



SSEIP2 Knowledge, Attitudes and Practice (KAP) Survey 2026: Findings and Implications August 2026

Leh Wi Lan

Safe, quality and inclusive education for all



Introduction

The SSEIP2 programme aims to improve learning outcomes for boys and girls at the secondary level and increase the enrolment, retention and wellbeing of girls and children with disabilities in school. Output 4 is focused on improving student safety and wellbeing through addressing School-Related Gender-Based Violence (SRGBV) and improving knowledge about Sexual and Reproductive Health (SRH).

To measure the effectiveness of interventions in this area, a Knowledge, Attitudes and Practices (KAP) survey was conducted annually with both students and teachers in the 200 schools in five districts targeted by the interventions. The baseline survey was carried out in 2024 and a second survey was carried out in 2025. This document presents findings from Year 3, 2026. Progress is reported to FCDO through logframe output indicator 4.4: the percentage of students who demonstrate sufficient (or more) knowledge about SRH and different types of violence at school.

Methodology

The Year 3 KAP survey was carried out in May 2026. By comparison with the baseline assessment, the achievements of the interventions in this area of the programme can be determined.

Two questionnaires – one for students and one for teachers – were completed by a total of 1,969 students and 142 teachers in five districts: Bombali, Port Loko, Kailahun, Bo and Western Area Rural. The data was collected through self-administered questionnaires using the KoboCollect app on tablets.

The student tool used in the KAP study comprised 40 questions and the teacher tool comprised 38 questions. Most questions were identical or very similar in the two tools. A "correct" or "desired" response was identified for each question against which the students' and teachers' responses were compared in order to calculate a score for each tool. At question level, responses are compared against the predefined "desired response". At aggregate level, respondents are assessed against a "desirable threshold", defined as achieving a minimum number of desired responses within a particular domain (knowledge, attitudes or practice).

Three practice-related questions were added in Year 2 to both tools. Since the method for assessing performance against the logframe indicator was set in Year 1, these three questions were not included in the aggregate scores, but they are presented in the detailed results for each question.

Each tool comprised knowledge, attitudes and practice questions. To account for slightly different numbers of questions in each tool, weightings were applied to the scores in order to create an overall score that gives equal weight to the three domains (knowledge, attitudes and practice).

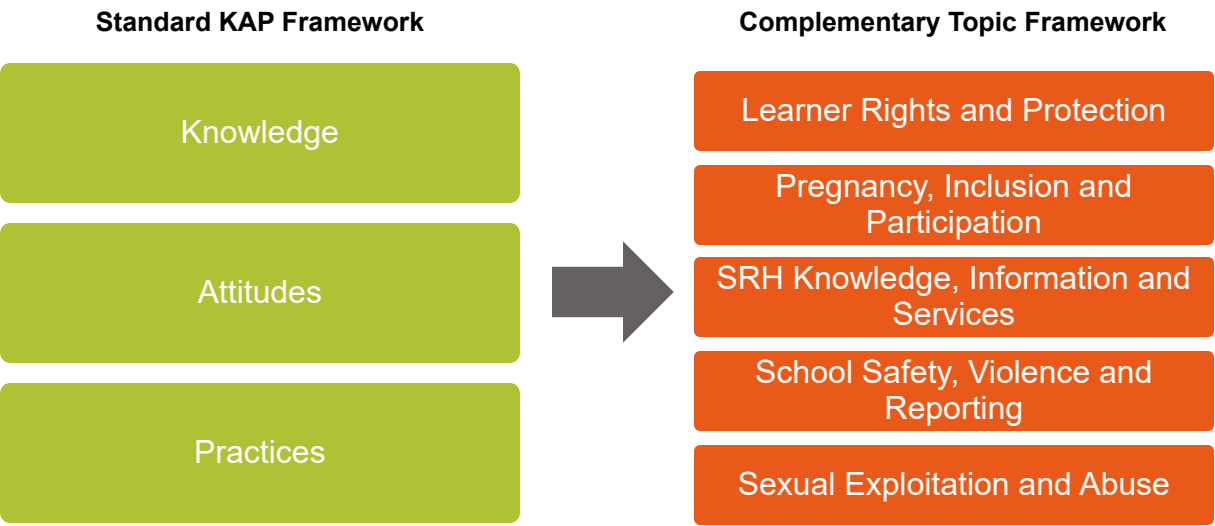
For the logframe indicator, a student is determined to have sufficient knowledge if they achieve a score of at least 8 out of the 11 in the knowledge domain. The baseline value, assessed in 2024, was 19.6% of all students, 19.2% for males and 20.1% for females.

