

**Partnership in Addressing Gender Based Violence in Education  
2007 - 2010**

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**End of Project Evaluation Report**

**Submitted to**

**The Country Director  
CARE Malawi  
P/BAG A89  
Lilongwe**

**By**

**MD Consultants  
P.O. Box 30954  
Capital City  
LILONGWE 3**

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Country Director  
CARE Malawi  
P/Bag A89  
Lilongwe  
Malawi

Prepared and Presented by

Maxwell Nkhokwe, PhD  
MD Consultants  
P.O Box 30954  
Lilongwe 3

Mobile: (265) 0- 88 88 70 303  
Email: [nkhokwe@yahoo.com](mailto:nkhokwe@yahoo.com)

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## Acronyms

CIDA	-	Canadian International Development Agency
CRECCOM	-	Creative Centre for Community Mobilization
CSO	-	Civil Society Organization
DEN	-	District Education Network
FAWEMA	-	Forum for African Women Educationists in Malawi
FGD	-	Focus Group Discussion
GBV	-	Gender Based Violence
MGDS	-	Malawi Growth and Development Strategy
NESP	-	National Education Sector Plan
PAGE	-	Partnership for Addressing Gender in Education
PEA	-	Primary Education Advisor
PET	-	Participatory Education Theatre
PTA	-	Parents Teachers association
PRSP	-	Poverty Reduction Strategy Paper
SIP	-	School Improvement Plan
SMC	-	School Management Committee
ToRs	-	Terms of Reference
UNICEF	-	United Nations Children's Fund

## **Acknowledgement**

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The success of this work bears witness on the hard working spirit and commitment of the evaluation team that took part in the field work.

I also acknowledge Canadian International Development Agency (CIDA) Through CARE Canada Programme Agreement Initiative for funding both the implementation of the project and the study.

## EXECUTIVE SUMMARY

This report presents the findings of an end of project evaluation study that was commissioned by CARE International in Malawi through its Education sector which implemented the PAGE project with funding from CIDA through CARE Canada's program agreement. The project was implemented from July 2007 through December 2010. The goal of the project was to improve the quality of, and access to equitable basic education for all by addressing gender-based violence. The project aimed at developing innovative means which would ensure that girls and boys have equal access to safe education by preventing and responding to gender based violence (GBV) in schools and at homes in 100 primary schools in Kasungu district. Specifically, the project sought to increase capacity of children, especially girls, to recognize, address and report GBV; improve learning environment in schools and households through better understanding and protection of child rights, especially the girl child's right to education; and enhance development and implementation of policies relating to GBV in the basic education sector.

End of project evaluation was commissioned to ascertain the extent to which objectives of the PAGE project were met. The evaluation was also expected to come up with succinct recommendations to inform future programming within CARE and beyond with specific focus on government as a major stakeholder. To achieve the objective of the study, the evaluation team targeted pupils and teachers from selected schools that were under PAGE project and a total of 24 primary schools out of 100 that were sampled for the study. From the 24 primary schools, 272 learners (133 boys and 139 girls) from grades four to eight; were randomly selected and interviewed; all the head teachers in the 24 schools 5 of which were female were interviewed. The study engaged school management committees, parents and teachers association from a total of 16 schools in focus group discussions. A total of 124 parents and guardians (63 males and 61 females) were randomly selected from the villages surrounding the schools and interviewed. The study conducted focus group discussions with participatory education theatre groups and zonal anti-GBV task force.

The evaluation found out that PAGE project contributed to reduction in drop outs. The drop out rate reduced by almost 50% for both boys and girls. The learner enrolment also increased in absolute terms during the same period under review for both OVCs and non OVCs. The re-admission rate for the pupils also rose from 4.9% in 2006 to 5.3% in 2010 on average.

Findings also revealed that the project made contributions in ensuring that learners especially girls were aware and empowered enough to claim their education right. In comparison to the baseline study which indicated that more boys (86.4%) than girls (78.7%) had heard about the basic child rights; the evaluation study revealed that 73.4% of girls and 69.2% boys participants were not only aware of the education right but also had developed capacity to claim it.

The study revealed that the girls were able to recognize and report gender based violence to established authorities using available reporting mechanisms. On average 90% of the learners were able to recognize and report GBV cases at school and over 80% were able to report GBV

cases at homes and community. There were however challenges with some reporting mechanisms for instance use of complaint box: the mechanism was not handled with transparency by those entrusted with the responsibility of opening the box hence some cases were either not or not adequately addressed.

The study also confirmed the relevance of the project to government policy in education and created opportunities for advocacy for policy development around gender based violence. Care through the project participated in designing a Model anti-GBV policy and currently through the civil society coalition on quality basic education is lobbying for government's adoption of the model Anti GBV policy. It was also noted that the project utilized existing opportunities like the readmission policy by raising awareness of the same among communities. This resulted into over 40 teen mothers re-enrolling after delivery.

It was also clear from the interactions with communities that the project had enhanced community participation in school development and change of mindset towards girl child education. Not only did communities engage in resource mobilization for school development but they were also involved in strengthening the linkages between school administration and communities at large. Several instances were reported during which parents were facilitating creation of conducive learning environment both at school and homes by addressing GBV cases that involved teachers and learners especially girls at school level and or community members and learners. However it was also noted that punishments for GBV perpetrators was considered not hard enough to stop bad behavior. "Teachers who perpetrate GBV are usually transferred to a remote school as a punishment, it is very rare to hear of interdiction of such teachers," noted an SMC member of Mponda Primary school in Lisasadzi zone.

While the project registered success stories in raising awareness on child rights to education and ensured that GBV cases were recognized, reported and addressed; the project had capacity gaps especially in the partner organizations. It was learnt in the course of implementation that with the available resources the partners could not afford high quality staff and staff turnover was high. This made continuity difficult and quality of project delivery was compromised.

## 1.0 INTRODUCTION

### 1.1 Education System in Malawi and GBV

Studies by different researchers including the PAGE baseline study conceded that gender based violence remains a problem in Malawian schools. Several factors including cultural beliefs are cited as some of the major causes that compound the problem of GBV in schools. GBV has a bearing on education especially for a girl child. According to UNESCO's 2005 Education for All (EFA) Monitoring report, Malawi's national literacy rate is at 51.8%, with female literacy estimated at 31%. While education is regarded highly in Malawi, adult literacy is one of the lowest literacy levels in Africa. However, Government of Malawi has shown commitment towards promoting primary school education. For instance, in 1994 Government introduced Free Primary Education (FPE). This led to a 70% increase in enrolment. However, pupil absenteeism and dropout is rife. Only about 25% of the children that enroll in Standard (Grade) 1 are able to complete the eight- year primary schools cycle. Worse still, of the 75% that drop out, about 50% do so before they have fully acquired literacy skills.<sup>1</sup> Among the reasons that contribute to this panacea, GBV and cultural beliefs are cited as some of the major contributing factors. Impliedly, if this trend is not reversed, Malawi is unlikely to attain Millennium Development Goal (MDG) 4 on education by 2015.

Various statistics show that there are significant differences between boys and girls in school attendance, retention, completion and learning achievement. The Malawi Education Country Status report clearly indicates that there are gender disparities in access, retention and completion of primary school, with girls lagging behind. Girls may have an equal chance of enrolling in primary school with boys but their survival rate is lower due to unequal engendered treatment boys and girls receive. Gender inequalities exist due to among others, discrimination within families and institutions, and social and cultural norms that perpetuate beliefs and practices that are detrimental to females. The school environment provides inadequate protection of the rights of children especially the girl child. Girls who make allegations of sexual abuse by teachers and other men are often not believed and most of the time teachers fail to take action against boys who use aggressive and intimidating behaviour towards girls. The home environment too does not adequately support children, in particular girls, to advance in their education. Traditional attitudes of many rural parents towards their female children's roles are a significant constraint to protecting the rights of female students. Although boys too are abused both at school and home, it is the girls that are more disadvantaged.

Despite existence of such inequalities and disparities, Malawi does not have a specific policy that addresses gender based violence in schools. However, the current Policy and Investment Framework (PIF) for the education sector addresses the issues of equity in both basic and secondary education. Under basic education equity article (4) under policies states that *"The Ministry of Education shall put in place appropriate measures to enhance the participation of girls in basic education"* and further states under strategies that *"The Ministry of Education will continue to develop gender sensitive materials, sensitization of teachers on gender issues and through gender-sensitive approaches to teacher education"*.

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<sup>1</sup> University of Malawi & University of Sussex; (2004); *Financing Education for All*.



In light of the above myriad of accentuating problems related to gender facing Malawi, the PAGE project was initiated with funding from the Canadian International Development Agency through CARE Canada programme agreement arrangement; the project was implemented by CARE Malawi in partnership with Forum for African Women Educators in Malawi (FAWEMA) and Creative Centre for Community Mobilization (CRECCOM). The work covered the period from July 2007 to December 2010. The project sought to develop innovative means that would ensure that girls and boys have equal access to safe education by preventing and responding to gender based violence (GBV) in 100 selected primary schools of Kasungu district. Specifically, the project sought to increase capacity of children, especially girls, to recognize, address and report GBV; improve learning environment in schools and households through better understanding and protection of child rights, especially the girl child's right to education; enhance development and implementation of policies relating to GBV in the basic education sector.

## **1.2 Project Objectives and Expected Outcomes**

The goal of the project was to improve the quality of, and access to equitable basic education for all by addressing Gender Based Violence (GBV). Its purpose was to reduce incidences of GBV in the education sector in schools and at homes in 100 primary schools in Kasungu district.

Specifically, the project committed to contribute towards:

- I. Increased capacity of children, especially girls, to recognize, address and report GBV;
- II. Improved learning environment in schools and households through better understanding and protection of child rights, especially the girl child's right to education;
- III. Enhanced development and implementation of policies relating to GBV in the basic education sector.

## **1.3 Purpose of the evaluation**

The objectives of the evaluation were to assess:

- Progress against project outcomes and the extent to which the achievement is attributable to the project effects.
- The extent to which the project has contributed to increasing girls' capacity to recognize, address and report GBV.
- The extent to which the project contributed towards improving learning environment in schools and households through better understanding and protection of child rights, especially the girl child's right to education.
- The extent to which the project influenced the policy environment in relation to gender based violence in education.
- The sustainability of the achievements made.

