

# Adolescent girls' capabilities in Rwanda

The state of the evidence on programme effectiveness

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## Acronyms

AGI	Adolescent Girls Initiative
AIDS	Acquired Immune Deficiency Syndrome
CFS	Child-Friendly School
CRS	Catholic Relief Services
DFID	Department for International Development
ECOSAN	Ecological Sanitation
EPPI	Evidence for Policy and Practice Information
FAWE	Forum for African Women Educationalists
FGD	Focus group discussion
GAGE	Gender and Adolescence: Global Evidence
GBV	Gender-based violence
GoR	Government of Rwanda
HIV	Human Immunodeficiency Virus
IEE	International Education Exchange
INGO	International Non-Governmental Organisation
IOSC	Isange One Stop Centres
KII	Key informant interview
MHM	Menstrual hygiene management
MINEDUC	Ministry of Education
NGO	Non-governmental organisation
OVC	Orphans and vulnerable children
PPA	Programme Partnership Agreement
RCT	Randomised control trial
REACH	Rwanda Education Alternatives for Children
REAP	Rwanda Girls' Education and Advancement Programme
RWAMREC	Rwanda Men's Resource Centre
SACCO	Savings and Credit Cooperative
SILC	Savings and Internal Lending Communities
SRH	Sexual and Reproductive Health
TVET	Technical and Vocational Education and Training
UNCDF	United Nations Capital Development Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VSL	Village Savings and Loans
VSLA	Village Savings and Loans Associations
WFP	World Food Programme
9YBE	Nine Year Basic Education
12YBE	Twelve Year Basic Education

## Executive summary

### Report objectives

This rapid review report brings together key evidence on the wellbeing of adolescent girls (aged 10-19) in Rwanda, particularly what is known about the effectiveness of interventions in the six core capability domains of the Gender and Adolescence: Global Evidence (GAGE) programme. It focuses on the availability of evidence and important gaps, and it is not intended as a comprehensive assessment of ‘what works’. This report focuses specifically on adolescent girls and does not attempt to synthesise the body of literature on gender and development interventions in the country, as the girl-focused literature itself draws upon wider gender and development analysis. This report has been produced to inform GAGE programming and to feed into the design of the longitudinal impact evaluation study. In addition, it aims to provide a resource for researchers, programme designers and policy makers to better understand what is known about interventions targeting adolescent girls in Rwanda and what the key evidence gaps are so that GAGE and other research programmes can best contribute to a robust evidence base to support evidence-informed policy and programming.

### Methodology

This country evidence-mapping report draws on the analysis of 94 documents and particularly 24 impact studies and evaluations, obtained through a systematic search process conducted in Google Scholar and specific searches of key international development websites and databases. The vast majority (89%) of the literature found was grey literature, a large proportion of it produced by international agencies and non-governmental organisations to present or assess implemented programmes. As girls’ interventions do not divide neatly into capability domains, there is inevitably some cross-over between thematic sections, particularly where interventions have several components.

### State of the intervention evidence base on adolescent girls in Rwanda

Our search found 24 impact studies and evaluations of initiatives aiming to promote adolescent girls’ wellbeing in Rwanda. In addition to these evaluation studies, another 70 sources of the accessed documents were project descriptions or overviews without impact assessment evidence. Eleven impact studies and evaluations combined qualitative and quantitative methods, seven others used a purely qualitative approach, and the remaining six used various quantitative techniques. Only five studies used methodologies generally considered rigorous (scoring 4-5 on the Maryland Scale of Scientific Measurement); and only one used a randomised control trial to assess a youth livelihood programme (Alcid, 2014). Almost all impact studies and evaluations were conducted on ongoing programmes or relatively soon after the end of the intervention (within two years). There is therefore little evidence of their long-term impact. Moreover, none of the multi-component interventions assessed the relative effectiveness of different strategies. In addition, although the intervention target spans the adolescent age group, evaluations rarely assess and specify outcomes by narrower age groups. Identifying which intervention strategies have better effects on different adolescent age groups, understanding whether the impacts prove transformative into adulthood, and determining the relative importance of different components in effecting change in girls’ lives, are three key areas where GAGE would be well-placed to make valuable contributions.

### Key findings

#### Education and learning interventions

**Overview of the evidence and key findings:** There is a considerable body of evidence on interventions seeking to increase girls’ school enrolment and attendance. The most common strategies appear to be girls’ clubs, girl-friendly measures and scholarships. However, the vast majority of implemented interventions

appear to lack any impact assessment. We found only five impact studies and evaluations, all with a rather weak research design. Provision of material assistance to address financial barriers to education appears to keep girls in school, yet it also needs to be combined with interventions tackling discriminatory norms. Examined impact evaluations also suggest that school clubs, such as the *Tuseme* clubs, have led to more gender-egalitarian attitudes and greater self-confidence among girls, but their impact on learning outcomes has not been assessed. We also found little evidence examining the impacts of education reforms and investments, such as provision of teacher training, improving student-teacher ratios and reducing school fees.

### Economic empowerment interventions

**Overview of the evidence and key findings:** The evidence base on what works to promote girls' economic capabilities and empower them economically is rather weak. Despite finding evidence of several initiatives promoting older adolescents' economic empowerment – largely focused on vocational training, financial literacy and business skills development – we found only eight evaluations. Only two of them had a rigorous research design. Both programmes were related to vocational training programmes with additional components such as soft skills development. Both led to increased employment and self-employment among participating girls and young women, greater work-readiness skills and an increase in asset ownership (principally small livestock). Apart from such short- or medium-term economic outcomes, there is no evidence concerning the longer-term impacts of these interventions.

### Sexual and reproductive health, health and nutrition interventions

**Overview of the evidence and key findings:** Most examined evidence concerned programmes aiming to increase girls' knowledge of sexual and reproductive health and to improve their access to relevant services. Interventions employed a range of approaches from group-based discussion to magazines and radio programmes. We found five impact studies and evaluations and all reported a positive effect on improving girls' sexual and reproductive health knowledge. In some cases, interventions also opened up spaces for discussion on such issues with peers and parents. However, studies did not measure concrete changes in behavioural and health outcomes, let alone the sustainability of such changes.

### Bodily autonomy, integrity and freedom from violence interventions

**Overview of the evidence and key findings:** We found five impact studies and evaluations of interventions aiming to protect girls and young women from gender-based violence, particularly sexual and physical violence. Most included the provision of appropriate services to survivors, school-based initiatives to reduce corporal punishment and sexual violence, community mobilisation and awareness raising campaigns, and training to transform violent attitudes and aggressive masculinities. None of the studies had a high quality evaluation design. While there is some promising evidence emerging, lack of accurate data and robust evidence does not allow us to identify what works to protect girls of different age groups, prevent violence and transform attitudes and behaviours in a sustainable way.

### Psychosocial wellbeing interventions

**Overview of the evidence and key findings:** We found eight impact studies and evaluations of interventions aiming to improve the psychosocial wellbeing of adolescent girls. These studies include four evaluations of projects targeting orphans and HIV-affected youth with psychosocial support; two evaluations of gender-based violence interventions with psychosocial assistance components; and two evaluations of programmes aiming to empower participants and improve the material conditions of their lives. Although there are many interventions targeting orphans and vulnerable children in the country, most have not apparently been assessed, while they treat participants as a homogenous group and thus lack a gender lens and do not provide sex-disaggregated data. On the other hand, interventions targeting survivors of violence tend to assess their effectiveness in terms of access to and uptake of services along with potential behavioural change.

Interventions focusing on girls' economic or social empowerment increasingly include a complementary psychosocial component or assess their psychosocial outcomes, indicating that such change interacts with and improves the psychosocial wellbeing of participating girls.

## Voice and agency interventions

**Overview of the evidence and key findings:** We found eight impact studies and evaluations of interventions with norm change and empowerment components. The majority targeted adolescent girls with the most common strategies being the provision of life-skills training in safe spaces and the establishment of girls' clubs. Impact evaluations of these programmes (though limited in scope and quality) are strongly positive in terms of their impact on girls' aspirations and self-confidence; there is also some evidence that they promote girls' leadership skills. There is less evidence of effective attitude and norm change among parents or boys, possibly because most interventions have not focused on broader target groups.

## Key evidence gaps

This review uncovered a number of key evidence gaps. GAGE research could usefully focus on the following gaps in order to contribute to a more robust and comprehensive evidence base on adolescent girls' capabilities and programmatic responses:

- Provide high quality impact evaluation evidence of what works to empower adolescent girls in Rwanda
- Investigate the impacts of broad policy reforms, particularly those in education and health
- Generate insights about how to enhance the economic capabilities of younger and older adolescent girls, including the provision of information, training and opportunities
- Explore what works to improve girls' psychosocial wellbeing, including strengthening their resilience and coping strategies
- Generate insights about how best to protect younger and older adolescent girls from violence
- Explore how best to reach and assist particular groups of girls, including girls with disabilities and orphaned girls, and enhance their capabilities
- Investigate the long-term impacts of targeting adolescent girls, especially in the areas of norm change and girls' empowerment.



# 1. Introduction

This rapid country evidence-mapping report outlines the key evidence on interventions to boost adolescent<sup>1</sup> girls’ capabilities in six key domains in Rwanda. Together these domains encompass the areas to be explored in the longitudinal studies undertaken by the Gender and Adolescence: Global Evidence (GAGE) programme: education and learning, economic empowerment, sexual and reproductive health, health and nutrition, bodily autonomy, integrity and freedom from violence, psychosocial wellbeing, and voice and agency. This report highlights areas where knowledge on adolescent girls’ interventions is strongest and identifies key gaps to inform the design of GAGE’s longitudinal studies. The report is intended as a living document and may be updated over the course of the programme.

## 1.1 Methodology and overview of the literature

This rapid country evidence review report is based on a systematic search process. The main search locations were Google Scholar, academic and development databases, and websites of organisations known to be active in Rwanda. Full details of search terms and locations are presented in Annex 2. The sources found were uploaded to and coded in EPPI Reviewer (a systematic review software) to facilitate analysis. Inclusion and methodological assessment decisions were made by one researcher, as is common in rapid evidence assessments.

The overall search process returned 315 relevant documents, of which only 24 were impact studies and evaluations. The majority (20 documents) were grey literature. Another 70 sources were project descriptions or reviews without impact assessment evidence. Table 1 below outlines the thematic distribution of impact studies and evaluations and shows that the greatest number of evaluations concerned interventions seeking to change discriminatory norms and strengthen girls’ voice and agency, enhance girls’ economic capabilities and improve their psychosocial wellbeing. A smaller number of studies assessed interventions seeking to improve girls’ physical wellbeing, access to education and protection from gender-based violence (GBV). While our search generated many sources with information about education, empowerment and physical health interventions targeting adolescent girls, it appears that few of these interventions have been evaluated.

Table 1: Thematic distribution of impact studies and evaluations

Thematic distribution of impact studies and evaluations	Number of studies (n=24)
Voice and agency	8
Economic empowerment	8
Psychosocial wellbeing	8
Sexual and reproductive health, health and nutrition	5
Education and learning	5
Bodily autonomy, integrity and freedom from violence	5

*Note: many studies generated insights on multiple capabilities and hence numbers add up to more than 24.*

Eleven studies combined qualitative and quantitative methods, seven others used a purely qualitative approach, and the remaining six used various quantitative techniques. Only five of these studies used methodologies generally considered rigorous (scoring 4-5 on the Maryland Scale of Scientific Measurement). There was only one randomised control trial of a youth livelihood programme (Alcid, 2014). This indicates a great potential for GAGE to contribute to a stronger body of evaluation evidence on adolescent girls in Rwanda.

<sup>1</sup> Adolescents are defined as age 10-19 inclusive.

## 1.2 Limitations

The rapid and desk-based nature of this study means that some key literature may have been missed. Some relevant evaluations and studies may have been discarded as the age group was not specified precisely enough to be sure that studies were relevant to adolescent girls. This is linked to the fact that the category 'youth' in Rwanda is used for people aged 14-35. Some relevant studies may have also been discarded because inclusion and exclusion decisions were made by a single researcher. Single coding of studies may have also affected the precision by which evaluation methodologies were classified.

## 2. Education and learning interventions

### 2.1 Overview of the evidence

Our search generated 41 sources with information about education interventions for adolescent girls in Rwanda. The majority are programme overviews or reports prepared by NGOs, international agencies and donors involved in their implementation. There have been various types of interventions designed and implemented by the government, international development partners and different civil society actors aiming to address different vulnerability factors and improve adolescent girls' enrolment and, to a smaller extent, their school participation. The most cited type of interventions in the evidence base appears to be the establishment of school clubs, followed by girl-friendly measures and scholarships (see Table 2 below). A more detailed overview of all examined studies is provided in Annex 1.

Table 2: Main types of education and learning interventions

Type of education and learning interventions	No. of sources	No. of impact evaluations
School girls' clubs (e.g. to promote retention and learning about rights)	15	3
Girl-friendly interventions (e.g. attitude change programmes)	14	2
Cash transfers/ scholarships/ in-kind support	10	2
Interventions to improve quality of teaching	8	0
Bridge to education/ second chance programmes	4	2
School feeding/ take home rations	4	0
School/hostel building/infrastructure improvement	4	0
Other type of intervention	1	1
All types	41	5

Note: Numbers of sources add up to more than 41 and 5 as interventions often carried out multiple activities.

However, the vast majority of implemented interventions appear to lack any impact assessment. We found only five impact studies and evaluations and all of them belong to grey literature. Two assess the same intervention aiming to improve adolescent girls' school environment. Three were evaluations of two interventions targeting vulnerable children's groups, such as child labourers and orphans, without a specific girl focus. In particular, the examined studies include the evaluation of the 'Empowering Adolescent Girls through Education' programme or Programme Partnership Agreement 2 (PPA2), the midterm and final evaluation of the 'Rwanda Education Alternatives for Children' (REACH) project for child labourers, and the *Higa Ubeho* evaluation. While all of these interventions have several components, the evaluation design does not allow the assessment of the relative importance of these different components. Two studies used mixed methodology and three employed only qualitative techniques. None has a high quality research design.

### 2.2 School fee abolition

In 2003, the government abolished primary school fees and introduced capitation grants of 300 Rwandan francs per pupil (now up to RWF 5,000 (US\$7) per primary student and RWF 11,000 (US\$15) per secondary student) to be used by the school for operations and teaching resources. Six years later, the government adopted the Nine Year Basic Education (9YBE) programme, expanding free basic education from six to nine

years. In 2012, 9YBE was extended to Twelve Year Basic Education (12YBE) in order to ensure that children stay longer in school, learn more and become productive citizens. The recent World Bank poverty assessment (2015) suggests that this measure indeed increased extremely poor children's access to education — 90% of poor children of primary school age attended primary school in 2011 compared to 68% in 2001, and the average level of education attained in extremely poor households reached the 5th grade in 2011. Poor children still face difficulty entering secondary education, but there is consensus in the literature that the abolition of fees, the compulsory 9YBE and 12YBE programmes and the government's focus on girls' education has helped more girls attend school.

## 2.3 Cash transfers/scholarships

The DFID-funded intervention 'Improving Educational Quality and Access through Sustainable Investment in Students, Parents and Educational Institutions' provided school fee loans to 5,000 parents to enable them to pay for their children to attend low-cost private schools.<sup>2</sup> District education funds also provide bursaries to gifted students, including girls (Hayman, 2005).

There are also several small-scale initiatives that have provided scholarships and grants to girls. The World Bank's Adolescent Girls Initiative (AGI) included the provision of scholarships to 120 adolescent girls and young women aged 15-24 years who had dropped out of school but wished to pursue secondary education. Administered by the Imbuto Foundation, a Rwandan NGO running under the leadership of the First Lady, the scheme provided tuition payments directly to private schools in two rural and two urban districts. It also included a mentorship programme, anti-trauma clubs and psychosocial support. Results showed that 87% of participants finished their third year; school mentors provided weekly additional courses to help girls catch up with their peers in school; and while in the first year only 26% of girls passed their national exams, the following year 50% of girls did so (Botea et al., 2015).

Since 2003, the Imbuto Foundation has also provided scholarships to girls and boys with high academic potential who are in need of financial support to pursue secondary education; it provides US\$300 per year per student to pay for tuition costs, school uniforms, transport and other school requirements for the whole secondary school cycle. The Foundation has several other initiatives, including one that provides laptops and information technology training.<sup>3</sup> Apart from its own scholarship programme, the Forum for African Women Educationalists (FAWE) Rwanda collaborated with the MasterCard Foundation Scholars Programme to launch a ten-year national level scholarship in 2014 that provides comprehensive scholarship packages to 1,200 academically promising girls from economically disadvantaged backgrounds to access high quality upper secondary and tertiary education.

## 2.4 Infrastructure improvements

The 12YBE programme required more schools and classrooms. While government expenditure covered 60% of costs, local communities and authorities within the Rwandan decentralised context contributed materials, labour and money to build new schools (UNDP, 2007). These new facilities are likely to have contributed to increased school enrolment and to lower class sizes. Data show that between 2010 and 2014, the student to classroom ratio further declined from 85:1 to 80:1 in primary education and from 45:1 to 35:1 in secondary education as more schools and classrooms were constructed (NISR, 2015). The World Bank (2015) estimated that the poorest rural households have a primary school within a 30-minute walk, while the median urban household has one within a 15-minute walk. However, UNDP (2007) noted that under the 12YBE and the expansion of free and compulsory education, facilities were still scarce in some areas and children had to walk long distances, with a corresponding negative impact on their learning outcomes and school completion.

<sup>2</sup> See [www.camb-ed.com/article/228/learning-from-innovation-in-rwanda](http://www.camb-ed.com/article/228/learning-from-innovation-in-rwanda)

<sup>3</sup> See [www.imbutofoundation.org](http://www.imbutofoundation.org)

The Ministry of Education also adopted Unicef's Child-Friendly School (CFS) model and supported school renovations to promote health and hygiene in primary school and reduce dropout rates: between 2009 and 2011 the government built over 6,000 classrooms and 20,000 latrines according to CFS standards, and renovated and upgraded water facilities, playgrounds and sanitation (Abbott, 2013; Raman-Preston, 2013).

Apart from the CFS model, the government invested in gender-friendly school infrastructure and particularly water and sanitation facilities and menstrual hygiene management (MHM) measures. Indeed, the number of toilets also increased, and in 2014, 91% of primary schools and 92% of secondary schools had separate latrines for students (MINEDUC, 2015). Schools also have access to funding for the provision of sanitary pads to menstruating girls along with the creation of girls' rooms where items for menstrual management such as sanitary pads, painkillers and soap are stocked. Yet teachers complained about insufficient funding to fully equip and properly use these rooms. Female counsellors called matrons provide girls with menstruation-related support. Although most sources acknowledge the significant progress in terms of infrastructure improvement, studies report that the problem persists: for instance, one study pointed out that problems associated with menstruation are still the number one issue for adolescent girls in Rwandan schools (Pro-Femmes Twese Hamwe and VSO, 2013).

There are also several small initiatives seeking to renovate or construct new school infrastructure for girls, such as the US-led Rwanda Girls Initiative that built the Gashora Girls Academy, an upper-secondary boarding school for girls, while Plan also helped build new dormitories, hygiene facilities and classrooms in some districts (Plan Canada, n.d.).

## 2.5 School feeding programmes

In 2002, the World Food Programme (WFP) launched a school canteen and a food-for-education programme in food-insecure districts in the Southern and Eastern Provinces. In collaboration with the government and several donors, the programme provided meals to students in WFP-assisted schools and offered girls in grades 4-6 a monthly take-home ration of vegetable oil. The sale of this oil was expected to cover school costs and increase girls' school attendance (Nkurunziza et al., 2012). Between 2006 and 2010, the school feeding programme benefited on average more than 300,000 primary school children, of whom 51% were girls. The WFP reported that attendance improved for both boys and girls. In recent years, aiming at increasing school attendance, particularly for girls, the Ministry of Education has encouraged school communities to use local resources and provide lunches for students. School visits by Ministry personnel suggest that communities respond to the request, and even parents who may not have valued education appear to send children to school (GoR, 2015; UNDP, 2007). The government along with its development partners and communities also supports school gardening programmes (USAID, 2012). At the end of 2015, the Prime Minister announced the expansion of school feeding in all secondary school from February 2016 onwards.