Complementary topic-based analysis

The KAP framework remains the primary method used to calculate scores and assess progress over time. However, while KAP domains show whether change is occurring in knowledge, attitudes and practices, they do not always show where change is occurring.

To provide findings that are more closely aligned with programme objectives, survey questions were also grouped into five thematic topic areas. Topic-level analysis is used as a complementary analytical lens to identify areas of strongest progress, continuing challenges and areas where change has been slower.

The topic-based framework is used later in this report to identify areas of strongest progress, continuing challenges and areas where progress has been slower.



Topic	Definition
Learner Rights and Protection	Knowledge and attitudes relating to learners' rights and their protection from harm, exploitation and discrimination.
Pregnancy, Inclusion and Participation	Attitudes and experiences relating to the participation, inclusion and treatment of pregnant learners, young mothers and other learners who may face stigma, exclusion or disadvantage.
SRH Knowledge, Information and Services	Knowledge, attitudes and practices relating to sexual and reproductive health, access to information and services, contraception and pregnancy prevention.
School Safety, Violence and Reporting	Experiences, perceptions and responses relating to school safety, violence, corporal punishment, reporting mechanisms and accountability.
Sexual Exploitation and Abuse	Knowledge, attitudes and experiences relating to sexual violence, sexual harassment, exploitation, coercion and inappropriate sexual relationships.

Note: Topic scores were calculated using only questions that were included in all three survey rounds (2024, 2025 and 2026), ensuring comparability across years.

About the Sample



Sampling approach

The sampling approach for the Year 3 (2026) KAP survey repeated the sample design established in Year 2. The Year 2 (2025) KAP survey was based on power calculations using data from the Year 1 (2024) KAP survey to inform key details about the population. A clustered sampling design was adopted with each school treated as a cluster. Intra-cluster correlation coefficients were calculated from the Year 1 KAP survey data for each of JSS and SSS. Assuming the intra-cluster correlations remained consistent from Year 1 to Year 2, the target sample approach and size was designed to be sufficient for detecting a medium effect size (0.3) for each grade (JSS1, JSS2 etc) for the five districts combined.

The target sample comprised 15 JSS schools and 10 SSS schools from the five pilot districts of Bombali, Port Loko, Kailahun, Bo and Western Area Rural, comprising three JSS schools and two SSS schools per district. Within these parameters, a stratified sampling approach was used with two additional criteria: size (large vs small) and location (rural, semi-urban and urban). Within each selected school, the target sample was 26 students per grade, with an even split between boys and girls, totalling 78 students per school for the three grades in each of JSS and SSS. The total target sample size was 1950 students.

Within each sampled school, six teachers were targeted to complete the teacher questionnaire – that is, a total of 150 teachers. Where possible, the ideal was to sample equally by gender (i.e. 3 female teachers and 3 male teachers). In addition, two particular roles were targeted for sampling: Teacher Mentor and Inclusion Champion.

Achieved sample of students

Altogether, 1,969 students participated in the 2026 KAP study, slightly larger than the target. As planned, the students were enrolled in 15 junior secondary schools and 10 senior secondary schools in the five pilot districts: Bombali, Port Loko, Kailahun, Bo and Western Area Rural.

The sampled students included more females than males: 1,040 female students (52.8%) and 929 male students (47.2%). There were more students from junior secondary schools than senior secondary schools (59.7% of the sample, compared with 40.3%).

In the junior secondary schools, sampled students were distributed evenly across the grades, with roughly a third enrolled in each of JSS1, JSS2 and JSS3. In senior secondary schools,

most students in SSS3 were on exam leave at the time of the survey and so the sample was comprised predominantly of students enrolled in SSS1 and SSS2, with approximately equal proportions in each of these two grades. While two of the sampled students were in SSS3, the analysis, when disaggregated by grade, does not present findings for SSS3 because the sample is too small for robustness.

All students completed the Short Set of questions designed by the Washington Group to assess any functional difficulties they might have. When the DISABILITY3 threshold is applied, 2.6% of the sample were assessed to be 'with disability'. Findings relating to students with disability should be interpreted cautiously because the number of students in this subgroup is relatively small. The DISABILITY3 threshold means that students assessed themselves as having either a lot of difficulty or could not do at all at least one of the six domains of functional difficulty: seeing, hearing, mobility, cognition, self-care and communication.

Approximately one fifth of the sample of students were from each of the five districts. In three districts – Kailahun, Port Loko and Western Area Rural - there was near gender parity, while in the other two districts there were more females than males sampled. In all five districts, the balance of 60% JSS to 40% SSS was broadly maintained in the sample. There was a marked variation between the five districts in the prevalence of students with disability, ranging from 4.8% in Bombali to just 0.8% in Port Loko.