- To review and score the progress against the log-frame and make recommendations for future programming to CARE for improvement and key stakeholders including government for adoption/adaption of the approaches and advocate for policy initiation in relation to GBV. Refer to Annex 1 for the scored Logical Framework.

The project evaluation looked at the content and organisation of education programme in Malawi in a quantitative and qualitative way – mostly looking at the results. For quality reflection, the PAGE project evaluation focused on the guiding principles of the education programme (and the country programmes): the objectives chosen, the strategies to achieve these objectives and the themes that give more depth to the concepts that are adhered to within the strategies.

## **2.0 EVALUATION METHODOLOGY**

The end of term evaluation of the PAGE project was managed by CARE Malawi staff. Designing of the study, data collection and analysis were carried out by an external and independent evaluation team in close consultation with CARE Malawi staff. The Education Sector Coordinator, the Monitoring and Evaluation Coordinator, the Field Advisor for PAGE project participated in and contributed to the logistics towards the evaluation. The evaluation team's overall approach to the assignment was consultative and participatory. The evaluation was carried out in conformity with principles, standards and practices for Programme Evaluation guided by the provided Terms of Reference.

The methodology used in the evaluation was based on the understanding of the terms of references, which encouraged participation of all stakeholders and partners and plurality of data collection methods. The evaluation followed the principles, standards and practices of evaluation such as:

- Maximizing the use of existing data
- Involving program stakeholders and partners as much as possible.
- Ensuring evidence based results
- Utilization focused
- Paying attention to beneficiaries' and partners' needs
- Plurality of data collection methods

### **2.1 Sample and Sampling Techniques**

To generate comprehensive and relevant information for the evaluation, the evaluators used simple random and purposeful sampling techniques. The sample included project staff, participants, stakeholders and partners.

A total of 1 PEA, 3 DEN members, 1 District education manager, 1 co-partner (FAWEMA) and 3 CARE staff members were sampled out and interviewed on one-on-one basis. Focus group

discussions were conducted with various committee members; 16 SMCs consisting of 181 members (130 males & 51 females), 16 PTAs consisting of 169 members (101 males & 68 females), 20 Anti AIDS club members, 4 Assertiveness club members, 1 PET group, 2 parent groups, and 1 Zonal Anti-Gender Based Violence Task Force. These discussions were held to gather detailed understanding of the subject under consideration. Semi-structured questionnaires were also administered to 272 learners (133 boys and 139 girls) from grades four to eight and head teachers (19 males and 5 females) from the 24 schools in the seven zones that were sampled. The survey also interviewed 124 parents and guardians (63 males and 61 females) from the villages surrounding the schools.

## **2.2 Data Collection**

Data collection approaches included

### **Literature Review**

The documents that were reviewed include approved project plan, semi annual monitoring reports, PAGE baseline report, education statistics, and other education related documents.

### **Key informant interviews**

Focus group discussions or Small group interviews were conducted with school management committees, Participatory Education Theatre groups, Zonal Anti-GBV Task Force, Parents Teachers Associations, learners in clubs such as AIDS Toto, Life Skills, FAWEMA and Assertiveness girls. The evaluators conducted one on one interviews with CARE staff and stakeholders such as members of district education network, Primary Education Advisors (PEA) and partner organisations ( FAWEMA)

### **Structured Questionnaires**

Closed and open ended structured questionnaires were used to get data from learners (both boys and girls), parents and head teachers.

### **Key Questions**

The key questions which guided the evaluation looked at all the dimensions of the evaluation such as the design, results, efficiency, relevance, sustainability, management and monitoring and evaluation of the programme. Refer to Annex 2 for details on the questions that were asked to various stakeholders.

### **Data Analysis**

Data from semi-structured questionnaires was entered into computer using SPSS and Excel. Qualitative data was coded to generate themes which were also used to explain the findings of the evaluation. Data from the various sources were triangulated to generate more meaning to issues that were uncovered through the evaluation.

## Key Challenges and Limitations

The programme did not have an element of encouraging proper keeping and regular updating of school records. Although head teachers were involved in the project, they did not take interest to update their records for use in analysing educational related data. This problem made the evaluation a little challenging because some calculations were not undertaken due to missing data.

## 3.0 FINDINGS BY EVALUATION CRITERIA

This section presents findings of the evaluation on the project's relevance, effectiveness, sustainability, coherence, efficiency, project management (including strategic management, structure, and M&E), and unintended results.

***The evaluation revealed that PAGE was an opportunity to actualize already existing policies such as readmission policy at community level. Besides, the study confirmed the relevance of PAGE project to the government of Malawi's policy on equal access to development opportunities for men and women.***

As outlined in the *Malawi Vision 2020* (2000), the *Malawi Poverty Reduction Strategy Paper (MPRSP, 2002)*, the *Malawi Growth and Development Strategy 2006-2011 (MGDS, 2006)* and the *Education Sector Plan*, equal access to education guarantees equalized participation to opportunities that result in self reliance through empowerment to participate in economic activities. The project, therefore, targeted vulnerable groups such as orphans and girls to increase their opportunity to participate in educational activities.

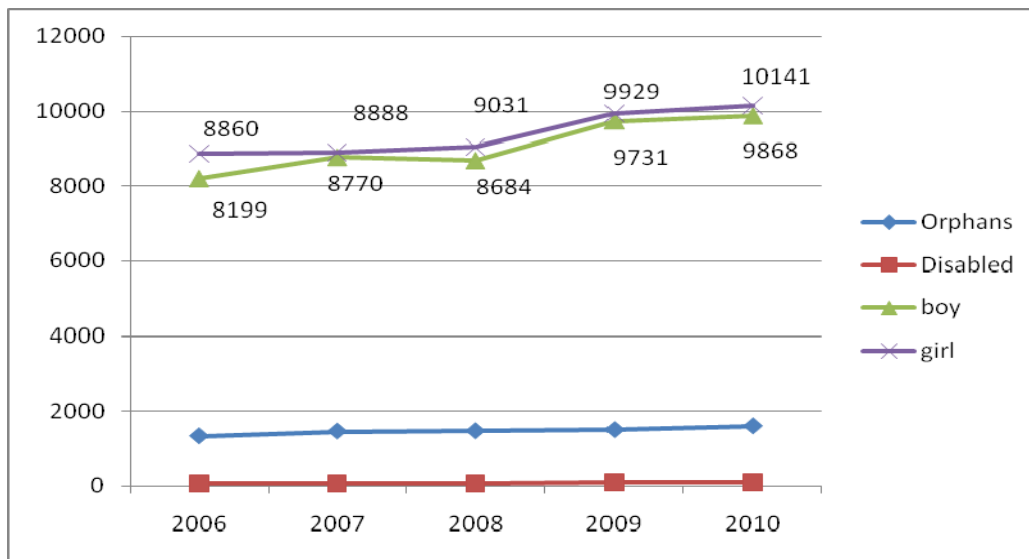
This project was also in line with CARE Malawi's education program strategy which focuses on inter-linked areas of Teacher professional development; Strengthening representation of CSO; Strengthening institutional capacities of CSO, and Local Authority; promoting Social Inclusion through a human rights based approach. Gender and HIV/AIDS are cross-cutting themes in the program.

The project was an opportunity for advocacy for policy development around gender based violence. Care through the project participated in designing a Model anti-GBV policy and currently through the civil society coalition on quality basic education is lobbying for government's adoption of the model Anti GBV policy. It was also noted that the project utilized existing opportunities like the readmission policy by raising awareness of the same among communities. This resulted into over 20 teen mothers re-enrolling after delivery.

***The project contributed to increased enrolment and reduction in drop outs for boys and girls***

The evaluation team analysed enrolment data collected from the 24 sampled schools from 2006 to 2010 to understand the situation before and after the project was implemented. The study wanted to establish whether there was indeed change in enrolment trends that could be attributed to the project. Figure 1 shows the changes in boys' and girls' enrolment from 2006 to

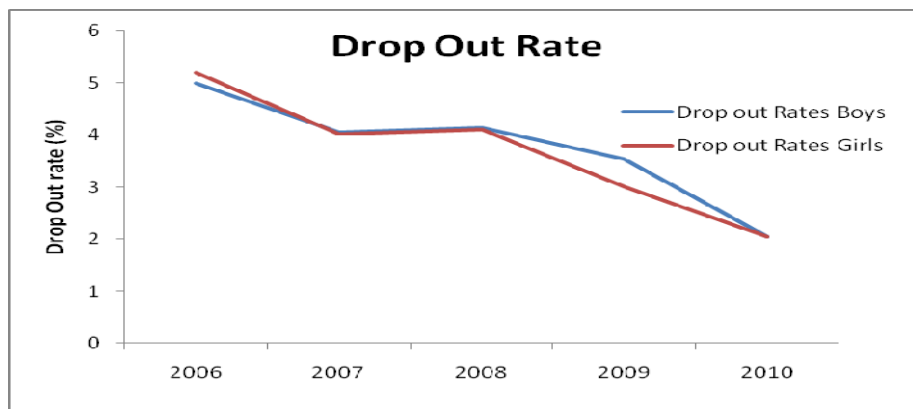
2010 in absolute terms. Significant increments were observed between 2008 and 2009 and this was the period when most of the interventions were implemented. There was also increment in the enrolment of the most marginalized girls and boys during the same period and these included the orphaned girls and boys. These achievements were attributed to progress the project had made in improving school learning environment and home environment through sensitization of the parents on child rights to education.



**Figure 1 Enrolment of boys and girls in 24 Sampled Schools from 2006 to 2010.**

Source: Survey data

Figure 2 below shows that between 2006 and 2010, the drop out rate reduced by almost 50% for both boys and girls. In 2006 the drop out rate was at about 5% for both boys and girls and reduced to 2.0 % and 2.1 % for boys and girls, respectively. The findings show lower drop out rate than those of baseline which were at 11.4% and 12.8 % ,respectively. However, dropout rates for girls remained higher than boys over the project life.



**Figure 2 Dropout Rate Trends between 2006 to 2010**

Source: Survey data

***The project increased boys' and girls' knowledge of their right to education and developed their capacity to claim it.*** The evaluation team assessed levels of awareness and ability to claim their rights especially right to education among the children. The study revealed that more girls (73.4%) than boys (69.2%) had knowledge of education as a right and demonstrated ability to claim it. This was, however, in contrast to the baseline study findings in which more boys (about 93%) had just heard of education as a right than girls (91.6%). This change in trend is partly attributed to the project interventions which had deliberate initiatives that specifically targeted girls like the assertiveness building. Such interventions empowered girls not only with knowledge but also developed their ability to claim what they felt is their right.

