



DESIGNING AND DELIVERING GIRLS' CLUBS IN RWANDA:

## A Baseline Situation Analysis

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NOVEMBER 2021



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## Acknowledgements

The baseline study framework and data collection instruments were proposed by an Independent Consultant (Nidhi Kapur) who was also responsible for analysing and reporting on datasets provided. All data was collected, collated and cleaned by BLF's MEL team (Jean Luc Musoni and Marc Nzayisenga). Technical oversight was provided by BLF's Education Technical Lead (Sofia Cozzolino), with additional support from BLF's Safeguarding Specialist (Jean-Marie Vianney Munyaneza) and Education Development Trust's Lead Adviser for Girls' Education Proposition Development (Astrid Korin). Special thanks go to BLF's Sector Learning Facilitators (SLFs) who facilitated logistics – in addition to the Head Teachers and teachers as well as pupils and primary caregivers that participated in this study to advance our collective understanding of how best to design and deliver girls' clubs in Rwanda.

The Building Learning Foundations Programme is implemented by a consortium of three of the United Kingdom's premier not-for-profit leaders in improving education globally: Education Development Trust (co-ordinating), British Council and VSO



## Acronyms & Abbreviations

<b>BLF</b>	Building Learning Foundations
<b>EP</b>	Ecole Primaire
<b>FGD</b>	Focus Group Discussion
<b>GBV</b>	Gender-Based Violence
<b>GS</b>	Groupe Scolaire
<b>KII</b>	Key Informant Interview
<b>MEL</b>	Monitoring, Evaluation and Learning
<b>OECD-DAC</b>	Development Assistance Committee of the Organisation for Economic Cooperation and Development
<b>SEN</b>	Special Education Needs
<b>SIP</b>	School Improvement Plan
<b>SLF</b>	Sector Learning Facilitator
<b>SRHR</b>	Sexual and Reproductive Health Rights
<b>VSO</b>	Voluntary Service Overseas

## 1. Background

Building Learning Foundations (BLF) is a programme funded by the UK government which aims to improve the quality of teaching and leadership in Rwanda's primary schools. The objective of BLF is to improve English literacy and Mathematics amongst Primary 1 to Primary 5 pupils, ensuring that children have the required foundational skills to make successful progress through the system. BLF focuses on three foundations, namely (1) building the capacity of teachers, (2) enhancing school leadership, and (3) strengthening the national education system. Each foundation has a focus on inclusive education practices for pupils with Special Education Needs (SEN) to ensure no child is left behind. BLF is delivered by a consortium consisting of Education Development Trust, the consortium lead, as well as Voluntary Service Overseas (VSO) and British Council across all thirty districts of Rwanda.

In the context of its current reprogramming, BLF will place a much greater emphasis on girls' education throughout all its foundations, particularly for interventions for Upper Primary pupils. This is reflected in BLF's Girls' Education Strategy which aims to contribute to the progressive elimination of normative, infrastructural, and governance-related barriers hindering girls' access to equitable education. Moreover, BLF's Impact Evaluation Strategy entails periodic assessments to measure changes in pupils' performance in English and Mathematics as well as to measure changes in school leadership and teaching practices.

The Monitoring, Evaluation and Learning (MEL) team therefore has undertaken a baseline situation analysis of girls' education, specifically a pilot intervention involving girls' clubs. The study framework outlined key considerations for establishing baseline measurements against which future progress can be assessed. The framework also set out to produce actionable recommendations to further develop and refine a Theory of Change for girls' clubs, as well as BLF's approach to girls' education more broadly.

### 1.1 PILOTING GIRLS' CLUBS

The proposed intervention involves the piloting of girls' clubs in a total of twenty schools across Rwanda. The girls' clubs are intended to provide club members and other young girls with a safe, supportive, fun, and inspiring environment in which to develop life skills. Clubs will also address barriers hindering their enrolment, continuation and performance in Mathematics specifically, and in Sciences and Technology in general, as well as English as the medium of instruction.

Practically, it is envisaged that girls' clubs will help to achieve the following outcomes:

- Increased knowledge about sexual and reproductive health rights (SRHR)
- Increased awareness of children's rights and responsibilities
- Increased awareness of how to identify and report abuse
- Enhanced life and learning skills
- Increased confidence in Mathematics, and
- Sustained recognition of girls' learning gains and achievements.

These may contribute to reduction in school dropouts, improvements in transition to secondary schooling and reduction in pregnancy rates.

## 1.2 OBJECTIVES

Taking into consideration the expected outcomes, it has been necessary to establish the baseline context at the time of the pilot intervention. Learning from this study stems from an assessment of promising practices in Rwanda and elsewhere, as well as from consultations with key stakeholders, including girls themselves. Collectively, key findings were crucial to the formulation of recommendations to inform future programming and advocacy. The underlying objectives were therefore:

- To review existing literature to inform the development of a theory of change and to identify underlying assumptions.
- To determine the level of knowledge, skills, attitudes, and practices in relation to the proposed intervention among a diversity of key actors, including school personnel, parents, and pupils.
- To assess the contextual factors, both in and out schools, that are likely to contribute to the success of the pilot intervention.
- To propose actionable recommendations which will inform the programming.
- To devise the evaluation approaches to assess the pilot intervention's relevance, coherence, effectiveness, efficiency, impact, and sustainability in line with the six evaluation criteria outlined by the Development Assistance Committee of the Organisation for Economic Cooperation and Development (OECD-DAC).<sup>1</sup>

<sup>1</sup> Please see: <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>



## 2. Methodological Approach

This evaluation was carried out in a way that is principled, appreciative, equitable and rights based, employing the highest possible ethical and safeguarding standards to ensure that interventions are designed to strengthen the agency of girls. Opportunities were created for all stakeholders to contribute to, and meaningfully inform, the baseline study and any subsequent programming. A full range of stakeholders were engaged, including men and boys.

In addition to quantitative methods to provide numerical benchmarks against which future progress can be measured, qualitative methods were used to ensure that the evaluation is highly participatory in nature. Participation was achieved in a manner that aimed to affirm the dignity of each participant and sought to learn from their experiences. The overarching evaluation framework was founded upon the six evaluation criteria established by OECD-DAC. It was also designed to be girl-centred, gendered, inclusive and generational.

A generational approach provides insights into the knowledge and skills parents/ caregivers need to support education amongst girls, while a gendered lens was applied to fully comprehend the range of normative and behavioural barriers and opportunities to supporting girls' education in Rwanda. The evaluation strived to take an appreciative approach so that child and caregiver competencies can be built upon and strengthened through future programming, in addition to those of focal teachers, Head Teachers and other school personnel.

### 2.1 METHODS

The following evaluation methods were utilised:

- **Literature review:** A desk-based review of available documentation – both internally and externally – was sourced and analyzed. This included previous evaluations of girls' clubs in other contexts and/or by other organizations – in addition to evaluations by Education Development Trust. Key documents that provided important insights are listed in Annex I. Overall, the literature review informed the design of the evaluation itself, as well as the interpretation of any data collected.
- **Survey questionnaires:** Surveys were administered on an individual basis with different categories of respondents, including girls from Primary 4 and 5 (i.e., potential club members), boys (i.e., male pupils and/or brothers of potential girls' club members), female caregivers (i.e., mothers and other female caregivers of potential girls' club members), and male caregivers (i.e., fathers and other male caregivers of potential girls' club members). Wherever possible, surveys were administered by enumerators of the same gender as respondents. The survey was designed to take approximately 45 minutes per person.

Questions focused on several thematic areas, including:

- Use of time and mobility
- Social support network
- Aspirations and future outlook
- SRHR

- Experience of violence
  - Voice and agency
  - Girls' club design and programming.
- **Focus group discussions (FGDs):** In addition to one-to-one surveys, facilitated discussions were held with small groups of Primary 4 and 5 girls (i.e., potential club members). Each group consisted of the same 7 girls that completed survey questionnaires earlier the same day, including three from Primary 4 and four from Primary 5. The FGDs were facilitated by enumerators of the same gender as participants. The purpose of these FGDs was to give girls an opportunity to meaningfully participate in the design and roll out of the pilot intervention. Child-friendly participatory methodologies were employed during discussions with girls. The FGD was designed to take one hour.
  - **Key informant interviews (KIIs):** Semi-structured interviews were undertaken with key informants in each school site, including with potential girls' clubs Chaperones (i.e., supervisors for the Girls' Room, if any, or a gender focal point teacher), Mathematics Teachers, English Teachers, and Head Teachers. KIIs were designed to last approximately 45 minutes and covered the same thematic areas as the survey questionnaires, in addition to broader questions on school-based support strategies for girls' education.

All data collection instruments were developed in English and translated into Kinyarwanda for use in the field. English versions of all the instruments can be found in the annexes of this report.

## 2.2 SITE SELECTION

Because of the pilot nature of the proposed intervention, a total of 20 schools were identified – including four per province as well as the City of Kigali. During the design phase of this evaluation, the initial sample was expanded from 10 to 20 schools, specifically to potentially allow for two distinct yet comparable pilot interventions to be implemented concurrently. This opened up the possibility for two club models to be designed and deployed during the pilot phase. This will help test 'what works' when it comes to girls' clubs, including the engagement of men/boys/male teachers and other school leaders, as well as other complementary actions such as practical assistance. It is envisaged that such a comparison approach will help also enrich BLF's understanding of the value for money for each part of the girls' club package.

Pilot schools were selected purposively, with due consideration of the following criteria:

- Prioritization of schools with female Mathematics Teachers and/or female Head Teachers
- Schools with a considerable number of children with disabilities, especially girls
- Schools with a high number of pupils
- Schools that are familiar with BLF interventions and have been involved in previous activities
- A mixture of public and government-subsidized schools
- A mixture of schools offering primary only and schools offering 9-12 years basic education



- Schools in remote districts that are more difficult to reach
- Schools where some child protection/sexual abuse cases have been reported.

The final list of pilot schools is outlined below:

#	Province	District	Sector	School
1	Kigali City	Gasabo	Kinyinya	GS Kagugu
2	Kigali City	Gasabo	Remera	EP Remera Catholique
3	Kigali City	Kicukiro	Kigarama	GS Kimisange
4	Kigali City	Kicukiro	Niboye	GS Kicukiro
5	Eastern	Bugesera	Rilima	EP Karera
6	Eastern	Bugesera	Mayange	EP Mbyo
7	Eastern	Nyagatare	Kiyombe	GS Nkana
8	Eastern	Nyagatare	RWEMPASHA	PS Kazaza
9	Southern	Muhanga	Nyabinoni	GS Kibingo
10	Southern	Muhanga	NYAMABUYE	EP GAHOGO
11	Southern	Nyamagabe	Nkomane	EP Musaraba
12	Southern	Nyamagabe	MUSHUBI	GS BUTETERI
13	Northern	Rulindo	Rusiga	GS Rukingu
14	Northern	Rulindo	Shyorongi	GS Shyorongi
15	Northern	Burera	Bungwe	EP Nyabyondo
16	Northern	Burera	Rusarabuye	PS Kabona
17	Western	Nyamasheke	Gihombo	EP Musengesesi
18	Western	Nyamasheke	BUSHENGE	GS KIZIBA
19	Western	Karongi	Rwankuba	GS Rubazo
20	Western	Karongi	Bwishyura	EP Gatwaro

## 2.3 SAMPLING STRATEGY & SAMPLE SIZE

Participants were selected purposively, with due consideration for gender, age and status. Pupils were drawn from Primary 4 and Primary 5 classes. Girls who were amongst the oldest in the year were prioritised, especially those above age 12. Wherever possible, the parents of the same pupils were identified and invited for interviews. In each school, two Mathematics teachers were initially targeted. In some cases, however, only one teacher was responsible for both Primary 4 and Primary 5 classes, therefore they were the only one interviewed.

The targeted and actual sample group are detailed below:

Targeted Group	Data Collection Instrument	Targeted Sample	Actual Sample	Sex	Disability
Young girls	Survey	140	140	Female	2 with disabilities
Young boys	Survey	140	140	Male	1 with disabilities
Young girls	Focus Group Discussion	20	20 (None with disabilities)	Female	-
Mathematics teachers	Key Informant Interview	40	35 (18 females and 17 males)	18 Female; 17 Male	-
English teachers	Key Informant Interview	0	17 (7 females and 10 males)	7 Female; 10 Male	-
Potential girls' club Chaperones	Key Informant Interview	20	18 (all were females)	18 Female	-
Head Teachers	Key Informant Interview	20	20 (7 females and 13 males)	7 Female; 13 Male	-
Female caregivers	Survey	100	79	Female	-
Male caregivers	Survey	100	41	Male	-

## 2.4 ETHICAL CONSIDERATIONS

Evaluations of this kind must be strongly rooted in the overriding principles of 'do no harm' and the 'best interests of the child.' Complete compliance with any requirements in relation to informed consent, verbal assent and confidentiality policies and practices, particularly in relation to the safeguarding of children, as per BLF's safeguarding policy were therefore ensured.

Specific consideration was given to the following ethical principles:

- Informed consent was sought from adult research participants
- Verbal assent was sought from child research participants, in addition to informed consent from their parents or caregivers
- Age- and ability-appropriate consent and assent processes based on reasonable assumptions about comprehension of individuals involved in the research
- Confidentiality of those participating in research and anonymity of all the information they shared
- Protocols in place in the event of disclosures of abuse or exploitation by participants, including reporting and referral pathways
- Data protection and secure maintenance procedures for personal information
- Adaptations to ensure inclusion of and accessibility for diverse, often marginalised and/or excluded groups and individuals; and,

- Physical safety, public health procedures in line with measures to contain and prevent transmission of COVID-19, including strict adherence to social distancing, wearing face masks, using hand sanitizer and/or washing hands regularly with soap – in addition to any other centrally mandated public health measures in place.

## 2.5 CONSTRAINTS & CHALLENGES

control group was not included as there was broad agreement that a methodological approach involving in-depth questionnaires and face-to-face engagement with children would raise expectations of a forthcoming girls' club intervention. In light of the limited financing available for a pilot intervention, it was felt that raising such expectations without any follow up would be ethically questionable. Instead, the initial sample of ten schools was doubled on the basis of organizational commitment to pilot a girls' club in all twenty schools thereafter.

Despite the small sample size involved in this study, and while it is difficult to draw firm conclusions, the data does provide useful insights to inform the design of a pilot intervention that can be further refined in future prior to wider implementation.

The data collection did confront certain challenges while in the field, notably in securing the participation of parents and other primary caregivers – many of whom were otherwise occupied due to employment or familial reasons, or lived in remote or distant locations vis-à-vis the targeted school. This challenge was overcome with the support of Head Teachers who intervened to set up appointments for telephone interviews where face-to-face meetings were not possible. Nonetheless, a number of caregivers did not have mobile telephones and/or sufficient network coverage to undertake the interview. This explains the smaller actual sample of parents/caregivers compared to the target sample.

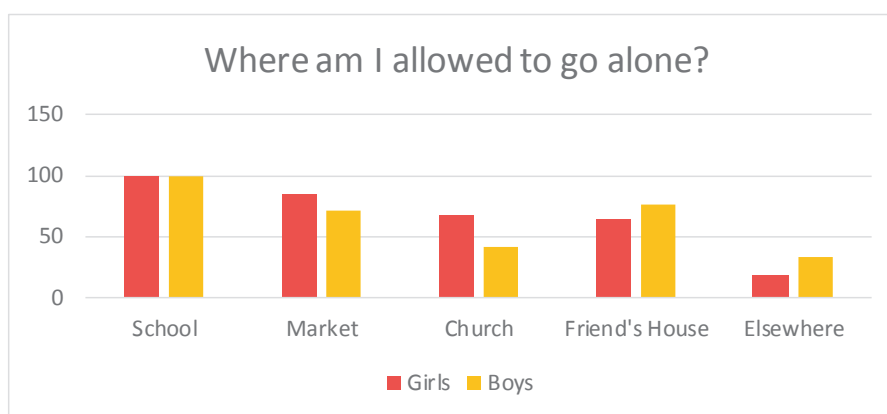
Finally, given the methods employed, it is likely that study participants may have felt some degree of positive response bias. To combat this, data collectors underscored the purpose of the study and the principle of confidentiality. Nevertheless, children especially may not have been comfortable to disclose incidents of abuse and/or other sensitive topics to enumerators that were otherwise unknown to them.

## 3. Principal Findings

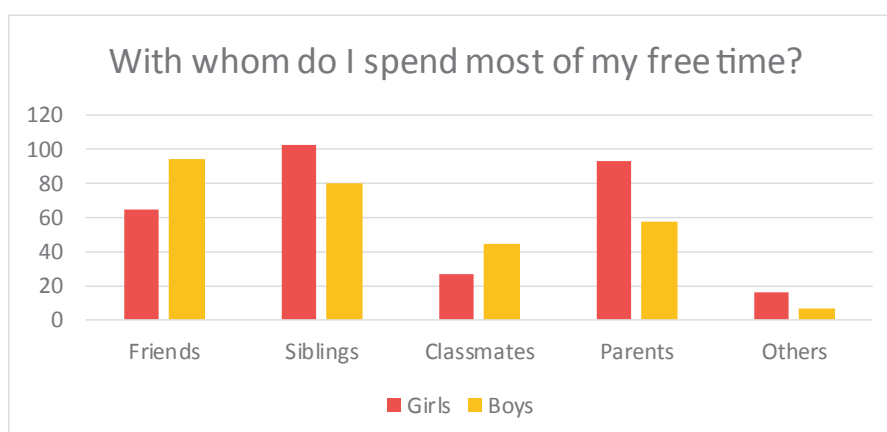
### 3.1 USE OF TIME & MOBILITY

The first area of inquiry was linked to children's use of free time during school term as well as their degree of mobility. Similar questions were asked of both girls and boys to explore any gender differentials in their mobility patterns.

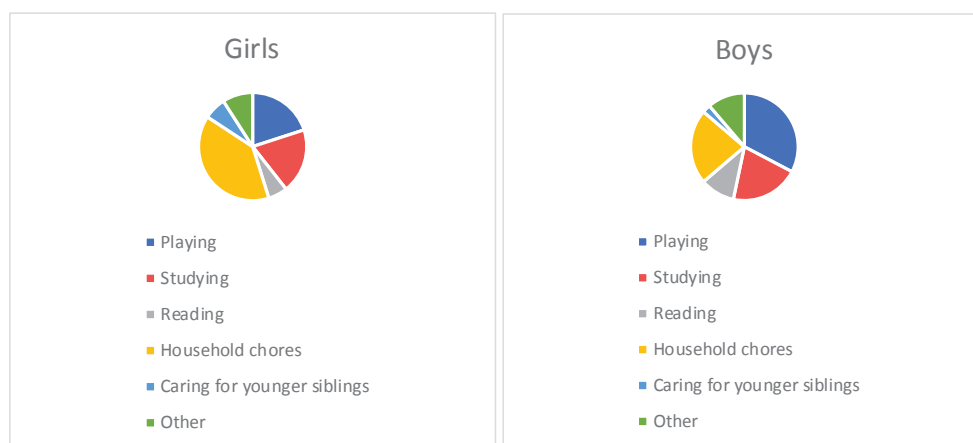
**A large proportion of both girls (93%) and boys (84%) responded that they were allowed to leave home alone.** This was corroborated by responses from male and female caregivers. While girls and boys were generally allowed to go to school, market, church and friend's houses in relatively similar numbers, they differed in terms of other locations they were allowed go alone. For girls, this included visiting extended family, fetching water, collecting firewood and farming. Boys, on the other hand, reported being allowed to work outside the home alone, to engage in cattle herding or shepherding activities, as well as to access football grounds for play and socialization.



**When asked with whom they spend most of their free time, boys reported spending more time with friends while girls tended to spend more time with their parents.** For girls, 'others' consisted primarily of relatives such as aunts, uncles and grandmothers, as well as neighbours and domestic workers. Boys who responded 'others' indicated that these included grandmothers, domestic workers as well as teachers.

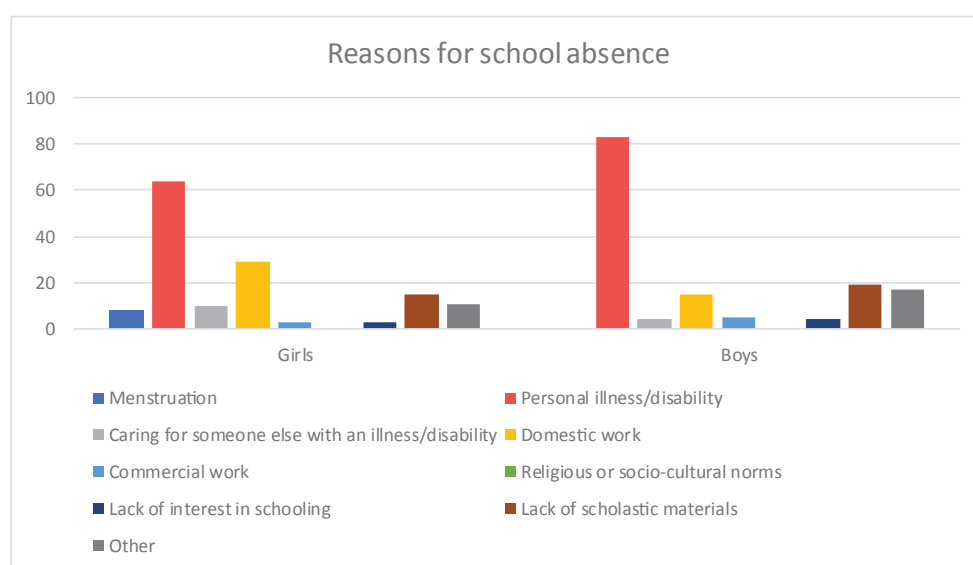


Differences in mobility patterns reflect a distinction in the day-to-day domestic roles and responsibilities ascribed to girls and boys within this pre-adolescent to adolescent age range:



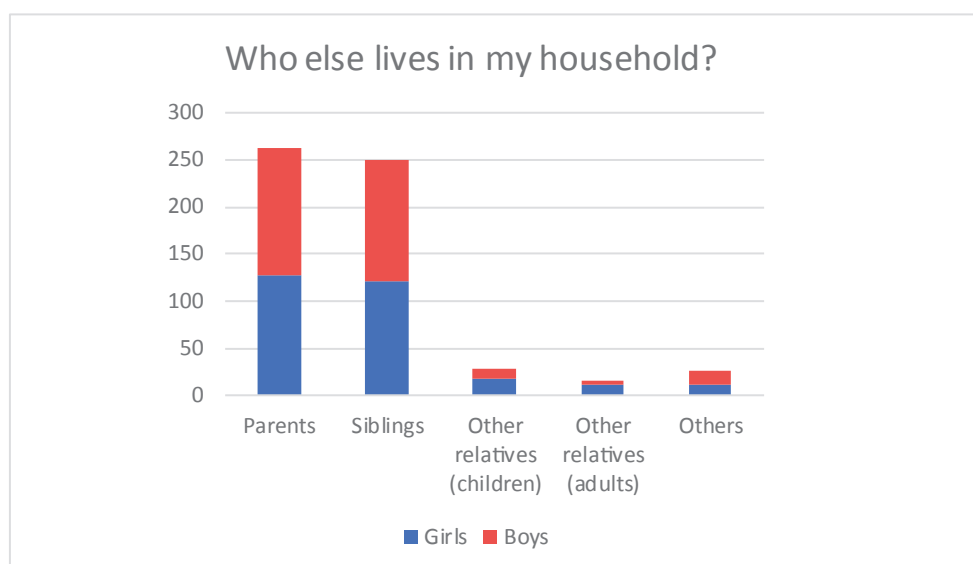
It is clear that girls spend a greater proportion of their time on household responsibilities, including chores and the care of younger siblings. **While 92% of girls spent time on a daily basis on domestic chores, only 56% of boys reportedly did so. Boys proportionally have more time for play – 85% compared to just 47% of girls.** Boys also reported having more time to sleep, watch movies and engage in sport.