## 2.6 Quality of teaching

The government has also been trying to improve the quality of teaching for all students through teacher recruitment and training and curriculum reform. Indeed, the proportion of qualified teachers increased: between 2010 and 2014, the student to qualified teacher ratio improved from 69:1 to 61:1 in primary schools and from 49:1 to 30:1 in secondary schools, but it was significantly lower in private schools (NISR, 2015). To enhance teacher motivation, the government also promoted teacher participation in savings programmes and low interest loans. It also implemented comprehensive school curriculum reforms, including the integration of HIV and AIDS prevention and sex education in primary and secondary school, the promotion of health education and hygiene, and the provision of life-skills training.

The government also promotes the use of information and communications technology (ICT) in education; in 2007, it collaborated with the organisation One Laptop per Child to deliver internet access to all students.



With donor assistance, the programme provided up to 100,000 computers to children and teachers across Rwanda, and in 2010 the President committed to provide primary schools with 500,000 laptops over the next five years. The Ministry of Education also runs workshops and assists teachers to teach the use of computers in the classroom (Raman-Preston, 2013). However, there is no information on the learning outcomes of these initiatives.

The latest Rwanda *Education For All* report (GoR, 2015) notes that teacher recruitment is a serious issue closely linked to quality in education. Becoming a teacher is often a second or third career choice of young people, and deployment challenges remain (including resistance to rural and remote deployment). Self-esteem and morale are at a low among some teachers, and attrition is high due to retirement, leaving remote areas, leaving for jobs with higher salaries, and departure to continue studies. We found no evidence of interventions such as those being promoted elsewhere in Africa with the objective of raising the quality of teaching, such as the recruitment of teachers on short contracts or with performance-related pay.

## 2.7 Second chance schools

In 2002, the Ministry of Education implemented the ‘Catch-Up’ programme for orphans and vulnerable children and adolescents with little or no education; students attended an accelerated programme in local primary schools and were supported in case they were unable to pay school costs. The programme, which has been phased out as free and compulsory education has reduced demand, enabled students to acquire primary education – in 2012, over 4,000 students aged 15-50 benefited from the programme. The government currently recognises the need for re-entry opportunities for girls who leave school due to pregnancy (MINEDUC, 2015).

## 2.8 Girl-friendly measures

The government has invested in increasing the recruitment of female teachers, who now account for 53% of all primary school teachers; only in Eastern Province are there more male than female teachers. However, men account for the majority of administrative staff in primary schools. On the other hand, female teachers only account for 29% of all secondary school teachers. The majority of administrative staff in secondary education are male too (NISR, 2015). Overall, there are fewer women in education leadership positions – for instance, only 19.5% of school head teachers were women compared to 80.5% of men in 2013 (MINEDUC, 2015). Although global evidence is mixed about the importance of female teachers, the examined literature identifies their limited numbers as a considerable barrier for girls’ education.

In line with the Girls’ Education Strategic Plan, the government also promotes the training of teachers and education planners in gender issues; the regular review of curricula and learning materials from a gender perspective; and campaigns sensitising families and communities about the importance of girls completing their education, and encouraging parents to send and keep girls in school. Indeed, the Ministry of Education revised primary and secondary school curricula and materials, such as textbooks, in order to integrate gender-sensitive issues as studies found that boys received more attention and praise in classroom and teachers often reinforced traditional gender norms (Raman-Preston, 2013). The Ministry also provides gender training to teachers and supports the collection of data on girls’ education (Unternaehrer, 2013). The adoption of the CFS model has also included girl-friendly measures: a gender-sensitive teaching methodology; a gender-sensitive code of conduct; the involvement of women in school management and in Parent-Teacher committees; creation of gender school clubs; sex-disaggregated data collection; and gender-sensitive school budgeting (Kestelyn, 2010).

In 2011-12, the Ministry of Education allocated a significant proportion of its budget to promote health and sanitation in schools; provide gender-sensitive materials, including sanitary pads; purchase books; and train teachers and parents to promote participation of girls in science and technology. A study of the gender budget statements of 15 districts found that considerable resources were used to address gender challenges

in the education sector; the Gisagara district allocated the greatest amount of resources to education programmes targeting girls and boys, that is, 81% of total resources targeting gender programmes in the district, while the Ruhango and Gasabo districts allocated the fewest gender resources to education, just 1% of the total gender resources (Mirwoba, 2013). However, we were unable to identify any assessment of these measures, or any information about their outcomes.

The Sustainable Health Enterprises (SHE) implemented a project to produce low-cost and environmentally friendly sanitary pads so that menstruating girls could attend and participate in school. The organisation also trained 50 teachers in Kayonza district to deliver puberty education and Menstrual Hygiene Management (MHM) in after-school classes, and distributed 180,000 eco-friendly affordable pads to 3,000 girls (SHE, 2015).

Launched in 2011, the ‘Empowering Adolescent Girls through Education’ programme or Programme Partnership Agreement 2 (PPA2) targeted adolescent girls aged 10-17 in Rwanda and eight other countries and aimed to assist them enrol and complete lower secondary education by addressing issues of quality education and gender bias. Plan and its Rwandan partners implemented several intervention strategies, including training for Parent-Teacher Committees; creative self-expression clubs through the *Tuseme* theatre approach; the Rwanda Men’s Resource Centre (RWAMREC) training for boys on positive masculinity and how to fight gender-based violence; remedial classes for girls on the verge of dropping out of school; training for teachers on responding to child protection abuses, gender-responsive pedagogy and teaching methodologies; community dialogue; and Village Savings and Loans Associations (VSLAs) for girls’ parents to address economic barriers to education (Laterite and Plan Rwanda, 2014).

The final evaluation of PPA2 combined quantitative and qualitative methods, including a survey, focus group discussions (FGDs) and key informant interviews (KIIs) in two communities, in two different districts with Plan-supported schools. Due to design limitations, the consulting firm commissioned to do the evaluation was unable to use the midterm and baseline data, so the evaluation was unable to demonstrate change over time at the community level (Laterite and Plan Rwanda, 2014). We also found the Year 3 Formative Review of the project in all countries, which also notes that the Rwanda sample may be biased as the review revealed poorer scores in Rwanda relative to the previous two research waves, which cannot be explained. Thus more attention is paid to qualitative data (Heaner and Littlewood, 2014).

The final evaluation found that three intervention strategies – *Tuseme* clubs, the RWAMREC training for boys and teacher training – were successful in promoting a gender-neutral school environment that was conducive to girls’ education. In addition, VSLAs helped parents who could already afford to send children to school, better cope with financial difficulties and thus indirectly helped girls’ retention in school. However, participation in these associations was insufficient to address serious financial constraints and in such cases families continued withdrawing their children from school. Given that the key reason for dropping out of school was financial constraint according to the qualitative research with parents and adolescents, this is an issue which needs to be better addressed by programming. In addition, the study recommended more investment in changing societal perceptions regarding the value of boys’ and girls’ education, so that girls do not continue to have a disproportionate household burden and that parents stop prioritising boys’ education when faced with financial difficulty, resulting in higher dropout rates for girls than boys (Laterite and Plan Rwanda, 2014).

Part of the DFID-funded Girls Education Challenge project portfolio is the Rwandan Girls’ Education and Advancement Programme (REAP). Implemented by Health Poverty Action and Teach A Man To Fish (TAMTF), it targets almost 18,000 marginalised girls aged 6-19 years in 28 primary and secondary schools in Nyaruguru district in Southern Province. The project aims to increase income for investment in schools and girls’ education; promote safe, sanitary and girl-friendly environments; increase awareness about the importance of girls’ education; and enhance learning and research on what works for girls’ education. If the pilot is successful, it will be scaled up to reach around 44,000 girls, particularly orphans, girls affected by HIV, out-

of-school girls, those with disabilities, household heads, and those from historically marginalised groups such as the Batwa (HPA, 2013). The programme also includes the integration of business and practical skills classes into the current curriculum, and the setting up of profit-making school businesses to cover girls' education costs that families cannot afford. It also establishes Mother-Daughter Clubs (MDCs) that target the most marginalised girls in the school and their mothers to participate in various activities, including community sensitisation of the importance of girls' education, income-generating activities and cooperatives. With the involvement of Parent-Teacher Associations and students, it also creates separate lockable girls' sanitation facilities using Ecological Sanitation (ECOSAN) composting toilets. The human waste from the ECOSAN toilets is going to be used as fertiliser for income-generating school gardens. Finally, REAP also includes a radio intervention: an educational radio soap opera broadcasted nationally on Radio Rwanda and the BBC Great Lakes Service, following the success of another soap opera with an HIV and AIDS focus that promoted behavioural change (DFID, 2015a).

Between 2013 and 2015, DFID also funded 26 other projects in collaboration with the Rwandan government and the Ministry of Education as part of the Innovation for Education Partnership. The only one explicitly targeting adolescent girls was the 'Keeping Girls At School' (KGAS).<sup>4</sup> The project targeted adolescent girls in the Southern Province and helped them stay in lower secondary school, improve their learning and move on to upper secondary by addressing the economic, social and emotional challenges they faced. It included mentoring, creation of girls' clubs, peer support, social and financial skills training, and involvement in Voluntary Savings and Loans (VSL) activities so that girls could cover their school costs or invest in an income-generating activity. It also introduced the use of Community Score Cards (CSC). However, no assessment has been identified.

Since 1997 Fawe Rwanda has been supporting girls' education and gender equality. The organisation runs the Fawe Centres of Excellence, which are model gender-responsive schools providing quality education with a science focus to girls. It also has a mentoring programme with former students from these schools who have proceeded to university studies; provides scholarships to students (largely, though not exclusively, to girls) in primary and secondary school; runs *Tuseme* Clubs; and supports gender-sensitive pedagogy with gender-responsive teaching and learning materials (Arlesten and Leijon, 2010).

## 2.9 School-based girls' clubs

Aiming to promote gender-sensitive education and enable girls to overcome barriers and complete their education, Fawe-Rwanda has established the *Tuseme* (meaning 'Let's Talk') clubs. These clubs provide the opportunity for girls and boys to meet and learn about their rights, understand and address gender inequality, think critically, communicate effectively, become assertive and speak out about the challenges they face. Drama is a key component of the *Tuseme* approach of engaging children in a fun way, while teaching them about their rights. *Tuseme* clubs often conduct community awareness campaigns, identify students who dropped out of school and encourage them to return, provide financial assistance to members, and implement small-scale agricultural activities to enhance skills and generate income (FAWE, 2015). In addition, Unicef's CFS model also promotes the development of such clubs (USAID, 2014). The already presented PP2 evaluation found that *Tuseme* clubs are indeed successful in promoting an environment conducive to girls' education (Laterite and Plan Rwanda, 2014).

There are also school clubs – often run by NGOs – that support girls in building their self-confidence and making informed decisions about sex in order to avoid unwanted pregnancy (USAID, 2014). There are also anti-GBV clubs in schools, which involve both girls and boys and empower them to fight GBV in school, particularly sexual harassment and abuse by teachers and students (RWAMREC, 2013). One survey found that the proportion of school students who are members of any type of club is high in Rwanda; over half of

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<sup>4</sup> See [www.mineduc.gov.rw/innovation/spip.php?article383](http://www.mineduc.gov.rw/innovation/spip.php?article383)

the students reported being in a club (GK Consulting, 2015). However, their effectiveness has not been systematically assessed.

## 2.10 Interventions targeting vulnerable groups of girls

A number of interventions specifically targeted vulnerable groups of adolescents such as orphans as well as boys and girls involved in child labour and sought to increase their access to and retention in school or help older out-of-school adolescents to access vocational skills training. However, these projects and their evaluations often lack an explicit gender lens and do not address gender differentials in access to education.

The USAID-funded *Higa Ubeho* (meaning ‘Be determined and live’) project targeted 75,000 households with orphans and vulnerable children (OVC) and people living with HIV and AIDS across 23 districts between 2009 and 2014. The project aimed to increase their access to quality social services, improve their resilience and educational investment and strengthen local capacity through several components, including provision of school fees, materials and uniforms to OVC secondary students as well as youth camps for secondary school students to improve their knowledge and self-confidence (Global Communities, 2015; Billups et al., 2013). Its midline evaluation used a qualitative participatory methodology based on the collection and interpretation of beneficiary stories. It thus found that provision of school materials and fees enabled adolescents to remain in school and attend regularly instead of having to work to meet school costs, while it also improved their performance. However, only those enrolled in school could benefit from project services and thus adolescents not doing well and failing school tests were unable to benefit or faced increased pressure. Moreover, once the programme ended, it was unclear whether beneficiaries could continue sending their children to school (Billups et al., 2013). In its project overview, the key international non-governmental organisation (INGO) involved reported that within five years of programme implementation, *Higa Ubeho* provided scholarships to over 6,500 adolescents, almost tripled the enrolment of the poorest youth in Technical and Vocational Education and Training (TVET) schools and created youth camps for 13,400 youths (Global Communities, 2015).

Funded by the United States Department of Labor, the ‘Rwanda Education Alternatives for Children’ (REACH) project targeted child labourers in smallholder farming in seven Rwandan districts with the goal of withdrawing a few thousand child labourers and preventing more from starting. The project was implemented between 2009 and 2013 as a multi-component intervention including: provision of uniforms and scholarship kits; provision of agricultural and vocational skills for older out-of-school children; a catch-up scheme; entrepreneurship support to female-headed households to sustainably support their children’s education; policy strengthening; and awareness-raising campaigns (Winrock International, 2011; Winrock International, 2013). The midline and final evaluations of the project included interviews with stakeholders in the capital and field visits with participant observation, FGDs and KIIs with children, parents, district officials and teachers in 15 project sites in all seven districts. Sex-disaggregated data with the numbers of children steered away from and withdrawn from child labour were provided and compared to project targets. The final evaluation found that REACH met its objectives as it enabled over 5,000 children to withdraw from agricultural work and prevented more than 3,500 others from entering it – 52% of all beneficiaries were girls. Children in schools reported that the project enabled them to have free time, which they used to revise and visit relatives or classmates. Their school examination results also considerably improved. In addition, awareness-raising campaigns increased child, parental and teacher knowledge about the negative impact of exploitative child labour (Winrock International, 2013).

## 2.11 Assessment of the evidence and key gaps

Despite the various types of education interventions implemented in Rwanda by different actors and the wealth of generated information, our search identified only a few assessed interventions targeting adolescent girls. In most cases, the organisation responsible for the intervention published a project overview combining some statistics or a small-scale survey showing the number of participants with a few interviews

with girls who were satisfied with the programme and were able to make progress in their schooling. In the case of the examined five impact studies and evaluations, three lacked a gender focus and all five did not have a high quality research design. The only intervention that explicitly targeted adolescent girls had significant evaluation design problems that did not allow comparison of the final with the baseline data to assess any change over time. In addition, evaluators largely depended on qualitative research findings to assess which project components were successful in relation to the intervention's main objectives. While provision of material assistance to address financial barriers to education, appears to keep adolescent girls in school, it also needs to be combined with interventions tackling discriminatory norms. Moreover, what best works to keep younger and older girls in school and to improve their learning outcomes remains unclear.



## 3. Economic empowerment interventions

### 3.1 Overview of the evidence

Our search generated 34 sources with information about interventions aiming to economically empower adolescent girls in Rwanda. The majority are programme overviews or reports by international organisations or NGOs involved in their design and implementation. The government and its development partners have run various programmes providing skills training, financial literacy and business support for youth (14-35) and women (UN Rwanda, 2014). Some interventions target specific groups such as adolescent girls and young women or out-of-school youths, both male and female (UNCDF, 2015). The most common types of economic empowerment programmes are those providing vocational skills training, followed by financial literacy programmes and business skills training (see Table 3 below). A more detailed overview of all examined studies is provided in Annex 1.

Table 3: Main types of economic empowerment interventions

Type of economic empowerment interventions	No. of sources	No. of impact evaluations
<b>Vocational skills training</b>	20	5
<b>Business skills training</b>	14	3
<b>Financial literacy</b>	14	2
<b>Microfinance savings/ loans</b>	13	4
<b>Business start-up grants</b>	2	2
<b>All types</b>	34	8

*Note: Numbers of sources add up to more than 34 and 8 as interventions often carried out multiple activities.*

Our search identified eight impact studies and evaluations, all of them grey literature. They include one legal reform assessment, two evaluations of the same intervention targeting child labourers, two evaluations of a youth livelihood programme, evaluations of two interventions targeting OVC and the evaluation of the Adolescent Girls Initiative, an economic empowerment programme explicitly targeting adolescent girls and young women. Evaluated interventions had several components, yet the relative importance of those components was not assessed. Five evaluations used qualitative techniques, one quantitative and two combined both types. Only one study had a high quality research design, the randomised control trial-based evaluation of *Akazi Kanoze*. In general, these studies tend to assess short-term economic outcomes, such as levels of savings, the number of businesses started or maintained, and asset holdings (e.g. livestock), or intermediate outcomes such as work readiness skills. The evaluation of the Adolescent Girls Initiative also included some measures of girls' psychosocial wellbeing, such as life satisfaction. Because there are no long-term follow-up studies, there is no evidence concerning the long-term impacts of any of these interventions.

### 3.2 Youth skills-training interventions

Several schemes, such as the Ministry of Youth youth training centres, provide training in income-generating activities such as tailoring and arts and crafts, along with a start-up package at the end of training. Some training initiatives have also established partnerships with the private sector and provide internships and apprenticeships. Many interventions combine vocational skills training with financial literacy, access to loans or formation of youth or women's cooperatives (Malunda, 2011).

As part of its entrepreneurship development initiative, the Ministry of Trade and Industry launched a number of programmes, including the *Hanga Umurimo* (meaning ‘Create a job’), the Proximity Business Advisory Scheme (PROBAS), and the Kuremera, with the aim to improve youth and women’s entrepreneurship capacity and facilitate their access to loans (GoR, 2014). No further information was found about their implementation, let alone any assessment of their effectiveness.

The UN Youth and Women Employment Programme, a joint UN programme, aims to reduce youth underemployment and unemployment and promote decent work opportunities. Its initiatives include supporting young women and men to improve access to employable skills, develop entrepreneurship skills, access productive resources, including credit and labour market support services, and strengthen national capacities for mainstreaming employment across key national policies and programmes (UN Rwanda, 2014). Despite its scale, it has suffered large funding gaps (UNCDF, 2015).

The one programme for which there is detailed, high quality evaluation evidence is the *Akazi Kanoze* (meaning ‘Work well done’) Youth Livelihood project. Launched in 2009, *Akazi Kanoze* is a USAID-funded programme targeting Rwandan youth aged 14-35 with low education levels to enable them to earn a livelihood. The project includes a work readiness curriculum leading to a nationally recognised certificate; vocational skills and entrepreneurship training along with mentoring support; and internships and apprenticeships that provide work experience and lead to employment. By 2014, more than 18,000 young people were trained — more than half of them women. Its evaluation combined a randomised control trial (RCT) and qualitative research with case studies and FGDs to assess programme impact on employability<sup>5</sup> and employment outcomes. The majority of participants were between 17 and 25 years, living in rural areas in the Southern Province, and young women accounted for almost half of the sample. The evaluation found that, compared to the control group, trainees improved their employability and financial management and knew how to seek and apply for employment or develop a business plan. They were also more likely to be employed and reported increased job satisfaction. Collected sex-disaggregated data show that the percentage of male and females employed was not significantly different, but female trainees had started much further behind the male participants and almost completely caught up over the course of a year. While there were no differences between males and females in the control group, young women in *Akazi Kanoze* increased their knowledge of how to find and apply for a job much more than men, and they also demonstrated significantly higher gains in two work readiness skills, although no explanation is provided (Alcid, 2014).

The project also included an 18-episode radio drama broadcast as part of the *Kura Wikorera* radio programme, which specifically targeted youth around livelihood opportunities. The drama integrated key concepts of the *Akazi Kanoze* training and aimed to increase understanding among the targeted population. Qualitative research assessing the drama content and its impact found that it deepened participants’ understanding of what they had learnt, while exposing non-participants to key concepts of financial management, customer care and goal-setting (SFCG, 2011).

### 3.3 Interventions providing youth financial literacy and services

The UN-led YouthStart programme, part of the global United Nations Capital Development Fund (UNCDF) and the MasterCard Foundation programme, has targeted youths aged 15-24 and provided access to savings in collaboration with financial service providers (UNCDF, 2015). The programme has already opened 22,000 youth savings accounts and collected almost US\$200,000 in youth savings, while it trained 21,000 young people in financial literacy and granted almost US\$200,000 in youth loans (UN Rwanda, 2014).

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5 Employability refers to a set of skills and attributes that make graduates more likely to gain employment and be successful in their chosen occupation.