***Increased capacity of children, especially girls, to recognize, address and report Gender Based Violence.*** The evaluation examined the ability of girls to recognize, address and report cases of gender based violence inflicted on them or other persons. The evaluation team visited and interviewed boys and girls in the sampled schools to ascertain what was achieved in this pursuit. The study showed that both boys and girls were able to recognize gender based violence whenever it occurred at school, home and in the community.

The evaluation revealed that 90.9% of boys and 90.6% of girls were able to recognise GBV cases at school and 82.4% of boys and 85.7% of girls were able to recognize GBV cases that happened to them at home and 71.4 % of boys but all (100%) girls recognise gender based violence case which happened to them in the community. The evaluators also asked the learners to mention one form of gender based violence that happened to them in the past six months in school, community and at home. Table 1 shows the results.

The results as depicted in table 1 below confirmed cultural perceptions on the different treatment given to boys and girls in different circles. Girls reported being physically abused (36.4%) mainly in the homes and (37.1%) in schools and mostly the abuse was in form of domestic chores at home and physical, sexual and psychological harassment at school. On the other hand more boys were physically abused in school 48.5% and (35.7%) in the community.

Cultural dances like Gule wa Mkulu<sup>2</sup> was one of the main forms of abuse for boys in community. The practice is usually associated with physical beating during initiation ceremony. The study also revealed that boys were also physically abused in schools and it was mainly in form of punishments. These percentages are below those that were observed during baseline. For instance, the baseline showed that about 67% of the boys and 34.6 % girls expressed fear of being physically abused on their way to and from school and 45.2 % of the boys as compared to 41.5 % of girls reported experiencing this form of violence.

Finding in Table 1 below also showed that girls were the target on sexual abuse by teachers as indicated by a 5.7% of girls that indicated being forced in sexual relationship with teachers. This is below the 17% sexual harassment perpetrated by teachers reported in the baseline. These findings indicate a clear gendered trend where sexually related violence is being directed more to girls than boys and physical violence being directed more to boys than girls.

**Table 1: Percentage of Boys and Girls who indicated of gender based violence they experienced at home, school and in the community (n=272, boys=133, girls =139)**

Form of Gender based violence

	HOME				SCHOOL				Community			
	B	%	G	%	B	%	G	%	B	%	G	%
Denied education (forced to miss classes)	50	37.5	38	27.3	16	12.1	8	5.8	28	21.4	28	20
Denied food	21	15.6	17	12.1		-		-	13	9.5		-
Physical abuse	13	9.4	51	36.4	65	48.5	52	37.1	47	35.7	14	10
Forced labor	29	21.9	8	6.1		-	0	-	0			-
Verbal insults	8	6.2	4	3	4	3	5	3.8	19	14.3	42	30
Chased from home	4	3.2	0	-		-	0	-	0		0	-
Sent out of class	0	-	0	-	16	12.2	36	25.7	0		0	-
Given tough punishment	0	-	0	-	20	15.1	0	-	0		0	-
Punished in time for class	0	-	0	-	12	9.1	0	-	0		0	-
Forced marriage	0	-	4	3	0	-	0	-	13	9.6	0	-
Sent on errands at night	0	-	0	-	0	-	0	-	13	9.5	0	-
Locked outside of house at night	4	3.1	0	-	0	-	0	-	0		0	-
Punished with no reason	0	-	0	-	0	-	16	11.4	0		0	-
Forced sexual relation	0	-	0	-	0	-	8	5.7	0		0	-
Attempted rape	0	-	0	-	0	-	5	3.8	0		14	10

<sup>2</sup> Gulewamkulu literally translated as ‘big dance’ is masquerading dance performed by the chewa tribe during initiation ceremonies, wedding and funerals

Denied from going to church	4	3.1	0	-	0	-	0	-	0		0	
Rape	0	-	4	3	0	-	0	-	0		14	10
Denied resources	0	-	8	6.1	0	-	0	-	0		0	-
Touching breasts	0	-	0	-	0	-	8	5.7	0		0	-
Impregnated	0	-	0	-	0	-	1	1	0		0	10
Favoritism	0	-	4	3	0	-	0	-	0		0	-
Breaking into my house at night	0	-	0	-	0	-	0	-	0		14	10
<b>Total</b>	<b>133</b>	<b>100</b>	<b>139</b>	<b>100</b>	<b>133</b>	<b>100</b>	<b>139</b>	<b>100</b>	<b>133</b>	<b>100</b>	<b>139</b>	<b>100</b>

Source: Survey Data

At school, girls become victims of gender based violence from both teachers and boys. Girls who were involved in focus group discussions cited examples of incidences that put them in situations where they were mistreated because of their status. Some girls mentioned that teachers deliberately send them to drop books at their homes with an intention to assault them sexually. One of the girls said that *'when you turn down a sexual proposal by a teacher, he deliberately avoids you in class and does not assist you academically until you give in to his demands.'*

**Table 2: Percentage of boys and girls who indicated the perpetrators of gender based violence at home, school and in the community**

Perpetrator	Home				School				Community			
	Boys	%	Girls	%	Boys	%	Girls	%	Boys	%	Girls	%
Parents	96	71.9	88	63.6					10	7.6	20	14.3
Relatives	29	21.9	29	21.2					31	23.1	29	21.4
Friends	8	6.2	17	12.1					20	15.4	20	14.3
Fellow learners					71	53.1	62	44.4				
Head teacher					4	3.1	5	3.7				
Teachers					58	43.8	72	51.9				
Chief			4	3.1					51	38.5	10	7.1
Community members									21	15.4	60	42.9
	133	100	139	100	133	100	139	100	133	100	139	100

Source: Survey data

Table 2 shows that the majority of perpetrators of gender based violence at home were parents as indicated by 71.9% of boys and 63.6% of girls. In the community, it was chiefs according to boys (38.5%) and community members for girls (42.9%). At school, gender based violence was



perpetrated mainly by teachers as indicated by 43.8% of boys and 51.9% of girls and fellow learners (53.1 % of boys and 44.4% of girls indicated this). According to the baseline report, teachers and fellow pupils were also identified to be major perpetrators of GBV especially physical violence in schools. On average, male teachers (31.8%) were the major perpetrators of GBV violence followed by male learners (16.2). Baseline identified parents in the homes, teachers at school and local leaders in communities as major perpetrators of GBV and end of project evaluation confirmed the same. However, the evaluation shows that there was decrease in occurrences of GBV cases in all three areas. The evaluators partly attributed the reduction in occurrence of GBV cases in all categories to the interventions which directly targeted learners, communities including parents and local leaders. During a focus group discussion with ant GBV Zonal Task Force, one of the participants indicated that use of complaint boxes brought fear among teachers as well as parents that they would be reported to police or government departments if they inflict GBV on their children. This was also confirmed during a similar discussion with participatory education theatre group. Their existence in the communities provided checks and balances on any GBV cases that were inflicted on girls and boys.

***Most girls and boys knew where to report a gender based violence experience.*** The evaluation team asked the boys and girls to indicate if they knew of any reporting mechanisms that were available for their use. The evaluation found that 90.9% of boys and 90.6% of girls were able to report a case they personally experienced at school through complaint box and contact person mainly head teacher. About 82.4% of boys and 85.7% of girls were able to report a gender based violence case that happened to them at home and this was through contact person. It was also observed that 71.4 % of boys and all (100%) girls reported a gender based violence case which happened to them in the community. In the community the most effective reporting mechanism was through contact person some of them were also members of the zonal ant GBV task force. These findings differ from the baseline report which indicated that most learners (64.8%) who experienced a physical violence for example, did not report to anyone. It is worth noting that on average, girls were able to report cases of GBV more than boys partly because PAGE interventions made a deliberate effort of targeting girls as direct participants than boys hence girls were more assertive to recognise and report any GBV case than boys.

The evaluation found that despite learners reporting cases of GBV, the majority of respondents reported being ignorant of the actions that were taken against perpetrators. About 55.4 % of the learners reported not knowledgeable of the results of the reported GBV cases at school; 32.3% reported that they did not know what had happened to perpetrators of GBV at home and 32.1% of the learners were not aware of the results of the reported cases in the communities. The baseline survey also found that learners were ignorant of what happened to 56% of the perpetrators that were reported.

Despite learners indicated that they were not sure of what happened to perpetrators of GBV, some actions were however taken against some of these perpetrators. In the July- December 2009 semi annual report for instance, it was indicated that at Kaphaizi School, a teacher impregnated a girl and tried to bribe the parents so that the issue should not be reported.

However, when the SMC got the news, the matter was referred to Kasungu DEN who that took the matter to DEM's office and advocated for appropriate disciplinary action. The DEM's office interdicted the teacher.

Since the major perpetrator of GBV cases were teachers and fellow learners, 60% and 58.6% of boys and girls, respectively, indicated that the cases reported to head teachers were not addressed. The learners mentioned that head teachers were fond of protecting the image of fellow teachers by concealing the truth.

### **Improved learning environment in schools and households through better understanding and protection of child rights, especially the girl child's right to education.**

The home and school environments are determinants of children's effective participation in education. To achieve this outcome, the project sensitised teachers on the code of conduct and child rights. Parents were also involved in project activities through their participation in SMCs and PTA activities.

#### ***Teachers tend to protect each other when involved in Gender Based Violence***

As it was observed earlier, 59.1 % of girls and 43.8 % of boys reported that the major perpetrator of GBV at school were teachers. However, one of the things observed during the evaluation was that none of the head teachers disclosed a sexual relationship involving teachers and female learners despite learners levelling allegations against the teachers. The head teachers protected fellow teachers who were involved in cases of indiscipline especially those related to GBV with learners for fear of losing them in the event they were moved out of the school because their schools were already understaffed. The findings from learners were augmented by the findings from SMCs and PTAs focus group discussions which indicated that head teachers concealed information deemed sensitive for fear of being rebelled traitors and losing members of staff. As such, the only information presented appeared positive and did not portray negative picture about the teacher behaviour in schools. One of the Zonal Anti-GBV Task Forces for Malepera Zone lamented that *'When one teacher was discovered as having a sexual relationship with a female learner, the case was left in the hands of the PEA who up to now has done nothing to sort out the problem.'*

An extract from the January-June 2010 PAGE Semi-Annual report indicated that a grade three teacher at Mponda School in Lisasazi zone ordered girls in his class to put off their clothes including underwear to show him their sexual organs if he were to mark their work. One girl did as she had been ordered and her work was marked. Other girls who were a bit order than her left and reported the issue to the head teacher. However, during one of the meetings with the Zonal Anti GBV Task Force, the learners at the school raised the issue again after feeling not supported by the head teacher. When asked about the issue, the Head Teacher feign ignorance of the matter for fear of losing the teacher.