Importantly, **boys also reported spending more time on reading (27%) and studying (54%) than girls (14% and 46%, respectively).** Moreover, **21% of girls reporting missing school due domestic chores compared to 11% of boys.** 7% of girls also reported missing school to care for someone with an illness or disability within the household, compared to 3% of boys. A gender-disaggregated breakdown of the reasons given for absenteeism in school is outlined below:

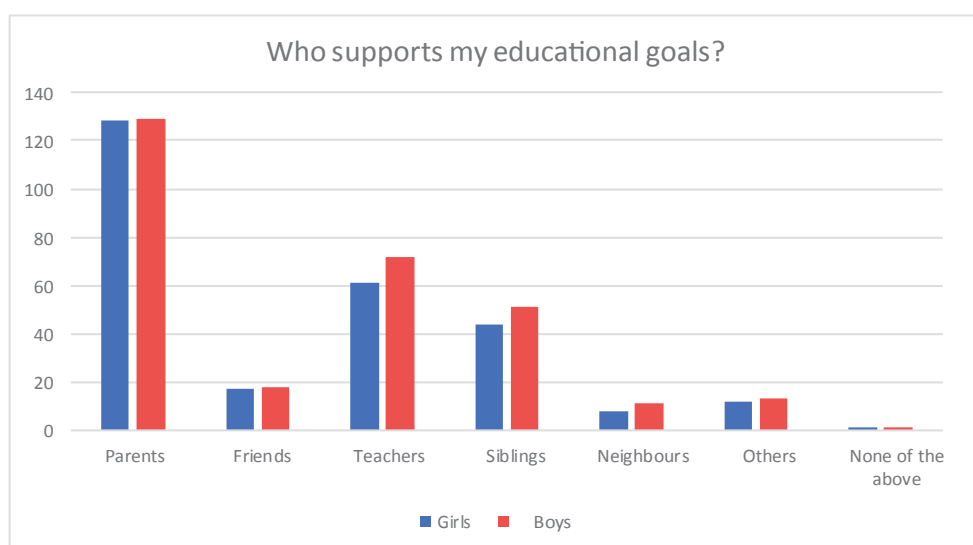


### 3.2 SOCIAL SUPPORT NETWORK

Girls and boys appeared to generally experience similar household dynamics, although within the limited sample, boys were more likely to live with one or both parents, while girls were more likely to live in a household with other relatives (both child and adult) present. 'Others' universally consisted of grandmothers and/or domestic workers.

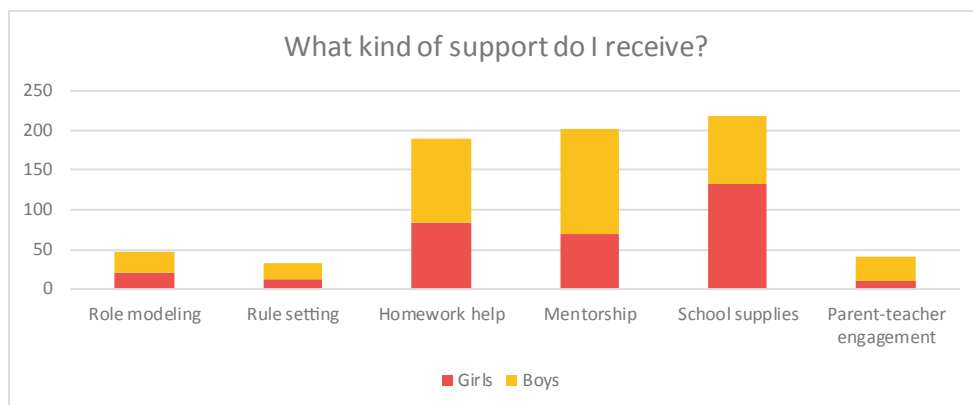


Where more significant gender disparities begin to appear is when children were asked who supports their educational goals and how. **Although 7-8% of girls and boys reported receiving no support from parents, the overwhelming majority agreed that parents were their top source of support vis-à-vis their educational goals.** Moreover, girls and boys reported in almost equal numbers that siblings, friends, and neighbours were supportive to varying degrees. However, **boys seemed to have the perception that they received more support from teachers. 51% of boys reported that teachers support their educational goals compared to 44% of girls:**



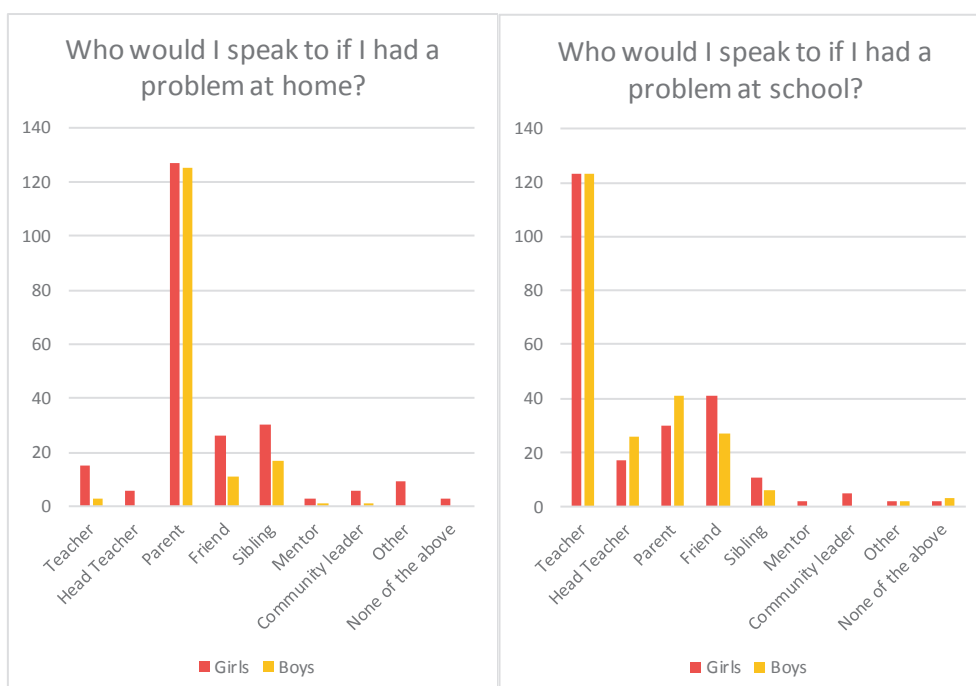


The kind of support received differed even more substantially between girls and boys. **76% of boys reported receiving help with homework (compared to 59% of girls) while 94% reported benefiting from mentorship (compared to just 50% of girls).** Boys also reported **three times as much parent-teacher engagement than girls.** On the other hand, 94% of girls reported receiving school supplies, compared to just 61% of boys:



**When asked if they felt that they received the same level of support as their male peers, nearly 40% of girls felt that they did not.** This sentiment appears to be borne out in reality – at least in relation to the children included within the limited study sample.

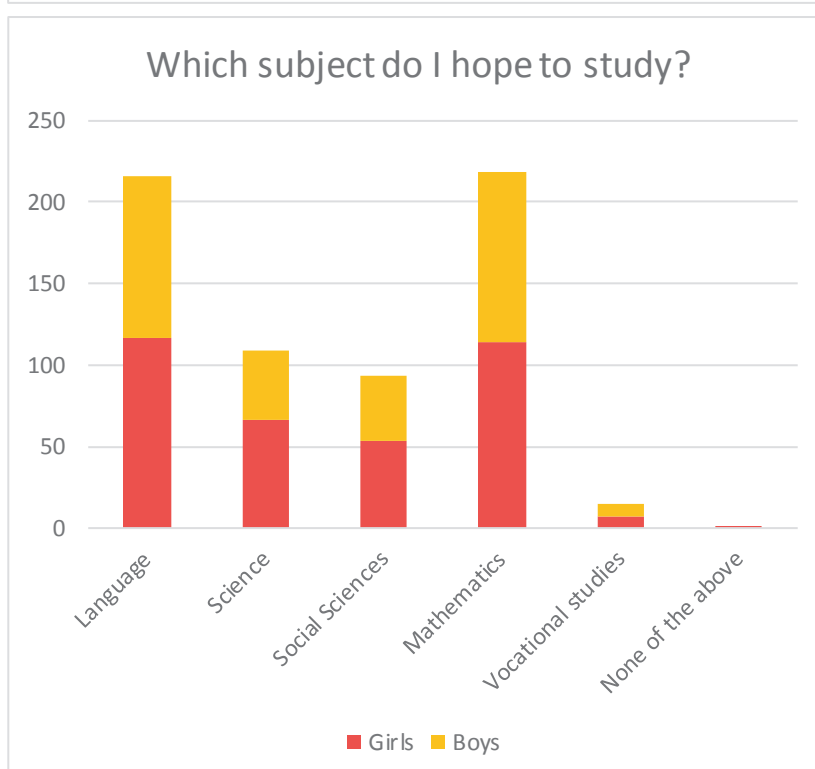
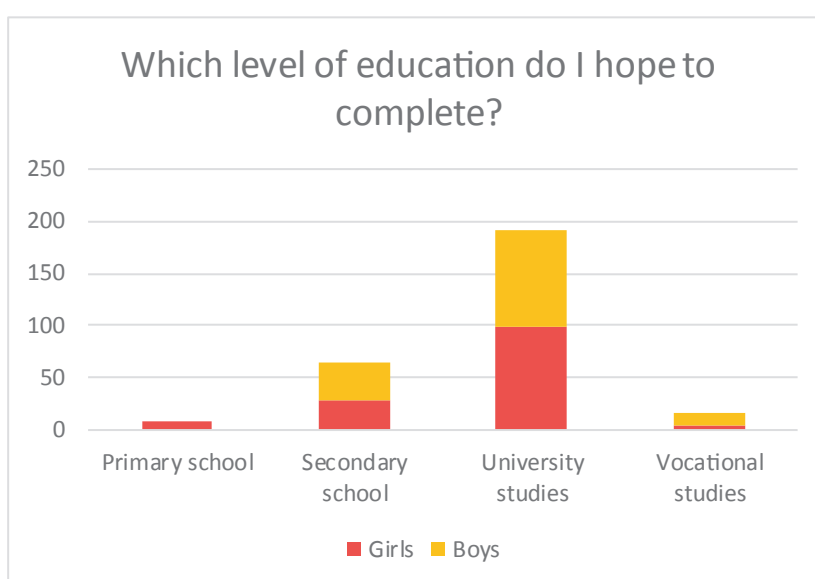
Conversely in terms of emotional rather than educational support, girls appeared to benefit from a stronger social network. 89% of girls reported having two or more close friends to confide in, compared to 84% of boys. Girls were twice more likely to speak to friends if experiencing a problem at either home or school, although both girls and boys were almost equally likely to turn to parents first for problems at home and teachers for problems at school. **Boys, however, were more likely to turn to Head Teachers in relation to problems at school than girls.**



Finally, **84% of girls concurred that they would prefer to speak to someone of the same gender, compared to 44% of boys.** Indeed, **just 4% of girls reported that they would prefer to speak to someone of the opposite gender,** although 38% of boys were comfortable with this.

### 3.3 ASPIRATIONS & FUTURE OUTLOOK

Amongst those sampled, **a nearly identical proportion of girls and boys appeared to aspire to a university diploma,** although boys were three times more likely than girls to opt for vocational studies. **While no boys limited their aspirations to primary schooling alone, 8 girls stated that this was the highest level of education they hoped to achieve.**



Girls and boys alike had demonstrably strong interest across different subject areas, including those traditionally associated with men and boys such as Mathematics and Science. Nonetheless, attitudinal barriers may still be at play. **Despite the heightened interest levels of girls in these subject areas, only 29% of girls and 26% of boys believed that both genders were equally skilled in Mathematics. Similarly, just 30% of girls believed they were equally skilled as boys in Science (although 49% of boys believed so).**

Another compounding factor may be that of attitudes amongst caregivers. **Just 29% of male caregivers believed girls were as skilled as boys in Mathematics**, although a higher percentage (44%) believed this to be the case in terms of Science. **Similarly, just 32% of female caregivers believed girls and boys were equally skilled in Mathematics and 36% for Science.**

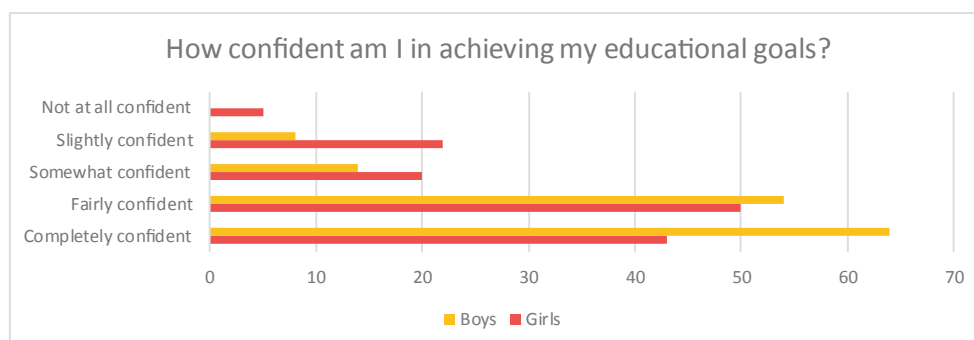
*“By nature, girls like easy subjects and are afraid of Maths and Science.”*

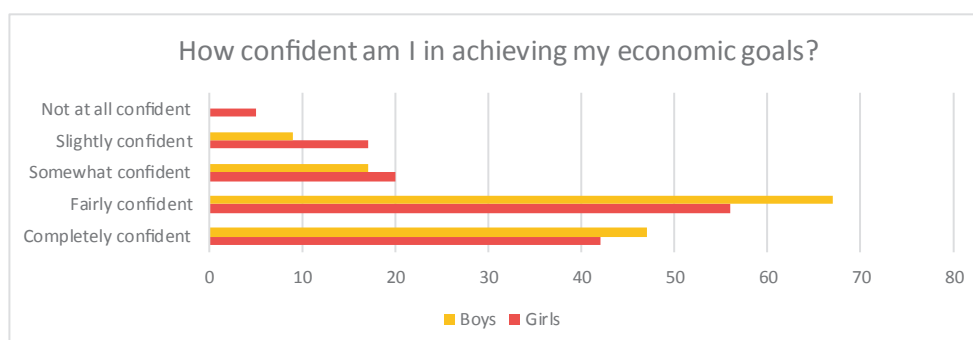
- Head Teacher (male)

Worryingly, these **discriminatory gender biases were repeated amongst male and female teachers, including those that could potentially be responsible for chaperoning girls' clubs.** Of the 18 potential girls' club Chaperones interviewed as part of this study, only 5 thought that girls and boys were equally skilled in STEM subjects and 10 thought that boys were more skilled than girls. One female Mathematics teacher expressed her belief that “it is because of girls' nature, the way they are formed physically” that girls face barriers in studying STEM subjects at school. Even school leaders were not immune to such biases. Of the 20 Head Teachers interviewed during this study, only 8 thought that both genders were equally skilled in Mathematics, 9 believed that boys were more skilled and just 3 believed that girls were more skilled.

When asked about their future profession, girls and boys expressed different preferences. **While girls were over-represented in social science-related jobs compared to boys, they were also more likely to select STEM-related jobs over any other kind of professional area** when asked to state a preference. **Boys, however, were almost three times more likely to select a leadership or managerial role as their desired preference.**

Nonetheless, **100% of both girls and boys stated that they wished to be gainfully employed as adults.** Yet they varied greatly in terms of their degree of confidence in achieving both their educational and economic goals. Relative to girls, **boys were more likely to say that they felt either 'completely confident' or 'fairly confident' in meeting both their educational and economic goals** when asked to rate their degree of confidence on a Likert-style scale. Furthermore, no boys stated that they were 'not at all confident' whereas 5 girls did.





When asked about their greatest fears vis-à-vis their future goals, **23% of girls (compared to 36% of boys) selected 'lack of support' as one of the main reasons they may fall short of their goals. 17% of girls also indicated that socio-cultural barriers may prevent them from reaching their dreams, relative to 4% of boys.** The fear of failing exams and/or lack of school fees were universally shared by girls and boys. However, girls also advanced other hurdles including:

#### Menstruation

- Unplanned pregnancy
- Rape
- Poverty
- Family conflict
- Illness or death in the family.

“*STEM subjects are difficult so it is not easy for girls who miss class three to five days a month due to menstruation to learn those subjects.*”

- Potential girls' club Chaperone (female)

A number of boys, on the other hand, indicated “falling to bad friends” as one of the challenges they face. Interestingly, **not one girl cited the lower number of girls in STEM subjects/professions as one of their main fears.**

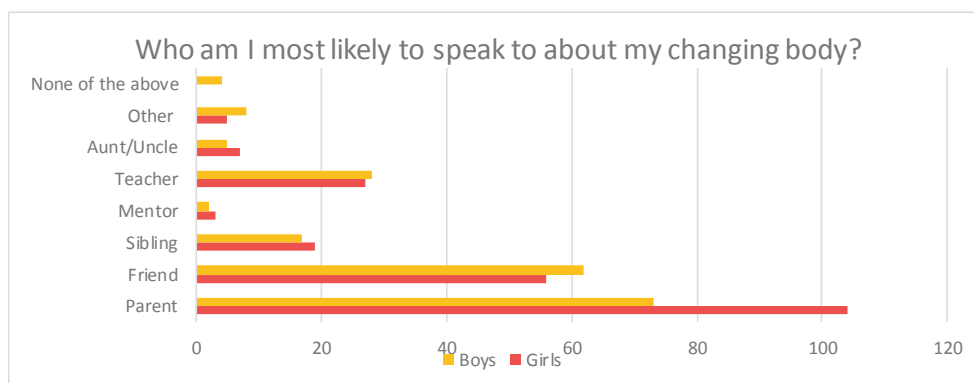
### 3.4 SEXUAL & REPRODUCTIVE HEALTH

Of the girls that were targeted for this study, 46% had already begun their menses. **55% of the overall sample had reportedly received information about menstruation, primarily from parents (34%), teachers (19%) or friends (10%)** – although some had also learnt of it from siblings, other relatives and local civil society organisations (CSOs). **Girls reported that information was almost always sourced from someone of the same gender.** This was echoed in male and female caregivers' responses, whereby it was clear that any information – if at all – had been shared at the household level, it had been done so by the mother, grandmother or another female relative.

**Worryingly, 44% of girls remained completely devoid of information related to their menstrual cycle. Moreover, 74% of their male peers were also unaware.** Even amongst those that claimed to have received information about menstruation, **there were misconceptions amongst both girls and boys in evidence, with some believing that it was a sign of disease, that it could heal tumours or that it could prevent pregnancy.**

Nonetheless, 78% of girls stated that they knew how girls could get pregnant (compared to just 56% of boys).

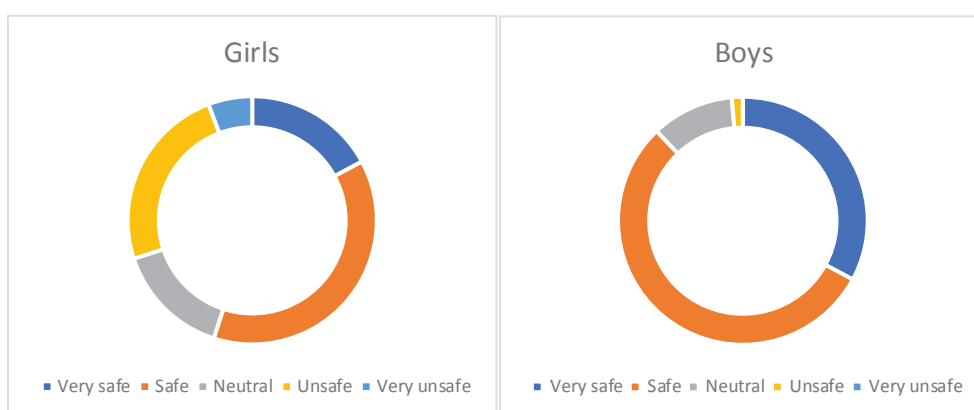
When asked who they would most likely approach to discuss evolving changes in their bodies, girls were more likely than boys to prefer to speak to parents, while boys were more likely to speak to friends. Otherwise, teachers were the next most preferred option amongst all children, including 19% of girls and 20% of boys. Girls and boys expressed comparable preferences in relation to siblings, mentors, and other relatives.



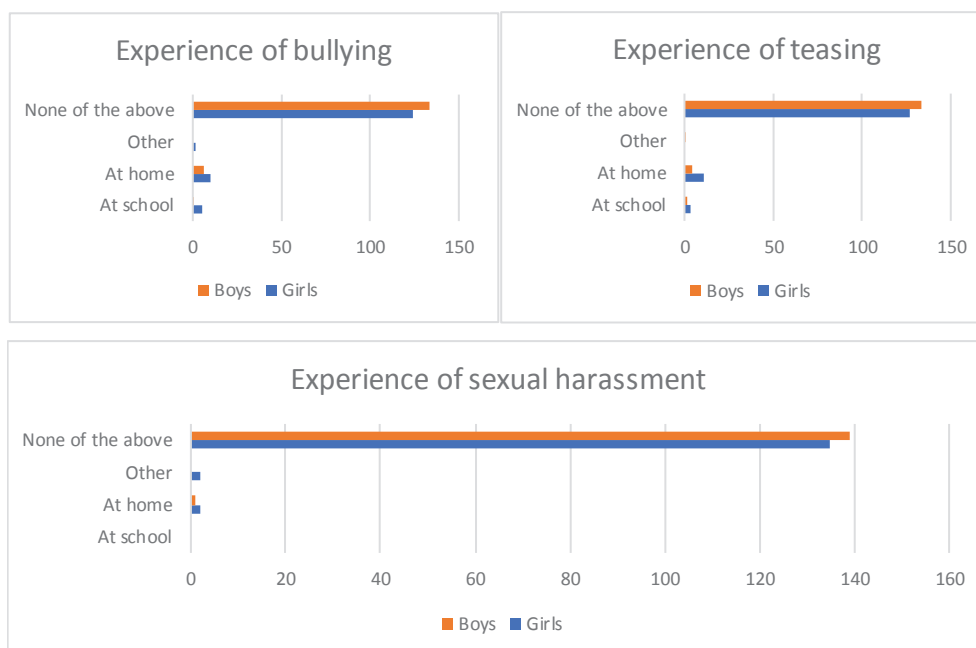
Finally, 73% of girls reported that their school had a Girls Room, while only 11% said they had used it in the past to address their menstrual needs.

### 3.5 EXPERIENCE OF VIOLENCE

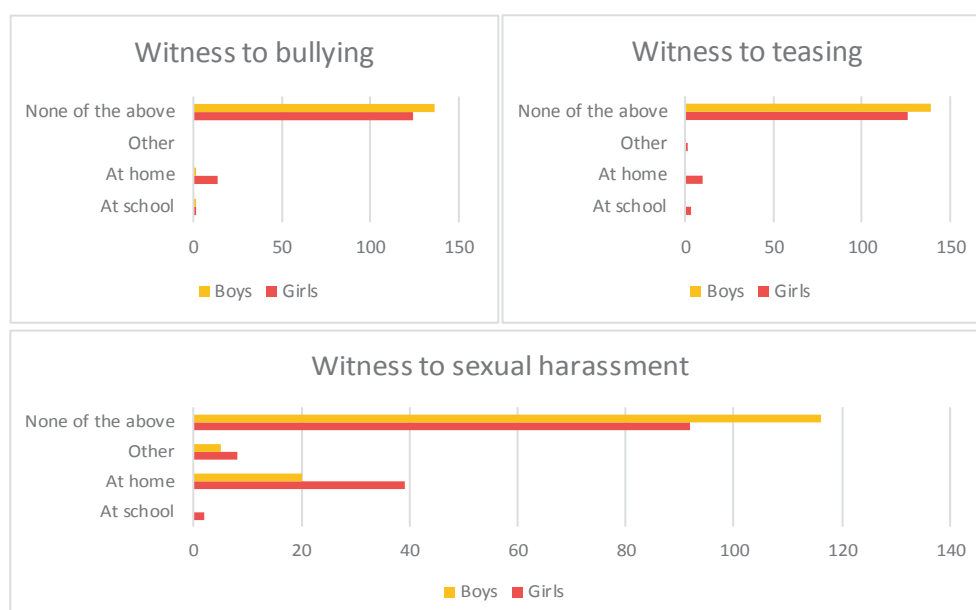
Girls' and boys' differential experience of or exposure to violence was explored as part of the study. **Importantly, 30% of girls reportedly feeling either 'unsafe' or 'very unsafe' in places where they are typically allowed to go alone (as reported in Section 3.1) – compared to just 1% of boys.** Indeed, no boys felt 'very unsafe' at all.