Launched in 2006, the *Coopérative des Jeunes pour l'Auto-emploi et Développement* (COJAD), a youth cooperative for self-employment and development, provided credit to male and female youth in three districts with expansion plans (RoR and East African Community, 2009). Older adolescent girls can also participate in sector-Savings and Credit Cooperatives (SACCOs) as well as in NGO-run cooperatives. Thus they participate in CARE's VSLA programme, which aims to enable female members to save, access credit, invest and have control over purchased assets. However, a gender analysis of the scheme found that traditional gender roles and power relations significantly constrained women's ability to fully participate in and benefit from these groups. The study thus stressed the need to review and ensure that VSLAs are gender-sensitive and do not reinforce traditional gender norms about men's and women's work; build female members' self-confidence, decision-making and communication skills; and promote complementary activities addressing discriminatory norms about gender roles and attitudes (CARE, 2012). Another scheme, the *Parliament des Jeunes Rwandaises* (PAJER)'s Savings and Entrepreneurship scheme targets out-of-school girls aged 16-21 and assists them to participate in VSLAs and access loans to start their own business (Calder and Huda, 2013).

### 3.4 Interventions combining vocational training, life skills and financial literacy

An increasing number of interventions explicitly target adolescent girls. The 'Promoting the Economic Empowerment of Adolescent Girls and Young Women' Project, known as the Rwanda Adolescent Girls Initiative (AGI), was a pilot implemented between 2012 and 2014 by the Rwandan government as part of the World Bank's Adolescent Girls' Economic Empowerment programme. The AGI had two key components: skills training and entrepreneurship support, and provision of scholarships to resume formal education. It targeted vulnerable adolescent girls and young women aged 16-24 who were out of school, had some primary education and lived in the Gasabo, Gicumbi, Kicukiro and Rulindo districts. Its largest component was the Vocational Training (VT) project which provided training in life skills, entrepreneurship skills, technical skills and follow-up support in terms of job placement, cooperative formation and entrepreneurial mentoring. Innovative design features included the provision of a stipend to cover transport costs; opening of a SACCO account where part of the stipend was saved to be later used as a start-up capital to increase girls' economic autonomy; provision of safe spaces to facilitate learning and socialising; and psychosocial support on the grounds that all young women even indirectly affected by the genocide are often victims of gender-based violence and in need of healing. Overall, 2,074 young women enrolled and over 90% completed the training (Botea et al., 2015).

Using a tracer methodology to follow participants before, during and after the intervention, and a mix of quantitative and qualitative tools, instead of the initially planned rigorous impact evaluation, the World Bank assessed the VT project (World Bank, 2014). Trainees reported that their non-farm employment significantly increased and reached 75% at endline (from 50% at the baseline), their average cash income almost doubled, their livestock ownership tripled as they used part of the stipend to buy small animals, their participation in savings groups tripled, and their life satisfaction and self-confidence increased. However, qualitative research also revealed that trainers struggled with large class sizes, stipends were delivered with considerable delay, childcare facilities in training centres were unavailable or not used by trainees, and training should have included non-traditional, more profitable trades (Botea et al., 2015).

Launched in 2014, the Financial Education and Life Skills (FELS) for girls is a collaboration of Credit Suisse with Plan International and Aflatoun. The programme runs in Brazil, China, India and Rwanda and aims to provide 100,000 girls and young women aged 14-25 with financial education and life skills in order to empower them to achieve better futures for themselves and their communities. Attention is also given to boys and a key programme component is establishment of clubs for both boys and girls where they come together to talk about rights and issues regarding their education. In Rwanda, students are also taught about their sexual and reproductive health and rights (GK Consulting, 2015).

As a partnership between DFID, USAID and the Nike Foundation, SPRING Accelerator<sup>6</sup> aims to transform the lives of adolescent girls aged 10-19 by supporting businesses to develop innovative products and services that enhance girls' economic empowerment. Launched in 2015 in Kenya, Rwanda and Uganda, this five-year project is currently expanding to five more countries in sub-Saharan Africa and South Asia. The project supports income-generating tools, time- and labour-saving devices, secure ways for girls to save and invest, and products that increase girls' safety and security. The objective is to create sustainable markets for life-enhancing products and services that help girls to learn, earn, protect their earnings and be safe from harm, thus increasing their education, income, asset value and free time.

Using a community-based approach to target vulnerable youths affected by poverty and HIV and AIDS, the Firelight Foundation, as a member of the Grassroots Girls Initiative (GGI), an eight-donor consortium funded by the Nike Foundation, provided support to two organisations targeting vulnerable adolescent girls affected by HIV and AIDS with the aim of building their physical, financial, human, personal and social assets and empowering them economically. The initiative provided them with interpersonal training (life skills, decision-making), safe spaces and networking, vocational training, financial literacy and entrepreneurship skills training. At the end of the training, girls received the equipment and the capital necessary to start their business and in turn were asked to mentor other participants (Zuco, 2015).

Our evidence base also includes two evaluations (midline and final) of an intervention targeting agricultural child labourers as well as the evaluations of two other interventions targeting OVC. The 'Rwanda Education Alternatives for Children' (REACH) project targeted child labourers in smallholder farming in seven Rwandan districts with the goal of withdrawing a few thousand child labourers and preventing more from starting. The project was a multi-component intervention which included provision of material school assistance; provision of agricultural and vocational skills for older out-of-school children; a catch-up scheme; entrepreneurship support to female-headed households to sustainably support their children's education; policy strengthening; and awareness raising campaigns (Winrock International, 2011; Winrock International, 2013). The midline and final evaluations used qualitative methodology and involved children, parents, district officials and teachers in 15 project sites in all seven districts. Sex-disaggregated data with the numbers of children steered away from and withdrawn from child labour were provided and compared to project targets. The final evaluation found that REACH met its objectives as it enabled over 5,000 children to withdraw from agricultural work and prevented more than 3,500 others from entering it – 52% of all beneficiaries were girls. Awareness-raising campaigns also increased child, parental and teacher knowledge about the negative impact of exploitative child labour. Older adolescents aged 16-18 who were not interested in returning to school were integrated into model farm schools (MFS), a vocational training programme for out-of-school youth, in which 2,300 adolescents participated. These adolescents were provided with tools and equipment to help them in their trade, and they learnt how to set up a cooperative, some basic entrepreneurship skills and how to link to microfinance institutions in order to access credit. Although very few children and adolescents were still involved in exploitative child labour, these included those participating in the MFS who continued to be involved in light work while waiting for the potential benefits of their MFS project to grow. Most believed that their acquired skills only served to supplement their income but could not replace it (Winrock International, 2013).

Between 2004 and 2010, Catholic Relief Services (CRS) and Caritas implemented the Rwanda OVC Track 1.0 project, targeting orphan and vulnerable boys and girls, 17 years and younger in seven districts, with a variety of interventions, including education and health care services, psychosocial support, nutritional education, child protection and economic support. Youth heads were provided with vocational training in a trade of their choice along with post-training apprenticeship opportunities and start-up kits and business skills. In order to open up access to formal credit necessary to start or expand their small business, CRS introduced the Savings and Internal Lending Communities (SILCs) methodology to the OVC programme. These SILC

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<sup>6</sup> See [www.springaccelerator.org](http://www.springaccelerator.org)

groups included up to 25 individuals – adults and youth – who met on a regular basis to save up small sums that were pooled and used as loans by individual group members. A project report with participant interviews claimed that the integration of vocational training and SILC in the OVC programme proved to be successful, enabling participants to find employment, save and meet basic expenses. For instance, the vast majority of participating OVC (90%) were able to pay into the Rwanda national health insurance scheme and access health services, while participation in groups also improved their social capital (Mukankusi et al., 2009).

In 2010, using FGDs and interviews with adolescents aged 16-20 as well as graduates, caregivers and community leaders, CRS assessed the effects of the economic strengthening programme components on the wellbeing of participating adolescent girls. This had not been an explicit objective of the programme, but girls were able to access vocational skills training and financial services. The assessment found that vocational training centres appear to have operated as safe spaces where the girls could share their experiences with others and be exposed to positive female models through their mentors (such as female teachers and former graduates). They also received HIV awareness and child-rights education, and they enhanced their self-esteem. However, girls also reported that when choosing which vocational skill to pursue, they faced greater constraints such as the proximity to home of likely employment opportunities, unaffordable transport, safety concerns, and gender norms for what trades girls should follow (Rowe and Miller, 2011).

The USAID-funded *Higa Ubeho* programme targeted 75,000 households of OVC and people living with HIV and AIDS across 23 districts between 2009 and 2014. It aimed to increase their access to quality social services, improve their resilience and strengthen local capacity through seven key components that also included establishing savings and lending groups and farmer schools (Global Communities, 2015; Billups et al., 2013). Its mid-term participatory qualitative evaluation found that the programme enabled beneficiaries to save up and access financial services, enrol in TVET institutions and even improve their food security and nutritional status (Billups et al., 2013). Within five years of implementation, the programme almost tripled the enrolment of the poorest youth in TVET schools. However, the evaluation identified the need to address gender roles and dynamics in response to male resistance to join activities such as savings groups which were perceived to be female (Billups et al., 2013).

Interestingly, our search also identified an impact evaluation of the 1999 Inheritance Law on women's and girls' access to land and the effects of the reform on land inheritance arrangements. Using the Land Tenure Regularization Surveys in Rwanda and quantitative methodology (fixed-effect and probit regressions), this study found that the Inheritance Law increased both the likelihood that women would inherit land from their parents and the size of inherited land. Women who married after 1999 inherited or are expecting to inherit a larger land area from their parents and are more likely to have better control on how to spend their own income. In addition, daughters are more likely to inherit land if their mothers have completed primary school and if they have themselves inherited land. Interestingly, the evaluation found that both husbands' and wives' legal knowledge about the law had insignificant effects on the chance of daughters inheriting land. Land allocated by the government is more likely to be given to daughters (Ali et al., 2014).

### 3.5 Limitations to existing interventions

Although recognising the progress made in terms of increasing youth training, employment and entrepreneurship opportunities, the literature also points out the shortcomings of existing interventions. The vocational skills training schemes that have been implemented to date do not fully enable youths to access opportunities in the sectors that generate more employment opportunities, and key gaps remain in terms of skills training, start-up capital provision and business mentoring. Moreover, inadequate attention has been paid to rural youth: while 81% of Rwandan youth live in rural areas, only about half of youth employment initiatives target them. Likewise, although 70% of youth are engaged in agriculture, only a few programmes aim to create livelihoods for young people in agricultural value chains (UNCDF, 2015). Efforts are often scattered, and a more coordinated approach is necessary at each district with follow-up activities, mentoring and on-the-job training (UN Rwanda, 2014).



An assessment report of youth and employment policies with a particular focus on the National Employment Policy and related employment initiatives, pointed out that despite progress, particularly in the areas of skills development, entrepreneurship promotion, improvement of the business climate and access to finance for small and medium enterprises, many challenges remain. These include: limited coordination of implemented employment initiatives and action plans among different departments and agencies; inadequate alignment of national employment policy action plans between different government ministries; duplication of programmes and schemes between different ministries, which ends up limiting their impact; and limited awareness and sensitisation among beneficiaries, as even when programmes could improve female employment, potential beneficiaries, especially in rural areas, may fail to access related information because most programmes are planned and managed from urban areas. In addition, programmes promoting employment should include financial literacy skills since the majority of educated and uneducated youth entering the labour market are financially illiterate (Malunda, 2011).

Many older adolescent girls have benefited from youth livelihood and financial schemes. However, some analysis indicates that these interventions often suffer from a lack of gender analysis and pay inadequate attention to issues such as constraints on girls' ability to participate in vocational skills training due to their household obligations and social norms about appropriate gender roles and trades (Calder and Huda, 2013; USAID, 2014).

Some adolescent girls have also participated in women's livelihood and economic empowerment projects. Yet some analysis suggests that projects targeting women pay limited attention to age differences and the related special needs and vulnerabilities of girl participants (Calder and Huda, 2013). Programme design and implementation may also pay limited attention to whether girls live in urban or rural settings and the different challenges involved, for instance issues of access to training and financial services and transport costs.

Government plans for youth employment in rural areas also stress the need for job creation and income-generating activities for the rural qualified and unqualified poor through labour-intensive public works. The literature recommends the additional provision of basic technical and financial skills for participants to enhance the likelihood of future employment. However, the child labour implications of the public works programme in the country have not been assessed (Unicef et al., 2011).

Limited attention seems to be paid to younger adolescents (aged 10-13), girls and boys alike, who are classified as children. We were unable to find any evaluated intervention targeted at them. The only related information we came across was that the Ministry of Finance and Economic Planning as part of its national strategy aims to target children aged up to 13 years through the school system or after school programmes and build foundations for money management by developing saving and planning habits; those over 13 are to be targeted by financial literacy and money management skills interventions, with youth (defined as those aged 14-35) remaining a key priority group (MINECOFIN, 2013).

### 3.6 Assessment of the evidence and key gaps

As noted above, we found very little strong impact evaluation evidence. Beyond the two large-scale evaluation studies we presented in this section, either no impact evaluation evidence was available or it was based on weak methodologies and was therefore suggestive rather than conclusive. Moreover, the relative effectiveness of major programme components was not assessed. While limited attention is paid to young adolescent girls who tend to be classified as children, older girls can also benefit from interventions targeting youth or women. However, evidence indicates that these programmes pay limited attention to different gender and age groups and the relevant needs of participants. In addition, economic empowerment interventions often fail to recognise the need to address discriminatory social norms about gender-appropriate economic activities and consequently pay limited attention to creating an enabling economic and social environment for girls.

## 4. Sexual and reproductive health, health and nutrition interventions

### 4.1 Overview of the evidence

Our search generated 32 sources on physical health interventions with the vast majority focusing on sexual and reproductive health (SRH) programmes, mostly providing relevant knowledge and sometimes access to services. Only five of these sources were impact studies and evaluations with four being grey literature. Two evaluations used quantitative methods, one was purely qualitative and the remaining two combined qualitative with quantitative techniques. Overall, the examined evaluations lacked a high quality research design. A more detailed overview of the interventions is provided in Annex 1.

### 4.2 Interventions providing sexual and reproductive health knowledge

One of the most well-known interventions that focuses on adolescent girls and includes sex education is the DFID-funded 12+ Programme. The programme is currently managed by the Ministry of Health and implemented by the Imbuto Foundation, World Relief Rwanda and Caritas with technical assistance provided by Girl Effect Rwanda. The 2011 pilot project was designed to reach 600 adolescent girls between the ages of 10 and 12. Having been scaled up between 2012 and 2016, the programme has aimed to improve the health, social and economic assets, increase the self-esteem and empower 114,500 girls. Girls participating in the programme are matched with a locally selected, trained female mentor aged 18-25, and are given the opportunity to learn about their health and rights in an enjoyable and interactive way. Girls meet in safe spaces for 10 months and attend a series of creative, extra-curricular training modules on various topics, including the fundamentals of puberty, menstruation, adolescent pregnancy and its consequences, HIV and other sexually transmitted infections (STIs), negotiation, rights and responsibilities.

A qualitative study noted that the most common themes reported by participants in the 12+ Programme, in descending order, were stories about health, pregnancy and education. Participation in the programme was associated with improving girls' knowledge and providing them with the opportunity to enhance their communication and negotiation skills, take action and make decisions for themselves (Goh, 2012). Indeed, the evaluation of the pilot found that girls' knowledge of sexual and reproductive health issues increased across every indicator. For instance, at the beginning of the programme, 48% of girls agreed that condoms would help prevent HIV infection, while this proportion increased and reached 94% by the end of the programme. Moreover, the proportion of girls who were able to define HIV increased dramatically from 7% at the beginning of the programme to 72% at the endline evaluation (PSI, 2012). Apart from increased awareness, girls also improved their communication skills and started discussing puberty and sexual relations issues with their parents.

Similarly, the 'My Changing Body' programme implemented by Catholic Relief Services in the Huye district of Southern Province and the Ngoma district of Eastern Province, focused on teaching girls and boys aged 10-14 along with their parents, about puberty, fertility and other health issues. Overall, the programme increased knowledge among girls and boys of developmental changes during puberty, including fertility awareness. In addition, young adolescents and parents became more comfortable discussing sexual matters and romantic relationships. The project overview emphasises that the programme improved the self-efficacy of young adolescents and their parents in terms of challenging traditional gender roles through role modelling and advice giving (FAM Project, 2013).

The Institute for Reproductive Health at Georgetown University collaborated with youth-serving organisations in Rwanda to develop and evaluate a package of puberty and fertility-awareness educational

materials and tools, known as the CycleSmart Kit. The kit consists of CycleBeads, a country-specific informational brochure and calendar, a weekly diary and reusable sanitary pads. The CycleSmart Kit was given to young adolescent girls to use for six weeks. Using both qualitative and quantitative techniques, the evaluation reported increases in knowledge on all concepts measured between baseline and endline. In particular, knowledge about female fertility increased from 0.64 to 0.75, while knowledge on safe choices increased from 0.77 to 0.91. The largest increase in knowledge was associated with the use of CycleBeads from 0.52 to 0.76, although this concept had the lowest knowledge level at baseline (Adams and Lundgren, 2013).

Overall, girls were able to easily use cycle beads to track their menstrual cycles and determine their regularity (FAM Project, 2013). Both parents and adolescents reported that they felt comfortable and were interested in using the provided materials (Adams and Lundgren, 2013). Both adolescents and parents also found the kit important in facilitating puberty discussions and filling a gap in puberty education that no other tool or resource was addressing (FAM Project, 2013).

Interestingly, however, results varied according to which organisation implemented the programme, with two organisations demonstrating statistically significant increases in all areas of knowledge, and a third demonstrating statistically significant increases in all knowledge indices except male fertility and puberty changes. The fourth organisation demonstrated statistically significant increases in only two of the knowledge areas, safety and CycleBeads. The fact that this organisation used fewer participatory approaches compared to others may have accounted for the differences in results. Even though the CycleSmart Kit was designed specifically for girls aged 10-14, it has also enabled boys to access fertility and puberty information. While boys demonstrated an increase in knowledge, the change was not as dramatic as for girls (Adams and Lundgren, 2013).

One of the most well-known interventions that uses media techniques to increase knowledge and conversation around adolescent girls' sexual health is Girl Effect's *Ni Nyampinga*. The intervention teaches girls about sexual reproductive health and sexual violence through radio broadcasts and a magazine. The latest estimate is that 500,000 girls have consumed the magazine and the radio.<sup>7</sup> A qualitative evaluation found that the magazine in particular created a comfortable and safe environment for learning about health issues, as girls used the the magazine to seek out a safe space, for example, hiding behind the size of the magazine, reading it in private, and revisiting it whenever they needed to (2CV, 2013). This was especially the case with younger girls, who were often rather embarrassed to talk about sexual health issues (2CV, 2014). In 2013, the *Ni Nyampinga* promotional campaign aimed to raise awareness of the brand in the most hard-to-reach areas. The pregnancy role-play seemed to have the greatest impact on girls, as members of the local community commented after the campaign that less sex work was taking place, adolescent mothers started working and pregnant girls wanted to go back to school (2CV and Girl Hub 2013).

The evaluation pointed out that the health information in both the *Ni Nyampinga* magazine and radio show, helps girls develop a sense of collective responsibility, as girls use them to advise one another on health related issues. It thus seems to have opened up a space for dialogue even with parents, guardians and teachers, as girls are encouraged and empowered to ask more questions about their bodies and health (2CV, 2013). For instance, 68% of readers of the magazine said that they discussed what they had read with other people, including their friends, classmates, parents, siblings and teachers (Girl Hub, 2013). The proportion of girls who did not discuss what they read was highest in the Northern Province and among girls over age 20, while girls age 13-15 were most likely to discuss what they had read (Girl Hub, 2013). However, evidence also indicates that there is some sensitivity about having such an open discussion about sex as it seen as culturally inappropriate to talk about girls' sexual health in front of men and boys (2CV and Girl Hub, 2013).

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<sup>7</sup> See [www.girleffect.org/what-we-do/ni-nyampinga](http://www.girleffect.org/what-we-do/ni-nyampinga)

The Power to Change project was implemented in partnership with the Young Women's Christian Association of Rwanda and the support of the David and Lucille Packard Foundation.<sup>8</sup> The programme targeted both young women and men in high schools and trained adolescent girls and young women aged 12 to 30 in women's rights and SRH. The aim was to empower girls who face sexual reproductive health problems, including unwanted pregnancies, HIV infection and gender-based violence<sup>9</sup> and to provide them with accurate information so that they can make informed decisions regarding their own sexual and reproductive health. The programme employed a safe spaces model to provide a community space for learning. The model focused on eight elements: an accessible and safe location, leadership and participation, accurate and reliable information, building trust, holistic approaches, inter-generational cooperation, dignity and respect, and partnership and accountability.