Achieved sample of teachers

A total of 142 teachers from all 25 sampled schools participated in the 2026 KAP Survey, eight less than the target sample. In line with the targeted sample, 60% were from junior secondary schools and 40% from senior secondary schools. As many as 79% of sampled teachers were male and 21% were female. The gender imbalance was even more in favour of males in the districts of Bombali (87%) and Kailahun (90%). Just one teacher (1%) was assessed as having a functional difficulty according to the Washington Group Short Set of questions. (This sample is too small for robustness and so analysis is not presented by this dimension in the following report.) Half of the sample were an Inclusion Champion (54%) and 56% were a Teacher Mentor (with some teachers acting in both roles).

More detail about the student and teacher samples are shown in the following two slides.

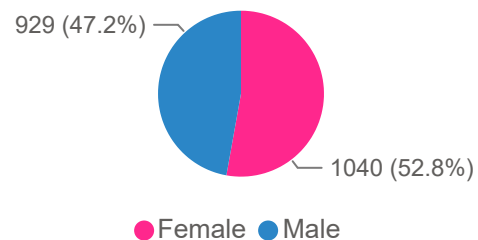
Students Sampled



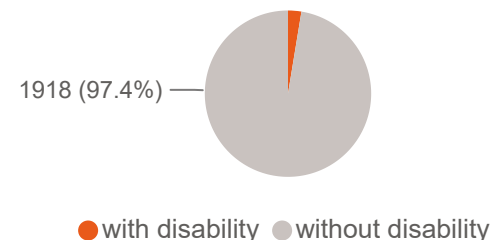
Number of students sampled

1,969

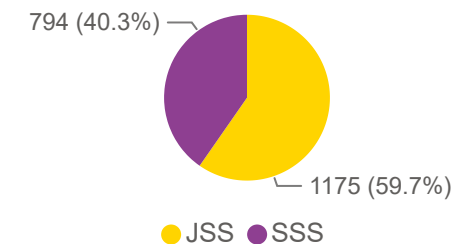
Students sampled, by Gender



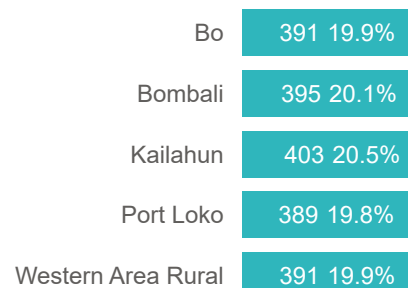
Students sampled, by Disability



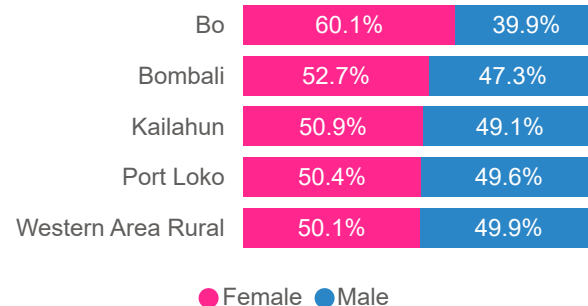
Students sampled, by School level



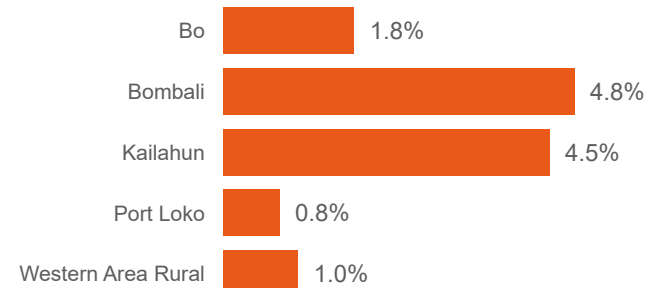
Students sampled, by District



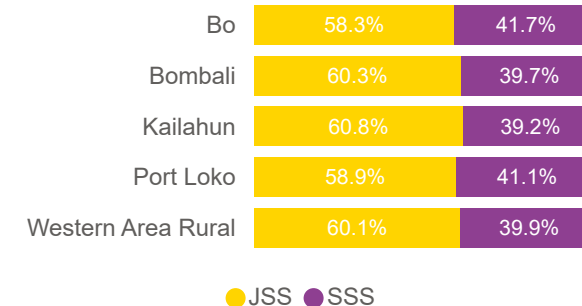
Students sampled, by District and Gender