**Even at home or at school, girls reported experiencing violence in various forms at a higher incidence than boys. It must be noted that while girls are generally more at risk to sexual harassment, boys are not immune, as evidenced by the responses given.**



Similarly, girls were more likely to witness violence than boys, especially in the home:



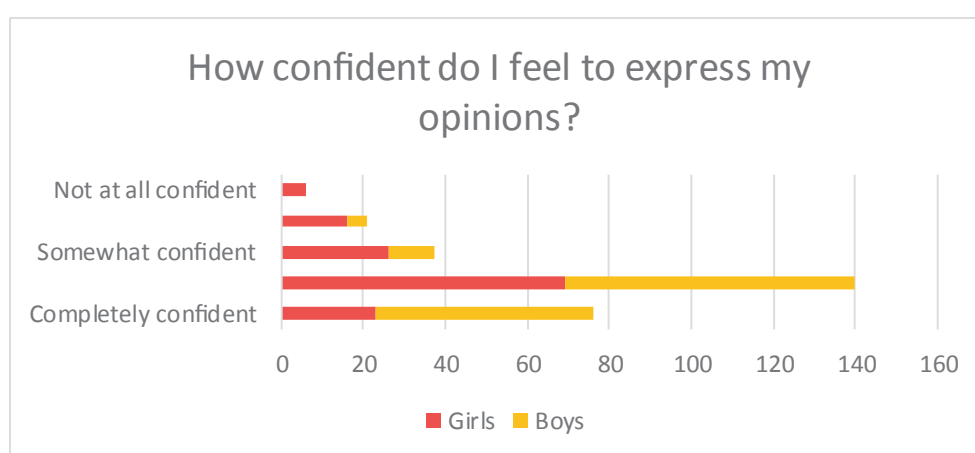
When asked if boys and men play a support role in advancing gender equality, 82% of boys responded positively. However, a worrying 14% of boys felt that they played no role at all, while a further 4% said they were unsure. Of those that said boys and men could play a role, possible ideas for engagement included:

- Reporting incidences of gender-based violence (GBV) (36%)
- Talking to male peers about gender issues (25%)
- Learning about safe sex (51%)
- Others (52%) – including encouraging girls to take their schooling seriously, helping to explain difficult lessons, supporting school fees, mentorship, teaching abstinence and helping with domestic chores.



### 3.6 VOICE & AGENCY

The degree to which girls felt they had personal agency and voice was an important area of inquiry within the study. **When asked how confident they felt to express their personal opinions in public, 89% of boys said they felt either ‘completely confident’ or ‘fairly confident’ – compared to just 66% of girls.** No boys said they felt ‘not at all confident’ as opposed to 6 girls. Importantly, **82 out of 140 girls said would feel less confident to do so in the presence of boys and/or men.** Girls cited feelings of shame, discomfort, shyness, stress, fear of teasing, bullying or sexual harassment as amongst the reasons why – in addition to the feeling that boys “could not keep secrets” and preferring the “confidentiality of girls.” These sentiments were repeated by both male and female caregivers.



Almost equal numbers of girls and boys reported that they participate in after school clubs. **Similar numbers of girls and boys considered themselves a ‘leader’ and could see themselves taking on leadership positions in after school clubs in the future.**

Where there was more gender disparity was in relation to revenue and savings. **53% of boys reported that they had some kind of income generating activity compared to just 39% of girls.** Moreover, **69% of boys already had savings, relative to 54% of girls.**

Of those that had savings, **boys were at least twice as likely to invest them in starting an incoming generating activity, including purchasing chickens, goats, bicycles and/or motorcycles.** Boys were also almost twice as likely to purchase school supplies than girls. **In contrast, girls were almost 5 times more likely than boys to spend their savings on hygiene products.**

Access to or ownership of mobiles phones with or without internet, tables, computers or radios did not appear to vary widely between girls and boys. **Similar to boys, three-quarters of girls had access to radios.**

Girls and boys alike used these various devices for socialising and accessing information in almost equal numbers, although **boys were nearly three times more likely than girls to use them for learning activities.**

Finally, **11% of girls reported feeling unsafe online compared to just 1% of boys.**

### 3.7 SCHOOL-BASED SUPPORT STRATEGIES

According to Head Teachers targeted by this study:

- Just 4 of the 20 schools have specific initiatives in place to support or encourage girls in STEM subjects.
- Only 6 schools had initiatives to support girls to transition to secondary school.
- Less than half of the schools (8 out of 20) had specific actions to promote girls' education in their School Improvement Plans (SIPs).
- 11 schools reportedly had initiatives in place to boost self-esteem and confidence amongst girl pupils.

Almost all schools (18 out of 20) had targeted initiatives for girls regarding their sexual and reproductive health.

While initiatives varied between schools, they tended to focus on the following types of interventions:

- Girls room, club and/or 'Auntie' or Chaperone focusing on sexual and reproductive health amongst girl pupils
- School competitions, prizes, bursaries, recognition of academic achievement
- Boosting morale and general encouragement (including of any pregnant pupils)
- Parental engagement to understand the value of girls' education
- Reporting cases of GBV.

### 3.8 GIRLS' CLUB DESIGN & PROGRAMMING

Respondents, including girls themselves, were given an opportunity to offer their perspectives on the design and delivery of girls' clubs. Study participants offered a plethora of suggestions related to a wide range of elements linked to the implementation of girls' clubs. These have been grouped thematically below:

**Club membership:** On the whole, study participants were supportive of the idea of establishing a girls' club, especially amongst school personnel. Moreover, both male and female caregivers agreed that they would support their daughter attending a girls' club, particularly for growing their knowledge, skills and understanding. Some caregivers were supportive because of the "discipline...good manners [and] socialization" their daughters would presumably learn in the club. One female caregiver agreed to allow her daughter to attend on the provision that "no boys were allowed in the club."

*“The club leader could be one of us, who is older and grown-up, for giving us advice and support.”*

- Girls' FGD respondent

Girls themselves were keen to ensure that club membership consisted of girls alone. Some said that membership should include "every girl who needs it" while others said that the club should be open to girls above 10-13 years old "because they are mature and some of them have begun menstruating" and "because many girls who are in that age range are at risk of getting into temptations...they are in puberty." Another said that girls in Primary 4-6 should be included "because they are the ones who are beginning to understand things."

**Club leadership:** Girls were somewhat divided on who would be best placed to lead a girls' club. Some felt that a fellow club member should be selected, especially the most "mature" or "grown up" amongst the group. Others felt that a teacher or chaperone would be a better choice, given that they would "know better what we need to learn and understand." Nonetheless, all girls seemed to agree that a female leader would be best. Other respondents were similarly divided between the choice of a club member or female teacher. One Head Teacher offered a hybrid solution in suggesting that "the leader should be one of them [in the club] and a female teacher can be there to guide them."

*“ For the [club] leader, we would like a female teacher because she can tell us what we don't know. ”*

- Girls' FGD respondent

**Timing & location:** Girls unanimously agreed that the club should take place at school. Caregivers and school personnel agreed that a designated area or classroom could be set aside. Most respondents also agreed that the club should take place in the afternoon with the majority suggesting times between 3-5pm. There was less agreement on the frequency with which clubs should meet, with respondents split between meetings on a weekly, twice-weekly, bi-monthly or monthly basis.

**Programming:** Girls and boys alike had a strong desire to learn more about their sexual and reproductive health. This was also recognised as a topic of great importance by all categories of adult respondents. Indeed, when asked which topics were amongst the most essential for the club to cover, almost all study participants, including both adults and children, seemed to agree on the following:

- Sexual and reproductive health, including specifically on feminine hygiene, the menstrual cycle, pregnancy prevention, puberty, sexually transmitted infections (STIs)
- Information on GBV prevention and response
- Socio-emotional skills, including building self-confidence and boosting self-esteem; Promoting solidarity amongst girls, including those that are pregnant
- Practical skills to grow and understand savings and investments; Encouraging entrepreneurship
- Encouraging girls' education in general and in STEM subjects in particular
- Rwandan socio-cultural values, including poetry and traditional dance
- Avoiding temptations, drug abuse.

**Engaging boys & men:** While there was broad consensus between girls and boys on the need to engage boys and men as part of the club's design and programming, there were some opposing perspectives. Amongst girls who were against the idea, many cited that they would "feel shy" if boys and men were involved somehow. One participant in the girls FGD said "we do not allow boys to come into our club because we do not want them to hear our secrets." On the whole, however, the majority of girls saw value in engaging with boys and men in different ways. Another FGD respondent explained that the club "should be mixed whereby boys may become skilled about sexually transmitted diseases and they become responsible to overcome serious problems [from an] early age." One girl added that "boys who made girls pregnant can join the club...for giving their testimonies of what happened to them" and that the club could also "train parents" – including fathers and other male caregivers – "by making them understand that all children are equal."

While some boys could do not immediately see any role for themselves vis-à-vis girls' clubs, many of those surveyed did offer a number of ideas on how they – as well as their adult male counterparts amongst teachers and caregivers – could contribute to a supportive environment for girls, including:

- Reducing domestic chores at home for girls
- Providing mentorship and encouragement
- Promoting discussions on SRHR at home and at school
- Changing classroom gender dynamics
- Encouraging club attendance.

Amongst Head Teachers, teaching personnel and parents/caregivers, there were a number of additional ideas, including:

- Inviting boys to participate in select club activities such as sketches, dialogue, speeches
- Encouraging reporting of GBV incidents
- Promoting discussion on the rights of girls
- Integrating girls and boys in classroom activities.

**Resourcing:** All categories of respondents agreed that clubs needed to be adequately resourced in order to be successful. Ideas for resources varied from operational support to personal hygiene products, including:

- Meeting space
- Stationary such as notebooks, pens, blackboard, chalk
- Savings box
- Radio, loudspeaker, microphone
- Drums, traditional dresses
- Capital investment, seed money, contingency fund
- Sanitary products, hygiene supplies.

### 4. Towards a theory of change

In spite of its relatively small sample, principal findings from this situational analysis paint a detailed picture of the potential gender dynamics at play amongst Primary 4 and 5 pupils in Rwanda. Moreover, suggestions from research respondents on the design and delivery of girls' clubs provide a clear road map for future programming.

Stemming from these research findings, the key parameters of success can be reflected in a proposed Theory of Change:

A pilot programme can be envisaged whereby the theoretical value of girls' clubs can be further field-tested. Key recommendations for consideration are outlined in the following section.





## 5. Key Recommendations

In light of BLF's organizational expertise and existing areas of work, pilot programming for girls' clubs could comprise of the following recommended interventions to test the proposed Theory of Change:

### With girls:

- Provide pre-adolescent and adolescent primary-level female pupils with a girls-only safe space in the form of a girls' club that meets regularly under the guidance and oversight of a carefully selected female teacher/mentor.
- Develop a fun, inspiring and informative girls' club curriculum that focusses on life and learning skills, including but not limited to:
  - Child rights and responsibilities
  - Gender equality
  - Sexual and reproductive health rights (SRHR)
  - Improved awareness, access, and utilization of girls' rooms at school
  - How to identify and report abuse.

### With boys:

- Solicit the strategic involvement of male pupils in a select number of mixed-gender club sessions, showing them the potentiality of their role in preventing and responding to discriminatory attitudes and practices against girls.

### With teachers and Head Teachers:

- Provide unconscious bias training to cultivate an environment in which deeply rooted gender biases can be safely exposed and examined, creating space for normative change.
- Provide training in Gender-Responsive Pedagogy (GRP) and ensure appropriate follow up to assess its implementation in redressing classroom gender dynamics.
- Reinforce understanding of how to identify and report abuse according to pre-established reporting and referral pathways.
- Ensure that girls' learning gains and achievements are acknowledged and celebrated.
- Proactively plan, monitor, and budget for targeted interventions to retain girls in school, encourage their promotion to secondary education and beyond, as well as their engagement in STEM subjects (including pregnant/lactating girls and girls with diverse disabilities).

### With parents and other primary caregivers:

- Engage with male and female caregivers through girl-led sensitization and community-based mentorship to ensure they understand and value girls' education.

# ANNEX I – Key Reference Documents

- BLF, REB, and UK Aid (2021). Establishment and Operationalization of Girls' Clubs at School.
- CfBT and UK Aid (2015). *Wasichana Wote Wasome* – School Child-to-Child Club Pupils' and Facilitators' Handbooks.
- EdTechHub and Education Development Trust (2021). Working Paper: The Power of Girls' Reading Camps: Exploring the impact of radio lessons, peer learning, and targeted paper-based resources on girls' remote learning in Kenya.
- Education Development Trust (2020). Lessons learned from the outcomes and delivery of girls' clubs in educational programmes.
- GAGE (2017). Policy Brief: Girls' clubs and life skills programmes: Positive potential, unanswered questions.
- GEC, GAGE, and Brookings Institution (2020). Life skills for adolescent girls in the COVID-19 pandemic.
- Gray, E (2021). Summary of findings: Promoting the empowerment of marginalized adolescent girls through extra-curricular girls' clubs: a case study of the Girls' Education Challenge Fund.
- Ministry of Education, Kenya (2018). Mentorship Guide for Early Learning and Basic Education.

## ANNEX II – Data Collection Instruments

### GIRLS CLUB PILOT: / IGERAGEZA RY'ISHYIRWAHO RY'AMAHURIRO Y'ABANYESHURI B'ABAKOBWA:

#### EVALUATION TOOLS / INYANDIKO ZIFASHISHWA MU ISUZUMA

#### Survey Questionnaire for Girls /Ibibazo by'ubushakashatsi: Abakobwa

#### *Before the survey begins: / Mbere y'uko ubushakashatsi butangira:*

- Introduce yourself briefly and clearly, mentioning your name and institution and your role in the research. **/Bibwire mu magambo make yumvikana neza, uvuge amazina yawe, ikigo ukorera n'icyo ushinze mu bushakashatsi**
- Explain the purpose of the proposed research and that there are no right/wrong answers. **/ Sobanura icyo ubushakashatsi bugamije kandi ubabwire ko nta bisubizo by'ukuri n'ibisubizo bitari iby'ukuri bihari.**
- Explain why they were selected as a participant. Reassure them that personal details will not be revealed to anyone and will be used only for the purpose of the research. Any findings will be anonymously presented. Explain that their participation is voluntary – they can decide not to participate, or stop/change their mind at any time, even after the focus group discussion has begun, with no negative consequences. **/Basobanurire impamvu batoranyijwe. Bamare impungenge ubabwire ko imyirondoro yabo izagirwa ibanga ikazifashishwa gusa mu bushakashatsi. Ibizava mu bushakashatsi bizatangazwa mu buryo butagaragaza ibyavuzwe na runaka. Basobanurire ko kugira uruhare mu bushakashatsi ari ubushake – bafite uburenganzira bwo kutagira uruhare mu bushakashatsi, kwivana mu bushakashatsi igihe icyo ari cyo cyose kabone n'ubwo ikiganiro cyaba kigeze hagati kandi ibyo ngibyo nta ngaruka mbi byabagiraho.**
- Explain the requirements for gaining their parents informed consent (consent forms to be provided) and the children's verbal assent. **/Basobanurire ko ari ngombwa ko ababyeyi babo batanga uburenganzira bw'uko abana babo bagira uruhare mu bushakashatsi (Hagomba gutangwa inyandiko zo kuzuzwa zitanga uburenganzira bwo gukorerwaho ubushakashatsi) kandi abana na bo ubwabo bagatanga ubwo burenganzira mu mvugo.**
- Ask if anyone has any questions before beginning. **/Mbere yo gutangira babaze niba hari ibibazo bafite**

Names of the Child Girl /Amazina y' umwana w' umukobwa	
Date /Itariki	
Location (district, sector, school) /Ahantu (akarere, umurenge, ishuri)	
Name of enumerator /Amazina y'umuntu ukusanya amakuru	

Age of participant /Imyaka y'ukorerwaho ubushakashatsi	
Current grade level at school /Umwaka yigamo	
Any disabilities (if disclosed) /Ubumuga afite (niba yavuze ko abufite)	

***Use of time and mobility: / Imikoreshereze y'igihe n'aho batemberera***

1. What kind of activities do you do in your free time? /Ukora iki mu mwanya wawe  
wo kuruhuka mu mutwe?

- ☐ Playing / Ndakina
- ☐ Studying / Ndiga
- ☐ Reading / Ndasoma
- ☐ Work on household chores / Nkora uturimo two mu rugo
- ☐ Taking care of my young sibling / Nita kuri murumuna wange/musaza wange  
muto
- ☐ Others / Ikindi

2. If Others, please Specify / Ikindi sobanura

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3. Who do you most often spend time with? / Akenshi uba uri kumwe na nde?

- ☐ My friends / Inshuti zange
- ☐ My siblings / Abavandimwe bange
- ☐ My class mates / Abanyeshuri twigana
- ☐ My parents / Ababyeyi bange
- ☐ Others / Abandi

4. If others, please Specify / Abandi sobanura

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5. Are you allowed to leave home alone? / Ese wemererwa kuva mu rugo uri  
wenyine?

- ☐ Yes /Yego
- ☐ No / Oya

6. If yes, where are you allowed to go? (School, market, friend's house...) / **Niba igisubizo ari yego, ni hehe wemerewe kuja? (ku ishuri, ku isoko, gusura inshuti zawe...)**

- ☐ School / **Ku ishuri**
- ☐ Market / **Ku isoko**
- ☐ Church / **Kujya gusenga**
- ☐ Friend's house / **Gusura inshuti**
- ☐ Elsewhere / **Ahandi**

7. If elsewhere, please Specify / **Ahandi sobanura**

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8. How safe do you feel in those spaces? / **Ese wumva utekanye ku kihe kigero iyo uri aho hantu?**

1 – Very unsafe / <b>Nta bwo mba ntekanye na gato</b>	2 – Unsafe / <b>Nta bwo mba ntekanye</b>	3 – Neutral / <b>Mba numva ari ibisanzwe</b>	4 – Safe / <b>Mba ntekanye</b>	5 – Very safe / <b>Mba ntekanye cyane</b>
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9. Last term, how many days of school have you missed?-----days / **Mu gihembwe gishize wasibye ishuri iminsi ingahe? Iminsi...**

10. Why did you missed school last term?

**/ Ni izihe mpamvu zatumye usiba ishuri mu gihembwe gishize?**

- ☐ Menstruation / **Kujya mu mihango**
- ☐ illness/disability of themselves / **Uburwayi/ubumuga**
- ☐ illness/disability of someone in family / **Ubumuga bw'umuntu wo mu muryango wange**
- ☐ need to help with domestic work / **Nari ndimo gukora imirimo mu rugo**
- ☐ need to help with commercial work / **Nari ndimo gucuruza**
- ☐ religious/cultural norms / **Impamvu zishingiye ku myemerere / ku muco**
- ☐ lack of interest in schooling / **Kutagira ubushake bwo kwiga**
- ☐ lack of scholastic materials / **Kutagira ibikoresho by'ishuri**
- ☐ Other reasons / **Izindi mpamvu**

11. If Others, please Specify / **Izindi sobanura**

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**Social support network: / Ubufasha:**

12. Who else lives in your household? / **Ni abahe bantu bandi mubana mu rugo?**

- ☐ Parents / **Ababyeyi**
- ☐ Siblings / **Abavandimwe**
- ☐ Other relative children / **Abandi bana dufite icyo dupfana**
- ☐ Aunties/uncles / **Ba masenge/ ba mama wacu/ ba marume/ ba data wacu/**
- ☐ Others / **Abandi**

13. If Others, please Specify / **Abandi sobanura**

14. Who supports you in your educational goals? / **Ni bande bagufasha mu birebana n'intego z'imyigire?**

- ☐ Parents / **Ababyeyi**
- ☐ Friends / **Inshuti**
- ☐ Teachers / **Abarimu**
- ☐ siblings / **Abavandimwe**
- ☐ neighbours / **Abaturanyi**
- ☐ Others / **Abandi**

15. If others, please Specify / **Abandi sobanura**

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16. What kind of support do they provide? / **Ni ubuhe bufasha baguha?**

- ☐ role modelling / **bambura ikitegererezo**
- ☐ rules / **amategeko**
- ☐ homework help / **bamfasha gukora imikoro**
- ☐ mentorship / **bangira inama**
- ☐ school supplies **bampa ibikoresho by'ishuri**
- ☐ parent-teacher engagement... (Probe: support provided by biological fathers/other male caregivers/brothers/male teachers...) / **bamfasha**



**binyuze mu bufatanye bw'ababyeyi n'abarimu... (Mufashe: ubufasha butangwa na papa/ undi muntu w'igitsina gabo ushinze kundera/ basaza bange/ abarimu b'igitsina gabo**

17. Do you feel that you receive the same level of support as your brother or another male family member? / **Ese wumva ubufasha uhabwa bungana n'ubugenerwa musaza wawe cyangwa undi muntu w'igitsina gabo wo mu murango wawe?**
- ☐ Yes / **Yego**
- ☐ No / **Oya**
18. Do you have two or more close friends that you can confide in? (Probe: girls/boys?) / **Ufite inshuti magara ebyiri cyangwa zirenga wizera?**
- ☐ Yes / **Yego**
- ☐ No / **Oya**
19. If yes, your close are / **Niba igisubizo ari yego, izo nshuti zawe ni:**
- ☐ Boys / **Abahungu**
- ☐ Girls / **Abakobwa**
- ☐ Both / **Abahungu n'abakobwa**
20. Who would you speak to if you had a problem at home? / **Iyo ufite ikibazo mu rugo ni nde ukibwira?**
- ☐ No one / **Nta we**
- ☐ Teacher / **Umwariimu**
- ☐ Head Teacher / **Umuyobozi w'ishuri**
- ☐ Parent / **Umubyeyi**
- ☐ Friend / **Inshuti**
- ☐ Sibling / **Umuwandimwe**
- ☐ Mentor/ **Umunu ungira inama**
- ☐ community leader / **Umuyobozi mu nzego z'ibanze**
- ☐ other...) (Probe: male/female?) / **Undi muntu... (Mufashe: umuntu w'igitsina gabo/ umuntu w'igitsina gore)**
21. Who would you speak to if you had a problem at school? / **Iyo ufite ikibazo ku ishuri ni nde ukibwira?**
- ☐ No one, / **Nta we**
- ☐ Teacher / **Umwariimu**
- ☐ Head Teacher / **Umuyobozi w'ishuri**
- ☐ Parent / **Umubyeyi**
- ☐ Friend / **Inshuti**

- ☐ Sibling / **Umuwandimwe**
- ☐ Mentor/ **Umuntu ungira inama**
- ☐ community leader / **Umuyobozi mu nzego z'ibanze**
- ☐ other... (Probe: male/female?) / **Undi muntu... (Mufashe: umuntu w'igitsina gabo/ umuntu w'igitsina gore)**

22. People whom you speak to if you have a problem at school or at home are in most cases / **Akenshi abo mbwira ikibazo mfite ku ishuri cyangwa mu rugo ni abantu**