### 4.3 Interventions enhancing access to sexual and reproductive health services

Other interventions have combined access to SRH knowledge with relevant services. The Adolescent Reproductive Health Programme in Butare Province established a multi-purpose youth centre and sought to provide and promote quality reproductive health services to youths aged 15-24. Its quantitative evaluation reported that more than 94,500 youths visited the centre. Sexual and reproductive health knowledge among both male and female youth improved, particularly in relation to use of condoms for family planning and HIV prevention. However, only 20% of male and 5% of female youths reported feeling confident that they knew how to correctly use a condom. Discussions of STIs and HIV also increased. While awareness of reproductive health services improved, the actual use of these services did not (Plautz and Meekers, 2003). Another project focused on HIV-positive adolescents aged 11-19 at two rural health centres in the Eastern Province and in collaboration with the Ministry of Health provided them with a comprehensive package of clinical, social and psychological services tailored to their specific needs with the aim to reduce barriers to access and social stigma. The evaluation found that participants showed high clinic attendance, retention in care, immunologic response and virologic suppression, and attributes them to the intervention components which included effective mitigation of barriers to care through provision of health insurance, transport fees, medication and access to counselling groups, community-based support and education. However, no gender differentials are provided (Merkel et al., 2013).

The Women's Equity in Access to Treatment and Care (WE-ACTx) project was built on the concept of establishing safe spaces where SRH information and services could be provided. The project began in 2003 to provide Rwandan genocide survivors with assistance in accessing AIDS medication. Since then, the specific needs for SRH support for young people have become apparent and the programme has developed a series of youth services, including a youth clinic day, parental support, a summer training programme and youth support groups, which are peer-led and include community-building games.<sup>10</sup> The support groups and community dialogue are particularly important in the context of HIV and AIDS stigma (called '*Ikinyendaro*' in Rwanda). Young women who took part in a WE-ACTx support group reported that they found the group important in providing a place where they were understood, accepted and supported – nonetheless, their life circumstances remained unchanged.<sup>11</sup>

The Cordaid consortium launched the programme 'Making Sexual and Reproductive Health (SRH) Services Work for the Next Generation' in January 2013 with the main goal of reducing the number of unwanted adolescent pregnancies in Rwanda (2CV, 2014). Another programme, 'Expanding Rwanda's Commitment to

8 See [www.ywcaofrwanda.org/spip.php?article10](http://www.ywcaofrwanda.org/spip.php?article10)

9 See [www.worldywca.org/YWCA-News/World-YWCA-and-Member-Associations-News/YWCA-of-Rwanda-Transforming-Communities-by-Empowering-Women](http://www.worldywca.org/YWCA-News/World-YWCA-and-Member-Associations-News/YWCA-of-Rwanda-Transforming-Communities-by-Empowering-Women).

10 For more information on the youth work of WE-ACTx: [www.we-actx.org/programs/youth\\_services](http://www.we-actx.org/programs/youth_services).

11 See here for an abstract of a study of these WE-ACTx support groups: [www.researchgate.net/publication/266812917\\_Ikinyendaro\\_Girls\\_who\\_have\\_children\\_while\\_still\\_living\\_at\\_home](http://www.researchgate.net/publication/266812917_Ikinyendaro_Girls_who_have_children_while_still_living_at_home)

the Population, Family Planning, and Reproductive Health,’ implemented by IntraHealth International and funded by the William and Flora Hewlett Foundation, advocated for informed, evidence-based decision-making around reproductive health work. The programme sought to create a policy environment that supports sexual reproductive health, and encouraged the government to support family planning, emergency contraception and post-abortion care services (Intrahealth, n.d.).

#### 4.4 Assessment of the evidence and key gaps

The evaluations of sexual reproductive health, physical health and nutrition interventions found during our search process, in line with the information on adolescent girls’ physical health capabilities, focus almost entirely on SRH – and in particular SRH education and awareness programmes. Most studies focus on girls’ and parents’ attitudes and perceptions and assessed interventions targeting adolescent girls appear to have increased participants’ SRH knowledge and awareness. These interventions have also opened up a space for dialogue on SRH issues, as girls are more likely to ask questions and parents feel more comfortable discussing such matters with their daughters.

While most of the accessed literature centres on SRH awareness, there is much less focus on measuring concrete changes in adolescent behaviour and health outcomes. For instance, little is known about post-intervention HIV or pregnancy rates. There is thus need for longer-term research looking at what girls actually do with the knowledge they acquire through participating in an intervention.

The majority of programmes appear to target older adolescent girls, but several of the evaluations accessed also included younger adolescents. However, none of these evaluations focused on services for pregnant adolescents or interventions to tackle other health problems that affect girls or to improve their nutritional status. Overall, there is a lack of evidence about which services work for different groups of adolescent girls, while a breakdown by age is often missing.



## 5. Bodily autonomy, integrity and freedom from violence interventions

### 5.1 Overview of the evidence

Our search generated 15 sources with information about interventions aiming to protect girls and young women from gender-based violence (GBV), particularly sexual and physical violence. Five sources were impact studies and evaluations of interventions with GBV objectives and outcomes. All of them were grey literature. Two interventions aimed to prevent violence and provide services to survivors, while one sought to tackle school-based violence and the remaining two had GBV-related outcomes. All five studies combined qualitative and quantitative methods, yet none had a high quality evaluation design. A more detailed overview of all examined studies is provided in Annex 1.

### 5.2 Interventions addressing GBV

In 2008, the UN in Rwanda set up a joint programme with the government to prevent and respond to gender-based violence and child abuse. The main UN agencies involved included Unicef, UNFPA and UN Women. A key component of the programme was the establishment of the Isange One Stop Center (IOSC). The first centre was created in partnership with the Rwanda National Police in the Kacyiru Police Hospital in Kigali and adopted a multi-sectoral approach to address the multiple needs of survivors through the 24-hour free provision of quality medical, legal, psychological and police support. Between July 2009 and December 2012, approximately 4,725 survivors of GBV and child abuse sought treatment at the IOSC. Nearly, 46% were children and adolescents up to 15 year of age. In particular, girls below the age of 20 accounted for the majority of users, and most had experienced sexual violence. The Centre was overall considered to be successful and UN agencies worked closely with the government to help support the planned scale-up of One Stop Centres (OSCs) in all district hospitals across Rwanda (Bernath and Gahongayire, 2013).

The evaluation of the intervention used mixed methods, including interviews and FGDs with survivors, staff and stakeholders. The study found that the IOSC provided survivors with high quality services as a result of efforts focusing on staff training, capacity building and availability of necessary medication. In particular, the medical and forensic capacity of the centre exceeded anything else available in the country with involved institutions such as the National Public Prosecution Authority (NPPA) preferring to send survivors to the IOSC to obtain medical reports for the cases they prosecuted. The outstanding quality of care and availability of services was recognised and praised by national government institutions such as the Gender Monitoring Office. Nonetheless, the evaluation noted that the shortcomings of the overall programme to tackle GBV, threatened IOSC effectiveness and sustainability. After the first stages, awareness raising activities about the centre and its services were reduced, while poor links with relevant ministries and civil society organisations resulted in little awareness of the available services locally. In addition, IOSC staff were unable to follow up cases on a consistent basis, while survivors did not always return to the Centre for their follow-up visit. Use of untrained child protection and GBV committees and structures at local level resulted in putting some survivors at risk of further violence and stigmatisation in their homes and communities. Legal assistance was also not available on a consistent basis. In addition, monitoring and reporting was inadequate and lacked a robust data collection system, thus making difficult the assessment of the centre's effectiveness. Finally, providing services at a police hospital might have deterred some survivors from accessing services as they might have been afraid of being forced to report their case to the police (Bernath and Gahongayire, 2013).

The Ending Domestic Violence (EDV) project in nine districts aimed to help national efforts to tackle domestic violence through awareness raising campaigns providing information about the problem, women's and girls' rights, and reporting mechanisms along with sensitisation activities for couples and communities and attitude and behavioural change components. The project also included the provision of psychosocial support to

survivors and a Village Savings and Loan (VSLA) component to economically empower women and thus reduce their vulnerability to violence. The mid-term assessment found that the project improved awareness about the problem, with 81% of participants receiving relevant information. Those who had received such information were significantly less vulnerable to domestic violence than those who had not. Moreover, those participants who received the information repeatedly were significantly less vulnerable to domestic violence than those who had received it only once. The project also improved knowledge about the causes and consequences of domestic violence, available reporting channels and women's rights. It also started transforming attitudes towards women and wife-beating. Men who were exposed to the sensitisation component started considering women not as their own property but as their equal partners who deserved their respect and fair treatment. They also accepted that all children were of equal value, irrespective of their gender. Some men also felt embarrassed to be associated with domestic violence (Omollo-Odhiambo and Odhiambo, 2011).

The Global Grassroots programme in Rwanda also sought to address and reduce domestic and sexual violence in targeted communities. The programme included provision of awareness campaigns, community dialogues and psychosocial assistance. Its evaluation reported that several thousand people were reached with anti-violence information, yet there were problems measuring and following-up participant progress, including the number of formerly separated couples who reunited or children who had run away from home and then returned (Oakley, 2011).

The final evaluation of the Adolescent Girls Initiative (AGI) in Rwanda noted an increase in reported GBV (mostly sexual harassment/verbal abuse, followed by physical violence cases) by participants between baseline and endline, yet it clarifies that available data do not allow evaluators to determine when the harassment took place or whether it was linked to project participation. It is also possible that reporting of such incidents increased at endline as respondents became more comfortable to reveal it or more aware and able to recognise it after attending the life-skills training. No participant in the FGDs suggested that their situation worsened during the AGI project, while some indicated that the AGI empowered them economically and thus contributed to a decrease in domestic violence. However, AGI survey data also indicate that some of the income-generating activities in which girls got involved outside the home such as vending and small trading were associated with higher than average risk of sexual violence (Botea et al., 2015).

There is also information about other initiatives aiming at raising awareness and preventing GBV at community level. Using participatory video techniques, 'Through Our Eyes' was an innovative project that involved local and religious leaders and youth and women's groups in refugee camps and generated community dialogue on domestic violence, sexual abuse, child marriage, unwanted pregnancy and sharing economic resources at home (Abbott et al., 2015). Since 2006, Rwanda Men's Resource Centre (RWAMREC) has worked with men, boys and communities to fight GBV, providing training to promote positive masculine ideals and organising awareness-raising campaigns to transform violent attitudes and behaviours (RWAMREC, 2012).

### 5.3 Interventions addressing school-based violence

The Rwandan government and several international and local NGOs have implemented projects seeking to reduce school-based violence and increase girls' enrolment and attendance rates. The government and its partners have carried out high-profile campaigns against GBV in schools and communities, including visits by the Rwandan police in schools to train teachers and students in preventing and reporting GBV (Pro-Femmes Twese Hamwe and VSO, 2013). More recently, the Rwanda Biomedical Center, Imbuto Foundation, and the Abdul Latif Jameel Poverty Action Lab launched the Sugar Daddies Risk Information Programme in schools. First tested in Kenya, it aims to reduce cross-generational sex and unwanted pregnancy that leads to school dropout and HIV-infection among adolescent girls (USAID, 2014).

Plan International implemented the ‘Learn without Fear Campaign’ and the DFID-funded ‘Empowering Adolescent Girls through Education Programme’ (also known as PPA2). The programme sought to improve the quality of education, tackle gender discrimination in targeted areas and increase girls’ educational achievements. In collaboration with well-known partners such as FAWE, RWAMREC, PAJER and International Education Exchange (IEE), it provided training for Parent-Teacher Committees, *Tuseme* clubs for students, RWAMREC training on positive masculinity for boys and best ways to fight GBV, classes for girls at risk of dropping out, training on child abuse and protection for teachers, codes of conduct and community sensitisation. The evaluation found that programme activities contributed to a more conducive environment for girls’ education as among other factors it successfully addressed the issue of sexual harassment and abuse inside and outside of school. While targeted schools were not completely free of violence, cases of abuse were decreasing since the PPA2 started. In combination with government efforts, the programme, especially training at school and community levels, appears to have raised awareness about corporal punishment, violence and children’s rights. Thus it contributed to changing perceptions and practices, with corporal punishment and bullying levels decreasing in targeted schools and teachers turning to other non-violent forms of punishment. However, corporal punishment for both boys and girls continued to be widely accepted by adults. Community labour and household chores in the teacher’s house as forms of punishment were perceived to be inappropriate and thus did not exist in targeted schools, while school labour, which included activities such as cleaning the classroom, collecting water at school and picking up dirty paper, continued to be commonly practised as a form of non-corporal and acceptable punishment. Physical and sexual violence prevalence rates declined during programme implementation with respondents attributing it to the strong punishments introduced by the government, teacher training changing teachers’ perceptions and practices, and programme training about child rights and reporting mechanisms. However, girls continued to be more exposed to sexual abuses than boys, and such cases continued to be underreported (Laterite and Plan Rwanda, 2014).

As part of its Rwanda programme, Global Grassroots implemented the ‘Light in Our Home’ project in one district with high sexual violence rates against students in primary and secondary schools; the project included training and community awareness raising activities and led to the establishment of anti-GBV committees in school. The qualitative component of its mixed methods evaluation showed that beneficiary girls found the project helpful as it provided them with information about their rights and reporting mechanisms (Oakley, 2011).

## 5.4 Assessment of the evidence and key gaps

Although physical and sexual violence continues to be a major threat to adolescent girls’ wellbeing in Rwanda, the evidence base on relevant interventions is rather weak. Common intervention strategies focus on the provision of appropriate services to survivors, school-based initiatives, community mobilisation and awareness raising campaigns, and training to transform violent attitudes and aggressive masculinities. While there is some promising evidence emerging, lack of accurate data and quality evaluations does not allow us to identify what works to protect girls of different age groups and those out-of-school, to prevent violence and to transform attitudes and behaviours in a sustainable way.

## 6. Psychosocial wellbeing interventions

### 6.1 Overview of the evidence

Our search generated eight impact studies and evaluations of interventions aiming to improve the psychosocial wellbeing of adolescent girls. These studies include four evaluations of projects targeting orphans and HIV-affected youth with psychosocial support; two evaluations of interventions targeting GBV survivors with psychosocial assistance components; and two evaluations of programmes aiming to empower participants and improve the material conditions of their lives. Three of these evaluations were published in academic journals, and the remaining five were grey literature. Six evaluations combined qualitative and quantitative techniques, while two used a purely quantitative methodology. Interestingly, this was the thematic area with the highest proportion of high quality evaluations. In addition, we found 16 sources with information about interventions to improve the psychosocial wellbeing of adolescent girls, primarily project overviews and implementation reports. A more detailed overview of all examined interventions is provided in Annex 1.

### 6.2 Interventions targeting orphans and HIV-affected youth

In the aftermath of the genocide, international organisations and civil society actors set up a number of initiatives providing psychosocial support to survivors. For example, the Survivors Fund (SURF), a UK-based NGO, established a Centre for Young Survivors in Kamonyi to help them cope with their traumatic experiences (Blewitt, 2009). However, the effectiveness of these initiatives was not assessed.

Particular attention has also been paid to orphans and youth heading households affected by HIV and poverty. A key component of such community-based psychosocial support initiatives has been the mentorship model. Local adult volunteers are trained as mentors to children and youth living without adult care. Through regular home visits mentors develop a stable caring relationship with the children, providing them with emotional and social support and guidance. The need to evaluate the effectiveness of such programmes has led to an international partnership between the Tulane University School of Public Health, the Rwanda School of Public Health, World Vision Rwanda and the Horizons Programme.

The partnership evaluated the World Vision Rwanda mentorship programme, which started in Gikongoro province in 2004 and targeted youth household heads aged 12-24, both boys and girls, without adult care. Recognising that families and community members remain the front-line of support to children and youths affected by AIDS, the project was designed and implemented in partnership with community members, local professionals, and youths as active agents in developing solutions to the challenges they face in their lives (Brown et al., 2005).

A study using a quasi-experimental design assessed the impact of the mentoring programme on the psychosocial wellbeing of these youth and found that females exhibited higher levels of depression. Participants reported significantly lower levels of marginalisation and depression at follow-up compared to the baseline, and overall the group that received the intervention showed improved outcomes compared to the control group, whose psychosocial wellbeing indicators remained the same or worsened. Participants in the mentorship programme reported significantly higher levels of available adult support and described an increase in access to an adult who comforted and advised them. The provision of this adult figure appears to have minimised psychological problems. No particular gender differentials were identified (Brown et al., 2009). Such promising results prompted World Vision to extend the mentoring programme to other areas. In 2009, a cross-sectional, small-scale household survey was conducted among 201 programme participants – household heads under age 25 – in Bugesera district. Using classical linear regression models to explore variations in psychosocial outcomes, the study confirmed that those with a positive relationship with their mentor experienced lower marginalisation and lower levels of depressive symptoms (Mukabutera et al., 2013).

CARE International implemented a similar community-based mentoring programme in three districts in the Southern Province. The Nkundabana Initiative for Psychosocial Support (NIPS) mobilises adult volunteers from the community to provide guidance and care for children and youth living in households in which the head is aged 21 or younger. Trained in counselling, active listening and life-skills instruction, these volunteers visit the homes of the children under their care and provide basic support and advice. The Nkundabana model was expanded to include vulnerable children, such as single-orphans, youth living in impoverished families and youth in households affected by HIV and AIDS. In 2006, it was extended to another district in the Northern Province as the Community Support and Mentoring for Orphans and Vulnerable Children (COSMO) programme. While CARE implements the COSMO programme, the psychosocial component is supported by ARCT-Ruhuka, a Rwandan association of trauma counsellors, and the legal and child protection component is supported by a Rwandan legal aid organisation (Lavin et al., 2010). The evaluation of the programme in 2010 included FGDs and in-depth interviews (IDIs) along with quantitative surveys of orphans and vulnerable children aged 10-17, divided into intervention and control groups. Boys accounted for the majority of those in both groups (54% and 55%) and their average age was just over 14 years. The programme appeared to be successful, with 96% of Nkundabana beneficiaries stating that they had many friends in their community and 86% reporting that they trusted most people in their community. Youths with an Nkundabana mentor reported that their mentors had value, noted that they gave good advice, enabled them to feel more confident, and helped to protect them (Lavin et al., 2010).

Given that children in HIV-affected families are at high risk for mental health problems due to disrupted parent-child relationships, family conflict, stigma and economic insecurity, the Family Strengthening Intervention (FSI) targeted low-income households with at least one HIV-positive caregiver and one child aged 7-17. The intervention aimed to improve household psychosocial wellbeing and enhance child resilience through visits of professional counsellors to the family home and the provision of psychosocial support. Key components included building parenting skills and improving family communication; providing education on HIV transmission, prevention and responses; and strengthening problem-solving skills and social support through informal and formal resources. A study of 27 beneficiary families using qualitative and quantitative methods assessed the intervention and found that it significantly improved communication between children and their caregivers, reduced harsh punishment of children, enhanced child self-esteem and pro-social behaviour, and reduced depression and anxiety rates among family members (Betancourt et al., 2014).

### 6.3 Interventions targeting GBV survivors

Interventions addressing violence against women and children have also included psychosocial support to survivors. We found evaluations of two such initiatives (also see the preceding section 5). The first is the evaluation of the Isange One Stop Center (IOSC), which was established through the joint effort of the Rwandan government and key UN agencies in the country to prevent and respond to gender-based violence and child abuse. The first IOSC was established in the police hospital in the capital city to address survivors' multiple needs, including legal, police, medical and psychosocial support. The emotional and psychosocial support provided to survivors included a safe room for a short stay, follow-up visits, a fund for vulnerable groups, and a free hotline to report violence. The 2012 evaluation used a mixed-methods approach, but relied heavily on qualitative methods such as interviews and FGDs. It thus found that the majority of sexual violence survivors treated in the centre were girls aged under 15, followed by older adolescent girls aged under 20. Although the IOSC was found to provide high quality services, several weaknesses were also identified, including the fact that services were provided at the police hospital. Under Rwandan law, both adult and child victims are compelled to report cases of violence to the police in order to gain access to services. Many survivors, not wanting to involve the police, were thus deterred from seeking out services (Benarh and Gahongayire, 2013).

