender equality and child rights amongst boys and girls
Project stakeholders (boys, parents and teachers), have improved attitudes/taken actions towards girls empowerment and reducing S/GBV	% of adolescent boys engaging in one-on-one or group conversations to advocate for girls' participation in sporting and GBV/gender equality	Perception of parents, boys towards girls' empowerment and S/GBV
	% of girls reporting parents support for girls' participation in sporting activities	Change amongst project stakeholders' attitudes (boys, parents and teachers) towards girls' leadership and girls' empowerment

The assignment deliverables

The following are the expected deliverables from the consultancy:

An inception report outlining the data collection methodology (including final data collection tools), the analysis framework and a realistic work plan. The report shall be submitted for review and approval by CARE, 5 days after the signature of the contract and before commencement of the assignment.

Raw datasets (after cleaning) as collected by the data collection tools in electronic format. These should be fully anonymised and with an additional document which holds a key of the project beneficiaries.

A draft report (in English) and a summary presentation of the key preliminary findings for stakeholders' inputs and comments

A detailed final report (in English) after incorporating stakeholders' inputs

A summary of key findings and tailored communication materials to demonstrate the project's relevance

The consultant is liable (upon approval of the report by CARE) to submit two high quality printed and spiral bound original hard copies and one electronic copy of the report by the agreed deadline.

Key milestones:

Activities	# days
Inception phase Review of the relevant programming documents (Project proposal, log frame, M&E plan) and other secondary data such as independent studies, census data, etc Propose the appropriate data collection methodology including the relevant sample size, sampling and analysis framework Develop data collection tools	5 days
Data collection phase Recruit and train the evaluation team in electronic data collection Conduct the field pre-test of the evaluation tools Adjust the data collection tools after pre-testing Conduct field supervision and regular monitoring during data collection Help field coordination as needed during data collection period	5 days
Data cleaning, analysis and reporting phase Conduct data cleaning and anonymization Conduct data analysis Produce and present the draft report for comments and validation to CARE International Hold validation meeting with relevant stakeholders Finalize the report according to the feedback received	10 days

Responsibility and accountability of the consultant

The consultant will be liable to secure any prior visa that might be required to conduct the study

All documents and data collected will be treated as confidential and used solely to facilitate analysis. Data will be suitably anonymized and all data cleaned and anonymized datasets will be handed over to CARE, along with participant key documents, upon the delivery of the final evaluation.

The production of the baseline study report will be the liability of the consultant covering all the aspects as outlined in ToR.

All training cost for the enumerators, and transport during data collection will be covered by the consultant

Role of CARE

- Assume all the responsibilities pertaining to the consultant hiring process
- Where applicable ensure that all necessary documentation is availed to the consultant
- Facilitate initial connections of the consultant with different stakeholders including local authorities and respondents
- Overall data quality control and technical review of the report and final signing off (including participation in the consultation session with the consultant about the draft research findings)
- Provide any other technical or operational support to the consultant as needed for example participating in the training of enumerators

Expertise required

CARE is looking for a qualified consultancy firm with proven combined capacity and experience in conducting evaluations of education programs in development contexts, particularly with adolescent girls; the core competence area being in quantitative and qualitative evaluation.

The Consultant shall be selected based on the following criteria:

Qualification of the firm:

- Five years of experience in using research methodologies, quantitative and qualitative data collection and analysis and having worked for an international organization would constitute an added advantage;
- Proven experience in similar assignments (at least 2 similar assignments) especially in working with adolescent girls;
- Experience in gender and power analysis;

Qualification of the team

- Five years of experience in conducting quantitative and qualitative research (having conducted at least two recent similar assignments)
- Have an advanced degree in one of the following areas: enterprise development/entrepreneurship, economics, development studies
- Having a gender specialist as one of the team members
- English proficiency (written and spoken) required;

Interested candidates or consultancy firms are requested to submit their application files not later than **31st July, 2018** in a sealed envelope at the CARE office in Kacyiru, Kigali, or by email to the attention of: CARE International in Rwanda, with the subject “Consultancy to conduct a baseline study for S4C Project”.

Technical and financial offers can also be sent electronically only to the following e-mail address: Aloys.mutera@care.org or care.rwanda@care.org.

The application file should contain the following documents:

A capacity statement demonstrating why the consultants understand the assignment and is capable of carrying out the assignment based on academic qualifications and relevant past professional experience (See selection criteria above);

Detailed Curriculum Vitae of the proposed team to carry out the assignment with clear roles and functions

A technical proposal, with a clear timeframe and a description of the proposed methodology detailing how the deliverables will be achieved;

A financial offer detailing the various costs associated with the delivery of the above services.

For more information, contact Aloys Mutera at alloys.mutera@care.org , Tel 0788 417 360.

Annex 3: Tools:

- i. Questionnaire:
- ii. Discussion guides:



S4C_Questionnaire
with variable names



20180909_Focus
group discussion fo



20180920_Focus
group discussion fo



20180920_Key
foinformant interview



20180921_Focus
group discussion fo



20180910_Key
informant interview



20180910_Focus
group discussion fo