- ☐ Male / **B'igitsina gabo**
- ☐ Female / **B'igitsina gore**

***Aspirations and future outlook: /Intego n'imigambi byo mu gihe kiri imbere***

23. Which level of schooling do you wish to complete? / **Wifuza kuziga kugeza ku ruhe rwego?**

- ☐ Primary level Primary level / **Amashuri abanza**
- ☐ Secondary level / **Amashuri yisumbuye**
- ☐ Vocational studies / **Amashuri y'imyuga**
- ☐ University level / **Kaminuza**

24. Which subject areas are you most interested in? / **Ni ayahe masomo ukunda, kubera iki?**

- ☐ Language / **Indimi**
- ☐ Sciences / **Siyansi**
- ☐ Social sciences / **Imbonezamubano**
- ☐ Mathematics / **Imibare**
- ☐ Vocational studies / **Amasomo y'imyuga**

25. How confident are you in your Mathematics abilities? (use likert scale) / **Wumva wifitiye ikizere kingana gute mu isomo ry'imibare? (ifashishe urwego)**

1 – Not confident at all / <b>Nta kizere na gike nifitiye</b>	2 – Slightly confident / <b>Nifitiye ikizere gike</b>	3 – Somewhat confident / <b>Hari ukuntu niyumva-mo ikizere</b>	4 – fairly confident / <b>Nifitiye ikizere gihagije</b>	5 – Completely confident / <b>Nifitiye ikizere kinshi</b>
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26. Who do you think is more interested in: (Probe: Boys, girls or equal levels of interest?) / **Ni bande utekereza ko bashimishwa n'amasomo akurikira kurusha abandi: (Mufashe: abahungu, abakobwa cyangwa abahungu n'abakobwa ku rwego rumwe)**

- ☐ Mathematics? / **Imibare**
- ☐ Science? / **Siyansi**

☐ Technology? / **Ikoranabuhanga**

☐ Engineering? / **Ubumenyigiro**

27. Who do you think is more skilled in these STEM subject? / **Utekereza ko ari bande barusha abandi ubushobozi muri ayo masomo afitanye isano n'imibare, siyansi n'ikoranabuhanga?**

☐ Boys/ **Abahungu**

☐ girls or / **Abakobwa cyangwa**

☐ equal skill levels / **Bose bafite ubushobozi bungana**

☐ I don't know / **Simbizi**

28. How confident are you in your ability to meet your educational goals? / **Wifitiye ikizere kingana gute mu rugendo rwerekeza ku ntego zawe z'imyigire?**

1 – Not confident at all / <b>Nta kizere na gike nifitiye</b>	2 – Slightly confident / <b>Nifitiye ikizere gike</b>	3 – Somewhat confident / <b>Hari ukuntu niyumvamo ikizere</b>	4 – fairly confident / <b>Nifitiye ikizere gihagije</b>	5 – Completely confident / <b>Nifitiye ikizere kinshi</b>
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29. What are the main fears or worries you have about your schooling? / **Ni ibihe bintu bigutera ubwoba cyangwa impungenge mu myigire yawe?**

☐ lack of school fees for secondary/tertiary, / **Kubura amafaranga y'ishuri yo mu mashuri yisumbuye/mu mashuri makuru**

☐ fear of failing exams / **Ubwoba bwo gutsindwa ibizamini**

☐ lack of support to achieve goals / **Kubura ubufasha ngo ngere ku ntego zange**

☐ social/cultural barriers, too few girls in STEM subjects ... / **Inzitizi zishingiye ku mibereho/ ku muco, kuba umubare w'abanyeshuri b'abakobwa bitabira amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga ukiri muto cyane**

☐ Others / **Ibindi**

30. If others, please Specify / **Ibindi sobanura**

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31. Would you like to be employed and earn your own income when you are an adult? / **Wifuza gushaka akazi kakwinjiriza mu gihe uzaba umaze gukura?**

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32. What kind of jobs do you want to do and why? (Probe: / **Ni akahe kazi wifuza kuzakora, kubera iki? (Mufashe:**

- ☐ STEM-related jobs / **Akazi gafite aho gahuriye n’amasomo afitanye isano n’imibare, siyansi n’ikoranabuhanga**
- ☐ Social sciences related jobs / **Akazi gafite aho gahuriye n’amasomo y’imbonezamubano**
- ☐ leadership roles / **Akazi k’ubuyobozi**
- ☐ I don’t know / **Simbizi**

33. Why would you choose the jobs you mentioned above? / **Kuki wahitamo ako kazi?**

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34. How confident are you in your ability to meet your economic goals? / **Wifitiye ikizere kingana gute mu bushobozi bwo kugera ku ntego zawe zirebana n’ubukungu?**

1 – Not confident at all	2 – Slightly confident	3 – Somewhat confident	4 – fairly confident	5 – Completely confident
1 – Not confident at all / <b>Nta kizere na gike nifitiye</b>	2 – Slightly confident / <b>Nifitiye ikizere gike</b>	3 – Somewhat confident / <b>Hari ukuntu niyumvamo ikizere</b>	4 – fairly confident / <b>Nifitiye ikizere gihagije</b>	5 – Completely confident / <b>Nifitiye ikizere kinshi</b>

**SRHR: / Ubuzima bw’imyororokere:**

35. Has anyone provided you with information about menstruation? If so, who? / **Hari umuntu wigeze agusobanurira ibirebana n’ukwezi k’umugore? Niba igisubizo ari yego, uwo muntu ni nde?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**

36. If yes, who provided you with information about menstruation? / **Niba igisubizo ari yego, ni nde wagusobanuriye ibirebana n’ukwezi k’umugore?**

- ☐ teacher, / **Umwariimu**
- ☐ Head Teacher / **Umuyobozi w’ishuri**
- ☐ Parent / **Umubyeyi**
- ☐ Friend / **Inshuti**
- ☐ Sibling / **Umuwandimwe**
- ☐ Mentor/ **Umuntu ungira inama**

☐ community leader / **Umuyobozi mu nzego z'ibanze**

☐ Others / **Abandi**

37. If others, please Specify / **Abandi sobanura**

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38. These you mentioned above, were there female or male? / **Ese abo bantu uvuze ni igitsina gore cyangwa ni igitsina gabo?**

☐ Male / **Gabo**

☐ Female / **Gore**

39. Has anyone provided you with information about sex? If so, who? / **Hari umuntu wigeze agusobanurira ibirebana n'ibitsina? Niba igisubizo ari yego, uwo muntu ni nde?**

☐ teacher/ **Umwarimu**

☐ Head Teacher / **Umuyobozi w'ishuri**

☐ Parent / **Umubyeyi**

☐ Friend / **Inshuti**

☐ Sibling / **Umuwandimwe**

☐ Mentor/ **Umuntu ungira inama**

☐ community leader / **Umuyobozi mu nzego z'ibanze**

☐ Others / **Abandi**

40. If others, please Specify / **Abandi sobanura**

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41. Have you begun menstruating already? / **Watangiye kujya mu mihango?**

☐ Yes / **Yego**

☐ No / **Oya**

☐ I don't know to reveal / **Sinzi uko nabisobanura**

☐ I don't know / **Simbizi**

42. Do you know why females menstruate? (Look for: incorrect information such as sign of disease, taboos...) / **Uzi impamvu abagore bajya mu mihango? (komoza ku makuru atari yo, urugero, ikimenyetso cy'uburwayi, imiziro...)**

☐ Yes / **Yego**

☐ No / **Oya**

43. Why do they do so? / **Kuki bajya mu mihango?**

- ☐ It is how they are created / **Ni ko baremye**
- ☐ It is physiological / **Ni ko umubiri wabo uteye**
- ☐ Sign of disease / **ni ikimenyetso cy'uburwayi**
- ☐ Taboo / **Ni imiziro**
- ☐ Other reasons / **Izindi mpamvu**

44. If others, please Specify / **Izindi mpamvu, sobanura**

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45. Have you had access to menstrual hygiene support (pads) since starting your menses? / **Kuva watangira kujya mu mihango, wigeze uhabwa ubufasha bw'ibikoreshe by'isuku?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**

46. Did you or any of your friends ever become pregnant? / **Wigeze uterwa inda cyagwa hari umwe mu nshuri zawe yatewe inda?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**

47. Do you know how girls can become pregnant? / **Ese uzi uko abakobwa bashobora guterwa inda?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ I do not know / **Simbizi**

48. Do you know how girls can prevent pregnancy? / **Ese uzi uko abakobwa bashobora kwirinda guterwa inda?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ I do not know / **Simbizi**

49. Who would you love to talk to about your body and the different changes it is going through or about romantic/sexual relationships amongst girls and boys? / **Ni nde wumva waganira na we ku birebana n'impinduka ubona ku mubiri wawe cyangwa ibirebana n'urukundo/n'imibonano mpuzabitsina hagati y'abakobwa n'abahungu?**

- ☐ Parent / **Umubyeyi**

- ☐ Friend / **Inshuti**
- ☐ Sibling / **Umuwandimwe**
- ☐ Mentor / **Umntu ungira inama**
- ☐ Teacher / **Umwariimu**
- ☐ Aunty/uncles / **Masenge/ Mama wacu/ Marume/ Data wacu**
- ☐ Others (Specify) / **Abandi (sobanura)**

50. If others, please Specify / **Abandi sobanura**

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51. What would you like to learn? /**Ni iki wifuza kumenya?**

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52. Does your school have a girls' room? (Yes/No) /**Ese ishuri ryanyu rigira icyumba cyagenewe abakobwa? (Yego, Oya)**

- ☐ Yes /**Yego**
- ☐ No /**Oya**

53. If so, have you used it? (Yes/No) Are you able to regularly access it / **Niba igisubizo ari yego, wigeze wifashisha icyo cyumba ?(Yego/Oya). Ushobora kukifashisha mu buryo buhoraho?**

- ☐ Yes /**Yego**
- ☐ No / **Oya**

Please give details about your experience / **Duhe ubuhamya**

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### ***Experience of violence: / Ubuhamya ku ihohoterwa***

54. Have you ever been subject to: / **Wigeze:**

- ☐ Bullying / **Usagarirwa?**
- ☐ Teasing / **Useserezwa?**
- ☐ Sexual harassment (explain, if necessary) / **Ukorerwa ihohoterwa rishingiye ku gitsina? (sobanura niba ari ngombwa)**

55. If so on question above, / **niba igisubizo ku kibazo cyo hejuru ari yego, byabareye**

☐ At school// **ku ishuri**

☐ at home? / **mu rugo?**

56. If so, by whom and for what reason? **Niba byarabaye byakozwe na nde, yabikoreye iki?**

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57. What did you do when faced with such abuse? (Probe: knowledge of reporting mechanisms) **Wabigenje ute iryo hohoterwa rimaze kuba? (Mufashe: ubumenyi burebana no gutanga amakuru)**

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58. Have you ever witnessed: / **Hari umwana uzi wahohotewe muri ubu buryo:**

☐ Bullying / **gusagarirwa**

☐ Teasing / **guseserezwa**

☐ Sexual harassment (explain, if necessary) / **gukorerwa ihohoterwa rishingiye ku gitsina? (sobanura niba ari ngombwa)**

59. If yes on question above / **Niba igisubizo ku kibazo cyo hejuru ari yego, byabereye**

☐ At school / **Ku ishuri**

☐ at home? / **Mu rugo?**

60. If so, by whom and for what reason? / **Niba byarabaye, byakozwe na nde, yabikoreye iki?**

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61. What did you do when faced with such abuse? (Probe: knowledge of reporting mechanisms) **Wabigenje ute iryo hohoterwa rimaze kuba? (Mufashe: ubumenyi burebana no gutanga amakuru)**

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**Voice and agency: / Gutanga ibitekerezo no gufata inshingano:**

62. Are you comfortable expressing your personal opinions to friends, parents, teachers, other school leaders? / **Ese wumva wifitiye ikizere cyo gutanga ibitekerezo wisanzuye ubigeza ku nshuti zawe, ababyeyi, abarimu n'abandi bayobozi bo ku ishuri?**

1 – Not confident at all / <b>Nta kizere na gike nifitiye</b>	2 – Slightly confident / <b>Nifitiye ikizere gike</b>	3 – Somewhat confident / <b>Hari ukuntu niyumvamo ikizere</b>	4 – fairly confident / <b>Nifitiye ikizere gihagije</b>	5 – Completely confident / <b>Nifitiye ikizere kinshi</b>
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63. Is it more difficult to do so when boys or men are present? / **Birushaho kukugora iyo hari abahungu cyangwa abagabo?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ I don't know / **Simbizi**

64. If yes, probe for reasons why? / **Niba igisubizo ari yego, mufashe kumenya impamvu**

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65. Are you involved in any after school clubs, associations, or other extra curricula activities? / **Ese hari ibikorwa ujya witabira byo mu matsinda, imiryango cyangwa gahunda za nyuma y'amasomo?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ No response / **Nta gisubizo**
- ☐ Those are not organized at our school / **Ibyo ngibyo ku ishuri ryacu nta bihaba.**

66. Do you consider yourself a leader? / **Ese wiyumvamo impano yo kuyobora?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ I don't know / **Simbizi**

67. Would you consider holding a leadership position in your school/community? / **Ese ujya utekereza kujya mu mwanya w'ubuyobozi ku ishuri/aho utuye?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ I don't know / **Simbizi**

68. Are you engaged in any income generating activity? / **Ese hari igikorwa ufite kikwinjiriza?**

☐ Yes / **Yego**

☐ No / **Oya**

☐ I don't know / **Simbizi**

69. Do you have your own formal/informal savings? / **Ese ugira uburyo bwawe bwo kuzigama?**

☐ Yes / **Yego**

☐ No / **Oya**

70. If so, what do you use/plan to use these savings for? / **Niba igisubizo ari yego, amafaranga uzigama uyakoresha iki / urateganya kuyakoresha iki?**

☐ school supplies, / **Kugura ibikoresho by'ishuri**

☐ school fees / **Amafaranga y'ishuri**

☐ hygiene products / **Ibikoresho by'isuku**

☐ supporting friends / **Gufasha inshuti**

☐ Starting a small income generating activity / **Gutangiza igikorwa kibyara inyungu**

☐ Contributing on family expenses / **Kugira uruhare mu kwishyura ibyo umuryango ukeneye**

☐ Other ways / **Ubundi buryo**

71. If others, please Specify / **Ubundi sobanura**

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72. Do you own or have access to: / **Ese ufite cyangwa ushobora kubona:**

☐ Mobile phone with internet? / **telefoni igendanwa irimo interineti**

☐ Mobile phone without internet? / **telefoni igendanwa itarimo interineti**

☐ Radio / **radiyo**

☐ Tablet / **mudasobwa igezweho igendanwa**

☐ Computer / **mudasobwa?**

73. If so, what do you use it for? / **Niba igisubizo ari yego, uyikoresha iki?**

☐ socializing with friends / **Kuganira n'inshuti zange**

☐ accessing information / **Gushaka amakuru**

☐ learning activities / **Kureba imyitozo y'amasomo**

☐ Others / **Ibindi**

74. If others, please Specify / **Ibindi sobanura**

75. Have you ever felt unsafe while engaging with others online, on social media or through other internet platforms? / **Wigeze wumva udatekanye mu gihe wari urimo uganira n'umuntu runaka wifashishije ikoranabuhanga, imbuga nkoranyambaga cyangwa izindi nzira za murandasi?**

☐ Yes / **Yego**

☐ No / **Oya**

***To conclude: / Mu gusoza:***

- Reminder of how the data will be used (purpose of research and confidentiality of information) / **Mwibutse uko ibizava mu bushakashatsi bizakoreshwa (icyo ubushakashatsi bugamije n'uko amakuru yatanze azagirwa ibanga).**
- We have come to the end of our discussion, thank you so much for your time and information. It's now your time to ask me questions, if any. / **Tugeze ku musozo w'ikiganiro, wakoze ku mwanya wawe no ku makuru waduhaye. Ubu noneho ushobora kumbaza ibibazo niba hari ibyo ufite.**

## GIRLS CLUB PILOT: / IGERAGEZA RY'ISHYIRWAHO RY'AMAHURIRO Y'ABANYESHURI B'ABAKOBWA:

### EVALUATION TOOLS / INYANDIKO ZIFASHISHWA MU ISUZUMA

#### Survey Questionnaire for Boys /Ibibazo by'ubushakashatsi: Abahungu

##### *Before the survey begins: / Mbere y'uko ubushakashatsi butangira:*

- Introduce yourself briefly and clearly, mentioning your name and institution and your role in the research. **/Bibwire mu magambo make yumvikana neza, uvuge amazina yawe, ikigo ukorera n'icyo ushinze mu bushakashatsi**
- Explain the purpose of the proposed research and that there are no right/wrong answers. **/ Sobanura icyo ubushakashatsi bugamije kandi ubabwire ko nta bisubizo by'ukuri n'ibisubizo bitari iby'ukuri bihari.**
- Explain why they were selected as a participant. Reassure them that personal details will not be revealed to anyone and will be used only for the purpose of the research. Any findings will be anonymously presented. Explain that their participation is voluntary – they can decide not to participate, or stop/change their mind at any time, even after the focus group discussion has begun, with no negative consequences. **/Basobanurire impamvu batoranyijwe. Bamaze impungenge ubabwire ko imyirondoro yabo izagira ibanga ikazifashishwa gusa mu bushakashatsi. Ibizava mu bushakashatsi bizatangazwa mu buryo butagaragaza ibyavuzwe na runaka. Basobanurire ko kugira uruhare mu bushakashatsi ari ubushake – bafite uburenganzira bwo kutagira uruhare mu bushakashatsi, kwivana mu bushakashatsi igihe icyo ari cyo cyose kabone n'ubwo ikiganiro cyaba kigeze hagati kandi ibyo ngibyo nta ngaruka mbi byabagira.**
- Explain the requirements for gaining their parents informed consent (consent forms to be provided) and the children's verbal assent. **/Basobanurire ko ari ngombwa ko ababyeyi babo batanga uburenganzira bw'uko abana babo bagira uruhare mu bushakashatsi (Hagomba gutangwa inyandiko zo kuzuzwa zitanga uburenganzira bwo gukorerwaho ubushakashatsi) kandi abana na bo ubwabo bagatanga ubwo burenganzira mu mvugo.**
- Ask if anyone has any questions before beginning. **/Mbere yo gutangira babaze niba hari ibibazo bafite**

Names of the Pupil /Amazina y'umunyeshuri w' umuhungu	
Date /Itariki	
Location (district, sector, school) /Ahantu (akarere, umurenge, ishuri)	
Name of FGD facilitator /Amazina y'umuntu ukusanya amakuru	
Age of participant /Imyaka y'ukorerwaho ubushakashatsi	

Current grade level at school / <b>Umwaka yigamo</b>	
Any disabilities (if disclosed) / <b>Ubumuga afite (niba yavuze ko abufite)</b>	

**Use of time and mobility: / Imikoreshereze y'igihe n'aho batemberera**

- In an average week during the school term, where do boys your age spend most of their free time? / **Muri rusange ni hehe abana b'abanyeshuri b'abahungu bo mu kigero cyawe bajya mu rwego rwo kuruhuka mu mutwe?**
  - At school / **Ku ishuri**
  - At home / **Mu rugo**
  - Outside their homes playing / **Baba barimo gukinira hanze imuhira iwabo**
  - Outside their home working / **baba barimo gukora imirimo mu rugo iwabo**
  - Elsewhere (specify) /**Ahandi (sobanura)**
- If other please specify/ **Ahandi (sobanura)** .....  
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- how safe do you feel in these spaces? / **Ese wumva utekanye ku kihe kigero iyo uri aho hantu?**

1 – Very unsafe / <b>Nta bwo mba ntekanye na gato</b>	2 – Unsafe / <b>Nta bwo mba ntekanye</b>	3 – Neutral / <b>Mba numva ari ibisanzwe</b>	4 – Safe / <b>Mba ntekanye</b>	5 – Very safe / <b>Mba ntekanye cyane</b>
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- Can you tell me about a time when you didn't feel safe in one of these spaces?) / **Ushobora kumbwira igihe wigeze kumva udatekanye ubwo wari uri hamwe muri aho hantu?**  
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- What domestic responsibilities do boys your age have at home? / **Ni izihe nshingano zo mu rugo abana b'abahungu bo mu kigero cyawe baba bafite?**  
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6. Are these the same or different than any other siblings in the home? (Probe: gender differences between boys and their sisters) / **Ese izo nshingano ni zimwe cyangwa zitandukanye n'izabandi bavandimwe mu rugo? (Mufashe: itandukaniro hagati y'abana b'abahungu n'abana b'abakobwa)**
- ☐ They are the same / **Ni zimwe**
- ☐ They are not the same / **Ntabwo ari zimwe**
- ☐ I don't know / **Simbizi**
7. What kind of activities do you do in your free time? / **Ni iki ukora mu gihe urimo kuruhuka mu mutwe?**
- ☐ Playing / **Ndakina**
- ☐ Studying / **Ndiga**
- ☐ Reading / **Ndasoma**
- ☐ Work on household chores / **Nkora uturimo two mu rugo**
- ☐ Taking care of my young sibling / **Nita kuri murumuna wange/mushiki wange muto**
- ☐ Others (Specify) / **Ikindi**
8. If other please specify/ **Ikindi (sobanura)** .....
- .....
- .....
- .....
- .....
9. Who do you most often spend time with? / **Akenshi uba uri kumwe na nde?**
- ☐ My friends / **Inshuti zange**
- ☐ My siblings / **Abavandimwe bange**
- ☐ My class mates / **Abanyeshuri twigana**
- ☐ My parents / **Ababyeyi bange**
- ☐ Others / **Abandi**
10. If other please specify/ **Abandi (sobanura)** .....
- .....
- .....
- .....
- .....
11. Are you allowed to leave home alone? If so, where are you allowed to go? (school, market, friend's house...) / **Ese wemererwa kuva mu rugo uri wenyine? Niba igisubizo ari yego, ni hehe wemerewe kujya? (ku ishuri, ku isoko, gusura inshuti zawe...)**
- ☐ Yes / **Yego**
- ☐ No / **Oya**

12. If so, where are you allowed to go? (school, market, friend's house...) / **Niba igisubizo ari yego, ni hehe wemerewe kuja? (ku ishuri, ku isoko, gusura inshuti zawe...)**

- ☐ School / **Ku ishuri**
- ☐ Market / **Ku isoko**
- ☐ Church / **Kujya gusenga**
- ☐ Friend's house / **Gusura inshuti**
- ☐ Elsewhere (Specify) / **Ahandi**

13. If other please specify/ **Ahandi (sobanura)** .....

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14. Last term, how many days of school have you missed? .... Days / **Mu gihembwe gishize wasibye ishuri iminsi ingahe? Iminsi...**

15. Why did you miss school last term? / **Ni izihe mpamvu zatumye usiba ishuri mu gihembwe gishize?**

- ☐ illness/disability of themselves / **Uburwayi/ubumuga**
- ☐ disability of someone in family / **Ubumuga bw'umuntu wo mu muryango wange**
- ☐ need to help with domestic or commercial work / **Nari ndimo gukora imirimo mu rugo cyangwa nari ndimo gucuruza**
- ☐ religious/cultural norms / **Impamvu zishingiye ku myemerere / ku muco**
- ☐ lack of interest in schooling / **Kutagira ubushake bwo kwiga**
- ☐ lack of scholastic materials / **kutagira ibikoresho by'ishuri**
- ☐ Other reasons (specify) / **Izindi mpamvu**

16. If other reasons please specify/ **Izindi mpamvu (sobanura)** .....

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### ***Social support network: Ubufasha***