#### ***There is still high prevalence of early pregnancies among Girls***

SMC members mentioned that most pregnancies now are caused by boys both in school and out of school. For example, it was reported that in 2009 alone, there were 99 reported girls

who had pregnancies which only one was caused by a teacher and the rest by boys in school and community. The baseline study indicated that 24.0 % of the learners were able to use protection during their last sexual intercourse encounter. This trend is partly attributed to the fact that PAGE did not concentrate much on issues of sexual health which had an impact on the education welfare of pupils. The findings clearly show that there is still limited knowledge in public and reproductive health by the learners. During tobacco selling period, vendors give girls a lot of money which also attract other girls to get involved in sexual relationships with them. One of the Zonal Anti-GBV Task Forces indicated that *'the issue of vendors' behaviour and their influence on girls' dropouts was not considered.'*

### ***Most Parents Demonstrated Commitment to Ensuring that Children's' Right to Education was Respected***

Parents' knowledge of child' rights especially right to education was a critical factor for the success of the project. Parents who appreciate the importance of child' right to education will obviously make an effort to send these girls to school. The evaluation found that 64.3% of the parents that were interviewed knew that education is a right to every child. The evaluation further found out that 85.2% male and 69.6% female parents interviewed indicated that both boys and girls must be educated. This finding is an indication that most parents do not see the difference between girls' and boys' education. This outcome might be influenced by the child awareness campaigns which the project carried out through the SMCs and PTAs.

Despite that majority of the parents indicated importance of education for both boys and girls, it was learnt that 37.5% of the parents made their children absent from school to help them with farming. Other parents forced girls to get married. One girl lamented that *'since the time I refused to get married to a butcher man for the sake of my education, my mother who usually gets some free meat from him no longer supports me.'*

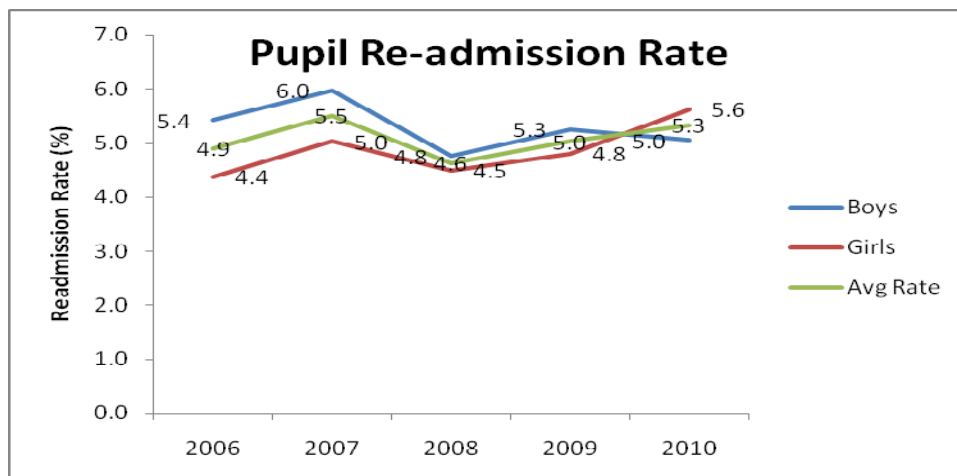
### **Enhanced development and implementation of policies relating to GBV in the basic education sector.**

The role of FAWEMA as a partner in this project was among other things to facilitate implementation of the re-admission policy in the targeted schools. As noted in the July to December 2009 Semi Annual Report, *at Chalowa school, a teen mother was re-admitted into STD 8 because of mother group initiative, reads the report in part*

The results of the evaluation showed that re-admission rate increased for girls from 4.4% in 2006 to 5.6 % in 2010. Unlike girls, the re-admission rate for boys declined from 5.4% in 2006 to 5.1% in 2010. However, the average re-admission rate for the pupils rose from 4.9% in 2006 to 5.3% in 2010. The evaluation team, however, established that some of the re-admitted boys and girls were insulted by teachers and fellow learners when they did not perform well in class. Despite these challenges, some of the teen mothers excelled and got selected to secondary

schools. For example, Solite Mphande, got selected to Linyangwa Community Day Secondary School.

**Figure : Pupil Re-Admission Rate in each year**



Source: Survey data

Model anti-GBV policy: CARE also participated in policy related activities including the civil society’s lobby for government’s adoption of the model Anti GBV policy.

Teacher Deployment policy: Through sensitization on the deployment policy, community members in two schools constructed teacher houses with support from an additional funding and were able to ask for a female teacher from the educational authorities. Two other communities constructed four teacher houses under their own initiative and asked the district education authorities for female teachers to be deployed to their schools.

Teacher’s Code of Conduct and Ethics Regulations policy: The project had a component of training teachers on the code of conduct and how to address gender based violence. According to the PEAs and SMCs, gender based violence by teachers towards girls had changed partly because misconducts attracted fury from both the authorities (local leaders, district education office) and the community members. Only 1.7 % of the head teachers reported sexual relationships involving male teachers and pupils.

### **Unplanned results**

The evaluation observed that there were some results that were not on the programme’s list of intended outcomes. Some of the results were negative while others positive.

### **Negative unintended results**

***The project concentrated on child rights and ignored their responsibilities.***

Parents complained that some girls refused to help with household chores because they misinterpreted child rights and violation of the same. For example one parent complained that, *'my daughter usually feigns a sickness over the weekend to avoid helping with farming activities. She then gets well during school days since she knows that I will allow her go to school. Ndimaufuluwa, anawa sakugwira ntchito (With this issue of rights, these children no longer work)'*. This behaviour made some parents develop negative attitudes towards sending children to school for fear of exposing them to teachings on child rights.

### ***The project ignored quality issues that negatively affected performance in examinations***

The increase in number of children and lack of a classroom construction component in the project created shortage of learning facilities and teachers as well. Pupil to teacher ratio increased from 75:1 in 2006 to 84:1 in 2010. Because of the deteriorated quality of instruction due to shortage of teachers in the schools performance at examination decreased from 87% and 55% in 2006 to 61% and 42% in 2010 for girls and boys, respectively. The situation might have, as a result, negatively contributed to poor quality of educational delivery.

Because CARE supported orphans with school fees, some of the parents misunderstood this gesture and encouraged their children to stay home hoping that CARE would come to give them money for their school fees.

### **Positive Unintended Results**

Because CARE provided snacks and drinks whenever they held meetings with PTAs and SMCs most of their members became active. The groups also gained skills and knowledge that enabled them to address other factors such as gender based violence, which prevented boys and girls from attending school.

- **Institutionalization:** Involvement of local structures such as chiefs, PET groups, SMCs, PTAs and Anti Zonal Task Forces empowered the communities to take part in the management of the project.
- **Programme approach to investment:** CARE's approach to programme based investment is both an impetus to the achievement of the results seen through this project and a cause for sustainability of the results. It is possible that the other projects will also carry elements of GBV and continue the gains realised from the first phase of the PAGE.

The evaluation also identified some approaches and limitations that hindered the sustainability of results. These include:

- **High turn-over of key structures:** In many schools, SMCs and PTAs members have a short term of office (2 or 3 years) which results in loss of experience and knowledge gained through the project. This practice causes lack of continuity of activities.
- **Lack of succession plan for assertiveness groups in schools:** In almost all the schools that had an assertiveness group, the trainer of trainers were grade eight girls. There was no clear arrangement on how the knowledge and skills these girls had gained would be transferred to their colleagues once they complete school.

- **Lack of clear understanding of funded and non funded activities:** Beneficiaries of the project lacked clear understanding to differentiate activities that were funded from those that needed the contribution of the community. Community members always expected to be given an incentive for their involvement in project activities.

***Coherence among projects was planned other than accidental.***

The evaluation found that PAGE implemented its activities in areas where other projects were. The projects are: PTLA, Join My Village, Teach Malawi, ACRE, and PCTFI. The linkage between these projects created an opportunity for bringing optimum results.

The project, however, did not take advantage of existing efforts by other organizations such as Total Land Care, Nkhoma Synod, NASFAM, World Vision International, and Community Based Organizations (CBOs), and Anti-Child Labour Task Forces. There were certain issues, for example, construction of additional classrooms, which PAGE did not provide but could have been done by other groups such as World Vision International. These groups could be more strategic partners in bringing interface between their activities and the PAGE. Working with these groups could also strengthen the skills and capacity CARE needed to effectively carry out its activities.

The project finished on time and this signifies the ability of the managing team to effectively adhere to principles of project management and ensure that resources are put into the intended use. The involvement of partners in the implementation of the programme brought about greater results. The project managed to get through the cultural strongholds in the community by involving the members of the culture such as PET groups, Zonal Anti-Gender based violence task forces who worked closely with parents and children to address the problem of gender based violence.

The only challenge that remains is to bring parents into active participation in project activities so that they do not seem to be passive recipients of the project inputs. Their active involvement might be achieved by forming groups such as mother-daughter, boys' anti-gender based violence, and school anti-gender based violence clubs.

This section presents practices that helped to provide control and checks of the project operations.

***Partners used different approaches to deliver project activities which resulted in achieving different results.***

The evaluation team met with various groups for their insight on the management style of the project. The evaluation revealed that involvement of the partners in implementing activities of the PAGE project was a strategic arrangement in terms of providing CARE an opportunity to take advantage of expertise and experience of these partners. This arrangement, however, resulted in use of different approaches to deliver project activities.

FAWEMA operated from outside Kasungu district. This style was costly and operationally unrealistic. The partners did not have the capacity to employ well qualified personnel. This problem was compounded by high staff turnover the partners experienced during the project period.