The other evaluated initiative is the Ending Domestic Violence project, which was implemented in nine districts across the country. Among its services, it also included provision of psychosocial support to couples



through trained volunteer counsellors. Its midline evaluation combined quantitative and qualitative components and targeted stakeholders, implementers, communities and participants aged 18 to 68. It thus found that 43% of participants accessed counselling for domestic violence. Provision of psychosocial support was associated with improved domestic life, as measured by increased spousal communication, responsibility sharing and behaviours such as sharing family resources (Omollo-Odhiambo and Odhiambo, 2011).

## 6.4 Empowerment interventions and psychosocial wellbeing indicators

Some interventions that focused primarily on other capability areas have also included the complementary provision of psychosocial support, such as the Adolescent Girls Initiative (Botea et al., 2015). Others, such as the 12+ Programme, appear to have had positive outcomes for overall psychosocial wellbeing by addressing worries specifically related to early pregnancy (PSI, 2012). And others have helped improve participants' self-esteem by enabling them to improve the material conditions of their life (Oakley, 2011).

An impact evaluation of the Global Grassroots programme in Rwanda by an independent consultant included two questions on psychosocial wellbeing and found that 61% of participants reported being happy and even more (66%) reported being hopeful about the future. They also felt that their life was less difficult than it had been two years earlier. Reasons cited for the decreased difficulty included having fewer children; sending more children to school; being able to eat more meals; having a higher sense of personal power; and having greater power within the family and the community (Oakley, 2011).

The World Bank's Adolescent Girls Initiative also included as a complementary intervention the provision of psychosocial support. The programme evaluation assessed whether programme participation increased girls' psychosocial wellbeing, as measured by multiple indicators of life satisfaction (overall and in eight life areas, including education, family, friends, job, income, house, school and community) and optimism about the future, controlling for location and age. Respondents reported that they were in a better position in life than they had been in the previous year and were highly optimistic about their position in the future. They also reported worrying significantly less about getting a job in the future, or not having money for basic needs, and in general, felt more secure with improved self-esteem as the programme provided them with support, taught them self-acceptance, made them feel valuable and restored a sense of dignity (Botea et al., 2015).

## 6.5 Assessment of the evidence and key gaps

Although many interventions have targeted orphaned and vulnerable children and provided them with psychosocial support, the majority have apparently not been assessed as our search identified only four such evaluations. In addition, such interventions tend to treat participants as a homogenous group and often the only sex-disaggregated data they include refer to rates of depression and girls' greater propensity to suffer from it. On the other hand, interventions providing psychosocial services to survivors of violence tend to assess their effectiveness in terms of access to and uptake of services along with potential behavioural change. Interestingly, though, interventions that focus on economic or social empowerment may include a complementary psychosocial component. Their evaluations increasingly include indicators to assess their impact on participants' psychosocial wellbeing in terms of happiness, hope, a sense of security and self-value. They may even indicate how change in material conditions and personal development interacts with and improves psychosocial wellbeing, an issue that needs further systematic investigation.



## 7. Voice and agency interventions

### 7.1 Overview of the evidence

We found eight impact studies and evaluations of interventions with empowerment and norm change components. Key assessed programmes include the *Ni Nyampinga*, the 12+ Programme and the ‘Empowering Adolescent Girls through Education’ programme or Programme Partnership Agreement 2 (PPA2). Four studies used mixed methods, three used only qualitative methodology and one was purely quantitative. None of these had a high quality research design. In addition, we found 28 sources with information on social norms and empowerment interventions, many of which had multiple objectives and activities. The most common intervention strategy appears to be life-skills training, followed by girls’ clubs (see Table 4 below). A more detailed overview of all examined interventions is provided in Annex 1.

Table 4: Main types of social empowerment interventions

Type of social empowerment interventions	No. of sources
Life-skills training/ rights education	21
Girls’ clubs/ support groups	18
Community/ group dialogue	15
Mass media communications campaigns	14
Speaking out/ leadership training	11
Mentoring	11
School-based norm change initiatives	7
<b>Total number of sources</b>	<b>36</b>

Note: Numbers of sources add up to more than 36 as interventions often carried out multiple activities.

### 7.2 Interventions empowering girls and transforming discriminatory norms

The evaluation of Plan’s PPA2 programme, which included provision of RWAMREC training and formation of *Tuseme* clubs, reported positive effects (see also section 2). In particular, RWAMREC training succeeded in training influential students in leadership and communication skills, disseminating information, and inducing attitude change. Not only did trainees improve their skills, but they were also able to share their knowledge effectively with their fellow students and influence them positively. Boys were also provided with training in positive masculinity and ways to fight gender-based violence. The RWAMREC training included workshops in which boys were prompted to think about gender stereotypes and relations critically, analyse masculinities, and improve their awareness about sexual and gender-based violence. Boys were also encouraged to participate in anti-GBV clubs in schools and disseminate positive messages to their peers. The project evaluation also found that there was still scope to change perceptions about the value of girls’ and boys’ education and emphasised that such interventions should include both boys and girls as well as all age groups as gender bias characterises all community members. The project even included workshops for local leaders, the police and education officers as well as community sensitisation activities through the use of drama to make parents understand their daughters’ right to education. Moreover, it provided support for the participation of girl delegates of children’s clubs in the National Children’s Summit and District Girls’ Task Force (Laterite and Plan Rwanda, 2014; Heaner and Littlewood, 2014).

Among its several components, the World Bank-led Adolescent Girls Initiative also provided life-skills training in safe spaces to participating girls; interestingly, this appeared to be the most popular activity among participants. Overall, the programme improved girls' ability to make decisions and take action for household and business matters. Participants reported becoming more confident of their ability to identify business opportunities, run their business or interview for a job. Increased engagement of AGI trainees in income-generating activities was also associated at endline with increased ability to make decisions by themselves about their working for pay or not, attending training and doing household work. Almost all respondents reported participating in all decisions that concerned them. The only decline was observed in their ability to decide about childbearing, a finding that reflects more joint decisionmaking between girls and their partners (Botea et al., 2015).

Probably the most well-known norm change intervention in Rwanda, is Girl Effect's *Ni Nyampinga*, which uses a magazine and radio show to empower adolescent girls to make informed decisions about their life. It also aims to create a sense of value for girls in their communities – ultimately influencing more girl-friendly policies (2CV, 2013). The latest estimates is that half a million girls have consumed the radio and magazine, and Girl Effect Rwanda notes that 66% of those girls report that the brand enhanced their self-confidence, increased their voice and enabled them to speak to others about important issues in their lives<sup>12</sup>. An evaluation of the radio show and the magazine, revealed that the brand had a positive impact on girls' aspirations as girls began to plan for a more successful future. For instance, respondents highlighted that they were now considering paths that were traditionally reserved for boys and started new business ideas (2CV, 2013). The majority of girls who listened to the show or read the magazine reported that it had greatly influenced their self-confidence, decision-making power, attitude towards life, their feeling of self-worth, and respect for other girls. The results were also consistent across regions (Girl Hub, 2013). Above all, *Ni Nyampinga* was reported as creating a place where girls are celebrated by giving girls more time and space to be girls, thus transforming the way in which girls value themselves (2CV, 2013).

The term *Ni Nyampinga* has multiple meanings that are indicative of the intervention objectives. It can mean 'the beautiful girl inside and out who makes good decisions' (2CV, 2014) or a girl who has 'self-worth', 'value' and who is 'well-behaved' and 'hardworking' (2CV, 2013). Interestingly, the brand has added new dimensions to the meaning – girls have cited values of action, confidence and self-sufficiency that are not associated with the traditional meaning. These additional meanings include 'a girl with a plan', 'an entrepreneur' and 'a girl who has self-belief and knows her future', which are all linked to the messages provided in the radio show and the magazine (2CV, 2013). This term actually fits with the new national language of equality and the vision of the nation whereby girls are a value to society (Fleming, 2015). Nonetheless, in some ways the term still holds up ideals of a perfect girl, putting pressure on girls to behave in particular ways (Fleming, 2015).

Girl Effect Rwanda (Girl Hub, 2013) also found boys to be positive about the *Ni Nyampinga* brand. The evaluation found that many boys felt that they could learn valuable lessons from the media intervention and were especially inspired by the entrepreneurial stories as opportunities to make money. Boys were well aware that the brand was created by girls to empower girls, but they were generally supportive of this (2CV, 2013). However, concerns have been raised that *Ni Nyampinga* is providing girls with something so unique and empowering that boys are beginning to feel quite excluded, perceiving girls to be getting preferential treatment. This is especially the case for younger boys who simply see the fun side of the brand and do not fully understand girls' lower status in the Rwandan society (2CV, 2013). The second concern is that there were no signs that *Ni Nyampinga* successfully changed boys' attitudes towards traditional social norms in the same way that it transformed girls', probably because its products were not targeted towards them. Indeed, there is a growing risk that the radio show and the magazine encourage a view of boys and men as rapists, sugar daddies and economic rivals, instead of peers and potential co-workers. There is clearly a potential for

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<sup>12</sup> See [www.girleffect.org/what-we-do/ni-nyampinga](http://www.girleffect.org/what-we-do/ni-nyampinga)

more constructive dialogue that engages young boys, who have a key role to play in combating gender inequality both in adolescence and when they reach adulthood (Flamingo, 2015).

Parents and guardians are also positive about the *Ni Nyampinga* products and image as it aligns with their desires and hopes for girls in the future. However, some parents and guardians lack the literacy level in English to fully engage with the magazine, but this does not seem to stop them from encouraging their children to read it. There is also evidence of girls reading it and translating it to others, which could be an important learning tool for children and adults alike (2CV and Girl Hub, 2013). The magazine's reach could be expanded by distributing it outside of schools (for example, in local market places) and to younger groups of girls.

The magazine, once accessed, is within girls' control, but girls reported finding it more difficult to access the radio show. They were unaware of what time the show aired or did not have control over accessing the radio at home (TNS, 2014; 2CV, 2014). A weekend slot has been suggested when girls have greater access to the radio, or the creation of school listening clubs that could encourage girls to discuss the show in more depth with their peers (2CV, 2013). The radio show was particularly appreciated for the way it could be listened to as a family, and the evaluation suggested that methods should be explored to encourage families to listen to the show together at home in order to spark dialogue between girls and their families (2CV, 2013). A variety of community influencers, such as teachers, village chiefs, media owners and government ministers, were also interviewed for the evaluation. While it appeared to be more difficult to engage influencers in the products, once they were engaged they were again very positive about *Ni Nyampinga*, though sometimes they felt that the open discussions of sexuality and traditional gender values that *Ni Nyampinga* raised were inappropriate (2CV, 2013). Another important point made was that the radio show could become more inclusive, with a greater variety of call-in locations and presenters from different backgrounds across the country, to prevent it from coming across as centred entirely on Kigali (2CV, 2013).

The DFID-funded 12+ Programme has aimed to improve the social assets, increase the self-esteem and empower 114,500 young adolescent girls aged 10-12. To this end, it included provision of safe spaces and groups of 25 where girls meet weekly over a ten-month period, with each group facilitated by two young female mentors. Some girls with disabilities have also participated in the programme (DFID, 2015b). In interviews with parents whose daughters participated in 12+, the majority responded that they thought that it had changed how their daughters thought of themselves, improved their communication skills and enhanced their relationships at family and community level. Although parents needed more information about the programme and their involvement (TRRG, n.d.; PSI, 2012), they found that it helped girls become more goal-oriented, decisive and confident. More than 93% agreed that their daughter's participation greatly increased her sense of self-worth, and almost all parents commented that the programme approach evidently instilled leadership capabilities in participating girls (TRRG, n.d.). The mixed-methods evaluation found that 91% of girls responded that their participation in the 12+ Programme made them feel like a leader, and 99% of girls said that they felt important after the programme.<sup>13</sup> More girls also reported being able to resist peer pressure to do things they did not agree with – 94% compared to 75% at the baseline (PSI, 2012). Thanks to the programme, girls who had dropped out of school started returning, although no school incentives were provided (DFID, 2015b). Although the 12+ Programme emphasises the importance of safe spaces, its evaluation revealed that this was not entirely necessarily, as 80% of girls had already identified a safe space before embarking on the programme, and 85% were able to identify such places after participating in the programme (PSI, 2012).

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13 It is not clear whether the phrasing of questions may have contributed to these very high figures.

### 7.3 Girls' and youth clubs

Establishment of girls' clubs is a particularly common component of social empowerment interventions in Rwanda. There are various types of clubs such as anti-GBV clubs in schools or the *Tuseme* clubs in which girls can participate, often along with boys, and their aim is to promote attitude and behavioural change. The literature pays particular attention to FAWE's *Tuseme* clubs now running in 54 primary and secondary schools across the country (see also section 2). These clubs seek to address the structural roots of gender inequality by discussing and transforming social norms. Through drama, song and creative arts, girls learn negotiation, leadership and decision-making skills. They also practise public speaking and enhance their self-confidence. There is also the *Tuseme* festival that brings together club members from different schools across the country to share experiences and learn more from each other. The festival includes theatre performances, workshops, exhibitions, discussions with role models and awards (FAWE, 2015). Club members and teachers have reported increases in girls' confidence and negotiation skills (FAWE, 2015) as well as an increase in girls' determination and aspirations (FAWE, 2008). Students reported being taught and understanding what gender equality means (Holm, 2009). The majority also felt completely free to state their opinion in class (Holm, 2009), and girls also reported being increasingly able to report cases of sexual harassment or mistreatment (FAWE, 2008).

There are also several other small-scale initiatives of international and local civil society organisations that target adolescent girls and aim to develop their leadership skills, increase their knowledge over sexual and reproductive health, and improve their self-confidence. For instance, the Association of Kigali Women in Sports (AKWOS) targets poor adolescent girls aged 12-18 and through sports activities and training by female coaches, enable them to come together in safe spaces and attend life-skills training (Browne and Oddsottir, 2013). Girls and young women may have also benefited from programmes targeting youths and aiming to improve their participation in the public sphere. Such was the joint UN programme for youth development through sports, leisure and cultural activities. Implemented in 15 districts, it targeted boys and girls aged 10-24, paying attention to the different needs of each age group (young adolescents, older adolescents and young adults) (UNDP, n.d.).

As already noted, orphans and vulnerable children affected by AIDS and poverty have also been the target of several interventions. The USAID-funded *Higa Ubeho* targeted 75,000 households of OVC and people living with HIV and AIDS across 23 districts. It aimed to increase their access to quality social services, improve their resilience and strengthen local capacity through the following key components: providing school fees to OVC secondary students; establishing savings and lending groups and farmer schools; nutrition and health training; GBV and HIV prevention workshops; psychosocial services for those with HIV, trauma and depression; and youth camps and peer mentoring clubs for adolescents to improve their knowledge and self-confidence (Global Communities, 2015; Billups et al., 2013).

In its project overview, the key INGO involved reported that within five years of programme implementation it created peer mentoring clubs for over 12,000 young people. Known as the Abahizi Clubs, these groups encouraged vulnerable youths to adopt healthy behaviours, develop positive relationships, focus on school and plan for the future. Unfortunately, there is no source for the data provided in this overview, and we were also unable to access a cited 2013 assessment study of the Abahizi Clubs. Using a comparative analysis between Abahizi Club members and non-members over a period of three years (2011-2013), this study found that participation in the clubs increased members' communication skills, problem-solving ability, self-confidence and leadership skills, with 96% of members reporting an ability to compete for leadership roles compared to 26% of non-members. Membership also improved school performance considerably, with members having a higher and increasing proportion of academic scores above 70% compared to the declining rate of non-members, a finding that suggests that non-member students were less able to cope with the increasing complexity and challenges as they advanced in their studies (Global Communities, 2015).

## 7.4 Assessment of the evidence and key gaps

There is a growing number of interventions aiming to address discriminatory social norms and empower adolescent girls, yet the majority have not been evaluated. Moreover, social empowerment components such as life-skills training, safe spaces, mentoring and leadership skills are increasingly included in large- and small-scale programmes targeting adolescents with education, health or economic empowerment objectives. However, their relative importance is not assessed in available evaluations. Few studies examine the impact of interventions working with boys and men, parents and significant others in girls' lives (such as teachers and community leaders) to raise their awareness or challenge discriminatory norms and attitudes. Some emerging evidence indicates that they have had promising outcomes in terms of changing attitudes. However, the sustainability of such change is not assessed.

## Conclusions: Key findings and gaps

This rapid country evidence-mapping report has provided an overview of 24 impact studies and evaluations, assessing the effects of various interventions aiming to increase adolescent girls' access to education, improve the development of their economic capabilities, enhance their physical wellbeing, address their vulnerability to physical and sexual violence, improve their psychosocial wellbeing, and promote norm change and girls' voice and agency in Rwanda.

Although our search generated a considerable number of sources with information about education, empowerment and physical health interventions targeting adolescent girls, it appears that few of these interventions have been evaluated. Thus the most assessed interventions were programmes aiming to socially empower girls and transform discriminatory social norms, primarily through the provision of life-skills training and the establishment of girls' clubs; programmes to economically empower girls, largely through the provision of vocational education, financial literacy and business skills training; and programmes targeting vulnerable groups of adolescent girls such as orphans, girls affected by HIV and survivors of GBV, and aiming to improve their psychosocial wellbeing. There is a smaller number of studies assessing interventions to improve adolescent sexual and reproductive health knowledge and access to relevant services as well as education-related interventions which sought to improve girls' school enrolment and attendance primarily through the establishment of girls' clubs, the implementation of girl-friendly measures and the provision of cash and in-kind support. There is also a small number of impact studies focused on interventions to tackle GBV, despite the extent of the problem and the multiple challenges it poses to adolescent girls' capabilities and lives.

Overall, the majority of these studies indicate some positive changes in knowledge and attitudes and in girls' schooling, employment or psychosocial outcomes as well as their access to basic social services. In some studies, girls report increased self-confidence, yet these are self-reported perceptions rather than evidence of actual change.

The quality and rigour of examined evaluations varied considerably but the vast majority had a weak research design. Eleven studies combined qualitative and quantitative methods, seven others used a purely qualitative approach, and the remaining six used quantitative techniques. Only five of these studies used methodologies generally considered rigorous, and only one used a randomised control trial to assess a youth livelihood programme (Alcid, 2014). Thus, it is difficult to identify the best strategies or pathways of positive change.

Although many interventions were multi-component programmes, their evaluations did not try to assess the relative effectiveness of each component. A few evaluations provide some information about the dose and exposure to each programme component, such as the overall hours of provided training or frequency of sessions, yet without comparing potential differential impacts in line with adolescent age groups, their socioeconomic status, location or other variables. Therefore, we do not know what works best for different groups of girls.

Although the target of many evaluated programmes spanned the whole adolescent age group, or even included young women, few evaluations disaggregate different age-groups of targeted girls and thus it remains unclear whether certain approaches are more effective with younger or older girls. In the case of interventions targeting girls along with youths or women, there is often a lack of or limited sex- and age-disaggregated data, making it difficult to distinguish programme effects among different groups. On the other hand, interventions targeting vulnerable population groups such as orphans often lack a gender lens or pay limited attention to girls' special needs and vulnerabilities. With the exception of a few programmes, including the 12+ Programme, younger adolescent girls are largely missed out.

The majority of evaluations were conducted on ongoing programmes or relatively soon after the end of the programme – within two years. This means that there is very little evidence of how far programme effects



led to sustained changes in girls' later adolescence or adulthood. Interestingly, a few evaluations acknowledge the need to set up mechanisms that will enable graduates to maintain linkages with the programme and facilitate their access to support for a few months after programme completion. However, no further information tends to be provided.