17. Who else lives in your household? / **Ni abahe bantu bandi mubana mu rugo?**

- ☐ Parents / **Ababyeyi**
- ☐ Siblings / **Abavandimwe**
- ☐ Other relative children / **Abandi bana dufite icyo dupfana**
- ☐ Aunties/uncles / **Ba masenge/ ba mama wacu/ ba marume/ ba data wacu/**
- ☐ Others / **Abandi**

18. If other, please specify/ **Abandi (sobanura)**

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19. Who supports you in your educational goals? / **Ni bande bagufasha mu birebana n'itego z'imyigire?**

- ☐ Parents / **Ababyeyi**
- ☐ Friends / **Inshuti**
- ☐ Teachers / **Abarimu**
- ☐ siblings / **Abavandimwe**
- ☐ neighbours / **Abaturanyi**
- ☐ Others (Specify) / **Abandi (sobanura)**

20. If other, please specify/ **Abandi (sobanura)**

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21. What kind of support do they provide? / **Ni ubuhe bufasha baguha?**

- ☐ role modelling / **bambura ikitegererezo**
- ☐ rules / **amategeko**
- ☐ homework help / **bamfasha gukora imikoro**
- ☐ mentorship, school supplies / **bangira inama, bampa ibikoresho by'ishuri**
- ☐ parent-teacher engagement / **bamfasha binyuze mu bufatanye bw'ababyeyi n'abarimu**
- ☐ support provided by biological fathers/other male caregivers/brothers/male teachers... / **mpabwa ubufasha na papa/ undi muntu w'igitsina gabo ushinze kundera/ bakuru bange na ba rumuna bange/ abarimu b'igitsina gabo**

22. Do you feel that you receive the same level of support as your sister or another female family member? / **Ese wumva ubufasha uhabwa bungana n'ubugenerwa mushiki wawe cyangwa undi muntu w'igitsina gore wo mu muryango wawe?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**

23. Do you have two or more close friends that you can confide in? / **Ufite inshuti magara ebyiri cyangwa zirenga wizera?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**



24. If yes, your close friends are? / **Niba igisubizo ari yego, izo nshuti zawe ni:**

- ☐ Boys / **Abahungu**
- ☐ Girls / **Abakobwa**

25. Who would you speak to if you had a problem at home? / **Iyo ufite ikibazo mu rugo ni nde ukibwira?**

- ☐ No one / **Nta we**
- ☐ Teacher / **Umwariimu**
- ☐ Head Teacher / **Umuyobozi w'ishuri**
- ☐ Parent / **Umubyeyi**
- ☐ Friend / **Inshuti**
- ☐ Sibling / **Umuwandimwe**
- ☐ Mentor/ **Umunu ungira inama**
- ☐ community leader / **Umuyobozi mu nzego z'ibanze**
- ☐ other... (Probe: male/female?) / **Undi muntu... (Mufashe: umuntu w'igitsina gabo/ umuntu w'igitsina gore)**

26. Who would you speak to if you had a problem at school? / **Iyo ufite ikibazo ku ishuri ni nde ukibwira?**

- ☐ No one / **Nta we**
- ☐ Teacher / **Umwariimu**
- ☐ Head Teacher / **Umuyobozi w'ishuri**
- ☐ Parent / **Umubyeyi**
- ☐ Friend / **Inshuti**
- ☐ Sibling / **Umuwandimwe**
- ☐ Mentor/ **Umunu ungira inama**
- ☐ community leader / **Umuyobozi mu nzego z'ibanze**
- ☐ other... (Probe: male/female?) / **Undi muntu... (Mufashe: umuntu w'igitsina gabo/ umuntu w'igitsina gore)**

27. People whom you speak to if you have a problem at school or at home are in most cases / **Akenshi abo mbwira ikibazo mfite ku ishuri cyangwa mu rugo ni abantu**

- ☐ Male / **B'igitsina gabo**
- ☐ Female / **B'igitsina gore**

***Aspirations and future outlook: /Intego n'imigambi byo mu gihe kiri imbere***

28. Which level of schooling do you wish to complete? / Wifuza kuziga kugeza ku ruhe rwego?

- ☐ Primary level / Amashuri abanza
- ☐ Secondary level / Amashuri yisumbuye
- ☐ Vocational studies / Amashuri y'imyuga
- ☐ University level / Kaminuza

29. Which subject areas are you most interested in and why? / Ni ayahe masomo ukunda, kubera iki?

- ☐ Language / Indimi
- ☐ Sciences / Siyansi
- ☐ Social sciences / Imbonezambano
- ☐ Mathematics / Imibare
- ☐ Vocational studies / Amasomo y'imyuga

30. How confident are you in your Mathematics abilities? / Wumva wifitiye ikizere kingana gute mu isomo ry'imibare?

1 – Not confident at all / Nta kizere na gike nifitiye	2 – Slightly confident / Nifitiye ikizere gike	3 – Somewhat confident / Hari ukuntu niyumvamo ikizere	4 – fairly confident / Nifitiye ikizere gihagije	5 – Completely confident / Nifitiye ikizere kinshi
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31. Who do you think is more interested in: (Probe: Boys, girls or equal levels of interest?) / Ni bande utekereza ko bashimishwa n'amasomo akurikira kurusha abandi: (Mufashe: abahungu, abakobwa cyangwa abahungu n'abakobwa ku rwego rumwe)

- ☐ Mathematics? / Imibare
- ☐ Science? / Siyansi
- ☐ Technology? / Ikoranabuhanga
- ☐ Engineering? / Ubumenyigiro

32. Who do you think is more skilled in these STEM subject? / Utekereza ko ari bande barusha abandi ubushobozi muri ayo masomo afitanye isano n'imibare, siyansi n'ikoranabuhanga?

- ☐ Boys / Abahungu
- ☐ girls or / Abakobwa cyangwa
- ☐ equal skill levels / Bose bafite ubushobozi bungana
- ☐ I don't know / Simbizi

33. How confident are you in your ability to meet your educational goals? / **Wifitiye ikizere kingana gute mu rugendo rwerekeza ku ntego zawe z'imyigire?**

1 – Not confident at all / <b>Nta kizere na gike nifitiye</b>	2 – Slightly confident / <b>Nifitiye ikizere gike</b>	3 – Somewhat confident / <b>Hari ukuntu niyumvamo ikizere</b>	4 – fairly confident / <b>Nifitiye ikizere gihagije</b>	5 – Completely confident / <b>Nifitiye ikizere kinshi</b>
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34. What are the main fears or worries you have about your schooling? / **Ni ibihe bintu bigutera ubwoba cyangwa impungenge mu myigire yawe?**

- ☐ lack of school fees for secondary/tertiary / **Kubura amafaranga y'ishuri yo mu mashuri yisumbuye/mu mashuri makuru**
- ☐ fear of failing exams / **Gutsindwa ibizamini**
- ☐ lack of support to achieve goals / **Kubura ubufasha ngo ngere ku ntego zange**
- ☐ social/cultural barriers... / **Inzitizi zishingiye ku mibereho/ ku muco**
- ☐ Others / **Ibindi**

35. If other, please specify/ **Ibndi (sobanura)**

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36. Would you like to be employed and earn your own income when you are an adult? / **Wifuza gushaka akazi kakwinjiriza mu gihe uzaba umaze gukura?**

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37. What kind of jobs do you want to do and why? (Probe: STEM-related jobs, leadership roles...) / **Ni akahe kazi wifuza kuzakora, kubera iki? (Mufashe: akazi gafite aho gahuriye n'amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga, akazi k'ubuyobozi...)**

- ☐ STEM-related jobs / **Akazi gafite aho gahuriye n'amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga**
- ☐ Social sciences related jobs / **Akazi gafite aho gahuriye n'amasomo y'imbonezamubano**
- ☐ leadership roles / **Akazi k'ubuyobozi**
- ☐ I don't know / **Simbizi**

38. Why would you choose the jobs you mentioned above? / **Kuki wahitamo ako kazi?**

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39. How confident are you in your ability to meet your economic goals? / **Wifitiye ikizere kingana gute mu bushobozi bwo kugera ku ntego zawe zirebana n'ubukungu?**

1 – Not confident at all / <b>Nta kizere na gike nifitiye</b>	2 – Slightly confident / <b>Nifitiye ikizere gike</b>	3 – Somewhat confident / <b>Hari ukuntu niyumvamwo ikizere</b>	4 – fairly confident / <b>Nifitiye ikizere gihagije</b>	5 – Completely confident / <b>Nifitiye ikizere kinshi</b>
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**SRHR: / Ubuzima bw'imyororokere:**

40. Has anyone provided you with information about menstruation? / **Hari umuntu wigeze agusobanurira ibirebana n'ukwezi k'umugore?**

41. If so, who? **Niba igisubizo ari yego, uwo muntu ni nde?**

42. Has anyone provided you with information about sex? / **Hari umuntu wigeze agusobanurira ibirebana n'ibitsina?**

☐ Yes / **Yego**

☐ No / **Oya**

43. If yes, who provided you with information about menstruation? / **Niba igisubizo ari yego, ni nde wagusobanuriye ibirebana n'ukwezi k'umugore?**

☐ Teacher Teacher / **Umwariimu**

☐ Head Teacher / **Umuyobozi w'ishuri**

☐ Parent / **Umubyeyi**

☐ Friend / **Inshuti**

☐ Sibling / **Umuwandimwe**

☐ Mentor / **Umunu ungira inama**

☐ community leader / **Umuyobozi mu nzego z'ibanze**

☐ Others / **Abandi**

44. If others, please Specify / **Abandi sobanura** .....

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45. These you mentioned above, were there female or male? / **Ese abo bantu uvuze ni igitsina gore cyangwa ni igitsina gabo?**
- ☐ Male / **Gabo**
- ☐ Female / **Gore**
46. Do you know why females menstruate? (Look for: incorrect information such as sign of disease, taboos...) / **Uzi impamvu abagore bajya mu mihango? (komoza ku makuru atari yo, urugero, ikimenyetso cy'uburwayi, imiziro...)**
- ☐ Yes / **Yego**
- ☐ No / **Oya**
47. Why do they do so? / **Kuki bajya mu mihango?**
- ☐ It is how they are created / **Ni ko baremye**
- ☐ It is physiological / **Ni ko umubiri wabo uteye**
- ☐ Sign of disease / **ni ikimenyetso cy'uburwayi**
- ☐ Taboo / **Ni imiziro**
- ☐ Other reasons / **Izindi mpamvu**
48. If other reasons, please Specify / **Izindi mpamvu sobanura** .....
- .....
- .....
- .....
- .....
49. Did you or any of your friends ever impregnate a girl? / **Ese hari umukobwa wigeze utera inda cyangwa hari inshuri yawe yigeze itera umukobwa inda?**
- ☐ Yes / **Yego**
- ☐ No / **Oya**
50. Do you know how girls can become pregnant? / **Ese uzi uko abakobwa bashobora guterwa inda?**
- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ I do not know / **Simbizi**
51. Do you know how girls can prevent pregnancy? / **Ese uzi uko abakobwa bashobora kwirinda guterwa inda?**
- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ I do not know / **Simbizi**

52. Who would you love to talk to about your body and the different changes it is going through or about romantic/sexual relationships amongst girls and boys? / **Ni nde wumva waganira na we ku birebana n'impinduka ubona ku mubiri wawe cyangwa ibirebana n'urukundo/n'imibonano mpuzabitsina hagati y'abakobwa n'abahungu?**

- ☐ Parent / **Umubyeyi**
- ☐ Friend / **Inshuti**
- ☐ Sibling / **Umuwandimwe**
- ☐ Mentor / **Umntu ungira inama**
- ☐ Teacher / **Umwariimu**
- ☐ Aunt/uncles / **Masenge/ Mama wacu/ Marume/ Data wacu**
- ☐ Others / **Abandi**

53. If others, please Specify / **Abandi sobanura** .....

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54. What would you like to learn? / **Ni iki wifuza kumenya?**

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### ***Experience of violence: / Ubuhamya ku ihohoterwa***

55. Have you ever been subject to: / **Wigeze?**

- ☐ Bullying / **Usagarirwa?**
- ☐ Teasing / **Useserezwa?**
- ☐ Sexual harassment (explain, if necessary) / **Ukorerwa ihohoterwa rishingiye ku gitsina? (Sobanura niba ari ngombwa)**

56. If yes on Question above / **Niba igisubizo ku kibazo cyo hejuru ari yego, byabereye**

- ☐ At school / **ku ishuri**
- ☐ at home? / **Mu rugo?**

57. If so, by whom / **Niba byarabaye byakozwe na nde?**

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58. and for what reason? / **Kubera iyihe mpamvu?**

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59. What did you do when faced with such abuse? (Probe: knowledge of reporting mechanisms) / **Wabigenje ute umaze gukorerwa iryo hohoterwa? (Mufashe: ubumenyi burebana no gutanga amakuru)**

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60. Have you ever witnessed girls being subjected to: / **Hari umukobwa uzi wahohotewe muri ubu buryo:**

- ☐ Bullying / **gusagarirwa**
- ☐ Teasing / **guseserezwa**
- ☐ Sexual harassment (explain, if necessary) / **gukorerwa ihohoterwa rishingiye ku gitsina? (sobanura niba ari ngombwa)**

61. If yes, to question above / **Niba igisubizo ku kibazo cyo hejuru ari yego, byabereye**

- ☐ At school / **Ku ishuri**
- ☐ at home? / **Mu rugo?**

62. If so, by whom and for what reason? / **Niba byarabaye byakozwe na nde, yabikoreye iki?**

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63. What did you do when faced with such abuse? (Probe: knowledge of reporting mechanisms) / **Wabigenje ute iryo hohoterwa rimaze kuba? (Mufashe: ubumenyi burebana no gutanga amakuru)**

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**Supporting girls at home/school: / Gufasha abana b'abakobwa mu rugo / ku ishuri:**

64. In what ways do girls and boys differ in what they are interested in at school?  
(prompt: STEM, etc.) / **Ni irihe tandukaniro riri hagati y'ibyo abana b'abakobwa n'abana b'abahungu bakunda ku ishuri? (Mufashe: amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga...)**
- .....
- .....
- .....
- .....
65. Are there any barriers to girls accessing certain subjects from your perspective?  
(Probe: gender dynamics in classrooms, lack of role models, lack of social support...) / **Ese utekereza ko hari inzitizi zituma abana ababakobwa batitabira amasomo amwe namwe? (Mufashe: imigenzereze yo mu ishuri ishingiyeye ku gitsina, kutagira abantu bafataho ikitegererezo, kudashyigikirwa n'imiryango...)**
- .....
- .....
- .....
- .....
66. Do you think boys/men have a role to play in supporting girls' education? / **Utekereza ko abahungu/ abagabo bafite uruhare mu gufasha abana b'abakobwa mu myigire?**
- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ I don't know / **Simbizi**
67. If yes, what can boys/men do? / **Niba igisubizo ari yego, ni iki abahungu/ abagabo bashobora gukora?**
- ☐ reporting SGBV / **gutanga amakuru ku ihohoterwa rishingiyeye ku gitsina mu gihe ryabaye**
- ☐ talking to male peers about gender issues / **kuganiriza bagenzi babo b'igitsina gabo ku bibazo bifitanye isano n'uburinganire**
- ☐ learning about safe sex/pregnancy prevention.../ **kumenya ibyerekeranye n'imibonano mpuzabitsina ikingiye/kwirinda inda zitateganyijwe...**
- ☐ others/ **Ibindi**
68. If others, please specify / **Ibindi sobanura**
- .....
- .....
- .....
- .....



**Voice and agency: / Gutanga ibitekerezo no gufata inshingano:**

69. Are you comfortable expressing your personal opinions to friends, parents, teachers, other school leaders? / **Ese wumva wifitiye ikizere cyo gutanga ibitekerezo wisanzuye ubigeza ku nshuti zawe, ababyeyi, abarimu n'abandi bayobozi bo ku ishuri?**

1 – Not confident at all / <b>Nta kizere na gike nifitiye</b>	2 – Slightly confident / <b>Nifitiye ikizere gike</b>	3 – Somewhat confident / <b>Hari ukuntu niyumvamwo ikizere</b>	4 – fairly confident / <b>Nifitiye ikizere gihagije</b>	5 – Completely confident / <b>Nifitiye ikizere kinshi</b>
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70. Is it more difficult to do so when boys or men are present? (If yes, probe for reasons why.) / **Birushaho kukugora iyo hari abandi bahungu cyangwa abagabo? (Niba igisubizo ari yego, mufashe kumenya impamvu)**

- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ I don't know / **Simbizi**

71. If yes, probe for reasons why? / **Niba igisubizo ari yego, mufashe kumenya impamvu**

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72. Are you involved in any after school clubs, associations, or other extra curricula activities? / **Ese hari ibikorwa ujya witabira byo mu matsinda, imiryango cyangwa gahunda za nyuma y'amasomo?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ No response / **Nta gisubizo**
- ☐ Those are not organized at our school / **Ibyo ngibyo ku ishuri ryacu nta bihaba.**

73. Do you consider yourself a leader? / **Ese wiyumvamo impano yo kuyobora?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ I don't know / **Simbizi**

74. Would you consider holding a leadership position in your school/community? / **Ese ujya utekereza kujya mu mwanya w'ubuyobozi ku ishuri/aho utuye?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ I don't know / **Simbizi**

75. Are you engaged in any income generating activity? / **Ese hari igikorwa ufite kikwinjiriza?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**
- ☐ I don't know / **Simbizi**

76. Do you have your own formal/informal savings? / **Ese ugira uburyo bwawe bwo kuzigama?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**

77. If so, what do you use/plan to use these savings for? / **Niba igisubizo ari yego, amafaranga uzigama uyakoresha iki / urateganya kuyakoresha iki?**

- ☐ school supplies / **Kugura ibikoresho by'ishuri**
- ☐ school fees / **Amafaramba y'ishuri**
- ☐ hygiene products / **Ibikoresho by'isuku**
- ☐ supporting friends / **Gufasha inshuti**
- ☐ Starting a small income generating activity / **Gutangiza igikorwa kibyara inyungu**
- ☐ Contributing on family expenses / **Kugira uruhare mu kwishyura ibyo umuryango ukeneye**
- ☐ Others ways / **Ubundi buryo**

78. If other ways, please specific / **Ubundi buryo sobanura**

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79. Do you own or have access to: / **Ese ufite cyangwa ushobora kubona?**

- ☐ Mobile phone with internet? / **telefoni igendanwa irimo interineti**
- ☐ Mobile phone without internet? / **telefoni igendanwa itarimo interineti**
- ☐ Radio / **radiyo**
- ☐ Tablet / **mudasobwa igeweho igendanwa**
- ☐ Computer / **mudasobwa?**

80. If so, what do you use it for? / **Niba igisubizo ari yego, uyikoresha iki?**

- ☐ socializing with friends / **Kuganira n'inshuti zange**
- ☐ accessing information / **Gushaka amakuru**
- ☐ learning activities / **Kureba imyitozo y'amasomo**
- ☐ Others / **Ibindi**

81. If others, please specify / **Ibundi, Sobanura**

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82. Have you ever felt unsafe while engaging with others online, on social media or through other internet platforms? / **Wigeze wumva udatekanye mu gihe wari urimo ugana n'umuntu runaka wifashishije ikoranabuhanga, imbuga nkoranyambaga cyangwa izindi nzira za murandasi?**

- ☐ Yes / **Yego**
- ☐ No / **Oya**

83. Do you own or have access to: / **Ese ufite cyangwa ushobora kubona?**

- a. Mobile phone (with or without internet) / **telefoni igendanwa (irimo cyangwa itarimo interineti)**
- b. Radio / **radiyo**
- c. Tablet / **mudasobwa igezweho igendanwa**
- d. Computer / **mudasobwa**
- ☐ If so, what do you use it for? (Probe: socialising with friends, accessing information...)/ **Niba igisubizo ari yego, uyikoresha iki? (Mufashe: kuganira n'inshuti zange, gushaka amakuru...)**

84. Have you ever felt unsafe while engaging with others online, on social media or through other internet platforms? / **Wigeze wumva udatekanye mu gihe wari urimo ugana n'umuntu runaka wifashishije ikoranabuhanga, imbuga nkoranyambaga cyangwa izindi nzira za murandasi?**

***Girls club design and programming: /gushyiraho ihuriro ry'abakobwa no kurikorera gahunda:***

85. Even if the club is only for girls, what are the best ways for the club to engage with boys (peers and brothers)? Parents, including fathers? Teachers, including male teachers? (Probe: to shift gender norms, ensure a supportive environment – by reducing domestic chores, encouraging attendance, promoting SRHR discussions at home etc, change classroom gender dynamics...)/ **N'ubwo ihuriro ryaba ari iry'abakobwa gusa, ni gute ryagira uruhare no mu buzima bw'abahungu (abo bigana na basaza babo), ababyeyi barimo ababyeyi b'abagabo abarimu, harimo n'abarimu b'igitsina gabo?(Bafashe: guhindura amategeko arebana**

n'uburinganire bw'igitsina , ubufatanye – kutavunisha abakobwa mu mirimo yo mu rugo, gushishikariza abana b'abakobwa kwitabira ishuri, kuganira mu rugo ku burenganzira n'ubuzima bw'imyororokere, guhindura imigenzerereze imwe n'imwe ishingiyeye ku gitsina yari isanzweho ku ishuri...)

***To conclude: / Mu gusoza:***

- Reminder of how the data will be used (purpose of research and confidentiality of information) **/Mwibutse uko ibizava mu bushakashatsi bizakoreshwa (icyo ubushakashatsi bugamije n'uko amakuru yatanze azagira ibanga).**
- We have come to the end of our discussion, thank you so much for your time and information. It's now your time to ask me questions, if any. **/Tugeze ku musozo w'ikiganiro, wakoze ku mwanya wawe no ku makuru waduhaye. Ubu noneho ushobora kumbaza ibibazo niba hari ibyo ufite.**

## GIRLS CLUB PILOT: / IGERAGEZA RY'ISHYIRWAHO RY'AMAHURIRO Y'ABANYESHURI B'ABAKOBWA:

### EVALUATION TOOLS / INYANDIKO ZIFASHISHWA MU ISUZUMA

**Focus Group Discussion Question Guide: Girls/Inyandiko yifashishwa mu Kiganiro hamwe n'Itsinda Ryihariye: Abakobwa**

**\*to be completed only AFTER girls have completed survey questionnaires / Yuzuzwa ari uko abakobwa bamaze gusubiza ibibazo by'ubushakashatsi**

*Before the focus group discussion begins: Mbere y'uko ikiganiro n'abagize itsinda gitangira:*

- Introduce yourself briefly and clearly, mentioning your name and institution and your role in the research. /Bibwire mu magambo make yumvikana neza, uvuge amazina yawe, ikigo ukorera n'icyo ushinze mu bushakashatsi
- Explain the purpose of the proposed research and that there are no right/wrong answers. / Sobanura icyo ubushakashatsi bugamije kandi ubabwire ko nta bisubizo by'ukuri n'ibisubizo bitari iby'ukuri bihari.
- Explain why they were selected as a participant. Reassure them that personal details will not be revealed to anyone and will be used only for the purpose of the research. Any findings will be anonymously presented. Explain that their participation is voluntary – they can decide not to participate, or stop/change their mind at any time, even after the focus group discussion has begun, with no negative consequences. /Basobanurire impamvu batoranyijwe. Bamaze impungenge ubabwire ko imyirondoro yabo izagirwa ibanga ikazifashishwa gusa mu bushakashatsi. Ibizava mu bushakashatsi bizatangazwa mu buryo butagaragaza ibyavuzwe na runaka. Basobanurire ko kugira uruhare mu bushakashatsi ari ubushake – bafite uburenganzira bwo kutagira uruhare mu bushakashatsi, kwivana mu bushakashatsi igihe icyo ari cyo cyose kabone n'ubwo ikiganiro cyaba kigeze hagati kandi ibyo ngibyo nta ngaruka mbi byabagira.
- Explain the requirements for gaining their parents informed consent (consent forms to be provided) and the children's verbal assent. /Basobanurire ko umuyobozi w'ishuri ari we watanze uburenganzira bw'uko abana bagira uruhare mu bushakashatsi, abana na bo ubwabo bagatanga ubwo burenganzira mu mvugo.
- Ask if anyone has any questions before beginning. /Mbere yo gutangira babaze niba hari ibibazo bafite

WEMEYE KUGIRA URUHARE MURI UBU BUSHAKASHATSI ?	Yego	Oya
1. Date /Itariki		
2. Location of FGD (district, sector, school) / Aho ikiganiro n'abagize itsinda ryihariye kibera (akarere, umurenge, ishuri)		

3. Name of FGD facilitator /Amazina y'umuntu uyoboye ikiganiro	
4. Number of participants /Umubare w'abit-abiriye ikiganiro	
5. Age range of participants/Imyaka y'abit-abiriye ikiganiro	
6. Current grade level at school /Umwaka bigamo	
7. Any disabilities (if disclosed) /Ubumuga bafite (niba hari abavuze ko babufite)	

*Begin the session with a child-friendly ice breaker song/game to put the girls at ease.*

*/Tangiza akaririmbo/agakino kugira ngo abana b'abakobwa bumve baguwe neza.*

### ***Use of time & mobility: / Imikoreshereze y'igihe n'aho batemberera***

**7. Draw a circle with clockface on flipchart paper.** In an average day during school term, how do girls your age spend their time from morning to evening? **Ask the girls to complete the circle with different colours to explain how they spend their day.** (Probe: domestic responsibilities, schooling, socializing...)/**Shushanya uruziga rw'isaha ku gipapuro kinini.** Abana b'abanyeshuri b'abakobwa bo mu kigero cyanyu bakoresha bate igihe cyabo kuva mu gitondo kugera ku mugoroba? **Saba abakobwa kuzuza uruziga bifashishije amabara atandukanye mu rwego rwo gusobanura uko bakoresha umunsi wabo.** (Bafashe gutekereza: inshingano zo mu rugo, kwiga, kubana n'abandi...)

