# Annex 2: Abstract submission template (to be uploaded to the submission portal)

**ABSTRACT SUBMISSION TEMPLATE**

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| Presenter’s full name (title, name, surname) | Mr. Willie Chisapa Kaputo |
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| Gender | Male |
| Country of residence  | Zambia |
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| Title of the abstract | Impact Evaluation of the School Related Gender Based Violence Empowerment  |
| Conference session  | □ Stream A. Responsive National Evaluation Systems □ Stream B. Inclusive National Evaluation Systems□ Stream C. Future Driven Systems and Approaches  |
| Name(s), title(s) and institutional affiliation(s) of all other authors/contributors (if applicable) | Musama Obbie (Mr.), Ministry of Education, Keeping Girls in School (KGS) Initiative/World BankKahilu Samuyachi (Ms.), Ministry of Education, Keeping Girls in School (KGS) Initiative/World Bank |
| Preferred format:  | □ Formal presentation (maximum 10 minutes)□ Participation in a panel discussion where the experience can be shared□ Participation in an interactive session where the example can be shared, without a formal presentation□ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| I will need to apply for bursary support, if selected. | □ Yes□ No |
| Language to be used for presentation | □ English □ French □ Spanish □ Chinese |

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| **ABSTRACT** The Keeping Girls in School (KGS) initiative is a component of the World Bank-funded Girls’ Education and Women’s Empowerment and Livelihoods (GEWEL) Project, which aims to (a) increase access to livelihood support for women and access to secondary education for disadvantaged adolescent girls in extremely poor households in selected districts, and (b) provide cash transfers for poor and vulnerable households. KGS targets adolescent girls and young women from households enrolled in the Social Cash Transfer (SCT) program, Zambia’s flagship social protection program. The goal of KGS is to address inequalities in educational attainment related to gender and poverty and reduce secondary school drop-out rates among vulnerable adolescent girls. It also seeks to provide adolescent girls with a school environment where they feel safe and empowered. Implemented by the Ministry of Education (MOE), KGS, is expected to reach over 80,000 female secondary students across 65 districts in all 10 provinces of Zambia by 2024. KGS provides education grants to beneficiaries as its core support package to enable households to meet the indirect costs of schooling. In parallel, KGS implements two additional interventions: a case management system to support schools to prevent and respond to school dropout, and the Empowerment Pilot, an intervention aimed at increasing awareness of School-Related Gender-Based Violence (SRGBV) and promoting gender-equitable norms. This Empowerment Pilot targets teachers and students in secondary schools and engages a wider school community to promote a safe environment at the school. Using a randomized controlled trial, with randomization at the school level, the study evaluated the impact of the Empowerment Pilot on adolescent girls’ knowledge of SRGBV; attitudes and norms around gender roles, corporal punishment, bullying, sexual violence, and response to SRGBV; socio emotional skills; mental health and social support. Data was collected from approximately 6000 adolescent girls and boys across three districts in Zambia. With this study, we aim to contribute to the limited literature on what works to create awareness and change attitudes around SRGBV and the effects of implementing SRGBV on school attendance, performance and progression. We also aim to contribute to the growing literature on the effectiveness of safe space programs on adolescents’ well-being.  |