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## Annex I: Rwanda Interventions Table

Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
Education and learning interventions				
<b>Adolescent Girls Initiative (AGI) pilot – Scholarships to Resume Formal Education</b> World Bank, Imbuto Foundation, Ministry of Education (MINEDUC). 2012-2014. Implemented in two urban and two rural districts – Rulindo, Gicumbi, Gasabo and Kicukiro.	Adolescent girls and young women aged 15-24 years who had dropped out of school but wished to pursue secondary education.	The education component was part of the AGI. It provided participants with scholarships covering tuition fees to private schools in the four districts. It also included a mentorship scheme, anti-trauma clubs and psychosocial support.	The World Bank assessed the economic empowerment component of the intervention and reviewed the achievements of the education component between 2012 and 2014.	Overall, 120 girls and young women benefited from the provided scholarships. In particular, 87% of participants finished their third year; school mentors provided weekly additional courses to help girls catch up with their peers in school; and while in the first year only 26% of girls passed their national exams, the following year, 50% of girls did so (Botea et al., 2015).
<b>Scholarships to students</b> Imbuto Foundation. Provided since 2003.	Girls and boys with high academic potential who are in need of financial support to pursue secondary education.	It provides US\$300 per year per student to meet tuition costs, school uniform, transport and other school requirements for the whole secondary school cycle.		
<b>The Scholars Programme</b> FAWE Rwanda and the MasterCard Foundation Scholars Programme. Launched in 2014 and expected to continue for 10 years.	1,200 academically promising girls from economically disadvantaged backgrounds.	A comprehensive scholarship package, enabling girls to access quality education throughout upper secondary and tertiary education.		



Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
<b>School fee loans to parents</b> One of the 26 Innovation For Education (IFE) projects by DFID and the GoR (2013-2015).	Parents (no other information available).	Loans to parents so that they could pay for their children to attend low-cost private schools.	It appears that the impacts of these projects were assessed but we were unable to find the evaluations.	5,000 parents were provided with such loans.
<b>Child-Friendly School (CFS)</b> Unicef and GoR.		Inclusive education model with several components such as the inclusion of students with disabilities; gender-sensitive pedagogy; gender-sensitive code of conduct; involvement of women in school management and in parent-teacher committees; creation of gender school clubs; sex-disaggregated data system; and promotion of health and hygiene in primary school to reduce dropout rates.		Between 2009 and 2011, the government built over 6,000 classrooms and 20,000 latrines according to the CFS standards, and renovated and upgraded water facilities, playgrounds and sanitation (Raman-Preston, 2013; Abbott, 2013).
<b>School-feeding programmes</b> WFP, GoR and other donors. Started in 2002 in food-insecure districts in the Southern and Eastern provinces. At the end of 2015, the PM announced the expansion of school feeding in all secondary schools from February 2016.	Primary school students, both boys and girls.	Provision of meals to students in WFP-assisted schools, while girls in grades 4 through 6 were offered a monthly take-home ration of vegetable oil.	Some assessment was taking place from time to time as part of WFP country operations – but there is no overall evaluation for all the years the programme ran.	WFP reported that attendance improved for both boys and girls in primary school. Between 2006 and 2010, the school feeding programme benefited on average more than 300,000 primary school children – 51% of them were girls.
<b>One Laptop per Child programme</b>	Students and teachers at school.	Provision of up to 100,000 laptops.		

Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
One Laptop per Child and GoR.				
<b>Catch-Up Programme</b> MINEDUC. Started in 2002 but is now phased out.	Orphans and vulnerable children and adolescents with little or no education.	An accelerated programme in local primary schools with support for those unable to pay school costs.		In 2012, over 4,000 students aged 15-50 years benefited from the programme. The programme enabled people outside the 'normal' school age range to obtain basic education.
<b>Tuseme ('Let's Talk') school clubs</b> FAWE Rwanda.	Boys and girls at school.	Children meet and learn about their rights, understand and address gender inequality issues, think critically, communicate effectively, become assertive and speak out about the challenges they face. Some clubs also conduct community awareness campaigns, identify students who dropped out of school and encourage them to return, provide financial assistance to members, and implement small-scale agricultural activities to enhance skills and generate income.	Included in a broader mixed methods evaluation (Laterite and Plan Rwanda, 2014).	A mixed methods evaluation of a programme that included <i>Tuseme</i> clubs as one of its main components found that they are successful in promoting an environment conducive to girls' education (Laterite and Plan Rwanda, 2014).
<b>Light in Our Home</b> Global Grassroots. One district with high rates of sexual violence against female students.		Training and community awareness raising activities to tackle high rates of sexual violence against students in primary and secondary school.		
<b>Sugar Daddies Risk Information Programme</b>	Adolescent girls in school.	The intervention has aimed to reduce cross-generational sex, unwanted pregnancy that leads	Newly implemented in Rwanda after being evaluated as successful in Kenya.	

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Rwanda Biomedical Center, Imbuto Foundation and the Abdul Latif Jameel Poverty Action Lab.		to school dropout, and HIV-infection among adolescent girls.		
<b>Provision of eco-friendly, low-cost sanitary pads</b> Sustainable Health Enterprises (SHE). One district.	Female students.	The intervention seeks to produce low-cost and environmentally friendly sanitary pads so that menstruating girls can attend and participate in school; and to train teachers to deliver puberty education and Menstrual Hygiene Management (MHM) in after-school classes.		180,000 eco-friendly affordable pads were distributed to 3,000 girls, and 50 teachers were trained (SHE, 2015).
<b>Empowering Adolescent Girls through Education programme or Programme Partnership Agreement 2 (PPA2)</b> Plan Rwanda. Started in 2011.	Adolescent girls aged 10-17.	The intervention included: training for Parent-Teacher-Committees; creative self-expression clubs through the <i>Tuseme</i> theatre approach; RWAMREC trainings for boys on positive masculinity and how to fight gender-based violence; remedial classes for girls on the verge to drop out of school; and trainings for teachers on responding to child protection abuses, gender-responsive pedagogy and teaching methodologies. The overall objective was to assist girls to enrol and complete lower secondary education by addressing issues of quality education and gender bias.	There was a baseline and midterm review. Also a third year evaluation by a consulting firm (Laterite). This evaluation included a quantitative survey, FGDs and KIIs in two communities, in two different districts with Plan-supported schools. Due to design limitations, the consulting firm commissioned to do the evaluation was unable to use the midterm and baseline data and thus the evaluation does not demonstrate change over time at community level (Laterite and Plan Rwanda, 2014).  There has also been a Year 3 Formative Review of the project	The evaluation found that three interventions – <i>Tuseme</i> clubs, the RWAMREC training and the teacher training by IEE (International Education Exchange) – were successful in promoting a gender-neutral school environment that was conducive to girls' education. Yet it also recommended more investment on changing perceptions regarding the value of boys' and girls' education so that girls do not continue having a disproportionate household burden and higher dropout rates than boys (Laterite and Plan Rwanda, 2014).

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			in all implemented countries. Yet it also notes that the Rwanda sample may be biased as the review revealed poorer scores in Rwanda relative to the previous two waves which cannot be explained and thus more attention is paid to qualitative data to assess programme effectiveness (Heaner and Littlewood, 2014).	
<b>Higa Ubeho ('Be determined and Live') project</b> 2009-2014. 23 districts. USAID funding.	It targeted 75,000 households with orphan and vulnerable children (OVC) and people living with HIV and AIDS.	The project aimed to increase participants' access to quality social services, improve their resilience and educational investment and strengthen local capacity through several components including provision of school fees, materials and uniforms to OVC secondary students as well as youth camps for secondary school students to improve their knowledge and self-confidence (Global Communities, 2015; Billups et al., 2013).	Its midline evaluation used a qualitative participatory methodology based on the collection and interpretation of beneficiary stories (Billups et al., 2013).	The evaluation found that provision of school materials and fees enabled adolescents to remain in school and attend regularly instead of having to work to meet school costs, while it also improved their performance. Yet only those enrolled in school could benefit from project services and thus adolescents not doing well and failing school tests were unable to benefit or faced increased pressure. Moreover, once the programme ended, it was unclear whether beneficiaries could continue sending their children to school (Billups et al., 2013). In its project overview, the main INGO involved reported that within five years of programme implementation it provided scholarships to over 6,500 adolescents, almost tripled the enrolment of the poorest youth in TVET schools and created youth camps for 13,400 youth (Global Communities, 2015).

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<b>Rwandan Girls' Education and Advancement Programme (REAP)</b> Ongoing. Part of DFID's Girls Education Challenge. DFID, Health Poverty Action and Teach A Man To Fish (TAMTF). Implemented in Nyaruguru district in Southern Province.	Almost 18,000 marginalised girls aged 6-19 years in 28 primary and secondary schools.	The programme includes integration of business and practical skills classes to the current curriculum; the setting up of profit-making school businesses to cover girls' education costs that families cannot afford; Mother-Daughter Clubs (MDCs) that target the most marginalised girls in the school and their mothers to participate in various activities, including community sensitisation of the importance of girls' education, income-generating activities and cooperatives; separate lockable girls' sanitation facilities using ECOSAN composting toilets, with a focus on improving the school environment for girls; and a radio intervention: an educational radio soap opera broadcasted nationally on Radio Rwanda and the BBC Great Lakes Service.		If the pilot is successful, it will be scaled up to reach around 44,000 girls, particularly orphans, girls affected by HIV, those with disabilities, household heads, historically marginalised groups like the Batwa, and out-of-school girls (DFID, 2015a).
<b>Keeping Girls At School (KGAS)</b> DFID and local NGO. 2013-2015 Southern Province.	Adolescent girls that need assistance to stay in lower secondary school.	Mentoring, creation of girls' club, peer support, social and financial skills training as well as involvement in Voluntary Savings and Loans activities so that girls can cover their school costs or invest in an income-generating		

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		activity. It also introduced the use of Community Score Cards.		
<b>Rwanda Education Alternatives for Children (REACH) project</b>  USDOL and local partners. 2009-2014 7 districts.	Child labourers, both boys and girls, in smallholder farming.	Provision of uniforms and scholarship kits; provision of agricultural and vocational skills for older out-of-school adolescents; a catch up scheme; entrepreneurship support to female-headed households to sustainably support their children's education; policy strengthening; and awareness raising campaigns.	The project included a baseline, a survey to assess existing public awareness of child labour issues, a case study on child labour in the tea sector, a midterm and a final evaluation (Winrock, 2011; Winrock, 2013). The evaluations included interviews with stakeholders in the capital and field visits with participant observation, FGDs and KIIs with children, parents, district officials and teachers in 15 project sites in all 7 districts. Sex-disaggregated data with the numbers of children prevented and withdrawn from child labour were provided and compared to project targets.	The final evaluation found that REACH enabled over 5,000 children to withdraw from agricultural work and prevented more than 3,500 others from entering it – 52% of all beneficiaries were girls. Children in schools reported that the project enabled them to have free time which they used to revise, visit relatives and classmates and reported only doing relatively light housework. Their school examination results also considerably improved. Awareness raising campaigns increased child, parental and teacher knowledge about the negative impact of exploitative child labour (Winrock, 2013).
<b>Sexual and reproductive health, health and nutrition interventions</b>				
<b>Think About the Young Girls project</b> Global Grassroots.	The project mainly focused on in-school girls, but one specific component did focus on teaching SRH issues to out-of-school girls.	Training youth on SRH issues.	A mixed methods assessment conducted by an independent consultant (Oakley, 2011).	More than 500 youth received training on reproductive health (Oakley 2011).
<b>My Changing Body programme</b>	Very young adolescents – girls and	Provision of information about puberty, fertility and other SRH issues.	Research design described as quasi-experimental and using mixed methods.	The programme increased knowledge among girls and boys of developmental changes during puberty, including fertility awareness.



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Implemented by the Catholic Relief Services in Huye District of Southern Province and Ngoma District of Eastern Province.	boys aged 10-14 along with their parents.			Adolescents and parents became more comfortable discussing sexual issues and romantic relationships (FAM Project, 2013).
<b>CycleSmart Kit</b> Institute for Reproductive Health at Georgetown University along with Association Rwandaise pour le Bien Etre Familial.	The CycleSmart Kit was given to girls ages 12-14 to use for six weeks.	The project included a package of puberty and fertility-awareness educational materials and tools, known as the CycleSmart Kit. The kit consisted of CycleBeads, a country-specific informational brochure and a calendar, a weekly diary, and reusable sanitary pads.	The assessment (Adams and Lundgren, 2013) used mixed methods, including a self-administered 20-item questionnaire, which was distributed to all participating adolescents by facilitators prior to commencing field-testing activities (baseline) and five weeks later (endline) at the conclusion of the field-testing period.	Increases in knowledge were observed on all concepts measured at baseline and end line (Adams and Lundgren, 2013). The kit was deemed easy to use, and filled a gap in puberty knowledge and education (FAM Project, 2013).
<b>Ni Nyampinga</b> Girl Effect Rwanda. Girl Effect Rwanda estimates that 500,000 girls have consumed the magazine and the radio, and many more have been exposed to their messages, including boys.	Adolescent girls aged 10-19.	The intervention teaches girls about sexual reproductive health through radio broadcasts and a magazine.	One evaluation (2CV, 2013) used qualitative techniques. The research was conducted across three locations: Kigali (urban), Nyagatare (rural) and Musanze (urban/rural).	The evaluation noted that the magazine created a comfortable and safe environment for learning about health issues, as girls used the magazine to seek out a safe space, for example, hiding behind the size of the magazine, reading it in private, and revisiting it whenever they needed to (2CV, 2013). This was the case with younger girls, who were often rather embarrassed to talk about sexual health issues (2CV, 2014). In 2013, the <i>Ni Nyampinga</i> promotional campaign aimed to raise awareness of the <i>Ni Nyampinga</i> brand in the most hard-to-reach areas. The pregnancy role-play seemed to have the greatest impact on girls, as members of the local community commented after the campaign that less sex

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				work was taking place, adolescent mothers started working and pregnant girls wanted to go back to school (2CV and Girl Hub 2013). The evaluation also pointed out that the health information in both the magazine and radio show, helps girls develop a sense of collective responsibility, as girls use them to advise one another on health issues. It thus seems to have opened up a space for dialogue even with parents, guardians and teachers, as girls are encouraged and empowered to ask more questions about their bodies and health (2CV, 2013). For instance, 68% of readers of the magazine said that they discussed what they had read with other people, including their friends, classmates, parents, siblings and teachers (Girl Hub, 2013).
<b>12+ Programme</b> Funded by DFID. In 2011, the pilot project was implemented by Population Services International (PSI), Nike Foundation, Girl Hub and the Association des Guides du Rwanda (AGR) under the leadership of the Ministry of Health. Then it was scaled up between 2012 and 2016 aiming to reach 114, 500 girls under the management of the Ministry of Health, technical	Adolescent girls between the ages of 10-12. Later, it focused on 11-year-olds.	The programme aims to improve the health, social and economic assets, increase the self-esteem and empower girls. Girls participate in the programme for 10 months and are matched with a locally selected, trained female mentor aged 18-25. In safe spaces, girls are given the opportunity to learn about their health and rights in an enjoyable and interactive way. They attend a series of creative, extra-curricular training modules on topics including the fundamentals	A study by PSI (2012) used mixed methods.	The pilot increased girls' knowledge of sexual and reproductive health issues across every indicator. At the beginning of the programme, 48% of girls agreed that condoms would help prevent HIV infection, while this proportion increased and reached 94% by the end of the programme. Moreover, the proportion of girls who were able to define HIV increased dramatically from 7% at the beginning of the programme to 72% at the endline evaluation (PSI, 2012). Apart from increased knowledge, girls also improved their communication skills and started discussing puberty and sexual relations issues with their parents.

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assistance by Girl Effect Rwanda, and implementing partners being the Imbuto Foundation, World Relief Rwanda and Caritas.		of puberty, menstruation, sexuality, adolescent pregnancy and its consequences, HIV and other STIs, negotiation, rights and responsibilities.		
<b>Adolescent Reproductive Health Programme</b> Butare Province.	Youth aged 15-24 years.	The Programme established a multi-purpose youth centre and sought to provide and promote quality reproductive health services to youth.	The evaluation used quantitative methods (Plautz and Meekers, 2003).	The evaluation found that more than 94,500 youth visited the centre. Sexual and reproductive health knowledge among both male and female youth improved, particularly in relation to use of condoms for family planning and HIV prevention. Yet only 20% of male youth and 5% of female youth reported feeling confident that they knew how to correctly use a condom. Discussions of STIs and HIV also increased. While awareness of reproductive health services improved, the actual use of these services did not (Plautz and Meekers, 2003).
<b>HIV-youth project</b> Two rural health centres in Eastern Province.	HIV-positive adolescents.	Youth were provided with a comprehensive package of clinical, social and psychological services, tailored to their specific needs with the aim to reduce barriers to access services and social stigma.	The evaluation used quantitative techniques (Merkel et al., 2013).	The evaluation found that participants showed high clinic attendance, retention in care, immunologic response and virologic suppression, and attributes them to the intervention components which included effective mitigation of barriers to care through health insurance, transport fees, medication and access to counselling groups, community-based support and education. Yet no gender differentials are provided (Merkel et al., 2013).
<b>Rwandans Allied for Peace and Progress (RAPP)</b>	Community outreach activities – educating the general public.	The project promoted public sexual and reproductive health, and included open theatre		

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		performances with messages on family planning and HIV and AIDS for the general population.		
<b><i>Sinigurisha</i></b> (‘I am not for sale’)	General public and particularly community leaders, business leaders, church authorities, police and teachers.	The aim was for the entire community to address cross-generational sex where older men exploit younger girls for transactional sex. The campaign hoped to prevent the spread of HIV and STIs, appearing on billboards, television, radio spots, and publicised during community events.		
<b>Making sexual and reproductive health (SRH) services work for the next generation</b> Cordaid Consortium. January 2013 - December 2015.	Youth.	Provision of SRH information, commodities and services. Also aiming to strengthen health services in Rwanda and make them more youth friendly. It also included training on SRH.		
<b>The Power to Change project</b> Implemented in partnership with YWCA Rwanda and the support of the David and Lucille Packard Foundation.	The project trained adolescent girls and young women aged 12-30 years on women’s rights and SRH.	Provision of accurate information on SRH to girls through a safe spaces model.		
<b>Women’s Equity in Access to Treatment and Care (WE-ACTx) Project</b> Began in 2003.	The overall programme focuses on women but due to demand it also targets youth.	Provision of youth friendly services through a youth clinic day, parental support, a summer training programme and youth support groups.		