**8. Take a new flipchart paper.** In an average day during the school term, where do girls your age spend most of their free time? **Ask the girls to draw a map of their village, indicating the places where they spend their free time.** (Probe: how safe do you feel in these spaces? Can you tell me about a time when you didn't feel safe in one of these spaces?) **/Fata ikindi gipapuro kinini.** Muri rusange ni hehe abana b'abanyeshuri b'abakobwa bajya mu rwego rwo kuruhuka mu mutwe? **Saba abana b'abakobwa gushushanya ikarita y'umudugudu batuyemo berekane aho bakunda kujya iyo bashaka kuruhuka mu mutwe.** (Bafashe gutekereza: aho hantu haratekanye? Ese hari igihe wumvise udatekanye mu gihe wari uri hamwe muri aho hantu?)

9. **Take a new flipchart paper and draw a line down the middle.** What domestic responsibilities do girls your age have at home? **Ask the girls to use the left side of the sheet.** (Probe: gender differences between girls and their brothers) **Ask the girls to use the right side of the sheet to indicate any different activities boys might do compared to girls in the home. Fata ikindi gipapuro kinini hanyuma uce umurongo ukigabanyijemo kabiri.** Ni izihe nshingano zo mu rugo abana b'abakobwa bo mu kigero cyanyu baba bafite? **Basabe bakoreshe igice k'ibumoso k'igipapuro kinini.** (Bafashe gutekereza: itandukaniro riri hagati y'abakobwa na basaza babo). **Saba abana b'abakobwa kwifashisha igice k'iburyo berekane imirimo abahungu bakora itandukanye n'imirimo ikorwa n'abakobwa mu rugo.**

### **Girls club design and programming: /gushyiraho ihuriro ry'abakobwa no kurikorera gahunda**

10. **Write down ideas on the flipchart/blackboard.** If there was a club for girls at this school, tell us about how you would like this to look like? **Andika ibitekerezo ku gipapuro kinini/ku kibaho.** Haramutse hashyizweho ihuriro ry'abakobwa ku ishuri, murifuza ko ryaba rimeze rite?
- How often should meetings be? For how many months? /Inama z'iryo huriro zajya ziterana kangahe? Mu mezi angahe?
  - Where should meetings take place? What time of day? /Izo nama zajya zibera he? Ku yihe saha?
  - Who should be selected to be a club member or leader, and why? / Ni nde wakwemererwa kuba umwe mu bagize iryo huriro cyangwa kuba umuyobozi waryo, kubera iki?
  - What are the most important topics that should be covered? / Ni izihe ngingo z'ingenzi zajya ziganirwaho?
  - Are you comfortable talking with a teacher about these topics? / Ese kuganira n'umwarimu kuri izo ngingo ntabwo bikubangamiye?
  - Who should facilitate the girls club? (Probe: teacher/community member – gender/age range) /ni nde wayobora izo nama z'amahuriro y'abakobwa? (Bafashe: umwarimu/umuturage-igitsina/ikigero k'imyaka)
  - Even if the club is only for girls, what are the best ways for the club to engage with boys (peers and brothers)? Parents, including fathers? Teachers, including male teachers? (Probe: to shift gender norms, ensure a supportive environment – by reducing domestic chores, encouraging attendance, promoting SRHR discussions at home etc, change classroom gender dynamics...) /N'ubwo ihuriro ryaba ari iry'abakobwa gusa, ni gute abahungu barigiramo uruhare (abo mwigana na basaza banyu)?, abarimu, harimo n'abarimu b'igitsina gabo? Naho ababyeyi? (Bafashe: guhindura amategeko arebana n'uburinganire bw'igitsina, ubufatanye – kutavunisha abakobwa mu mirimo yo mu rugo, gushishikariza abana b'abakobwa kwitabira ishuri, kuganira mu rugo ku burenganzira n'ubuzima bw'imyorokere, guhindura imigenzerereze imwe n'imwe ishingiye ku gitsina yari isanzweho ku ishuri.

- h. What resources are necessary for the girls club activities to be successful? (Probe: meeting space, record books, stationary, loudspeaker, contingency fund etc...) /Ni ibihe bikoresho bikenewe kugira ngo ihuriro ry'abakobwa rishobore gukora neza? (Bafashe: ahantu ho gukorera inama, amakaye yo kwandikamo, impapuro n'ibindi bikoresho, indangururamajwi, amafaranga yo kwifashisha mu gihe hari ikintu gikenewe mu buryo butunguranye).

***To conclude the focus group discussion: /Mu gusozo ikiganiro***

- Closing participatory song/game with the girls/Nimuririmbire hamwe akaririmbo/ Nimufatanye gukina agakino gasoza
- Reminder of how the data will be used (purpose of research and confidentiality of information) /Bibutse uko ibizava mu bushakashatsi bizakoreshwa (icyo ubushakashatsi bugamije n'uko amakuru yatanze azagirwa ibanga).
- We have come to the end of our discussion, thank you so much for your time and information. It's now your time to ask me questions, if any. /Tugeze ku musozo w'ikiganiro, mwakoze ku mwanya wanyu no ku makuru mwatanze. Ubu noneho mushobora kumbaza ibibazo niba hari ibyo mufite.



## GIRLS CLUB PILOT: / IGERAGEZA RY'ISHYIRWAHO RY'AMAHURIRO Y'ABANYESHURI B'ABAKOBWA:

### EVALUATION TOOLS / INYANDIKO ZIFASHISHWA MU ISUZUMA

#### Key Informant Interview Question Guide: Mathematics Teachers / Inyandiko Yifashishwa mu Kubaza Ibibazo Abarimu b'Imibare

#### *Before the interview begins: / Mbere yo gutangira kubaza ibibazo :*

- Introduce yourself briefly and clearly, mentioning your name and institution and your role in the research. /Bibwire mu magambo make yumvikana neza, uvuge amazina yawe, ikigo ukorera n'icyo ushinze mu bushakashatsi
- Explain the purpose of the proposed research and that there are no right/wrong answers. / Sobanura icyo ubushakashatsi bugamije kandi ubabwire ko nta bisubizo by'ukuri n'ibisubizo bitari iby'ukuri bihari.
- Explain why they were selected as a participant. Reassure them that personal details will not be revealed to anyone and will be used only for the purpose of the research. Any findings will be anonymously presented. Explain that their participation is voluntary – they can decide not to participate, or stop/change their mind at any time, even after the focus group discussion has begun, with no negative consequences. /Basobanurire impamvu batoranyijwe. Bamare impungenge ubabwire ko imyirondoro yabo izagirwa ibanga ikazifashishwa gusa mu bushakashatsi. Ibizava mu bushakashatsi bizatangazwa mu buryo butagaragaza ibyavuzwe na runaka. Basobanurire ko kugira uruhare mu bushakashatsi ari ubushake – bafite uburenganzira bwo kutagira uruhare mu bushakashatsi, kwivana mu bushakashatsi igihe icyo ari cyo cyose kabone n'ubwo ikiganiro cyaba kigeze hagati kandi ibyo ngibyo nta ngaruka mbi byabagira.
- Explain the requirements for informed consent. /Basobanurire ko ari ngombwa gutanga uburenganzira bwo gukorerwaho ubushakashatsi
- Ask if anyone has any questions before beginning. /Mbere yo gutangira babaze niba hari ibibazo bafite

WEMEYE KUGIRA URUHARE MURI UBU BUSHAKASHATSI ?	Yego	oya
1. Date /Itariki		
2. Location (district, sector, school) Ahantu (akarere, umurenge, ishuri)		
3. Name of enumerator(s) / Amazina y'umuntu ukusanya amakuru		

4. Name of Participant / Amazi-na y'umuntu ukorerwaho ubushakashatsi	
5. Contact of Participant/ Tele-phone y'umuntu ukorerwaho ubushakashatsi	
6. Age of participant / Imyaka y'umuntu ukorerwaho ubushakashatsi	
7. Gender of participant /Igitsina cy'umuntu ukorerwaho ubushakashatsi	
8. Any disabilities (if disclosed) / Ubumuga afite (niba avuze ko abufite)	

### ***Supporting girls at school: / Gufasha abana b'abakobwa ku ishuri***

8. Who do you think is more interested in: (Probe: Boys, girls or equal levels of interest?) Ni bande utekereza ko bakunda amasomo akurikira kurusha abandi: (Bafashe: abahungu, abakobwa, abahungu n'abakobwa ku rwego rungana?)
  - a. Mathematics? / Imibare
  - b. Science? / Siyansi
  - c. Technology? /Ikoranabuhanga
  - d. Engineering? /Ubumenyingiro
9. Who do you think is more skilled in these STEM subject? (Probe: Boys, girls or equal skill levels?) /Utekereza ko ari bande bafite ubushobozi kurusha abandi mu masomo afitanye isano n'imibare siyansi n'ikoranabuhanga? (Bafashe: abahungu, abakobwa cyangwa abahungu n'abakobwa ku rwego rumwe).
10. Why do you think there are less girls in Rwanda who choose to study these STEM subjects than boys? kinds of barriers do you think they face? (Probe: gender dynamics in classrooms, lack of role models, lack of social support...) / Utekereza ko ari izihe mpamvu zituma mu Rwanda abana b'abakobwa bahitamo kwiga amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga bakiri bake ugereranyije n'abahungu?Utekereza ko ari izihe nzitizi bahura na zo? (Bafashe: imigenzereze yo mu ishuri ishingiyeye ku gitsina, kutagira abantu bafataho ikitegererezo, kudashyigikirwa n'imiryango...)

11. How could you support girls at school to continue their education at secondary/ tertiary levels? /Ni gute wafasha abanyeshuri b'abakobwa gukomeza amasomo yabo ku rwego rw'amashuri yisumbuye n'amashuri makuru na kaminuza?
12. Does your school have any initiatives targeting support or encouragement for girls in STEM? / Ese ishuri ryawe hari gahunda ryashyizeho zigamije gushishikariza abana b'abakobwa kwitabira amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga? Yego/Oya
13. Niba ari yego ni izihe ?
14. What do you think are the main factors that cause girls to drop out or not go on to secondary school? / Utekereza ko ari izihe mpamvu zituma abana b'abakobwa bacikiriza amasomo cyangwa badakomeza mu mashuri yisumbuye? Yego/Oya
15. Niba ari Yego ni izihe ?
16. Does your school have any girl targeted initiatives to support girls to transition to secondary school? / Ese hari gahunda ishuri ryawe ryashyizeho zigamije gufasha abana b'abakobwa gukomeza amasomo mu mashuri yisumbuye? Yego/Oya
17. Niba ari yego ni izihe ?
18. Does your school have any girl targeted initiatives to boost their self-esteem and confidence? /Ese hari gahunda ishuri ryawe ryashyizeho zigamije gufasha abana b'abakobwa kwigirira ikizere no kumva ko bafite agaciro? Yego/Oya
19. Niba ari yego ni izihe ?
20. Does your school have any girl targeted initiatives to support girls regarding their sexual and reproductive health? / Ese hari gahunda ishuri ryawe ryashyizeho zigamije gufasha abana b'abakobwa mu birebana n'ubumenyi bw'ubuzima bw'imyorokere? Yego/Oya
21. Have you ever witnessed girls being subjected to: / Ese hari umwana w'umukobwa wigeze akorerwa ibi bikorwa bikurikira
  - a. Bullying / Gusagarirwa
  - b. Teasing /Guseserezwa
  - c. Sexual harassment / Guhohoterwa bishingiye ku gitsina
  - d. At school/at home? /ku ishuri/mu rugo?
  - e. If so, by whom and for what reason? / Niba igisubizo ari yego, byakozwe na nde kubera iki?
  - f. What did you do if/when faced with such abuse? (Probe: knowledge of reporting mechanisms) Wakoze iki niba byarabaye? (Bafashe: ubumenyi bwerekanye n'uko amakuru atangwa)
22. What kind of role do you think you can play as a chaperone/teacher/school leader to support girls at school to combat gender norms that limit their future outlook? (Probe: reporting SGBV, being a role model, talking to male peers about

gender issues) / Utekereza ko uruhare rwawe nk'umuntu ushinze kwita ku bana/ umwarimu/ umuyobozi w'ishuri ari uruhe mu gufasha abana b'abakobwa guhangana n'inizizi zishingiye ku gitsina zituma batagira ejo hazaza heza? (Bafashe: gutanga amakuru arebana n'ihohoterwa rishingiye ku gitsina, kubabera ikitegererezo, kuganiriza bagenzi babo b'abahungu ku birebana n'ibibazo bifatanye isano n'uburinganire).

23. Are there any specific actions on girls' education in your Schools Improvement Plans? / Ese ku ishuri ryawe hari ibikorwa byihariye bigenewe uburezi bw'abana b'abakobwa mu Igenamigambi Rigamije Iterambere ry'Ishuri? Yego/Oya
24. Niba ari Yego ni ibihe ?
25. Are there specific challenges for girls' education in the school community? If, yes, what are those? And could these be addressed? Ese hari ingorane zihariye ishuri rihura na zo mu burezi bw'abana b'abakobwa? Niba igisubizo ari yego, izo ngorane ni izihe? Ese zishobora gushakirwa umuti?

***Girls club design and programming: /gushyiraho ihuriro ry'abakobwa no kurikorera gahunda***

26. If there was a club for girls at this school, tell us about how you would like this to look like? Haramutse hashyizweho ihuriro ry'abakobwa ku ishuri, urifuza ko ryaba rimeze rite?
  - a. How often should meetings be? For how many months? /Inama z'iryo huriro zajya ziterana kangahe? Mu mezi angahe?
  - b. Where should meetings take place? What time of day? /Izo nama zajya zibera he? Ku yihe saha?
  - c. Who should be selected to be a club member, and why? / Ni nde wakwemererwa kuba umwe mu bagize iryo huriro, kubera iki?
  - d. Who should be selected to be a club leader, and why? / Ni nde watoranywa kuba umuyobozi w'iryo huriro, kubera iki?
  - e. What are the most important topics that should be covered? / Ni izihe ngingo z'ingenzi zajya ziganirwaho?
27. Even if the club is only for girls, what are the best ways for the club to engage with boys (peers and brothers)? Parents, including fathers? Teachers, including male teachers? (Probe: to shift gender norms, ensure a supportive environment – by reducing domestic chores, encouraging attendance, promoting SRHR discussions at home etc, change classroom gender dynamics...) /N'ubwo ihuriro ryaba ari iry'abakobwa gusa, ni gute abahungu bazigiramo uruhare? (abo bigana na basaza babo), abarimu, harimo n'abarimu b'igitsina gabo? Naho Ababyeyi ? (Bafashe: guhindura amategeko arebana n'uburinganire bw'igitsina , ubufatanye – kutavunisha abakobwa mu mirimo yo mu rugo, gushishikariza abana b'abakobwa kwitabira ishuri, kuganira mu rugo ku burenganzira n'ubuzima bw'imyororokere, guhindura imigenzerereze imwe n'imwe ishingiyeye ku gitsina yari isanzweho ku ishuri.

***To conclude: / Mu gusozo:***

- Reminder of how the data will be used (purpose of research and confidentiality of information). /Bibutse uko ibizava mu bushakashatsi bizakoreshwa (icyo ubushakashatsi bugamije n'uko amakuru yatanze azagirwa ibanga).
- We have come to the end of our discussion, thank you so much for your time and information. It's now your time to ask me questions, if any. /Tugeze ku musozo w'ikiganiro, wakoze ku mwanya wawe no ku makuru waduhaye. Ubu noneho ushobora kumbaza ibibazo niba hari ibyo ufite.

## GIRLS CLUB PILOT: / IGERAGEZA RY'ISHYIRWAHO RY'AMAHURIRO Y'ABANYESHURI B'ABAKOBWA:

### EVALUATION TOOLS / INYANDIKO ZIFASHISHWA MU ISUZUMA

#### Key Informant Interview Question Guide: English Teachers / Inyandiko Yifashishwa mu Kubaza Ibibazo Abarimu b'Icyongereza

#### *Before the interview begins: / Mbere yo gutangira kubaza ibibazo :*

- Introduce yourself briefly and clearly, mentioning your name and institution and your role in the research. /Bibwire mu magambo make yumvikana neza, uvuge amazina yawe, ikigo ukorera n'icyo ushinze mu bushakashatsi
- Explain the purpose of the proposed research and that there are no right/wrong answers. / Sobanura icyo ubushakashatsi bugamije kandi ubabwire ko nta bisubizo by'ukuri n'ibisubizo bitari iby'ukuri bihari.
- Explain why they were selected as a participant. Reassure them that personal details will not be revealed to anyone and will be used only for the purpose of the research. Any findings will be anonymously presented. Explain that their participation is voluntary – they can decide not to participate, or stop/change their mind at any time, even after the focus group discussion has begun, with no negative consequences. /Basobanurire impamvu batoranyijwe. Bamare impungenge ubabwire ko imyirondoro yabo izagirwa ibanga ikazifashishwa gusa mu bushakashatsi. Ibizava mu bushakashatsi bizatangazwa mu buryo butagaragaza ibyavuzwe na runaka. Basobanurire ko kugira uruhare mu bushakashatsi ari ubushake – bafite uburenganzira bwo kutagira uruhare mu bushakashatsi, kwivana mu bushakashatsi igihe icyo ari cyo cyose kabone n'ubwo ikiganiro cyaba kigeze hagati kandi ibyo ngibyo nta ngaruka mbi byabagira.
- Explain the requirements for informed consent. /Basobanurire ko ari ngombwa gutanga uburenganzira bwo gukorera ubushakashatsi
- Ask if anyone has any questions before beginning. /Mbere yo gutangira babaze niba hari ibibazo bafite

WEMEYE KUGIRA URUHARE MURI UBU BUSHAKASHATSI ?	Yego	Oya
1. Date /Itariki		
2. Location (district, sector, school) Ahantu (akarere, umurenge, ishuri)		
3. Name of enumerator(s) / Amazina y'umuntu ukusanya amakuru		

4. Name of Participant / Amazina y'umuntu ukorerwaho ubushakashatsi	
5. Contact of Participant/ Telephone y'umuntu ukorerwaho ubushakashatsi	
6. Age of participant / Imyaka y'umuntu ukorerwaho ubushakashatsi	
7. Gender of participant / Igitsina cy'umuntu ukorerwaho ubushakashatsi	
8. Any disabilities (if disclosed) / Ubumuga afite (niba avuze ko abufite)	

### ***Supporting girls at school: / Gufasha abana b'abakobwa ku ishuri***

9. Who do you think is more interested in: (Probe: Boys, girls or equal levels of interest?) Ni bande utekereza ko bakunda amasomo akurikira kurusha abandi: (Bafashe: abahungu, abakobwa, abahungu n'abakobwa ku rwego rungana?)
  - e. Mathematics? / Imibare
  - f. Science and Technology / Siyansi n'ikoranabuhanga
10. Who do you think is more skilled in these STEM subject? (Probe: Boys, girls or equal skill levels?) / Utekereza ko ari bande bafite ubushobozi kurusha abandi mu masomo afitanye isano n'imibare siyansi n'ikoranabuhanga? (Bafashe: abahungu, abakobwa cyangwa abahungu n'abakobwa ku rwego rumwe).
11. Why do you think there are less girls in Rwanda who choose to study these STEM subjects than boys? kinds of barriers do you think they face? (Probe: gender dynamics in classrooms, lack of role models, lack of social support...) / Utekereza ko ari izihe mpamvu zituma mu Rwanda abana b'abakobwa bahitamo kwiga amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga bakiri bake ugereranyije n'abahungu? Utekereza ko ari izihe nzitizi bahura na zo? (Bafashe: imigenzereze yo mu ishuri ishingiyeye ku gitsina, kutagira abantu bafataho ikitegererezo, kudashyigikirwa n'imiryango...)

12. How could you support girls at school to continue their education at secondary/ tertiary levels? /Ni gute wafasha abanyeshuri b'abakobwa gukomeza amasomo yabo ku rwego rw'amashuri yisumbuye n'amashuri makuru na kaminuza?
13. Does your school have any initiatives targeting support or encouragement for girls in STEM? / Ese ishuri ryawe hari gahunda ryashyizeho zigamije gushishikariza abana b'abakobwa kwitabira amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga? Yego/Oya  
Niba ari yego ni izihe?
14. What do you think are the main factors that cause girls to drop out or not go on to secondary school? / Utekereza ko ari izihe mpamvu zituma abana b'abakobwa bacikiriza amasomo cyangwa badakomeza mu mashuri yisumbuye?
15. Does your school have any girl targeted initiatives to support girls to transition to secondary school? / Ese hari gahunda ishuri ryawe ryashyizeho zigamije gufasha abana b'abakobwa gukomeza amasomo mu mashuri yisumbuye? Yego/Oya
16. Niba ari yego ni izihe?
17. Does your school have any girl targeted initiatives to boost their self-esteem and confidence? /Ese hari gahunda ishuri ryawe ryashyizeho zigamije gufasha abana b'abakobwa kwigirira ikizere no kumva ko bafite agaciro? Yego/ Oya
18. Niba ari yego ni izihe?
19. Does your school have any girl targeted initiatives to support girls regarding their sexual and reproductive health? / Ese hari gahunda ishuri ryawe ryashyizeho zigamije gufasha abana b'abakobwa mu birebana n'ubumenyi bw'ubuzima bw'imyororokere? Yego/Oya
20. Niba ari yego ni izihe?
21. Have you ever witnessed girls being subjected to: / Ese hari umwana w'umukobwa wigeze akorerwa ibi bikorwa bikurikira
  - a. Bullying / Gusagarirwa
  - b. Teasing /Guseserezwa
  - c. Sexual harassment / Guhohoterwa bishingiye ku gitsina
  - d. At school/at home? /ku ishuri/mu rugo?
  - e. If so, by whom and for what reason? / Niba igisubizo ari yego, byakozwe na nde kubera iki?
  - f. What did you do if/when faced with such abuse? (Probe: knowledge of reporting mechanisms) Wakoze iki niba byarabaye? (Bafashe: ubumenyi bwerekanywe n'uko amakuru atangwa)
22. What kind of role do you think you can play as a chaperone/teacher/school leader to support girls at school to combat gender norms that limit their future outlook? (Probe: reporting SGBV, being a role model, talking to male peers about gender issues) / Utekereza ko uruhare rwawe nk'umuntu ushinze kwita ku bana/ umwarimu/ umuyobozi w'ishuri ari uruhe mu gufasha abana b'abakobwa



guhangana n'inzitizi zishingiye ku gitsina zituma batagira ejo hazaza heza?  
(Bafashe: gutanga amakuru arebana n'ihohoterwa rishingiye ku gitsina, kubabera ikitegererezo, kuganiriza bagenzi babo b'abahungu ku birebana n'ibibazo bifitanye isano n'uburinganire).