### ***Use of local structures in addressing gender based violence is more strategic and sustainable***

The other problem is related to the use of different modalities in delivering project activities to community members. CRECCOM relied on students from Chancellor College, a constituent college of the University of Malawi, to communicate anti-gender based violence messages through theatre. CARE Malawi used PET groups established within the communities to conduct sensitisation activities and meet with community members, teachers and learners on project activities.

During the evaluation, it was discovered that PET groups were more visible to the community members because they reside within the communities. Because they are part of the community, they were able to identify issues that impinged on girls' education and dealt with the perpetrators effectively. Most of the members of the groups were knowledgeable about cultural factors that promoted gender based violence since some of them had gone through it. Because of their age, they were able to meet with any member of the community without fear.

### ***Assertiveness/FAWEMA clubs were more effective than Anti AIDS clubs in addressing gender based violence in school.***

In school, CARE Malawi involved Anti AIDS clubs while FAWEMA established Assertiveness/FAWEMA clubs to address gender based violence in schools. The main weakness of these clubs is that they comprised of girls only most of whom were in the last grades of seven and eight. Although this group did not involve boys, their presence was recognized by all learners because they had a focus with which they were identified. This made them a strong structure to address anti-gender based violence in school. CARE Malawi made use of the Anti AIDS clubs to facilitate implementation of project activities within school. Most Anti AIDS clubs that were visited concentrated their activities on HIV and AIDS related activities. Although some of the clubs were trained on Anti-gender based violence, they had problems to incorporate this element in their roles.

### ***Lack of involvement of parents as key players in planning and implementation caused non-continuity of project results.***

The evaluation found that the project treated parents as passive recipients of many issues. The project failed to configure the importance of parents as focal elements in addressing gender based violence that concerned their children. As custodians of culture, which are the main root causes of most gender based violence, parents needed to be involved from the planning to implementation of the programme. The challenge of not deliberately involving the parents surfaced during the evaluation. Some of them did not understand the difference between GBV and responsibility of children. They took some of the practices as normal. For example, some of them did not understand that asking their child to get married is a violation of her right to education. Such cases were still rampant in the homes and many girls testified to it.

Through the offices of the Monitoring and Evaluation and Assistant Project Manager based in Kasungu, the project benefitted from the semi annual reports that provided feedback on its performance. The evaluation team learned that the project relied on a centralized monitoring

system. The role of the community groups such as the civil society groups, for example SMCs, PTAs, PET groups, Zonal Anti-GBV Task Forces, in monitoring the project performance was not properly articulated at the onset.

***Lack of district level monitoring meetings with community groups deprived implementing groups a learning opportunity to improve their practice***

Although the project regarded these groups as the main implementers of its activities, there was no arrangement to feed them with results of the monitoring activities CARE conducted on a semi annual basis. The District Education Network was the main group that benefitted from the semi annual monitoring exercises.

The project should have accorded all the groups involved in the project an opportunity to share experiences and successes as a way of giving feeding on the performance of the project in their respective areas of operation. All groups including the Zonal Anti-Gender Task Forces, PET groups, SMCs and PTAs indicated that meetings at zonal or district level could provide a rare opportunity to learn from others how to carry out certain activities. Such meetings could also be a mechanism to assess their own performance in certain aspects of their roles and responsibility in the project.



## **4.0 CONCLUSIONS, LESSONS LEARNED, AND RECOMMENDATION**

### **4.1 Conclusions**

The evaluation team visited a total of 24 randomly sampled schools. Closed and open ended questions were asked to head teachers, parents, and learners. School management committees, parents' and teachers associations, boys and girls, PEAs, Zonal Anti-Gender Based Violence Task Force groups, Participatory Education Theatre groups and stakeholders and partners were engaged through focus group discussions and face-to-face interviews. Through these data collection mechanisms, a number of issues were revealed.

Enrolment of girls and boys increased in the project areas. Annual increase in enrolment was much higher after the project started than before. It was also observed that orphans' enrolment steadily increased from year to year. During the same years, dropouts decreased by almost half. This happened because more boys and girls became aware of their right to education and strived to achieve it. Even boys and girls who had dropped out for some reasons, returned to school

Both girls and boys were able to identify gender based violence which was experienced by themselves and their colleagues. Only a small proportion of boys and girls were not able to do this. Groups such as PET, Zonal Anti-GBV Task force and Assertive were more effective in bringing the messages across to the learners. The majority of boys and girls knew where to report cases of gender based violence. Some of them did not report GBV resulting in certain malpractices fail to be addressed. Most gender based violence incidences that occurred in homes were perpetrated by parents. These cases were rarely reported because the children feared being chased away from the home. Those that happened in school were caused by teachers and fellow learners. Head teachers did not want to reveal cases of gender based violence caused by teachers for fear of losing them if the education authorities or SMCs and PTAs knew about it. In the community, chiefs were among the perpetrators of gender based violence. At school, boys and girls reported gender based mainly to head teachers. According to the boys and girls, head teachers did not address all gender based violence that happened in school.

The project sensitized teachers on the code of conduct and other education related policies that would help curb gender based violence in schools. Parents were also made aware of the re-admission policy. Through this process, many parents sent their children especially the girl children back to school.

### **4.2 Lessons Learned**

Since the project had not included a component of support for out-of-school youth, especially those that had successfully completed primary education, it increased pressure for secondary education. It is, therefore, important that when designing a project that encourages children to

go to school, there could also be a provision for opportunities to those that complete the education.

Issues that are culturally sensitive such as gender based violence at home and community required the involvement of the custodians of the culture in planning and implementing the project activities. This approach would help the members of the culture to use their practice to promote education for both girls and boys.

Strategies to address girls' education need to focus on all issues surrounding a girls' life. The evaluation learned that parents forced girls to get married because they wanted them to provide for themselves. Teachers and other community male members who have access to financial resources take advantage of the girls' situation. Head teachers do not want to reveal misconducts cases involving their teachers because they fear losing them. Some parents get excited when they hear that their girl child is involved in an affair with a teacher or someone who is economically advantaged. Considering this virtuous cycle in the project planning cycle for addressing gender based violence is a fundamental strategy for promoting girls' education in Kasungu.

### **4.3 Recommendations**

Based on the results of the evaluation and to inform the redesigning of the project for a greater impact, the following are some of the recommendations that were made:

- CARE should device a mechanism that would facilitate involvement of other community members beyond the structures (Ant GBV Zonal Task Force, SMC, PTA and PET) in addressing gender based violence against children
- Choice of channels for delivering project activities should consider their ability to reach out to the intended targets with limited opposition.
- Head teachers should be sensitised on how to keep and update school records to facilitate data collection and analysis of achievements by the project.
- Only organizations that have interest to undertake similar activities in the project areas should be identified and coerced into partnership.
- The project should introduce a mechanism to reach out to vendors who use their money to entice school girls into sexual affairs.
- CARE should strengthen the capacity of communities to help them use their culture to advance the plight of their children's education.
- CARE and partners should provide a mechanism to make project delivery channels more sustainable.
- CARE should empower local structures such as PET, Zonal Anti-GBV Task Force, and Assertiveness clubs to monitor project achievements.
- CARE should collaborate with other CSOs to devise an agreed amount of pocket allowances given to community members

- The District Education Network should advocate for and establish mechanisms for increasing participation of women in SMCs and PTAs.
- CARE should collaborate with other CSOs and government to introduce a ‘minimum package’ for educational development approach in addressing educational challenges faced by boys and girls.
- CARE Malawi should facilitate the development of a continuous training programme for SMCs and PTAs to ensure continuity of project activities and results.

## 5.0 REFERENCES

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## 6.0 ANNEXES

### 6.1 Scored Logical Framework

ACTIVITIES	INDICATORS	ACHIEVEMENTS	RECOMMENDATIONS
<b>Project Goal</b> To improve the quality of, & access to equitable basic education for all by addressing GBV.	i) Increased gross enrolment & retention rates by gender;	<ul style="list-style-type: none"> <li>Increased enrolment from 8199 and 8860 in 2006 to 8860 and 10141 in 2010 for boys and girls respectively.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage record keeping in schools by head teachers</li> <li>Encourage parents to end children to school</li> </ul>
		<ul style="list-style-type: none"> <li>Reduction in dropout rates from 5.0 % and 5.2 % in 2006 to 2.0 % and 2.1 % in 2010 for boys and girls respectively.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage record keeping in schools by head teachers</li> <li>Encourage parents to end children to school</li> </ul>
	ii) Extent to which Civil Society participates in policy debate on GBV.	<ul style="list-style-type: none"> <li>DEN linked to CSQBE for vibrant and effective advocacy of education policies at national level</li> <li>Participation of DEN in National Education days</li> </ul>	<ul style="list-style-type: none"> <li>Need for DEN to device mechanism that will engage communities more often on policy issues.</li> </ul>
		<ul style="list-style-type: none"> <li>GBV Model policy is still being discussed by DEN with government</li> </ul>	<ul style="list-style-type: none"> <li>Expedite the GBV model policy discussion process</li> </ul>
<b>Project Purpose</b> To reduce incidences of GBV in the education sector in schools & at homes in / around 50 primary schools in Kasungu district	1.a Case studies demonstrate that boys/girls have increased self confidence & understand & are able to claim & protect their rights 1.b # of cases of GBV reported by girls/boys	<ul style="list-style-type: none"> <li>51 case studies observed</li> </ul>	<ul style="list-style-type: none"> <li>Involvement of parents in GBV awareness campaigns</li> </ul>
		<ul style="list-style-type: none"> <li>80.8% of boys and 92.9% of girls respectively were able to report cases of GBV to different authorities.</li> <li>Reduction of number of GBV cases to 20% for boys and 18.7% for girls</li> </ul>	<ul style="list-style-type: none"> <li>Increase pupils' awareness on the difference between GBV and mere violence</li> <li>Encourage pupils to report any form of GBV to authorities</li> </ul>
	2.a # of cases of GBV which are reported & addressed through project initiated mechanisms 2.b Evidence of increases in parents & communities addressing GBV	<ul style="list-style-type: none"> <li>26 cases of GBV reported through project initiated mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Need to further strengthen available structures to be able to address reported cases</li> </ul>
		<ul style="list-style-type: none"> <li>75.5 % of parents at least one attended SMC/PTA meeting</li> <li>12 cases and 5 cases handled by SMC and PTA respectively</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening SMCs and PTAs to act on GBV</li> <li>Lobby for longer term of office for the committees for continuity purposes</li> </ul>
	3.a # & type of GBV sensitive policies in the education sector that have implemented 3.b # of schools implementing TCoC	<ul style="list-style-type: none"> <li>5 Policies (Equitable deployment of female teachers, Uniform and non-corporal punishment, Pupil Re-admission, Teacher code of conduct and ethics regulations and made contributions to the model policy)</li> </ul>	<ul style="list-style-type: none"> <li>Advocate for the expedition of the GBV model policy discussion process</li> <li>Intensify monitoring of adherence of TCoC by various stakeholders</li> </ul>
		<ul style="list-style-type: none"> <li>All 24 sampled schools are implementing the TCoC though adherence varied from school to school</li> </ul>	<ul style="list-style-type: none"> <li>Various project stakeholders should intensify monitoring of adherence of TCoC by teachers</li> </ul>