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<b>Bodily autonomy, integrity and freedom from violence interventions</b>				
<b>Isange One Stop Centers (IOSC)</b> One UN (including the main UN agencies, such as Unicef, UNFPA and UN Women). In partnership with the Rwanda National Police (RNP) and the Government of Rwanda. Between July 2009 and December 2012, IOSC assisted approximately 4,725 victims of GBV and child abuse who sought treatment there.	Women and girls affected by GBV.	These centres aim to prevent and respond to GBV and child abuse. A cross-sectoral approach is used, providing victims with high quality medical, legal, psychological and police support.	A mixed methods assessment which heavily relied on qualitative methods to gather information. The range of qualitative methods of data collection used, included: semi-structured individual interviews, group discussions in workshops, and direct observation in the IOSC (Benarth and Gahongayire, 2013).	The final assessment found that the medical services were of exceptionally high quality, but IOSC had often poor links with other ministries, and their staff often did not follow up victims after they had left the centre (Benarth and Gahongayire, 2013).
<b>Ending Domestic Violence project</b> 2005 Nine districts.	Survivors of domestic violence.	Provision of various related services, including psychosocial support to couples through volunteer but trained counsellors.	A midterm evaluation combined quantitative and qualitative components and targeted stakeholders, implementers, communities and participants aged 18 to 68 years (Omollo-Odhiambo and Odhiambo, 2011).	Out of 35 beneficiaries who participated in the FGDs, there were only two adolescents aged 18-19. 43% of participants accessed counselling for domestic violence with the majority receiving such services from volunteers. Provision of psychosocial support was associated with improved domestic life in terms of spousal communication, responsibility sharing and behavioural change such as sharing family resources (Omollo-Odhiambo and Odhiambo, 2011).
<b>Global Grassroots programme</b> Global Grassroots.		The programme also sought to address and reduce domestic and sexual violence in targeted communities. The programme included provision of awareness	A mixed methods evaluation (Oakey, 2011).	The evaluation reported that several thousand people were reached with anti-violence information, yet there were problems measuring and following-up participants' progress, including the number

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		campaigns, community dialogues and psychosocial assistance.		of formerly separated couples who reunited or children who had run away from home and then returned (Oakley, 2011).
<b>Adolescent Girls Initiative (AGI)</b> World Bank, Imbuto Foundation and MINEDUC. 2012-2014. Implemented in two urban and two rural districts - Rulindo, Gicumbi, Gasabo and Kicukiro.	Adolescent girls and young women aged 15-24 years.	The key project component was the provision of skills training and entrepreneurship support. The Vocational Training (VT) project provided training in life skills, entrepreneurship skills, technical skills and follow-up support in terms of job placement, cooperative formation and entrepreneurial mentoring.	A mixed methods evaluation (Botea et al., 2015).	The evaluation found an increase in reported GBV (mostly sexual harassment/verbal abuse, followed by physical violence cases) by participants between baseline and endline, yet it clarifies that available data does not allow evaluators to determine when the harassment took place or whether it was linked to project participation. It is also possible that reporting of such incidents increased at endline as respondents became more comfortable to reveal it or more aware and able to recognise it after attending the life-skills training. No participant in the FGDs suggested that their situation worsened during the AGI project, while some indicated that the AGI empowered them economically and thus contributed to a decrease in domestic violence. Yet AGI survey data also indicates that some of the income-generating activities in which girls got involved outside the home such as vending and small trading were associated with higher than average risk of sexual violence (Botea et al., 2015).
<b>Empowering Adolescent Girls through Education Programme - PPA2</b> Funded by DFID and implemented by Plan, FAWE, RWAMREC, PAJER and IEE.	Adolescent girls aged 10-17.	The programme sought to improve the quality and gender bias of basic education in targeted areas and to increase girls' educational achievements. It thus provided trainings for Parent-Teacher Committees,	There was a baseline and a midterm review. Also a third year evaluation by a consulting firm (Laterite). This evaluation included a quantitative survey, FGDs and KIIs in two communities, in two different	The evaluation found that programme activities contributed to a more conducive environment for girls' education as among other factors it successfully addressed the issue of sexual harassment and abuse inside and outside of school. While targeted schools were not completely free of violence, cases of



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		<p><i>Tuseme</i> clubs for students, RWAMREC training on positive masculinity for boys and best ways to fight GBV, classes for girls at risk of dropping out, training on child abuse and protection for teachers, codes of conduct and community sensitisation.</p>	<p>districts with Plan-supported schools. Due to design limitations, the consulting firm commissioned to do the evaluation was unable to use the midterm and baseline data and thus the evaluation does not demonstrate change over time at community level (Laterite and Plan Rwanda, 2014).</p>	<p>abuse were decreasing since the PPA2 started. In combination with government efforts, the programme, especially training at school and community levels, appears to have raised awareness about corporal punishment, violence and children's rights. Thus it contributed to changing perceptions and practices, with corporal punishment and bullying levels decreasing in targeted schools and teachers resorting to other non-violent forms of punishment. However, corporal punishment for both boys and girls continued to be widely accepted by adults. Community labour and household chores in the teacher's house as forms of punishment were perceived to be inappropriate and thus did not exist in targeted schools, while school labour, which included activities such as cleaning the classroom, collecting water at school and picking up dirty paper, continued to be commonly practised as a form of non-corporal and acceptable punishment. Physical and sexual violence prevalence rates declined during programme implementation with respondents attributing it to the strong punishments introduced by the government, teacher training changing teachers' perceptions and practices, and programme training about child rights and reporting mechanisms. Yet girls continued to be more exposed to sexual abuses than boys, and such cases continued to be underreported (Laterite and Plan, 2014).</p>

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<b>Economic empowerment interventions</b>				
<b>Youth skills training centres</b> Ministry of Youth.	Women and youth aged 14-35.	Provision of vocational training with financial literacy, access to loans or formation of youth or women cooperatives.		
<b>Youth and Women Employment Programme</b> UN Rwanda.	Youth and women.	Provision of employable skills; development of entrepreneurship skills; access to productive resources, including finance and labour market support services; and strengthening national capacities for mainstreaming employment across key national policies and programmes.		Large funding gaps affected programme delivery.
<b>Akazi Kanoze ('Work well done') Youth Livelihoods project</b> USAID 2009-2016.	Youth aged 14-35 with low education levels.	135-hour work readiness curriculum leading to a nationally recognised certificate covering personal awareness, communication, professional conduct, financial literacy, personal health, and rights and responsibilities; training and support resources; savings groups; technical skills training in targeted sectors (hair dressing, tailoring, hospitality, masonry, carpentry, and welding); literacy/numeracy instruction, entrepreneurship training, and youth mentoring; labour market linkage opportunities (internships	The evaluation combined an RCT with qualitative research to assess programme impact on employability and employment outcomes (Alcid, 2014). The majority of participants in the evaluation were between 17 and 25 years, living in rural areas in the Southern Province, with young women accounting for almost half of the sample (Alcid, 2014).  The radio drama component was also evaluated using qualitative methodology (SFCG, 2011).	By 2014, more than 18,000 young people had been trained - more than half of them women and 45% in rural areas.  Compared to the control group, trainees improved their employability and financial management, knew how to look and apply for employment or develop a business plan, and increased their employment and job satisfaction, with no significant differences in employment outcomes for male and female trainees. Female trainees started much further behind the male participants in terms of knowledge and skills and almost completely caught up over the course of a year. While there were no differences between males and females in the control group, young women in <i>Akazi Kanoze</i>

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		and apprenticeships) providing on-the-job experience. The project also included an 18-episode radio drama which integrated key concepts of the <i>Akazi Kanoze</i> training.		increased their knowledge of how to find and apply for a job much more, and reported significantly higher gains in two work readiness skills compared to young men, although no explanation is provided (Alcid, 2014). Rural youth participating in the programme, increased their chances of getting a job or starting their own business by 12% when compared to non-participating rural youth. Youth participating in <i>Akazi Kanoze</i> were also 20% more likely to have savings than non-participants (Alcid, 2014). The evaluation of the radio drama found that it deepened participants' understanding of what they had learnt, while exposing non-participants to key concepts of financial management, customer care and goal-setting (SFCG, 2011).
<b><i>Higa Ubeho</i> ('Be determined and Live') programme</b> 2009-2014 USAID funded 23 districts.	Households of OVC and people living with HIV and AIDS.	The intervention aimed to increase their access to quality social services, improve their resilience and strengthen local capacity through seven key components that also included establishment of savings and lending groups and of farmer schools (Global Communities, 2015; Billups et al., 2013).	Its midterm participatory qualitative evaluation was undertaken by the American University Evaluation team in three districts, using the Most Significant Change methodology – a participatory technique focusing on interviews with the beneficiaries and the collection and interpretation of their stories (Billups et al., 2013).	The programme enabled beneficiaries to save up and access financial services, and almost tripled the enrolment of the poorest youth in TVET schools (Global Communities, 2015; Billups et al., 2013). Yet the evaluation identified the need to address gender roles and dynamics in response to male resistance to join activities such as savings groups which were perceived to be female (Billups et al., 2013).

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<b>YouthStart</b> UNCDF and MasterCard Foundation.	Young people 15-24.	The programme aimed to facilitate access to savings in collaboration with financial service providers (UNCDF, 2015).		The programme has already opened 22,000 savings accounts for youth and collected almost US\$200,000 in youth savings, while it trained 21,000 youth in financial literacy and granted almost US\$200,000 in youth loans (UN Rwanda, 2014).
<b>Cooperative des Jeunes pour l'Auto-emploi et Developpement (COJAD)</b> Started in 2006.	Youth.	Formation of youth cooperatives to promote self-employment through credit provision to male and female youth in three districts with expansion plans.		
<b>Village Savings and Loans Associations (VSLAs)</b> CARE.	Men and women in rural communities aged 16 and over.	VSLAs enable participants to save, access credit, invest and control purchased assets.		A gender analysis of the scheme found that traditional gender roles and power relations significantly constrained women's ability to fully participate in and benefit from these groups (CARE, 2012).
<b>Savings and Entrepreneurship scheme</b> Parliament des Jeunes Rwandaises (PAJER).	Out of school girls aged 16-21.	The scheme assisted girls to participate in VSLAs and access loans to start their own business.		
<b>Adolescent Girls Initiative (AGI) pilot project</b> 2012-2014 Government of Rwanda and World Bank.	Girls and young women aged 15-24 years.	The key project component was the provision of skills training and entrepreneurship support. The Vocational Training (VT) project provided training in life skills, entrepreneurship skills, technical skills and follow-up support in	Conducted by the World Bank, the impact evaluation used tracer methodology to follow participants before, during and after the intervention, and a mix of quantitative and qualitative tools.	The VT benefited 2,000 girls. Trainees' non-farm employment significantly increased (75% at endline from 50% in the baseline), their average cash income almost doubled, their livestock ownership tripled as they used part of the stipend to buy small animals, their participation in savings groups tripled, and

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4 districts: Gasabo, Kicukiro, Gicumbi and Rulindo.		<p>terms of job placement, cooperative formation and entrepreneurial mentoring. The project provided 2 weeks of induction, 40 hours of life-skills training and 20 hours of entrepreneurship skills training (orientation; life-skills; entrepreneurship skills), 6-month technical skills training (culinary; arts and crafts; food processing; agriculture), and 5 and a half months of follow-up (job placement support; cooperative formation; mentoring for microenterprise establishment). It also provided stipends which covered transport costs; yet part of stipends was also deposited in a SACCO account in order to be used as start-up capital and enable girls to increase their economic autonomy. The intervention also included the provision of safe spaces to facilitate learning and socialising; childcare facilities for young mothers; and psychosocial support.</p>	<p>The evaluation focused on the second cohort of beneficiaries with 160 girls randomly selected to participate in baseline and endline surveys; a smaller subsample participated in FGDs. The quantitative analysis used baseline and endline survey data to compare the outcomes of cohort 2 beneficiaries before and after the project, while statistical analyses were conducted to compare the average values of each indicator using a statistical t-test (Botea et al., 2015).</p>	<p>their life satisfaction and self-confidence increased. Moreover, 8% of graduates secured private sector employment and 2.4% started their own business. Yet qualitative research also revealed that trainers struggled with large class sizes, stipends were delivered with considerable delay, childcare facilities in training centres were unavailable or not used by trainees, and training should have included non-traditional but more profitable trades (Botea et al., 2015).</p>
<b>Financial Education and Life Skills (FELS)</b>	Girls and young women, also boys and young men, aged 14-25.	Financial education and life skills, girls' and boys' clubs for discussion of rights, sexual and		

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Plan International, Aflatoun and Credit Suisse. Started in 2014.		reproductive health information and issues related to education.		
<b>SPRING Accelerator</b> DFID, Nike Foundation, USAID. 2015 - ongoing.	Girls 10-19.	The intervention supports businesses to develop innovative products and services that enhance girls' economic empowerment, improve their ability to learn and increase their free time. These include: income-generating tools; time- and labour-saving devices; secure ways for girls to save and invest; and products that increase girls' safety and security.		
<b>The Firelight Foundation Adolescent Girl programme</b> Firelight Foundation and two local NGOs with financial assistance from the Nike Foundation.	Vulnerable adolescent girls, affected by poverty and HIV and AIDS.	Interpersonal training (life skills, decision-making), creation of safe spaces and networking, vocational training, financial literacy, and business and entrepreneurship skills training. At the end of the training, girls received the equipment and the capital necessary to start their business and in turn were asked to mentor other participants (Zuco, 2015).		



Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
<b>Rwanda OVC Track 1.0 project</b> Catholic Relief Services (CRS) and Caritas. 2004-2010. 7 districts.	Orphan and vulnerable children and youth, boys and girls, 17 years and younger.	Education and health care services, psychosocial support, nutritional education, child protection and economic support. Youth heads were provided with vocational training in a trade of their choice along with post-training apprenticeship opportunities and start-up kits and business skills. CRS also introduced the Savings and Internal Lending Communities (SILC) methodology to the OVC programme. SILC groups include up to 25 individuals – adult and youth – who meet on a regular basis to save small sums that are pooled to be able to offer loans to individual group members.	In 2010, using FGDs and interviews with adolescents aged 16-20 years as well as graduates, caregivers and community leaders, CRS assessed the effects of the economic strengthening interventions on the wellbeing of adolescent girls participating in the programme. This had not been an explicit objective of the programme, but girls were able to access vocational skills training and financial services (Rowe and Miller, 2011).	The project report noted that the integration of vocational training and SILC in the OVC programme proved to be successful, enabling participants to find employment, save and meet basic expenses; for example, the vast majority (90%) of participating OVC were able to pay into the Rwanda national health insurance scheme and access health services, while participation in groups also improved their social capital (Mukankusi et al., 2009). The 2010 assessment found that vocational training centres operated as safe spaces where the girls could share their experiences with others, be exposed to positive female models through their mentors such as female teachers and former graduates, while they also received HIV awareness and child rights education, and they enhanced their self-esteem. Girls also reported that when choosing which vocational skill to pursue, they faced greater constraints than boys, such as proximity to home, long distance, unaffordable transport and safety issues, as well as gender norms for what trades girls should follow (Rowe and Miller, 2011).
<b>Rwanda Education Alternatives for Children (REACH) project</b> 7 districts. Funding provided by the US Department of Labor.	Child labourers in smallholder farming, both boys and girls.	The project aimed to withdraw a few thousand child labourers and prevent more from starting. The project was a multi-component intervention which included provision of material school assistance; provision of agricultural and vocational skills	The midline and final evaluations used qualitative methodology and involved children, parents, district officials and teachers in 15 project sites in all 7 districts (Winrock International, 2011; Winrock International, 2013).	The final evaluation found that REACH met its objectives as it enabled over 5,000 children to withdraw from agricultural work and prevented more than 3,500 others from entering it – 52% of all beneficiaries were girls. Awareness raising campaigns also increased child, parental and teacher knowledge about the negative impact of

Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
		for older out-of-school children; a catch-up scheme; entrepreneurship support to female-headed households to support their children's education; policy strengthening; and awareness raising campaigns.		exploitative child labour. Older adolescents aged 16-18 who were not interested in returning to school were integrated into model farm schools (MFS), a vocational training programme for out-of-school youth – 2,300 adolescents participated in them. These adolescents were also provided with tools and equipment to help them in their trade, and also learnt how to set up a cooperative, some basic entrepreneurship skills and how to link to microfinance institutions to access credit. Although very few children and adolescents were still involved in exploitative child labour, these included those participating in the MFS who continued being involved in light work while waiting for the potential benefits of their MFS project to grow. Most believed that their acquired skills only served to supplement their income but could not replace it (Winrock International, 2013).
<b>1999 Inheritance Law</b>			An impact study assessed its impacts, using the Land Tenure Regularization Surveys in Rwanda and quantitative methodology (fixed-effect and probit regressions) (Ali et al., 2014).	The study found that the Law increased both the likelihood that women would inherit land from their parents and the size of inherited land. Women who married after 1999 inherited or are expecting to inherit a larger land area from their parents and are more likely to have better control on how to spend their own income. In addition, daughters are more likely to inherit land if their mothers have completed primary school and if they have themselves inherited land. The evaluation found that both husbands' and

Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
				wives' legal knowledge about the law had insignificant effects on the chance of daughters inheriting land, while land allocated by the government is more likely to be given to daughters (Ali et al., 2014).
<b>Psychosocial wellbeing interventions</b>				
<b>OVC Mentoring Programme</b> World Vision. It started in Gikongoro Province in 2004 and extended later in other areas.	Youth household heads, aged between 12 and 24 years, both boys and girls, without adult care.	The intervention included mentors providing psychosocial support. Local adult volunteers were trained as mentors to children and youth living without adult care and through regular home visits developed a stable caring relationship and provided them with emotional and social support and guidance.	A study with the participation of Tulane University School of Public Health and the Rwanda School of Public Health used a quasi-experimental design to assess the impact of the mentoring programme on the psychosocial wellbeing of participating youth (Brown et al., 2009). In 2009, a cross-sectional, small-scale household survey was conducted among 201 youth household heads, aged below 25 years participating in the programme in Bugesera district. It used classical linear regression models to explore variations in psychosocial outcomes (Mukabutera et al., 2013).	Participants reported significantly lower levels of marginalisation and depression at follow-up compared to the baseline, and overall the intervention group showed improved outcomes, whereas the comparison group remained the same or worsened. Participants of the mentorship programme reported significantly higher levels of available adult support and an increase in access to an adult who comforted and advised them. The provision of this adult figure appeared to have minimised youth psychological problems. No particular gender differentials were identified. The study thus showed that those with a positive relationship with their mentor experienced lower marginalisation and lower levels of depression (Mukabutera et al., 2013).
<b>Community Support and Mentoring for Orphans and Vulnerable Children (COSMO) programme</b> CARE.	Children and youth living in child/youth-headed households, where the head was aged 21 or younger,	Establishment and strengthening of family and community support structures; provision of community volunteers who became youth mentors; and basic	The evaluation of the programme in 2010 included FGDs and IDIs along with quantitative surveys among OVC aged 10-17 years with an	The programme appeared to be successful with 96% of Nkundabana beneficiaries stating having many friends in their community, and 86% reporting that they trusted most people in their community. Youth with an

Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
It started as the Nkundabana Initiative for Psychosocial Support (NIPS) in Southern Province and expanded in Northern Province in 2006 as COSMO.	single-orphans, youth living in impoverished families, and youth in households affected by HIV and AIDS.	<p>material assistance and access to services.</p> <p>Local trained mentors visited the home of the children/youth under their care and provided basic support and advice.</p> <p>The psychosocial component of the programme was supported by ARCT-Ruhuka, a Rwandan association of trauma counsellors, while the legal and child protection component was supported by a Rwandan legal aid organisation.</p>	intervention and a comparison group. Boys accounted for the majority of those in both groups (54% and 55%) and their average age was just over 14 years (Lavin et al., 2010).	<p>Nkundabana mentor reported that their mentors had value, including that they gave good advice, helped them feel more confident, and helped protect the child (Lavin et al., 2010).</p> <p>The evaluation also found that the intervention group had statistically lower service needs than the comparison group and statistically lower risk of unmet need for household material assistance, legal assistance, school materials, and housing assistance. Overall, the programme met the material needs of beneficiaries by providing personal items such as bednets and shoes, as well as livestock that could be used to boost household economic security. A significantly higher proportion of youth in the intervention group reported that people were jealous of the services they obtained—implying that the programme may have created unintended tensions between beneficiaries and non-beneficiaries (Lavin et al., 2010).</p>
<b>Family Strengthening Intervention (FSI)</b>	Low-income households with at least one HIV-positive caregiver and one child aged 7-17 years.	The intervention aimed to improve psychosocial wellbeing and enhance child resilience through professional counsellors visiting the family home and providing psychosocial support. Key components included building parenting skills and improving family communication; providing education on HIV transmission, prevention and	A study using qualitative and quantitative methods with 27 beneficiary families assessed the intervention (Betancourt et al. 2014).	The study found that the intervention significantly improved communication between children and their caregivers, reduced child harsh punishment, enhanced child self-esteem and pro-social behaviour, and reduced depression and anxiety rates among family members (Betancourt et al. 2014).

Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
		responses; and strengthening problem-solving skills and social support through informal and formal resources.		
<b>Isange One Stop Centers (IOSC)</b> GoR and UN.	Survivors of gender-based violence.	Provision of legal, police, medical and psychosocial support from psychologists, social workers or psychiatric nurses.  In particular, emotional and psychosocial support is provided to survivors along with a safe room for a short stay, follow-up visits, a support fund for vulnerable groups and a free violence hotline.	The evaluation took place in 2012 using a mixed methods approach but relying heavily on qualitative methods such as interviews and FGDs (Benarth and Gahongayire, 2013).	Although the first IOSC was found to provide high quality services with the majority of sexual violence survivors being girls aged 0-15 (38%) followed by adolescent girls (16%), several weaknesses were also identified including the provision of services at the police hospital. Thus many victims were deterred from seeking out services, due to fear that they would be forced to report their case to the police (Benarth and Gahongayire, 2013).
<b>Adolescent Girls Initiative (AGI)</b> World Bank and GoR. 2012-2014. 4 districts.	Adolescent girls and young women aged 15-24 years.	Vocational training, savings groups, business support, and safe spaces.  AGI included as a complementary intervention the provision of psychosocial support to adolescent girls and young women participating in the programme.	The evaluation included psychosocial wellbeing indicators to explore whether girls' programme participation improved it in terms of life satisfaction and optimism about the future. The evaluation looked at overall life satisfaction as well as satisfaction in 8 areas of life (education, family, friends, job, income, house, school, community) and also measured potential differences by location and age (Botea et al., 2015).	Respondents reported that they were at a higher position in life than the previous year and were highly optimistic about their position in the future. They also reported worrying significantly less about getting a job in the future, or not having money for basic needs, and in general, they felt more secure with improved self-esteem as the programme provided them with support, taught them self-acceptance, made them feel valuable and restored a sense of dignity (Botea et al., 2015).

Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
<b>Ending Domestic Violence project</b> 9 districts.	Survivors of domestic violence.	Provision of various services, including psychosocial support to couples through volunteer but trained counsellors.	Its midterm evaluation combined quantitative and qualitative components and targeted stakeholders, implementers, communities, and participants (Omollo-Odhiambo and Odhiambo, 2011).	The evaluation found that 43% of participants accessed counselling for domestic violence. Provision of psychosocial support was associated with improved domestic life, as measured by spousal communication, responsibility sharing and behaviours such as sharing family resources (Omollo-Odhiambo and Odhiambo, 2011).
<b>Global Grassroots programme</b> Global Grassroots.		Multiple activities to empower and improve the lives of women and girls in targeted communities.	A mixed methods evaluation (Oakley, 2011).	The evaluation found that 61% of participants reported being happy and even more - 66% - reported being hopeful about the future. They also felt that their life was less difficult than it had been two years earlier. Reasons cited for the decreased difficulty included having fewer children; sending more children to school; being able to eat more meals; having a higher sense of personal power; and having greater power within the family and the community (Oakley, 2011).
<b>Voice and agency interventions</b>				
<b>Ni Nyampinga</b> Girl Effect Rwanda. Half a million girls have consumed the radio and magazine, and many more have been exposed to their messages, including adolescent boys.	Adolescent girls aged 10-19.	<i>Ni Nyampinga</i> uses a magazine and radio show to empower adolescent girls to make informed decisions about their life. It also aims to create a sense of value for girls in their communities – ultimately aiming to influence more girl-friendly policies in the country (2CV, 2013).	The 2CV (2013) and Flamingo (2015) used qualitative methodology, while TNS (2014) used quantitative techniques.	Girl Effect Rwanda notes that 66% of the girls that consumed the radio and magazine, report that the brand enhanced their self-confidence, increased their voice and enabled them to speak to others about important issues in their lives.  The 2CV (2013) evaluation revealed that the brand had a positive impact on girls' aspirations as girls began to plan for a more successful future. For instance, girls highlighted that they were now considering paths that were traditionally reserved for



Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
				<p>boys and started new business ideas (2CV, 2013).</p> <p>The evaluation also found that many boys felt that they could learn valuable lessons from the media intervention and were especially inspired by the entrepreneurial stories as opportunities to make money. Boys were well aware that the brand was created by girls to empower girls, but they were generally supportive of this. Yet there were concerns that <i>Ni Nyampinga</i> provides girls with something so unique and empowering that boys are beginning to feel excluded and that girls are getting preferential treatment. This is especially the case for younger boys who simply see the fun side of the brand and do not fully understand girls' lower social status (2CV, 2013). The second concern is that there were no signs that <i>Ni Nyampinga</i> had successfully changed boys' attitudes towards traditional social norms in the same way that it had transformed girls', probably because its products were not targeted towards them. Thus there is a growing risk that the radio show and the magazine encourage a view of boys and men as rapists, sugar daddies and economic rivals, instead of peers and potential co-workers. There is clearly a potential for more constructive dialogue that engages boys, who have a key role to play in combating gender inequality (Flamingo, 2015).</p>

Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
				<p>Parents and guardians are also positive about the <i>Ni Nyampinga</i> products and image as it aligns with their desires and hopes for their daughters. Yet some parents/guardians lack the literacy level in English to fully engage with the magazine, but this does not seem to stop them from encouraging their children to read it. There is also evidence of girls reading it and translating it to others, which could be an important learning tool for children and adults alike (2CV and Girl Hub, 2013).</p> <p>The radio show has faced some accessibility problems as girls reported finding it more difficult to access it. They were unaware of what time the show aired or lacked control over the radio at home (TNS, 2014; 2CV, 2014). A weekend slot has been suggested, when girls have greater access to the radio, or the creation of school listening clubs that could encourage girls to discuss the show in more depth with their peers (2CV, 2013). The radio show was particularly appreciated for the way it could be listened to as a family, and the evaluation suggested that methods should be explored to encourage families to listen to the show together at home in order to spark dialogue between girls and their families (2CV, 2013). A variety of community influencers, such as teachers, village chiefs, media owners and government ministers were also interviewed for the evaluation. Whilst it appeared to be more difficult to engage influencers in the products, once they</p>

Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
				were engaged they were again very positive about <i>Ni Nyampinga</i> , though sometimes they felt that the open discussions of sexuality and traditional gender values that <i>Ni Nyampinga</i> raised were inappropriate (2CV, 2013). Another important point made was that the radio show could become more inclusive, with a greater variety of call-in locations and presenters from different backgrounds across the country, to prevent it from coming across as centred entirely on Kigali (2CV, 2013).
<b>12+ programme</b> Funded by DFID. Pilot phase took place in 2011. Implemented by the Population Services International (PSI), Nike Foundation, Girl Hub Rwanda, and the Association des Guides du Rwanda (AGR) under the leadership of the Ministry of Health. Scaled up between 2012-2016 and aimed to reach 114,500 girls in Rwanda, under the management of the Ministry of Health, technical assistance by Girl Effect Rwanda and current implementing partners, the Imbuto Foundation, World Relief Rwanda and Caritas.	Girls between the ages of 10-12. Later, 11-year-olds. Some girls with disabilities have also participated in the programme (DFID, 2015b).	The programme aims to improve the health, social and economic assets, increase the self-esteem and empower girls. Participants are matched with a locally selected, trained, female mentor (aged 18-25) and given the opportunity to get together in safe spaces for 10 months where they learn about their health and rights in an enjoyable and interactive way. Girls attend a series of creative, extra-curricular training modules on topics including fundamentals of puberty, adolescent pregnancy and its consequences, HIV and other STIs, and negotiation and rights and responsibilities.	PSI (2012) conducted a mixed methods study to assess the pilot's effectiveness and feasibility, using a baseline/endline study, pre-test/post-test surveys and attendance data. Analysis of programme research triangulated the quantitative and qualitative results.	The evaluation noted that 91% of girls responded that their participation in the 12+ Programme made them feel like a leader, and 99% of girls said that they felt important after the programme. More girls also reported being able to resist peer pressure to do things they did not agree with – 94% compared to 75% at the baseline (PSI, 2012). Thanks to the programme, some girls who had dropped out of school started returning, although no financial incentives are provided (DFID, 2015b). Although the 12+ Programme emphasises the importance of safe spaces, its evaluation revealed that this was not entirely necessarily, as 80% of girls had already identified a safe space before embarking on the programme, and 85% were able to identify such places after participating in the programme (PSI, 2012). More than 93% of parents in another report agreed that their daughter's participation greatly increased her sense of self-worth, and almost all parents

Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
				commented that the programme approach instilled leadership capabilities in participating girls (TRRG, n.d.). In interviews, most responded that the programme improved girls' communication skills and enhanced their relationships at family and community level.
<b>Adolescent Girls Initiative (AGI)</b> World Bank, Imbuto Foundation and MINEDUC. 2012-2014. Implemented in two urban and two rural districts – Rulindo, Gicumbi, Gasabo and Kicukiro.	Adolescent girls and young women aged 15-24 years.	Vocational training, savings groups, business support, and safe spaces with life-skills training.	The impact evaluation used tracer methodology to follow participants before, during and after the intervention, and a mix of quantitative and qualitative tools (Botea et al., 2015).	Life-skills training in safe spaces was the most popular programme activity. Overall, the programme improved girls' ability to make decisions and take action, both for household and work matters. Participants reported becoming more confident of their ability to identify business opportunities, run their business or interview for a job. Increased engagement of trainees in income-generating activities was also associated with increased ability to make decisions by themselves about their work, training and household tasks. Thus 42% reported being in charge of decisions to work for pay or not (up from 38% at baseline), 60% reported in charge of decisions to attend training (from 40%) and 68% of decisions to do household work (from 53% at baseline). Almost all respondents reported participating in all decisions that concerned them. The decline in the ability to make decisions about childbearing (from 76% to 66%) reflects a shift towards joint decision-making with partners (Botea et al., 2015).
<b>Association of Kigali Women in Sports (AKWOS) programme</b>	Poor adolescent girls aged 12-18.	Provision of sports activities and training by female coaches along with life-skills training and safe		

Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
		spaces for girls to come together and help each other (Browne and Oddsdottir, 2013).		
<b>Higa Ubeho ('Be determined and Live') programme</b> USAID, two INGOs (CRS and Caritas) and local partners. 2009 -2014. 23 districts.	Households of OVC and people living with HIV and AIDS.	<p>The programme aimed to increase participants' access to quality social services, improve their resilience and strengthen local capacity through provision of school fees to OVC secondary students; establishment of savings and lending groups and farmer schools; nutrition and health training; GBV and HIV prevention workshops; psychosocial services for those with HIV, trauma and depression; and youth camps for secondary school students to improve their knowledge and self-confidence.</p> <p>In 2011, the programme introduced the formation of Abahizi Clubs. These vulnerable youth groups encouraged participants to adopt healthy behaviours, develop positive relationships, focus on school and plan for their future.</p>	<p>Its midterm participatory qualitative evaluation was undertaken by the American University Evaluation team in three districts using the MSC methodology – the MSC methodology was designed for the evaluation of international development programmes with complex outcomes and multiple funders and stakeholders. It is a participatory technique focusing on interviews with the beneficiaries and the collection and interpretation of their stories (Billups et al., 2013).</p> <p>An independent study of Abahizi clubs, which we were unable to access, used a comparative analysis between Abahizi Club members and non-members over a period of three years (2011-2013) to assess their impact.</p>	<p>The evaluation found that the programme enabled beneficiaries to save up and access financial services; to improve their food security and nutritional status; to improve child school performance and lower dropout rates; to improve health knowledge, access to services and mental health; and to enhance social coherence as people came together and shared experiences. However, the evaluation identified the need to address gender roles and dynamics in response to male resistance to join activities such as savings groups which were perceived to be female (Billups et al., 2013).</p> <p>The programme benefited 75,000 households. In its project overview, the key INGO involved reported that within 5 years of programme implementation it provided scholarships to over 6,500 youths and almost tripled the enrolment of the poorest youth in TVET schemes; provided guardians with positive parenting messages and trained volunteers to psychosocial support provision; created youth camps for 13,400 youth; and created peer mentoring clubs for over 12,000 youth.</p> <p>The study of Abahizi clubs found that participation in these clubs increased members' communication skills, problem-solving ability, self-confidence and leadership</p>

Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
				skills with 96% of members reporting being able to compete for leadership roles compared to 26% of non-members. Membership also considerably improved school performance with members having a higher and increasing proportion of academic scores above 70% compared to the declining rate of non-members, a finding suggesting that these students were less able to cope with the increasing complexity and challenges as they advanced in their studies (Global Communities, 2015).
<b>Empowering Adolescent Girls through Education programme or Programme Partnership Agreement 2 (PPA2)</b> Plan International and local partners. Funded by DFID.	Adolescent girls aged 10-17.	The intervention included: training for Parent-Teacher-Committees; creative self-expression clubs through the <i>Tuseme</i> theatre approach; RWAMREC trainings for boys on positive masculinity and how to fight GBV; remedial classes for girls on the verge to drop out of school; and trainings for teachers on responding to child protection abuses, gender-responsive pedagogy and teaching methodologies. The overall objective was to assist girls to enrol and complete lower secondary education by addressing issues of quality education and gender bias.	There was a baseline and midterm review. Also a third year evaluation by a consulting firm (Laterite). This evaluation included a quantitative survey, FGDs and KIIs in two communities, in two different districts with Plan-supported schools. Due to design limitations, the consulting firm commissioned to do the evaluation was unable to use the midterm and baseline data and thus the evaluation does not demonstrate change over time at community level (Laterite and Plan Rwanda, 2014).  There has also been a Year 3 Formative Review study (Heaner and Littlewood, 2014).	The RWAMREC training succeeded in training influential students in leadership and communication skills, disseminating information, and inducing attitude change. Not only did trainees improve their skills, but they were also able to share their knowledge effectively with their fellow students and influence them positively. Boys were also provided with training in positive masculinity and ways to fight GBV. The RWAMREC trainings included workshops in which boys were prompted to think about gender stereotypes and relations critically, analyse masculinities, and improve their awareness about sexual and gender-based violence. Boys were also encouraged to participate in anti-GBV clubs in schools and disseminate positive messages to their peers. The evaluation also found that there was still scope to change perceptions about the value of girls' and boys' education and emphasised that such



Programme name and details	Target group	Main activities	Impact evaluation and if so, methodology	Programme impacts
				<p>interventions should include both boys and girls as well as all age groups as gender bias characterises all community members. The project even included workshops for local leaders, the police and education officers as well as community sensitisation activities through the use of drama to make parents understand their daughters' right to education. Moreover, it provided support for the participation of girl delegates of children's clubs in the National Children's Summit and District Girls' Task Force (Laterite and Plan Rwanda, 2014; Heaner and Littlewood, 2014).</p>

## Annex II: Methodology

### Search grids for Google and Google Scholar search

Annex Table 1: Education and learning

Population	Theme	Intervention type	Thematic and outcome terms	Research terms
Girl	Education	Education	Enrolment	Impact
Adolescent	Rwanda	Literacy	Attendance	Evaluation
Youth		School	Exam results/grades/qualifications	Study
'Young women'		Cash transfer/in-kind transfer	Learning outcomes	Assessment
		School building	Vocational skills	Analysis
		Primary school	Accessible service	Research
		Secondary school	Distance	Intervention
		Quality	Staff attitudes	Results
		Teachers	Violence	Programme/Project
		New schools	Attitudes towards violence	Interview
		'Girl friendly'	Physical violence	Participatory
		Non formal	Sexual violence	
		Informal	Harassment	
		Second chance	Rape	
		Catch up	Transactional sex	
		Bridge	Early/forced/child marriage	
		Ration	Corporal punishment	
		School feeding	Sugar daddy	
		Scholarship	Confidence	
		Girls club	Friends	
		Club	Decision making	
		After school club	Expectation	
		Radio/Newspaper	Negotiation	
		SMS/Cell phone/Mobile	Retention	
		Computer/Internet	Transition	
			Completion	
			Household/domestic chores	
			Time use	
			Menstruation	

Annex Table 2: Economic empowerment

Population	Theme	Intervention type	Thematic and outcome terms	Research terms
Girl	Economic Empowerment	Economic empowerment	Assets	Impact
Adolescent	Rwanda	Skill	Income	Evaluation
Youth		Business	Savings	Assessment
'Young women'		Entrepreneurship	Livelihoods	Analysis
		Grant	Labour force participation/employment	Research
		Start-up capital	Ownership	Programme/Project
		Financial literacy	Inheritance	Intervention
		Microfinance	Social network	Participatory
		Savings	Confidence	Study
		Bank	Friends	Interview
		Loan	Decision making	Results
		Cash transfer/In kind transfer	Expectation	
		Work experience/apprenticeship	Negotiation	
		Training	Transactional sex	
		Economic opportunities	Migration	
		Vocational skills	Child Labour	
		Mobile/ SMS/cell phone/ICT/ computer/ internet	Sex work	
		Informal economy	Work	
			Trafficking	
			Unemployment/ Underemployment	
			Land	
			Agriculture	
			Street children	
			Domestic work	
			Public works	
			Workplace violence/ harassment	

Annex Table 3: Physical and psychosocial wellbeing

Population	Theme	Intervention type	Thematic and outcome terms	Research terms
Girl	Health	Youth friendly service	Weight	Impact
Adolescent	Rwanda	Sexual health service	Nutritional status	Evaluation
Youth		Reproductive health	Contraception/birth spacing	Assessment
'Young women'		HIV/AIDS	Fertility	Analysis
		Nutrition	Maternal health	Research
		Supplement	Pregnancy	Results
		Staff training	Emotional wellbeing	Programme /Project
		Counselling	Abortion	Intervention
		Support	STI	Interview
		Helpline	Anaemia	Participatory
		Mental health	Malaria	Study
		Psychosocial/ psychological wellbeing	TB	
		(sex) health education/ information/training	Anxiety	
		Health insurance	Depression	
		Fee waiver	Micronutrient deficiency	
			HIV/AIDS	
			Friends	
			Social network	
			Confidence	
			Relationship	
			Happiness	
			Life satisfaction	
			Service access/use	
			Height	
			BMI	
			Obesity	
			Antenatal/postnatal	
			Alcohol	
			Tobacco	
			Substance	
			Menstruation	

Annex Table 4: Gender and empowerment

Population	Theme	Intervention type	Thematic and outcome terms	Research terms
Girl	Empowerment	Girl club	Attitude	Impact
Adolescent	Norm Change	Peer support	Gender norm	Evaluation
Youth	Rwanda	Mentor	Social norm/norm change	Assessment
'Young women'		Adolescent/Youth development programme	Expectation	Analysis
		Social network	Perception	Research
		Life skills	Physical violence	Results
		Rights	Sexual violence	Programme /Project
		'Soft skills' 'interpersonal skills'	Harassment	Intervention
		'Behaviour Change Communication'	Rape	Interview
		Media	Workplace violence	Participatory
		Campaign	Transactional sex	Study
		Marketing/social marketing	Age of marriage	
		Youth group	Empowerment	
		Community dialogue/discussion	Early/forced/child marriage	
		Positive deviance	Negotiation skills	
		Soap opera	Decision making	
		Radio/TV	Leadership	
		Magazine	Voice/speaking out	
		School material	Confidence	
		Theatre/ drama/ skit/puppet	Friends/social network	
		Cell phone/ SMS/internet/ICT/ computer	Participation	
		Safe spaces	Discrimination	
		Masculinity	Mobility/freedom of movement	
			Self-esteem	

Annex Table 5: Databases and websites searched

<b>Academic databases searched</b>
PubMed
SOAS Database
<b>International organisation websites</b>
African Development Bank
Department for International Development (DFID)
International Labour Organization (ILO)
Organisation for Economic Co-operation and Development (OECD) / Social Institutions and Gender Index (SIGI)
Joint United Nations Programme on HIV/AIDS (UNAIDS)
United Nations Capital Development Fund (UNCDF)
United Nations Development Programme (UNDP)
United Nations Educational, Scientific and Cultural Organization (UNESCO)
United Nations Population Fund (UNFPA)
United Nations High Commissioner for Refugees (UNHCR)
United Nations Children's Fund (Unicef)
UN Women
USAID
WFP
World Health Organization (WHO)
World Bank
<b>International NGO websites</b>
CARE International
Catholic Relief Services
Girl Effect Rwanda
Plan International
Population Council
Save the Children
World Vision
<b>National and regional NGO websites</b>
Forum for African Women Educationalists (FAWE)
Rwanda Men's Resource Centre (RWAMREC)
<b>National government websites</b>
Ministry of Gender and Family Promotion
Ministry of Education
National Institute of Statistics
<b>International reports</b>
Education for All Country National Reports
National Human Development Reports
UNFPA State of the Population Reports
Unicef State of the World's Children Reports

Unicef Out of School Initiative Reports
World Bank Country Poverty Assessment Reports
World Bank World Development Reports
<b>Hand-searched programmes</b>
Adolescent Girls Initiative (AGI) Rwanda
Adolescents and Advocacy for Sexual and Reproductive Health and Rights (A+ Programme)
<i>Akaze Kanozi</i> ("Good Work")
Camp Glow
Child Friendly Schools
Child Right Clubs
Connect To Learn (CLT)
FAWE and the MasterCard Foundation Scholars Program
GEM TECH, including WEMTECH
<i>Génération Grands Lacs</i>
Go For It!
Have a good life
Keeping Girls At School (KGAS)
Launch Pad
Making sexual and reproductive health services work for the next generation
Maranyundo Initiative
<i>Ni Nyampinga</i>
Nkundabana project
REACH project to tackle child labour
Rwanda 12 plus (12+)
Rwanda Girls Initiative (RGI)
Rwandan Girls' Education and Advancement Programme (REAP)
Secondary Schools Campaigns Against HIV and AIDS
Sexual, Health and Reproductive Education (SHARE)
<i>Sinigurisha</i>
SPRING Accelerator
Sugar Daddy Awareness Class
The Christian Initiative for Education for Sustainable Peace and Development
The Rwandan Adolescent Reproductive Health Initiative
Think about young girls
Turengere Abana Program
Ubudehe community grant programme
Urugero Girls Empowerment Project
Women's Soccer Unity
Youth Initiative on Messages Promotion for Behaviour Change





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## **About GAGE**

Gender and Adolescence: Global Evidence (GAGE) is a nine-year longitudinal research programme generating evidence on what works to transform the lives of adolescent girls in the Global South. Visit [www.gage.odi.org.uk](http://www.gage.odi.org.uk) for more information.

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