23. Are there any specific actions on girls' education in your Schools Improvement Plans? / Ese ku ishuri ryawe hari ibikorwa byihariye bigenewe uburezi bw'abana b'abakobwa mu Igenamigambi Rigamije Iterambere ry'Ishuri? Yego/Oya
24. Niba ari yego ni ibihe?
25. Are there specific challenges for girls' education in the school community? If, yes, what are those? And could these be addressed? Ese hari ingorane zihariye ishuri rihura na zo mu burezi bw'abana b'abakobwa? Niba igisubizo ari yego, iza ngorane ni izihe? Ese zishobora gushakirwa umuti?

***Girls club design and programming: /gushyiraho ihuriro ry'abakobwa no kurikorera gahunda***

26. If there was a club for girls at this school, tell us about how you would like this to look like? Haramutse hashyizweho ihuriro ry'abakobwa ku ishuri, urifuza ko ryaba rimeze rite?
  - a. How often should meetings be? For how many months? /Inama z'iryo huriro zajya ziterana kangahe? Mu mezi angahe?
  - b. Where should meetings take place? What time of day? /Izo nama zajya zibera he? Ku yihe saha?
  - c. Who should be selected to be a club member, and why? / Ni nde wakwemererwa kuba umwe mu bagize iryo huriro, kubera iki?
  - d. Who should be selected to be a club leader, and why? / Ni nde watoranywa kuba umuyobozi waryo, kubera iki?
  - e. What are the most important topics that should be covered? / Ni izihe ngingo z'ingenzi zajya ziganirwaho?
27. Even if the club is only for girls, what are the best ways for the club to engage with boys (peers and brothers)? Parents, including fathers? Teachers, including male teachers? (Probe: to shift gender norms, ensure a supportive environment – by reducing domestic chores, encouraging attendance, promoting SRHR discussions at home etc, change classroom gender dynamics...) /N'ubwo ihuriro ryaba ari iry'abakobwa gusa, ni gute n'abahungu barigiramo uruhare (abo bigana na basaza babo), abarimu, harimo n'abarimu b'igitsina gabo? Naho ababyeyi?(Bafashe: guhindura amategeko arebana n'uburinganire bw'igitsina, ubufatanye – kutavunisha abakobwa mu mirimo yo mu rugo, gushishikariza abana b'abakobwa kwitabira ishuri, kuganira mu rugo ku burenganzira n'ubuzima bw'imyororokere, guhindura imigenzerereze imwe n'imwe ishingiyeye ku gitsina yari isanzweho ku ishuri.

***To conclude: / Mu gusozo:***

- Reminder of how the data will be used (purpose of research and confidentiality of information). /Bibutse uko ibizava mu bushakashatsi bizakoreshwa (icyo ubushakashatsi bugamije n'uko amakuru yatanzwe azagirwa ibanga).
- We have come to the end of our discussion, thank you so much for your time and information. It's now your time to ask me questions, if any. /Tugeze ku musozo w'ikiganiro, wakoze ku mwanya wawe no ku makuru waduhaye. Ubu noneho ushobora kumbaza ibibazo niba hari ibyo ufite.

## GIRLS CLUB PILOT: / IGERAGEZA RY'ISHYIRWAHO RY'AMAHURIRO Y'ABANYESHURI B'ABAKOBWA:

### EVALUATION TOOLS / INYANDIKO ZIFASHISHWA MU ISUZUMA

**Key Informant Interview Question Guide: Girls Club Chaperones/ Girls safe room / Inyandiko Yifashishwa mu Kubaza Ibibazo Abashobora kuzaba bashinzwe amahuriro y'abakobwa**

*Before the interview begins: / Mbere yo gutangira kubaza ibibazo :*

- Introduce yourself briefly and clearly, mentioning your name and institution and your role in the research. /Bibwire mu magambo make yumvikana neza, uvuge amazina yawe, ikigo ukorera n'icyo ushinzwe mu bushakashatsi
- Explain the purpose of the proposed research and that there are no right/wrong answers. / Sobanura icyo ubushakashatsi bugamije kandi ubabwire ko nta bisubizo by'ukuri n'ibisubizo bitari iby'ukuri bihari.
- Explain why they were selected as a participant. Reassure them that personal details will not be revealed to anyone and will be used only for the purpose of the research. Any findings will be anonymously presented. Explain that their participation is voluntary – they can decide not to participate, or stop/change their mind at any time, even after the focus group discussion has begun, with no negative consequences. /Basobanurire impamvu batoranyijwe. Bamare impungenge ubabwire ko imyirondoro yabo izagirwa ibanga ikazifashishwa gusa mu bushakashatsi. Ibizava mu bushakashatsi bizatangazwa mu buryo butagaragaza ibyavuzwe na runaka. Basobanurire ko kugira uruhare mu bushakashatsi ari ubushake – bafite uburenganzira bwo kutagira uruhare mu bushakashatsi, kwivana mu bushakashatsi igihe icyo ari cyo cyose kabone n'ubwo ikiganiro cyaba kigeze hagati kandi ibyo ngibyo nta ngaruka mbi byabagira.
- Explain the requirements for informed consent. /Basobanurire ko ari ngombwa gutanga uburenganzira bwo gukorerwaho ubushakashatsi
- Ask if anyone has any questions before beginning. /Mbere yo gutangira babaze niba hari ibibazo bafite

WEMEYE KUGIRA URUHARE MURI UBU BUSHAKASHATSI ?	Yego	Hoya
1. Date /Itariki		
2. Location (district, sector, school) Ahantu (akarere, umurenge, ishuri)		

3. Name of enumerator(s) / Amazina y'umuntu ukusanya amakuru	
4. Name of Participant / Amazi- na y'umuntu ukorerwaho ubushakashatsi	
5. Contact of Participant/ Tele- phone y'umuntu ukorerwaho ubushakashatsi	
6. Age of participant / Imya- ka y'umuntu ukorerwaho ubushakashatsi	
7. Gender of participant /Igiti- sina cy'umuntu ukorerwaho ubushakashatsi	
8. Any disabilities (if disclosed) / Ubumuga afite (niba avuze ko abufite)	

***Supporting girls at school: / Gufasha abana b'abakobwa ku ishuri***

9. Who do you think is more interested in: (Probe: Boys, girls or equal levels of interest?) Ni bande utekereza ko bakunda amasomo akurikira kurusha abandi: (Bafashe: abahungu, abakobwa, abahungu n'abakobwa ku rwego rungana?)

- g. Mathematics? / Imibare
- h. Science? / Siyansi
- i. Technology? /Ikoranabuhanga
- j. Engineering? /Ubumenyingiro

10. Who do you think is more skilled in these STEM subject? (Probe: Boys, girls or equal skill levels?) /Utekerekeza ko ari bande bafite ubushobozi kurusha abandi mu masomo afitanye isano n'imibare siyansi n'ikoranabuhanga? (Bafashe: abahungu, abakobwa cyangwa abahungu n'abakobwa ku rwego rumwe).

11. Why do you think there are less girls in Rwanda who choose to study these STEM subjects than boys? kinds of barriers do you think they face? (Probe: gender dynamics in classrooms, lack of role models, lack of social support...) / Utekereza ko ari izihe mpamvu zituma mu Rwanda abana b'abakobwa bahitamo kwiga amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga bakiri bake ugereranyije n'abahungu? Utekereza ko ari izihe nzitizi bahura na zo? (Bafashe: imigenzereze yo mu ishuri ishingiyeye ku gitsina, kutagira abantu bafataho ikitegererezo, kudashyigikirwa n'imiryango...)
12. How could you support girls at school to continue their education at secondary/ tertiary levels? /Ni gute wafasha abanyeshuri b'abakobwa gukomeza amasomo yabo ku rwego rw'amashuri yisumbuye n'amashuri makuru na kaminuza?
13. Does your school have any initiatives targeting support or encouragement for girls in STEM? / Ese ishuri ryawe hari gahunda ryashyizeho zigamije gushishikariza abana b'abakobwa kwitabira amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga? Yego/Oya
14. Niba ari yego ni izihe ?
15. What do you think are the main factors that cause girls to drop out or not go on to secondary school? / Utekereza ko ari izihe mpamvu zituma abana b'abakobwa bacikiriza amasomo cyangwa badakomeza mu mashuri yisumbuye? Yego/Oya
16. Niba ari yego ni izihe ?
17. Does your school have any girl targeted initiatives to support girls to transition to secondary school? / Ese hari gahunda ishuri ryawe ryashyizeho zigamije gufasha abana b'abakobwa gukomeza amasomo mu mashuri yisumbuye? Yego/Oya
18. Niba ari yego ni izihe?
19. Does your school have any girl targeted initiatives to boost their self-esteem and confidence? /Ese hari gahunda ishuri ryawe ryashyizeho zigamije gufasha abana b'abakobwa kwigirira ikizere no kumva ko bafite agaciro? Yego/Oya
20. Niba ari yego ni izihe ?
21. Does your school have any girl targeted initiatives to support girls regarding their sexual and reproductive health? / Ese hari gahunda ishuri ryawe ryashyizeho zigamije gufasha abana b'abakobwa mu birebana n'ubumenyi bw'ubuzima bw'imyorokere? Yego/Oya
22. Niba ari yego ni izihe ?
23. Have you ever witnessed girls being subjected to: / Ese hari umwana w'umukobwa wigeze akorerwa ibi bikorwa bikurikira
  - a. Bullying / Gusagarirwa
  - b. Teasing /Guseserezwa

- c. Sexual harassment / Guhohoterwa bishingiye ku gitsina
  - d. At school/at home? /ku ishuri/mu rugo?
  - e. If so, by whom and for what reason? / Niba igisubizo ari yego, byakozwe na nde kubera iki?
  - f. What did you do if/when faced with such abuse? (Probe: knowledge of reporting mechanisms) Wakoze iki niba byarabaye? (Bafashe: ubumenyi bwerekeranye n'uko amakuru atangwa)
24. What kind of role do you think you can play as a chaperone/teacher/school leader to support girls at school to combat gender norms that limit their future outlook? (Probe: reporting SGBV, being a role model, talking to male peers about gender issues) / Utekereza ko uruhare rwawe nk'umuntu ushinze kwita ku bana/ umwarimu/ umuyobozi w'ishuri ari uruhe mu gufasha abana b'abakobwa guhangana n'inzitizi zishingiye ku gitsina zituma batagira ejo hazaza heza? (Bafashe: gutanga amakuru arebana n'ihohoterwa rishingiye ku gitsina, kubabera ikitegererezo, kuganiriza bagenzi babo b'abahungu ku birebana n'ibibazo bifatanyeho isano n'uburinganire).
25. Are there any specific actions on girls' education in your Schools Improvement Plans? / Ese ku ishuri ryawe hari ibikorwa byihariye bigenewe uburezi bw'abana b'abakobwa mu Igenamigambi Rigamije Iterambere ry'Ishuri? Yego/Oya
26. Niba ari Yego ni ibihe ?
27. Are there specific challenges for girls' education in the school community? If, yes, what are those? And could these be addressed? Ese hari ingorane zihariye ishuri rihura na zo mu burezi bw'abana b'abakobwa? Niba igisubizo ari yego, izo ngorane ni izihe? Ese zishobora gushakirwa umuti?

***Girls club design and programming: /gushyiraho ihuriro ry'abakobwa no kurikorera gahunda***

28. If there was a club for girls at this school, tell us about how you would like this to look like? Haramutse hashyizweho ihuriro ry'abakobwa ku ishuri, urifuza ko ryaba rimeze rite?
- a. How often should meetings be? For how many months? /Inama z'iryo huriro zajya ziterana kangahe? Mu mezi angahe?
  - b. Where should meetings take place? What time of day? /Izo nama zajya zibera he? Ku yihe saha?
  - c. Who should be selected to be a club member, and why? / Ni nde wakwemererwa kuba umwe mu bagize iryo huriro, kubera iki?
  - d. Who should be selected to be a club leader, and why? / Ni nde watoranywa kuba umuyobozi waryo, kubera iki?
  - e. What are the most important topics that should be covered? / Ni izihe ngingo z'ingenzi zajya ziganirwaho?

29. Even if the club is only for girls, what are the best ways for the club to engage with boys (peers and brothers)? Parents, including fathers? Teachers, including male teachers? (Probe: to shift gender norms, ensure a supportive environment – by reducing domestic chores, encouraging attendance, promoting SRHR discussions at home etc, change classroom gender dynamics...) /N’ubwo ihuriro ryaba ari iry’abakobwa gusa, ni gute abahungu bazigiramo uruhare? (abo bigana na basaza babo), abarimu, harimo n’abarimu b’igitsina gabo? Naho ababyeyi?(Bafashe: guhindura amategeko arebana n’uburinganire bw’igitsina , ubufatanye – kutavunisha abakobwa mu mirimo yo mu rugo, gushishikariza abana b’abakobwa kwitabira ishuri, kuganira mu rugo ku burenganzira n’ubuzima bw’imyororokere, guhindura imigenzerereze imwe n’imwe ishingaye ku gitsina yari isanzweho ku ishuri.

*To conclude: / Mu gusoza:*

- Reminder of how the data will be used (purpose of research and confidentiality of information). /Bibutse uko ibizava mu bushakashatsi bizakoreshwa (icyo ubushakashatsi bugamiye n’uko amakuru yatanze azagirwa ibanga).
- We have come to the end of our discussion, thank you so much for your time and information. It’s now your time to ask me questions, if any. /Tugeze ku musozo w’ikiganiro, wakoze ku mwanya wawe no ku makuru waduhaye. Ubu noneho ushobora kumbaza ibibazo niba hari ibyo ufite.

## GIRLS CLUB PILOT: / IGERAGEZA RY'ISHYIRWAHO RY'AMAHURIRO Y'ABANYESHURI B'ABAKOBWA:

### EVALUATION TOOLS / INYANDIKO ZIFASHISHWA MU ISUZUMA

#### Inyandiko Yifashishwa mu Kubaza Ibibazo: Abayobozi b'Amashuri

#### *Before the interview begins: / Mbere yo gutangira kubaza ibibazo*

- Introduce yourself briefly and clearly, mentioning your name and institution and your role in the research. /Bibwire mu magambo make yumvikana neza, uvuge amazina yawe, ikigo ukorera n'icyo ushinze mu bushakashatsi
- Explain the purpose of the proposed research and that there are no right/wrong answers. / Sobanura icyo ubushakashatsi bugamije kandi ubabwire ko nta bisubizo by'ukuri n'ibisubizo bitari iby'ukuri bihari.
- Explain why they were selected as a participant. Reassure them that personal details will not be revealed to anyone and will be used only for the purpose of the research. Any findings will be anonymously presented. Explain that their participation is voluntary – they can decide not to participate, or stop/change their mind at any time, even after the focus group discussion has begun, with no negative consequences. /Basobanurire impamvu batoranyijwe. Bamaze impungenge ubabwire ko imyirondoro yabo izagirwa ibanga ikazifashishwa gusa mu bushakashatsi. Ibizava mu bushakashatsi bizatangazwa mu buryo butagaragaza ibyavuzwe na runaka. Basobanurire ko kugira uruhare mu bushakashatsi ari ubushake – bafite uburenganzira bwo kutagira uruhare mu bushakashatsi, kwivana mu bushakashatsi igihe icyo ari cyo cyose kabone n'ubwo ikiganiro cyaba kigeze hagati kandi ibyo ngibyo nta ngaruka mbi byabagira.
- Explain the requirements for informed consent. /Basobanurire ko ari ngombwa gutanga uburenganzira bwo gukorera ubushakashatsi
- Ask if anyone has any questions before beginning. /Mbere yo gutangira babaze niba hari ibibazo bafite

WEMEYE KUGIRA URUHARE MURI UBU BUSHAKASHATSI ?	Yego	Oya
1. Date /Itariki		
2. Location (district, sector, school) Ahantu (akarere, umurenge, ishuri)		
3. Name of enumerator(s) / Amazina y'umuntu ukusanya amakuru		



4. Name of Participant / Amazina y'umuntu ukorerwaho ubushakashatsi	
5. Age of participant / imyaka y'umuntu ukorerwaho ubushakashatsi	
6. Contact of Participant/Telefoone y'umuntu ukorerwaho ubushakashatsi	
7. Gender of participant /Igitsina cy'umuntu ukorerwaho ubushakashatsi	
8. Any disabilities (if disclosed) / Ubumuga afite (niba avuze ko abufite)	

### ***Supporting girls at school: / Gufasha abana b'abakobwa ku ishuri***

8. Who do you think is more interested in: (Probe: Boys, girls or equal levels of interest?) Ni bande utekereza ko bakunda amasomo akurikira kurusha abandi: (Bafashe: abahungu, abakobwa, abahungu n'abakobwa ku rwego rungana?)
  - k. Mathematics? / Imibare
  - l. Science and Technology / Siyansi n'ikorababuhanga
9. Who do you think is more skilled in these STEM subject? (Probe: Boys, girls or equal skill levels?) /Utekereza ko ari bande bafite ubushobozi kurusha abandi mu masomo afitanye isano n'imibare siyansi n'ikoranabuhanga? (Bafashe: abahungu, abakobwa cyangwa abahungu n'abakobwa ku rwego rumwe).
10. Why do you think there are less girls in Rwanda who choose to study these STEM subjects than boys? kinds of barriers do you think they face? (Probe: gender dynamics in classrooms, lack of role models, lack of social support...) / Utekereza ko ari izihe mpamvu zituma mu Rwanda abana b'abakobwa bahitamo kwiga amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga bakiri bake ugereranyije n'abahungu?Utekereza ko ari izihe nzitizi bahura na zo? (Bafashe: imigenzereze yo mu ishuri ishingiyeye ku gitsina, kutagira abantu bafataho ikitegerereze, kudashyigikirwa n'imiryango...)
11. How could you support girls at school to continue their education at secondary/ tertiary levels? /Ni gute wafasha abanyeshuri b'abakobwa gukomeza amasomo yabo ku rwego rw'amashuri yisumbuye n'amashuri makuru na kaminuza?
12. Does your school have any initiatives targeting support or encouragement for girls in STEM? / Ese ishuri ryawe hari gahunda ryashyizeho zigamije gushishikariza abana b'abakobwa kwitabira amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga? Yego/Oya

13. Niba ari yego ni izihe ?
14. What do you think are the main factors that cause girls to drop out or not go on to secondary school? / Utekereza ko ari izihe mpamvu zituma abana b'abakobwa bacikiriza amasomo cyangwa badakomeza mu mashuri yisumbuye? Yego/Oya
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19. Niba ari yego ni izihe ?
20. Does your school have any girl targeted initiatives to support girls regarding their sexual and reproductive health? / Ese hari gahunda ishuri ryawe ryashyizeho zigamije gufasha abana b'abakobwa mu birebana n'ubumenyi bw'ubuzima bw'imyororokere? Yego/Oya
21. Niba ari yego ni izihe ?
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  - e. If so, by whom and for what reason? / Niba igisubizo ari yego, byakozwe na nde kubera iki?
  - f. What did you do if/when faced with such abuse? (Probe: knowledge of reporting mechanisms) Wakoze iki niba byarabaye? (Bafashe: ubumenyi bwerekanye n'uko amakuru atangwa)
23. What kind of role do you think you can play as a chaperone/teacher/school leader to support girls at school to combat gender norms that limit their future outlook? (Probe: reporting SGBV, being a role model, talking to male peers about gender issues) / Utekereza ko uruhare rwawe nk'umuntu ushinze kwita ku bana/ umwarimu/ umuyobozi w'ishuri ari uruhe mu gufasha abana b'abakobwa guhangana n'inzitizi zishingiye ku gitsina zituma batagira ejo hazaza heza? (Bafashe: gutanga amakuru arebana n'ihohoterwa rishingiye ku gitsina, kubabera ikitegererezo, kuganiriza bagenzi babo b'abahungu ku birebana n'ibibazo bifitanye isano n'uburinganire).
24. Are there any specific actions on girls' education in your Schools Improvement Plans? / Ese ku ishuri ryawe hari ibikorwa byihariye bigenewe uburezi bw'abana b'abakobwa mu Igenamigambi Rigamije Iterambere ry'Ishuri? Yego/Oya

25. Niba ari Yego ni ibihe?
26. Are there specific challenges for girls' education in the school community? If, yes, what are those? And could these be addressed? Ese hari ingorane zihariye ishuri rihura na zo mu burezi bw'abana b'abakobwa? Niba igisubizo ari yego, izo ngorane ni izihe? Ese zishobora gushakirwa umuti?

***Girls club design and programming: /gushyiraho ihuriro ry'abakobwa no kurikorera gahunda***

27. If there was a club for girls at this school, tell us about how you would like this to look like? Haramutse hashyizweho ihuriro ry'abakobwa ku ishuri, urifuza ko ryaba rimeze rite?
- How often should meetings be? For how many months? /Inama z'iryo huriro zajya ziterana kangahe? Mu mezi angahe?
  - Where should meetings take place? What time of day? /Izo nama zajya zibera he? Ku yihe saha?
  - Who should be selected to be a club member, and why? / Ni nde wakwemererwa kuba umwe mu bagize iryo huriro, kubera iki?
  - Who should be selected to be a club leader, and why? / Ni nde watoranywa kuba umuyobozi waryo, kubera iki?
  - What are the most important topics that should be covered? / Ni izihe ngingo z'ingenzi zajya ziganirwaho?
28. Even if the club is only for girls, what are the best ways for the club to engage with boys (peers and brothers)? Parents, including fathers? Teachers, including male teachers? (Probe: to shift gender norms, ensure a supportive environment – by reducing domestic chores, encouraging attendance, promoting SRHR discussions at home etc, change classroom gender dynamics...) /N'ubwo ihuriro ryaba ari iry'abakobwa gusa, ni gute abahungu, barigiramo uruhare? (abo bigana na basaza babo), abarimu, harimo n'abarimu b'igitsina gabo? naho Ababyeyi? (Bafashe: guhindura amategeko arebana n'uburinganire bw'igitsina, ubufatanye – kutavunisha abakobwa mu mirimo yo mu rugo, gushishikariza abana b'abakobwa kwitabira ishuri, kuganira mu rugo ku burenganzira n'ubuzima bw'imyororokere, guhindura imigenzerereze imwe n'imwe ishingiye ku gitsina yari isanzweho ku ishuri.

***To conclude: / Mu gusoza:***

- Reminder of how the data will be used (purpose of research and confidentiality of information). /Bibutse uko ibizava mu bushakashatsi bizakoreshwa (icyo ubushakashatsi bugamije n'uko amakuru yatanze azagirwa ibanga).
- We have come to the end of our discussion, thank you so much for your time and information. It's now your time to ask me questions, if any. /Tugeze ku musozo w'ikiganiro, wakoze ku mwanya wawe no ku makuru waduhaye. Ubu noneho ushobora kumbaza ibibazo niba hari ibyo ufite.