OUTCOME 1			
1.1 Conduct assertiveness training for girls in & out of school;	1.1 # of girls/boys successfully completing assertiveness training	<ul style="list-style-type: none"> <li>1994 in and 160 out of school girls trained respectively</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the trained clubs to reach out to others not trained</li> <li>Establish well defined leadership structure (the majority of members should be of lower grades) so that they are able to continue with the activities when others are gone.</li> </ul>
1.2 Establishing or strengthening Anti-AIDS Clubs;	1.2 # of girls/boys reached in GBV IEC campaigns	<ul style="list-style-type: none"> <li>About 70000 learners reached out through GBV IEC materials</li> </ul>	<ul style="list-style-type: none"> <li>Have a common understanding on the generic name of the clubs between care and partners</li> <li>Have an operation manual/guide on the activities of the clubs so that there is uniformity</li> <li>Establish assertiveness clubs in other schools which do not have them</li> </ul>
1.3 Promote child to child support & learning for both in & out of school youth;	1.3 # Anti-Aids clubs addressing GBV	<ul style="list-style-type: none"> <li>94 Anti AIDS clubs address cases of GBV</li> </ul>	<ul style="list-style-type: none"> <li>Provision of sport equipment, inter zonal quiz will motivate other pupils join the clubs and also activate weaker ones</li> <li>Head teachers/ SMCs/ field officers should encourage the groups to meet regularly</li> <li>Encourage other pupils to join the club</li> </ul>
1.4 Identify mechanisms for monitoring & reporting, & addressing GBV;	1.4 # of GBV reporting mechanisms established	<ul style="list-style-type: none"> <li>5 mechanisms identified (Complaint box, community policing, Zonal task force, contact person, and child protection committee)</li> </ul>	<ul style="list-style-type: none"> <li>Increase awareness of various community and pupils on the reporting mechanisms put in place and which they feel suits them</li> </ul>
1.5 Develop & disseminate IEC materials on GBV;	1.5 # of IEC materials on GBV distributed	<ul style="list-style-type: none"> <li>BEHASP IEC materials were distributed in 50 schools.</li> <li>4,000 posters, 3,500 comic books 1,500 pamphlets on HIV and AIDS developed &amp; distributed as IEC materials on GBV. 120 dictionaries were also distributed</li> </ul>	<ul style="list-style-type: none"> <li>Encourage pupils/ community members to share the materials/ information/knowledge obtained from the materials with their others Provision of games such as snakes &amp; Ladders which is played using cards with AIDS, GBV statements written on them instead of the conventional die can help pupils get more information about HIV&amp;AIDS/GBV</li> </ul>
OUTCOME 2			
2.1 Conduct sensitization meetings with all key stakeholders on child rights	2.1 # of people with knowledge on child rights	<ul style="list-style-type: none"> <li>16,000 parents, 100 chiefs, 500 SMC members, 15,000 pupils, 200 teachers were sensitized on child rights and GBV</li> </ul>	<ul style="list-style-type: none"> <li>There is need to hold such meetings regularly to remind each other of child rights. Intensify the meetings during peak season such as rainy when</li> </ul>

			rights are highly abused in the name of farming
2.2 Conduct ToT workshop for main project partners from both government & CSOs on GBV	2.2 # of teachers adhering to the Code of Conduct	<ul style="list-style-type: none"> <li>488 (this refers to the number of teachers that have been exposed to TCOC by the project)</li> </ul>	<ul style="list-style-type: none"> <li>Coordinated effort amongst SMCs/PTAs, PEAs and teachers themselves in ensuring adherence to TCOC</li> </ul>
2.3 Establish GBV & Child rights task forces at zonal level	2.3 # of anti GBV and child rights task forces established and functional	<ul style="list-style-type: none"> <li>6 Zonal anti GBV and child rights taskforces established and functional</li> </ul>	<ul style="list-style-type: none"> <li>Motivate the task forces to continue their work after the project</li> </ul>
2.4 Create awareness & strengthen linkages on victim referral support through which victims could receive psychological; health & legal support without compromising their dignity;	2.4 # & type of referral & support mechanisms identified	<ul style="list-style-type: none"> <li>8 support &amp; referral mechanisms identified (Community policing groups, Zonal task force groups, health centres, Police, Head teachers, Chiefs, PEA and child protection committees)</li> </ul>	<ul style="list-style-type: none"> <li>There is need to have a district anti GBV task force to handle issues beyond the zones and for experience sharing amongst the zones</li> <li>Individual support mechanisms should also be given equal attention</li> </ul>
2.5 Establish & train groups to carry out PET to promote dialogue & awareness;	2.5 # of functional PET groups that promote dialogue and awareness	<ul style="list-style-type: none"> <li>5 PET groups established and trained to promote dialogue in child rights and GBV.</li> </ul>	<ul style="list-style-type: none"> <li>Provision of bicycles to the groups for monitoring for easy mobility</li> <li>Need for a standard approach to establishment of such groups to promote uniformity i.e. PET groups in all schools or zones instead of using university students in other schools.</li> </ul>
2.6 Train teachers in gender, human rights & counseling;	2.6 # of teachers involved in gender, human rights and counseling training	<ul style="list-style-type: none"> <li>180 teachers trained in gender, human rights, and counseling</li> </ul>	<ul style="list-style-type: none"> <li>Put a well defined system to take care of new teachers as opposed to rely on PEAs and fellow teachers</li> <li>DEN should lobby for extended term of office for the leaders for continuity purposes</li> </ul>
2.7 Train SMCs in whole school management with a focus on addressing GBV & child rights abuse;	2.7 # of schools with functional SMCs	<ul style="list-style-type: none"> <li>About 79 % of the 24 sampled schools had SMCs which were functional</li> </ul>	<ul style="list-style-type: none"> <li>At least half of the previous committee members who were performing well should be maintained to provide guidance to new members since non function of SMCs happened mainly after succession. There was insufficient guidance for new members</li> </ul>

OUTCOME 3			
3.1 Conduct participatory research study that examines the social economic, & institutional barriers that affect marginalized girls position in society & ability to access education;	3.1 # of child rights related issues identified for advocacy	<ul style="list-style-type: none"> <li>Handling of teacher-pupil rights issues by the office of the DEM</li> </ul>	<ul style="list-style-type: none"> <li>DEN &amp; other stakeholders should lobby the for stiffer punishments to perpetrators of GBV with DEM office</li> </ul>
		<ul style="list-style-type: none"> <li>Change of teacher practices especially their relationship with girls at school</li> </ul>	<ul style="list-style-type: none"> <li>SMC/PTA need to closely monitor the adherence of TCoC by teachers</li> </ul>
		<ul style="list-style-type: none"> <li>Timely deployment of female teachers</li> </ul>	<ul style="list-style-type: none"> <li>Role modeling is important for pupils and DEM office should ensure that female teachers are deployed on time</li> </ul>
		<ul style="list-style-type: none"> <li>Use of cultural products e.g. gulewamkulu to promote child rights</li> </ul>	<ul style="list-style-type: none"> <li>Culture can be a vital tool in addressing issues of child rights. Use of gulewamkulu for example to force children go to school. This is however under discussion at Suza school.</li> </ul>
		<ul style="list-style-type: none"> <li>Pupils rights &amp; privileges-difference</li> </ul>	<ul style="list-style-type: none"> <li>Pupils need to be sensitized on the difference between a right and a privilege</li> </ul>
3.2 Review the current policies in relation to GBV & child abuse;	3.2 # of GBV issues advocated for	<ul style="list-style-type: none"> <li>General GBV &amp; child rights issues in general during National Education Days</li> </ul>	<ul style="list-style-type: none"> <li>Encourage DEN and CARE to patronize such events and others of similar nature as they provide an interface to advocate and lobby for issues affecting the education sector</li> </ul>
		<ul style="list-style-type: none"> <li>Change of teachers practice e.g. sexual exploitation of girls.</li> </ul>	<ul style="list-style-type: none"> <li>SMC/PTA need to closely monitor the adherence of TCoC by teachers</li> <li>Encourage pupils to report any form of GBV to SMC or others</li> </ul>
		<ul style="list-style-type: none"> <li>DEM action on 2 teachers at Kaphaizi &amp; Bindu schools who impregnated school girls among other cases</li> </ul>	<ul style="list-style-type: none"> <li>The office should act on GBV related cases on time</li> <li>There is need for feedback to the victims to build trust and confidence</li> </ul>
		<ul style="list-style-type: none"> <li>Police action to perpetrators who raped school girls</li> </ul>	<ul style="list-style-type: none"> <li>There is need for feedback to the victims to build trust and confidence</li> </ul>
3.3 Facilitate establishment of a District Education Network	3.3a # of district education networks and membership established	<ul style="list-style-type: none"> <li>1 DEN established with a membership of 18 CSOs and fully functional</li> </ul>	<ul style="list-style-type: none"> <li>DEN should lobby for increased CSO membership in the network</li> </ul>

	3.3b # and type of capacity building initiatives conducted for DEN	<ul style="list-style-type: none"> <li>15 Capacity Building initiatives undertaken for DEN e.g. Monitoring teachers code of conduct , Policy Advocacy and networking, Fund raising, Peer education , Facilitation and operationalization of child abuse reporting mechanisms, Whole school management, GBV prevention, girls' assertiveness building ,Tools for monitoring and evaluation (include most significant change story) ,Child rights and gender issues in education, Report writing and women participation, governance &amp; leadership, developing and conducting education campaigns, analysis of government budget tracking</li> </ul>	<ul style="list-style-type: none"> <li>DEN members should do a post self evaluation on the various capacity building initiatives it has undergone to see its impact both as group and individual</li> <li>DEN should hold refresher courses on the capacity building initiatives it undergoes-can provide an interface for new members to learn instead of undergoing the whole training</li> <li>Members of the DEN should make a deliberate effort by contributing a certain some of money towards DEN operations</li> </ul>
3.4 Develop & implement strategy for policy formulation & implementation.	3.4 # of strategies developed	Involvement of more girls in leadership positions and other activities to be able to identify & report issues that affect them	Full involvement of boys in all activities such as assertiveness training can also help reduce incidences of GBV and rights violation since they boys are also perpetrators of GBV
		<ul style="list-style-type: none"> <li>Capacity building initiatives for CSOs were designed in a way that gender, GBV, child rights issues were mainstreamed in other project activities</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
		<ul style="list-style-type: none"> <li>Partnership with various stakeholders both at district &amp; community level. <ul style="list-style-type: none"> <li>Zonal task forces, community policing, child protection committees, SMCs/PTAs</li> <li>DEN</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>There is need to have a well coordinated mechanism of meetings for various groups involved in GBV activities i.e. a meeting where representatives from various committees/groups involved in the GBV can meet.</li> </ul>
3.5 Develop messages to send to stakeholders on issues relating to HIV/AIDS & education policy	3.5# and type of IEC materials produced and disseminated	<ul style="list-style-type: none"> <li>GBV related IEC messages were developed on sexual harassment, corporal punishment and child labour among others</li> <li>4,000 posters, 3,500 comic books 1,500 pamphlets on HIV and AIDS developed &amp; disseminated as IEC materials on GBV and 120 dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the stakeholders to share the materials/ information obtained with others</li> <li>Include games as part of IEC materials such as <i>snakes &amp; ladders</i>, to make the information more interesting among the youth</li> </ul>



## 6.2 List of Key Questions

Evaluation Dimension	Key questions
Programme Design	<ol style="list-style-type: none"> <li>Whether the problem the programme is addressing is clearly identified and the approach soundly conceived;</li> <li>Whether the target beneficiaries and end-users of the results of the programme are clearly identified;</li> <li>Whether the objectives, outcome and outputs of the programme were stated explicitly and precisely in verifiable terms with observable success indicators;</li> <li>Whether the relationship between objectives, outcome, outputs, activities and inputs of the programme are logically articulated and;</li> <li>Whether the programme started with a well-prepared work-plan and reasons, if any, for deviations.</li> </ol>
Relevance	<ol style="list-style-type: none"> <li>Whether the programme is relevant to the development priorities of the country and;</li> <li>Given the objectives of the programme, whether appropriate institutions have been assisted.</li> </ol>
Implementation (quality and timeliness)	<ol style="list-style-type: none"> <li>The delivery of inputs specified in the programme document, including selection of sub-programmes/projects, institutional arrangements, interest of beneficiaries, the scheduling and actual implementation</li> <li>Whether the management arrangements of the programme were appropriate and adequate;</li> <li>The fulfilling of the success criteria as outlined in the programme document;</li> <li>The responsiveness of the programme management to significant changes in the environment in which the programme functions</li> <li>Lessons from other relevant programmes if incorporated in the Programme implementation.</li> <li>The monitoring and backstopping of the programme;</li> <li>Programme's collaboration with industry associations, private sector and civil society</li> </ol>
Program Performance	<ol style="list-style-type: none"> <li>Whether the programme resources (financial, physical and manpower) were adequate in terms of both quantity and quality;</li> <li>Whether the programme is cost-effective compared to similar interventions;</li> <li>Whether the delivery methods selected were suitable.</li> </ol>
Results/ Success	<ol style="list-style-type: none"> <li>What are the major achievements of the programme vis-à-vis its objectives.</li> <li>What are the potential areas for programme's success?</li> <li>What major issues and problems affected the implementation of the programme and what factors could have resolved them.</li> <li>What actions the evaluation team members would have recommended to ensure that this potential for success translated into actual success.</li> <li>Level of institutional networking achieved and capacity development of key partners, if done in a structured manner at different stages</li> <li>Any underlying factors that influenced the outcome of the programme.</li> </ol>

Evaluation Dimension	Key questions
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7. Have there been any unplanned effects?

Lessons Learned    Lessons Learned

What lessons can be learned with regards to:

Program design, management and reporting?

What were the key strengths and weaknesses of the program?

### 6.3 Data collection tools

#### 6.3.1 Focus Group Discussion Guide for PET, Ant GBV Zonal Task Force, Learners in Ant HIV and AIDS Clubs

**School:**

**Zone:**

**Date:**

- 
- What is the group called?
  - Who formulated the group? Whose initiative was it?
  - How many members are in the group by sex?
  - How do members join the group?
  - What is the mission of the group?
  - What activities does the group conduct?
  - By what means does the group carry out the activities?
  - What training did the group receive?
  - Who supports the activities of the group?
  - How supportive is the community, school, parents and learners towards your work?
  - What forms of gender based violence that happen in the school, homes, community?
  - What gender based violence cases has the group addressed in schools, homes, communities?
  - What have been key results from the communities (school age children, parents, teachers, community leaders etc), cite examples?
  - What factors facilitated the group's achievement of the results?
  - What factors hampered the group's effective operations?
  - What challenges still remain to eliminate gender based violence in schools, homes and the community?
  - What needs to be done to improve the groups work?
  - In what areas should CARE improve to support the work of the group better?
  - What other comments does the group have?

### 6.3.2 Learners Questionnaire

IDENTIFICATION			
Q101. Questionnaire Number		Interviewer's Name:	
Q102. Division:	CENTRAL EASTERN	Supervisor's Name:	
Q103. District:	KASUNGU	Result of interview:	
Q104. School:		Sign by supervisor:	
Q105. Zone:			
Q106. Sex:			
Q107. Age:			
Q108. Class:			
Q109	Are you repeating the class?	1	Yes
		2	No
Q110	Have you ever dropped from school before?	1	Yes
		2	No
Q111	If Yes, why did you drop out?		
Q112	If yes, why did you return to school?		
Q113	If yes, who encouraged you to return to school?		
	Mother group	1	
	Teachers	2	
	Parent(s)	3	
	PTA/ SMC	4	
	Friends	5	
Q114	If yes, do you feel accepted at the school?	1	Yes
		2	No

Q115	If you do not feel accepted, who makes you feel unaccepted?		
	Teachers	1	
	Parent(s)	2	
	PTA/ SMC	3	
	Friends	4	
	Other (specify)	5	
Q116	What do you do when your friends offends you?		
	1. Nothing	1	
	2. I report to parents	2	

	3. I report to head teacher teachers:	3	
	4. I tell her/him not to do it again:	4	
	5. Other (specify)		
Q117	What do you do when your teacher offends you?		
	1. Nothing	1	
	2. I report to parents	2	
	3. I report to head teacher teachers:	3	
	4. I tell her/him not to do it again:	4	
	5. Other, (specify)		
Q.118	Are you a member of any club(s) at your school?	1	Yes
		2	No
Q.119	If yes, which club(s)		
	gender club/fawema		1
	child /human rights		2
	theatre for development/ participatory education theatre (youth Club)		3
	life skills/ Edzi toto		4
	Girl guides/Boy scouts		5
	Other (specify).....		6

CHILD RIGHTS

Q120	Are you aware of any right?	1	Yes
		2	No
Q121	Which rights of the child do you know?		
	Right to health care -		1
	Right to education		2
	Right to be respected		3
	Right to protection		4
	Right to express views freely		5
	Right to equality		6
	Right to make own decisions-		7
	Other (specify)		8
Q122	Which of these rights are mostly violated/ you do not enjoy?		
	Right to health care		1
	Right to education		2
	Right to be respected		3
	Right to protection		4
	Right to express views freely		5
	Right to equality		6
	Right to make own decisions		7
	Other (specify)		8
Q123	Has anyone ever violated your right to education?	1	Yes
		2	No
Q124	If yes, who violated/violets your right to education?		
	Teacher		1
	Relation-		2
	Parent(s)		3

	Fellow student		4
	Community member (specify)		5
Q125	What kind of violation to your education did she/he do?		
Q126	Was the violation addressed?	Yes	1
		No	2
Q127	If yes, how was it addressed?		
	Approached the perpetrator:		1
	Reported to authorities:		2
	Nothing happened :		3
	Other(specify):		4
Q128	Were you satisfied with the action?	Yes	1
		No	2

### GENDER BASED VIOLENCE

*Gender-based violence is violence against women or men based on their subordinate status in society. It includes any act or threat by the violator that inflict physical, sexual, or psychological harm on the victim because of their gender.*

Q129	Which gender based violence is common for boys?			
	School:			
	Home			
	Community:			
Q131	Which gender based violence is common for girls			
	School:			
	Home			
	Community:			
Q132	Please mention one gender based violence that happened to a boy and girl in the past six months			
	Boy			
	Girl			
Q133	Where did the gender based violence take place for the			
	Boy			
	Girl			
Q134	Who caused the gender based violence for the			
	Boy			
	Girl			

Q135	How did you know about it?		
		Boy	Girl
	Friends		
	Teacher		
	Parents		
	Radio		
	Other		
Q136	What happened to the one who caused the gender based violence for		
	Boy		
	Girl		
Q137	If something was done to the one who caused the gender based violence, were you satisfied with it?		1 Yes
			2 No
Q138	What kind of gender based violence has ever happened to you in the past six months?		
	At home:		
	At School		
	In the Community		
Q139	To whom did you report about the gender based violence?		
	At home:		
	At school:		
	In the community:		
Q140	Who caused the gender based violence on you?		
	At home:		
	At school:		
	In the community:.		

Q141	What action was taken against the one who cased the gender based violence to you?		
	At home:		
	At school:		
	In the community:		
Q142	If an action was taken were you satisfied with it?	1	2
Q143	Do you think this might happen again to you?	1	2
Q144	Do you know where you are supposed to report gender based violence at school?	1	2
Q145	If yes, to who are you supposed to report gender based violence at school?		
Q146	Do you have a mechanism for reporting gender based violence that happens	1	2
Q147	If yes, to whom do you report?		

Q148	Do you have a mechanism for reporting gender based violence that happens in the community?	Yes No	1 2
Q149	If yes, to whom do you report?		