## GIRLS CLUB PILOT: / IGERAGEZA RY'ISHYIRWAHO RY'AMAHURIRO Y'ABANYESHURI B'ABAKOBWA:

### EVALUATION TOOLS / INYANDIKO ZIFASHISHWA MU ISUZUMA

**Survey Questionnaire : Male Caregivers /Ibibazo by'ubushakashatsi : Abantu b'igitsina gabo bafite abana barera**

*Before the survey begins: / Mbere yo gutangira ubushakashatsi:*

- Introduce yourself briefly and clearly, mentioning your name and institution and your role in the research. **/Bibwire mu magambo make yumvikana neza, uvuge amazina yawe, ikigo ukorera n'icyo ushinze mu bushakashatsi**
- Explain the purpose of the proposed research and that there are no right/wrong answers. **/ Sobanura icyo ubushakashatsi bugamije kandi ubabwire ko nta bisubizo by'ukuri n'ibisubizo bitari iby'ukuri bihari.**
- Explain why they were selected as a participant. Reassure them that personal details will not be revealed to anyone and will be used only for the purpose of the research. Any findings will be anonymously presented. Explain that their participation is voluntary – they can decide not to participate, or stop/change their mind at any time, even after the focus group discussion has begun, with no negative consequences. **/Basobanurire impamvu batoranyijwe. Bamare impungenge ubabwire ko imyirondoro yabo izagirwa ibanga ikazifashishwa gusa mu bushakashatsi. Ibizava mu bushakashatsi bizatangazwa mu buryo butagaragaza ibyavuzwe na runaka. Basobanurire ko kugira uruhare mu bushakashatsi ari ubushake – bafite uburenganzira bwo kutagira uruhare mu bushakashatsi, kwivana mu bushakashatsi igihe icyo ari cyo cyose kabone n'ubwo ikiganiro cyaba kigeze hagati kandi ibyo ngibyo nta ngaruka mbi byabagiraho.**
- Explain the requirements for informed consent. **/Basobanurire ko ari ngombwa gutanga uburenganzira bwo gukorerwaho ubushakashatsi**
- Ask if anyone has any questions before beginning. **/Mbere yo gutangira babaze niba hari ibibazo bafite**

Date /Itariki	
Names of the caregiver/ <b>Amazina y' Umu-byeyi</b>	
Location (district, sector, school) <b>/Ahantu (akarere, umurenge, ishuri)</b>	
Name of enumerator(s) / <b>Amazina y'umuntu ukusanya amakuru</b>	

Age of participant / <b>Imyaka y'umuntu ukorerwaho ubushakashatsi</b>	
Any disabilities (if disclosed) / <b>Ubumuga afite (niba avuze ko abufite)</b>	

Who do you think is more interested in: (Probe: Boys, girls or equal levels of interest?) / **Ni bande utekereza ko bashimishwa n'amasomo akurikira kurusha abandi: (Mufashe: abahungu, abakobwa cyangwa abahungu n'abakobwa ku rwego rumwe)**

m. Mathematics? / **Imibare**

n. Science/ Technology / **Siyansi / Ikoranabuhanga**

1. Who do you think is more skilled in these STEM subject? (Probe: Boys, girls or equal skill levels?) / **Utekereza ko ari bande barusha abandi ubushobozi muri ayo masomo afitanye isano n'imibare, siyansi n'ikoranabuhanga? (Mufashe: abahungu, abakobwa cyangwa abahungu n'abakobwa ku rwego rumwe)**

### ***Use of time and mobility: / Imikoreshereze y'igihe n'aho batemberera***

1. In an average week during the school term, where do Upper Primary girls spend most of their free time? (Probe: how safe do you feel these spaces are?) / **Ubusanzwe abana b'abakobwa bo mu kiciro cya kabiri cy'amashuri abanza baba bari hehe mu gihe cyo kuruhuka mu mutwe? (Mufashe gutekereza: ese utekereza ko aho hantu haba hatekanye ku ruhe rwego?)**
2. What kind of activities do they do in their free time? / **Bakora iki mu mwanya wabo wo kuruhuka mu mutwe?**
3. Who do they most often spend time with? / **Akenshi baba bari kumwe na nde?**
4. Are they allowed to leave home alone? If so, where are they allowed to go? (school, market, friend's house...) **Ese bemererwa kuva mu rugo bonyine? Niba igisubizo ari yego, baba bemerewe kujya hehe? (Ku ishuri, ku isoko, kujya gusenga)**
5. What domestic responsibilities do girls that age have at home? Are these the same or different than any other siblings in the home? (Probe: gender differences between girls and their brothers) / **Ni izihe nshingano abana b'abakobwa bo muri icyo kigero baba bafite mu rugo? (Mufashe gutekereza: itandukaniro riri hagati y'abakobwa na basaza babo).**
6. Last term, how many days of school has your daughter missed? Why? (Menstruation, illness/disability of themselves or someone in family, need to help with domestic or commercial work, religious/cultural norms, lack of interest in schooling...) / **Mu gihembwe gishize, umukobwa wawe yasibye ishuri iminsi ingahe? Kubera iki? (kujya mu mihango, uburwayi/ubumuga bwe cyangwa bw'undi muntu wo mu muryango, gukora imirimo mu rugo, kujya gucuruza, impamvu zishingiye ku myemerere/ku muco, kutagira ubushake bwo kwiga...)**

### ***Social support network: /Ubufasha:***

7. Who else lives in your household? / **Ni bande mubana mu rugo?**
8. What kind of support do you provide to your daughter to ensure she reaches her educational goals? (role modelling, rules, homework help, mentorship, school supplies, parent-teacher engagement...) (Probe: support provided by biological fathers/other male caregivers/brothers/male teachers...) / **Ni ubuhe bufasha uha umukobwa wawe mu birebana n'intego z'imyigire? (Mufashe: kumubera ikitegererezo, amategeko, mufasha gukora imikoro, mugira inama, muha ibikoresho by'ishuri, ubufasha bunyuje mu bufatanye hagati y'ababyeyi n'abarimu...)**
9. Does she talk to someone when she has a problem? (Yes/No) / **Hari umuntu abimenyesha iyo afite ikibazo? (Yego/Oya)**
10. Who would she speak to if she had a problem at home? Or a problem at school? (No one, teacher, Head Teacher, parent, friend, sibling, mentor, community leader, other...) (Probe: male/female?) / **Ni nde yabwira ikibazo afite mu rugo? Ku ishuri? (Nta we, umwarimu, umuyobozi w'ishuri, umubyeyi, inshuti, umuvandimwe, umuntu umugira inama, umuyobozi mu nzego z'ibanze, undi...) (Mufashe: umuntu w'igitsina gabo/w'igitsina gore)**

### ***Aspirations and future outlook: / Intego n'imigambi byo mu gihe kiri imbere:***

11. Which level of schooling do you wish your daughter to complete? / **Wifuza ko umukobwa yawe yaziga amashuri kugeza ku ruhe rwego?**
12. Which subject areas is she most interested in and why? (Probe: STEM – why/ why not?)/ **Ni ayahe masomo akunda kurusha ayandi, kubera iki? (Mufashe: amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga – kubera iki...)**
13. How confident are you in her ability to meet her educational goals? / **Umufitiye ikizere kingana gute mu rugendo rugana ku ntego ze z'imyigire?**
14. What are the main fears or worries you have about her schooling? (lack of school fees for secondary/tertiary, fear of failing exams, lack of support to achieve goals, social/cultural barriers, too few girls in STEM...) / **Ni ibihe bintu by'ingenzi bigutera ubwoba cyangwa impungenge mu myigire ye? (Kubura amafaranga y'ishuri yo mu mashuri yisumbuye/mu mashuri makuru, gutsindwa ibizamini, kubura ubufasha ngo agere ku ntego ze, inzitizi zishingiye ku mibereho/ ku muco, kuba umubare w'abanyeshuri b'abakobwa bitabira amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga ukiri muto cyane)**
15. What kind of jobs do you want her to do and why? (Probe: STEM-related jobs...) / **Ni akahe kazi wifuza ko yazakora, kubera iki? (Mufashe: Akazi gafite aho gahuriye n'amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga...)**
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**SRHR: / Ubuzima bw'imyororokere:**

17. Has your daughter begun menstruating already? Does she know why females menstruate? (Probe: sign of disease, taboos...) / **Ese umukobwa wawe yatangiye kuja mu mihango? Ese azi impamvu abagore baja mu mihango? (Mufashe: ikimenyetso cy'uburwayi, imiziro...)**
18. Has she had access to menstrual hygiene support (pads) since starting her menses? / **Ese yigeze ahabwa ubufasha burebana n'ibikoresho by'isuku kuva yatangira kuja mu mihango?**
19. Has she or any of her friends ever become pregnant? Have you ever talked to her to explain how girls can become pregnant or prevent pregnancy? / **Ese yigeze aterwa inda cyangwa hari inshuti ye yigeze iterwa inda? Wigeze umuganiriza ngo umusobanurire uko abakobwa bashobora guterwa inda n'uko bashobora kwirinda guterwa inda?**
20. Have you or anyone else in the household/community ever talked to her about her body and the different changes it is going through or about romantic/sexual relationships amongst girls and boys? / **Ese wowe cyangwa undi muntu wo mu murungu/wo hanzu mwigeze umuganiriza ku birebana n'impinduka ziba ku mubiri we cyangwa ibirebana n'urukundo/n'imibonano mpuzabitsina hagati y'abakobwa n'abahungu?**

**Experience of violence: / Ubuhamya ku ihohoterwa:**

21. Has your daughter ever been subject to: / **Ese umukobwa wawe yigeze:**
  - ☐ Bullying / **Asagarirwa?**
  - ☐ Teasing / **Aseserezwa?**
  - ☐ Sexual harassment (explain, if necessary) / **Akorerwa ihohoterwa rishingiye ku gitsina? (Sobanura niba ari ngombwa)**
22. If so, by whom and for what reason? **Niba byarabaye byakozwe na nde, yabikoreye iki?**
23. What did you/your daughter do when face with such abuse? (Probe: knowledge of reporting mechanisms) **Wabigenje ute/umukobwa wawe yabigenje ate iryo hohoterwa rimaze kuba? (Mufashe: ubumenyi burebana no gutanga amakuru)**

**Voice and agency: / Gutanga ibitekerezo no gufata inshingano:**

24. Is your daughter comfortable expressing her personal opinions to friends, parents, teachers, other school leaders? Does it make any difference if boys are present? / **Ese umukobwa wawe yumva yifitiye ikizere cyo gutanga ibitekerezo yisanzuye abigeza ku nshuti ze, ababyeyi, abarimu n'abandi bayobozi bo ku ishuri? Ese hari igihinduka icyo hari abahungu?**
25. Is it more difficult to do so when boys or men are present? (If yes, probe for reasons why.) / **Ese birushaho kumugora icyo hari abahungu cyangwa abagabo? (Niba igisubizo ari yego, mufashe kuvuga impamvu)**

26. Is she involved in any after school clubs, associations, or other extra curricula activities? / **Ese hari ibikorwa ajya yitabira byo mu matsinda, imiryango cyangwa gahunda za nyuma y'amasomo?**
27. Do you consider your daughter a leader? **Ese utekereza ko umukobwa wawe afite impano yo kuyobora?**
28. Do you think she could hold a leadership position in her school/community? / **Utekereza ko ashobora kujya mu mwanya w'ubuyobozi ku ishuri/aho mutuye?**
29. Is she engaged in any income generating activity? / **Ese hari igikorwa afite kimwinjiriza?**
- Does she have her own formal/informal savings? If so, what does she use/plan to use these savings for? (Probe: school supplies, exam fees, hygiene products, supporting friends...) / **Ese agira uburyo bwe bwo kuzigama? Niba igisubizo ari yego, amafaranga azigama ayakoresha iki / arateganya kuyakoresha iki? (Mufashe: kugura ibikoresho by'ishuri, amafaranga y'ibizamini, ibikoresho by'isuku, gufasha inshuti...)**
30. Does she own or have access to: / **Ese afite cyangwa ashobora kubona?**
- Mobile phone (with or without internet)? / **telefoni igendanwa (irimo cyangwa itarimo interineti)?**
  - Radio / **Radiyo**
  - Tablet / **Mudasobwa igendanwa**
  - Computer / **Mudasobwa**
31. If so, what does she use it for? (Probe: socialising with friends, accessing information...) / **Niba igisubizo ari yego, ayakoresha iki? (Mufashe: kuganira n'inshuti ze, gushaka amakuru...)**
32. Has she ever felt unsafe while engaging with others online, on social media or through other internet platforms? // **Hari igihe yigeze kumva adatekanye mu gihe yari arimo kuganira n'umuntu runaka yifashishije ikoranabuhanga, imbuga nkoranyambaga cyangwa izindi nzira za murandasi?**

***Girls club design and programming: / gushyiraho ihuriro ry'abakobwa no kurikorera gahunda:***

33. Would you support your daughter attending a girl's club? (Why/Why not) / **Wumva washyigikira umukobwa wawe akitabira ihuriro ry'abakobwa? (Kubera iki?)**
34. What would you like to be discussed in the girls' clubs? / **Wakwifuza ko mu ihuriro ry'abakobwa hajya haganirwa iki?**

***To conclude: / Mu gusoza:***

- Reminder of how the data will be used (purpose of research and confidentiality of information) / **Mwibutse uko ibizava mu bushakashatsi bizakoresheka (icyo ubushakashatsi bugamije n'uko amakuru yatanze azagira ibanga).**
- We have come to the end of our discussion, thank you so much for your time and information. It's now your time to ask me questions, if any. / **Tugeze ku musozo w'ikiganiro, wakoze ku mwanya wawe no ku makuru waduhaye. Ubu noneho ushobora kumbaza ibibazo niba hari ibyo ufite.**



## GIRLS CLUB PILOT: / IGERAGEZA RY'ISHYIRWAHO RY'AMAHURIRO Y'ABANYESHURI B'ABAKOBWA:

### EVALUATION TOOLS / INYANDIKO ZIFASHISHWA MU ISUZUMA

**Survey Questionnaire : Female Caregivers /Ibibazo by'ubushakashatsi : Abantu b'igitsina gore bafite abana barera**

*Before the survey begins: / Mbere yo gutangira ubushakashatsi:*

- Introduce yourself briefly and clearly, mentioning your name and institution and your role in the research. **/Bibwire mu magambo make yumvikana neza, uvuge amazina yawe, ikigo ukorera n'icyo ushinze mu bushakashatsi**
- Explain the purpose of the proposed research and that there are no right/wrong answers. **/ Sobanura icyo ubushakashatsi bugamije kandi ubabwire ko nta bisubizo by'ukuri n'ibisubizo bitari iby'ukuri bihari.**
- Explain why they were selected as a participant. Reassure them that personal details will not be revealed to anyone and will be used only for the purpose of the research. Any findings will be anonymously presented. Explain that their participation is voluntary – they can decide not to participate, or stop/change their mind at any time, even after the focus group discussion has begun, with no negative consequences. **/Basobanurire impamvu batoranyijwe. Bamare impungenge ubabwire ko imyirondoro yabo izagira ibanga ikazifashishwa gusa mu bushakashatsi. Ibizava mu bushakashatsi bizatangazwa mu buryo butagaragaza ibyavuzwe na runaka. Basobanurire ko kugira uruhare mu bushakashatsi ari ubushake – bafite uburenganzira bwo kutagira uruhare mu bushakashatsi, kwivana mu bushakashatsi igihe icyo ari cyo cyose kabone n'ubwo ikiganiro cyaba kigeze hagati kandi ibyo ngibyo nta ngaruka mbi byabagira.**
- Explain the requirements for informed consent. **/Basobanurire ko ari ngombwa gutanga uburenganzira bwo gukorerwaho ubushakashatsi**
- Ask if anyone has any questions before beginning. **/Mbere yo gutangira babaze niba hari ibibazo bafite**

Date /Itariki	
Names of the caregiver/ Amazina y' Umu-byeyi	
Location (district, sector, school) /Ahantu (akarere, umurenge, ishuri)	

Name of enumerator(s) / <b>Amazina y'umuntu ukusanya amakuru</b>	
Age of participant / <b>Imyaka y'umuntu ukorerwaho ubushakashatsi</b>	
Any disabilities (if disclosed) / <b>Ubumuga afite (niba avuze ko abufite)</b>	

Who do you think is more interested in: (Probe: Boys, girls or equal levels of interest?) / **Ni bande utekereza ko bashimishwa n'amasomo akurikira kurusha abandi: (Mufashe: abahungu, abakobwa cyangwa abahungu n'abakobwa ku rwego rumwe)**

- a. Mathematics? / **Imibare**
  - b. Science/ Technology / **Siyansi / Ikoranabuhanga**
2. Who do you think is more skilled in these STEM subject? (Probe: Boys, girls or equal skill levels?) / **Utekereza ko ari bande barusha abandi ubushobozi muri ayo masomo afitanye isano n'imibare, siyansi n'ikoranabuhanga? (Mufashe: abahungu, abakobwa cyangwa abahungu n'abakobwa ku rwego rumwe)**

***Use of time and mobility: / Imikoreshereze y'igihe n'aho batemberera***

35. In an average week during the school term, where do Upper Primary girls spend most of their free time? (Probe: how safe do you feel these spaces are?) / **Ubusanzwe abana b'abakobwa bo mu kiciro cya kabiri cy'amashuri abanza baba bari hehe mu gihe cyo kuruhuka mu mutwe? (Mufashe gutekereza: ese utekereza ko aho hantu haba hatekanye ku ruhe rwego?**
36. What kind of activities do they do in their free time? / **Bakora iki mu mwanya wabo wo kuruhuka mu mutwe?**
37. Who do they most often spend time with? / **Akenshi baba bari kumwe na nde?**
38. Are they allowed to leave home alone? If so, where are they allowed to go? (school, market, friend's house...) **Ese bemererwa kuva mu rugo bonyine? Niba igisubizo ari yego, baba bemerewe kujya hehe? (Ku ishuri, ku isoko, kujya gusenga)**
39. What domestic responsibilities do girls that age have at home? Are these the same or different than any other siblings in the home? (Probe: gender differences between girls and their brothers) / **Ni izihe nshingano abana b'abakobwa bo muri icyo kigero baba bafite mu rugo? (Mufashe gutekereza: itandukaniro riri hagati y'abakobwa na basaza babo).**
40. Last term, how many days of school has your daughter missed? Why? (Menstruation, illness/disability of themselves or someone in family, need to help with domestic or commercial work, religious/cultural norms, lack of interest

in schooling...) /Mu gihembwe gishize, umukobwa wawe yasibye ishuri iminsi ingahe? Kubera iki? (kujya mu mihango, uburwayi/ubumuga bwe cyangwa bw'undi muntu wo mu muryango, gukora imirimo mu rugo, kujya gucuruza, impamvu zishingiye ku myemerere/ku muco, kutagira ubushake bwo kwiga...)

### ***Social support network: /Ubufasha:***

41. Who else lives in your household? / **Ni bande mubana mu rugo?**
42. What kind of support do you provide to your daughter to ensure she reaches her educational goals? (role modelling, rules, homework help, mentorship, school supplies, parent-teacher engagement...) (Probe: support provided by biological fathers/other male caregivers/brothers/male teachers...) / **Ni ubuhe bufasha uha umukobwa wawe mu birebana n'intego z'imyigire? (Mufashe: kumubera ikitegererezo, amategeko, mufasha gukora imikoro, mugira inama, muha ibikoresho by'ishuri, ubufasha bunyuje mu bufatanye hagati y'ababyeyi n'abarimu...)**
43. Does she talk to someone when she has a problem? (Yes/No) / **Hari umuntu abimenyesha iyo afite ikibazo? (Yego/Oya)**
44. Who would she speak to if she had a problem at home? Or a problem at school? (No one, teacher, Head Teacher, parent, friend, sibling, mentor, community leader, other...) (Probe: male/female?) / **Ni nde yabwira ikibazo afite mu rugo? Ku ishuri? (Nta we, umwarimu, umuyobozi w'ishuri, umubyeyi, inshuti, umuvandimwe, umuntu umugira inama, umuyobozi mu nzego z'ibanze, undi...) (Mufashe: umuntu w'igitsina gabo/w'igitsina gore)**

### ***Aspirations and future outlook: / Intego n'imigambi byo mu gihe kiri imbere:***

45. Which level of schooling do you wish your daughter to complete? / **Wifuza ko umukobwa yawe yaziga amashuri kugeza ku ruhe rwego?**
46. Which subject areas is she most interested in and why? (Probe: STEM – why/ why not?)/ **Ni ayahe masomo akunda kurusha ayandi, kubera iki? (Mufashe: amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga – kubera iki...)**
47. How confident are you in her ability to meet her educational goals? / **Umufitiye ikizere kingana gute mu rugendo rugana ku ntego ze z'imyigire?**
48. What are the main fears or worries you have about her schooling? (lack of school fees for secondary/tertiary, fear of failing exams, lack of support to achieve goals, social/cultural barriers, too few girls in STEM...) / **Ni ibihe bintu by'ingenzi bigutera ubwoba cyangwa impungenge mu myigire ye? (Kubura amafaranga y'ishuri yo mu mashuri yisumbuye/mu mashuri makuru, gutsindwa ibizamini, kubura ubufasha ngo agere ku ntego ze, inzitizi zishingiye ku mibereho/ ku muco, kuba umubare w'abanyeshuri b'abakobwa bitabira amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga ukiri muto cyane)**
49. What kind of jobs do you want her to do and why? (Probe: STEM-related jobs...) / **Ni akahe kazi wifuza ko yazakora, kubera iki? (Mufashe: Akazi gafite aho gahuriye n'amasomo afitanye isano n'imibare, siyansi n'ikoranabuhanga...)**

50. How confident are you in her ability to meet her economic goals? // **Umufitiye ikizere kingana gute mu rugendo rugana ku ntego ze zirebana n'ubukungu?**

**SRHR: / Ubuzima bw'imyororokere:**

51. Has your daughter begun menstruating already? Does she know why females menstruate? (Probe: sign of disease, taboos...) / **Ese umukobwa wawe yatangiye kujya mu mihango? Ese azi impamvu abagore baja mu mihango? (Mufashe: ikimenyetso cy'uburwayi, imiziro...)**
52. Has she had access to menstrual hygiene support (pads) since starting her menses? / **Ese yigeze ahabwa ubufasha burebana n'ibikoresho by'isuku kuva yatangira kujya mu mihango?**
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**Experience of violence: / Ubuhamyi ku ihohoterwa:**

55. Has your daughter ever been subject to: / **Ese umukobwa wawe yigeze:**
- ☐ Bullying / **Asagarirwa?**
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56. If so, by whom and for what reason? **Niba byarabaye byakozwe na nde, yabikoreye iki?**

What did you/your daughter do when face with such abuse? (Probe: knowledge of reporting mechanisms) **Wabigenje ute/umukobwa wawe yabigenje ate iryo hohoterwa rimaze kuba? (Mufashe: ubumenyi burebana no gutanga amakuru)**

**Voice and agency: / Gutanga ibitekerezo no gufata inshingano:**

57. Is your daughter comfortable expressing her personal opinions to friends, parents, teachers, other school leaders? Does it make any difference if boys are present? / **Ese umukobwa wawe yumva yifitiye ikizere cyo gutanga ibitekerezo yisanzuye abigeza ku nshuti ze, ababyeyi, abarimu n'abandi bayobozi bo ku ishuri? Ese hari igihinduka icyo hari abahungu?**

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***Girls club design and programming: / gushyiraho ihuriro ry'abakobwa no kurikorera gahunda:***

66. Would you support you daughter attending a girl's club? (Why/Why not) / **Wumva washyigikira umukobwa wawe akitabira ihuriro ry'abakobwa? (Kubera iki?)**
67. What would you like to be discussed in the girls' clubs? / **Wakwifuza ko mu ihuriro ry'abakobwa hajya haganirwa iki?**

*To conclude: / Mu gusoza:*

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