### **Gender Attitudes**

<u>Sentence</u>	<u>Agree</u>	<u>Disagree</u>
Q150 <i>If I see a man beating his wife, I should try to stop him.</i>		
Q151 <i>I respect and appreciate the man who walks away from a fight</i>		
Q152 Girls who wear immodest clothing provoke boys and men to harass (tease) them.		
Q153 If someone insults me, I have to defend my reputation by fighting.		
Q154 A woman should bear her husband's violence in order to keep her family together.		
Q155 I think it is acceptable that a husband beats his wife if she disobeyed him.		
Q156 Violence is a natural reaction for men - it is something they cannot control.		
Q157 If I see a boy teasing a girl, I should stop him.		
Q158 If a woman insulted her husband; he has all the right to beat her.		
Q159 If a girl gets pregnant by a male teacher, it is her fault.		

### 6.3.3 Head Teachers Questionnaire

Date.....

#### HEADTEACHER QUESTIONNAIRE

IDENTIFICATION		
Q101. Questionnaire Number		Interviewer's Name:
Q102. Division:	CENTRAL EASTERN	Supervisor's Name:
Q103. District:	KASUNGU	Result of interview:
Q104. School:		Sign by supervisor:
Q105. Zone:		
Q106. Sex of interviewee:	1. Male 2. Female	
Q107. Year school was established		

Q.108. Please indicate the number of teachers the school have had since 2006

YEAR	QUALIFIED		UNQUALIFIED		VOLUNTEER		TOTAL		GRAND TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
2006									
2007									
2008									
2009									
2010									

Q.109. Please indicate enrolment for the following years

YEAR	SEX							
	BOYS				GIRLS			
	Orphans	Non-orphans	Disabled	TOTAL	Orphans	Non-orphans	Disabled	TOTAL
2006								
2007								
2008								
2009								
2010								
<b>TOTAL</b>								

Q.110. Please indicate the number of **BOYS AND GIRLS** who sat for PSLCE and how many were selected, in the following years.

YEAR	Orphans								Non-orphans							
	sat		passed		selected		TOTAL		sat		passed		selected		TOTAL	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
2006																
2007																





Q.113. Please indicate the number of drop outs who were re admitted at your school since 2006

	BOYS	GIRLS	TOTAL
2006			
2007			
2008			
2009			
2010			

Q.114. Please indicate the number of pupils who have repeated in the following years.

YEAR	SEX		TOTAL
	BOYS	GIRLS	
2006			
2007			
2008			
2009			
2010			
TOTAL			

Q.115. Please indicate the number of cases of Gender Based Violence reported at your school in the following years according to the sex of the victims and the type of Gender Based Violence cases they reported to have faced.

YEAR	BOYS		GIRLS	
	Number of victims	Types of case	Number of victims	Types of cases
2006				
2007				
2008				
2009				
2010				

**CODES**

1. Sexual harassment
2. Verbal insults

3. Deprivation of resources or services
4. Forced marriage
5. Forced labour
6. Other (specify).....

Q.116. please indicate the number of disciplinary cases by teachers you have had at your school in the following years

	2006			2007			2008			2009			2010		
	M	F	total	M	F	total	M	F	total	M	F	total	M	F	total
Drunkenness															
Absenteeism															
Relationships with pupils															
Poor dressing															
Other(please specify)															

Q.117. What do you do as a head teacher to address these disciplinary cases?

Q.118. What clubs do you have at your school?

NAME	WHAT THE CLUB DOES

Q.119. In case of gender based violence incidences at your school, how/ where do the victims report?

Q.120. What does the school do to deal with the perpetrator?

PERPETRATOR	ACTION(S) THE SCHOOL TAKE
Teacher:	
Pupil	
Community member	
Other(specify)	

Q.121. Has the school been involved before in teacher trainings in human rights, gender and counseling?

- 1) Yes

2) No

Q.122. If yes, how many teachers at present were trained?

Male	Female	Total

Q.123. Who supported the training?

Q.124. Does the school have a School Improvement Plan (SIP)?

1) Yes

2) No

Q.125. If yes, at what stage is the SIP

1) Implementation stage

2) Development stage

Q.126. Who formulated the plan?

### 6.3.4 Parents Questionnaire

#### PARENT'S/ GUARDIAN QUESTIONNAIRE

##### Introduction

Good morning/afternoon, my name is \_\_\_\_\_ from CARE Malawi in Lilongwe. CARE Malawi is carrying out a study on how their work has contributed to improving school environment enhanced teaching and learning in selected schools in Kasungu district under the Partnerships for Advancement of Girls Education Project. We are going to ask you questions about what you feel and know about certain issues concerning your school. This is not a test and there are no wrong answers. The questions include some highly sensitive personal questions about you. **The information you provide will be kept confidential. While your information will be added to information provided by other people and shared publicly, it will not in any way personally harm you.** Please be truthful in your responses to help us plan appropriate interventions for schools in Malawi.

IDENTIFICATION		
Q101. Questionnaire Number		Interviewer's Name:
Q102. District:	KASUNGU	Supervisor's Name:
Q103. Traditional Authority		Result of interview:
Q104. Village		Sign by supervisor:
Q105. School:		
Q106. Zone:		
Q107. Sex:		

Q.108. How many children are in this household?

Q109. How many of these are in the school going category (between 6 and 18 years old)?

Name	Sex	Age	Grade	Dropout	Not yet in Admitted

Q110. 1 For those that dropped out, what have been the major reasons?

Boys	Girls

Q110.2 What did you do with those that had dropped out of school?

Q110.3 For those that are supposed to start going to school but are not, what are you doing about them?

Q111. What is your role as a parent and or a guardian to your child's education in relation to?:

School learning environment

Home environment

Community/ Cultural beliefs

Q111.2 Have you ever attended meetings organized by SMC or PTA? 1 Yes 2 No

Q111.3 what issues are discussed?

SMC: \_\_\_\_\_

PTA: \_\_\_\_\_

Q.112. When children are absent from school, it is mostly because of?

1. Cultivating in the garden
2. Looking after livestock
3. Taking care of an infant sibling
4. Fetching water
5. Fetching firewood
6. Looking after the sick
7. Other (specify).....

Q.113.1 In your household, who is **mostly** involved in the following chores?

Name of the household chore	Girls
Cultivating the field (garden)	
Taking care of livestock	
Caring for siblings	
Fetching water:	
Fetching firewood:	
Caring for the sick:	
Preparing food:	
Washing dishes:	

Q.113. 2 In your household, who is **mostly** involved in the following chores?

Name of the household chore	Boys
Cultivating the field (garden)	
Taking care of livestock	
Caring for siblings	
Fetching water	
Fetching firewood	
Caring for the sick	
Preparing food	
Washing dishes	

Q114. Between girls and boys, who do you think should be educated?

Pakati pa atsikana ndi anyamata, ayenera kuphunzira ndi ndani

1. Boys
2. Girls
3. Both

## Gender Norms and Gender Based Violence

Q115. Share with me if you have heard or know anything about gender

Q116. Share with me if you have heard or know anything about gender based violence

Item	AT SCHOOL	.AT HOME	COMMUNITY
<b>Q117.</b> What form of gender based violence have any of your children complained about?	7. Sexual harassment 8. Verbal insults 9. Deprivation of resources or services 10. Forced marriage 11. Forced labour 12. Other (specify)	1. Sexual harassment 2. Verbal insults 3. Deprivation of resources or services 4. Forced marriage 5. Forced labour 6. Other (specify)	1. Sexual harassment 2. Verbal insults 3. Deprivation of resources or services 4. Forced marriage 5. Forced labour 6. Other (specify)
<b>Q118.</b> Who was the perpetrator of the violence?	1. Teacher 2. Relation 3. Fellow student 4. Community member 5. Other _____	1. father, 2. mother, 3. sister, 4. brother 5. Other _____	1. religious leaders 2. Local Leader 3. Counsellors 4. Other _____ -
<b>Q119.</b> What did you do?	1. Approached the perpetrator 2. Reported to authorities 3. Nothing 4. Other(specify)	1. Approached the perpetrator 2. Reported to authorities 3. Nothing 4. Other(specify)	1. Approached the perpetrator 2. Reported to authorities 3. Nothing 4. Other(specify)
<b>Q120.</b> What do you do to protect your children against gender based violence?			
<b>Q121.</b> What else do you think should be done to completely stop gender based violence?			

**Q122.** Do you know any organization(s) that has programmes aiming at preventing gender based violence?

1. Yes
2. No

**Q123.** If yes, what are they?

Name of organisation	What the organisation is doing

**Q124.** What rights of the child are you aware of?

1. Protection
2. Health
3. Education
4. Respect
5. Decision making
6. Equality
7. Expression

**Q125.** What is the most important thing that you would remember PAGE for?

**Q126.** If CARE was to implement another project like PAGE, what should they maintain and or improve?

Maintain: \_\_\_\_\_

Improve: \_\_\_\_\_

#### 6.4 List of sampled schools and Enrolment as of 2010

	Name of School	Zone	Enrolment		
			Boys	Girls	Total
1	Chaima	Chaima	558	583	1141
2	Ntoso	Chaima	399	403	802
3	Longwe	Chaima	250	260	510
4	Ntchendamano	Chaima	384	368	752
5	Kalimaziche	Linyangwa	366	517	883
6	Chalowa	Linyangwa	269	277	546
7	Linyangwa	Linyangwa	402	419	821
8	Chankhozi	Linyangwa	630	642	1272
9	Nthunduwala	Malepera	458	460	918
10	Kantukungwa	Malepera	256	250	506
11	Kalanga	Malepera	358	359	717
12	Malepera	Malepera	288	331	619
13	Mponda	Lisasadzi	193	207	400
14	Chinkoma	Lisasadzi	771	747	1518
15	Chinguwo	Lisasadzi	320	288	608
16	Dwangwa	Suza	512	402	914
17	Makwiniro	Suza	270	287	557
18	Chipanga	Suza	537	439	976
19	Khuza	Suza	559	561	1120
20	Kavumbiri	Santhe	329	356	685
21	Chipoza	Santhe	569	666	1235
22	Kasanduliza	Santhe	331	342	673
23	Kalolo	Kalolo	591	637	1228
24	Chibwe	Kalolo	388	360	748
<b>Total</b>			<b>9988</b>	<b>10161</b>	<b>20149</b>