Students with disability sampled, by District



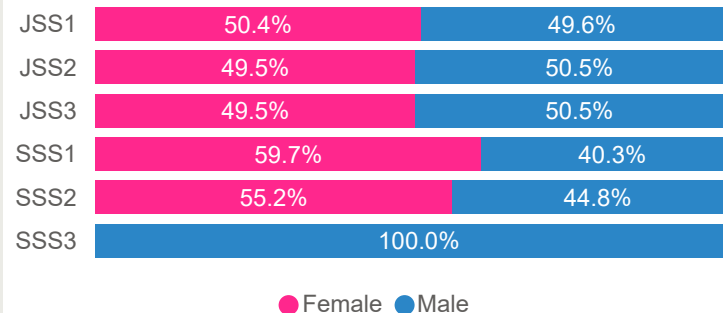
Students sampled, by District and Level



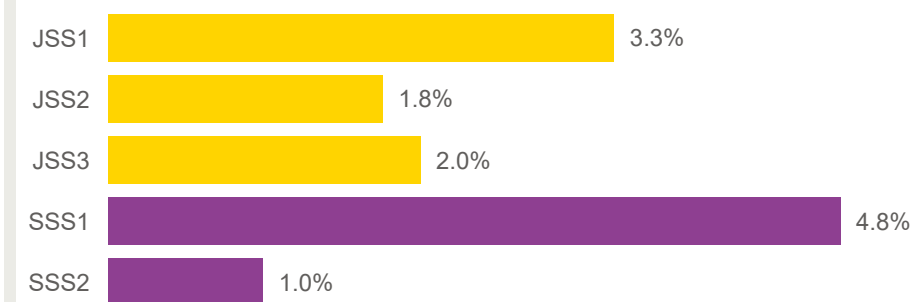
Students sampled, by School grade



Students sampled, by Gender and School grade



Students with disability sampled, by School grade



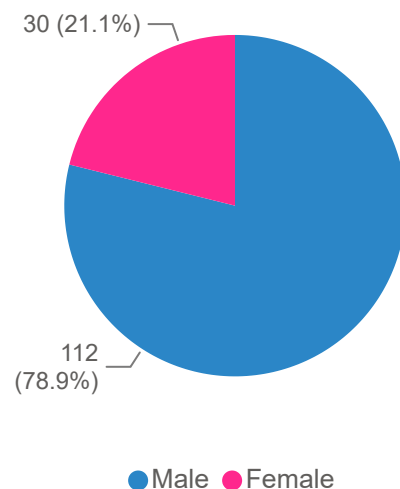
Teachers Sampled



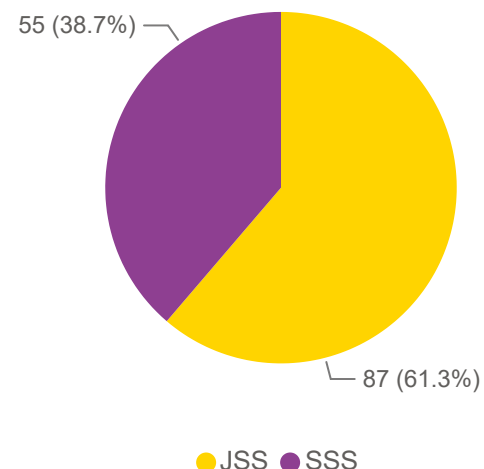
Number of teachers sampled

142

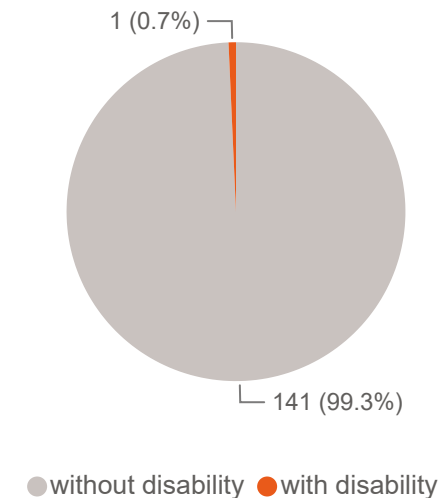
Teachers sampled, by Gender



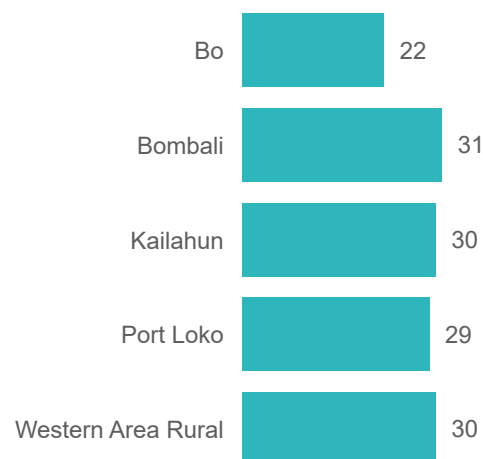
Teachers sampled, by School level



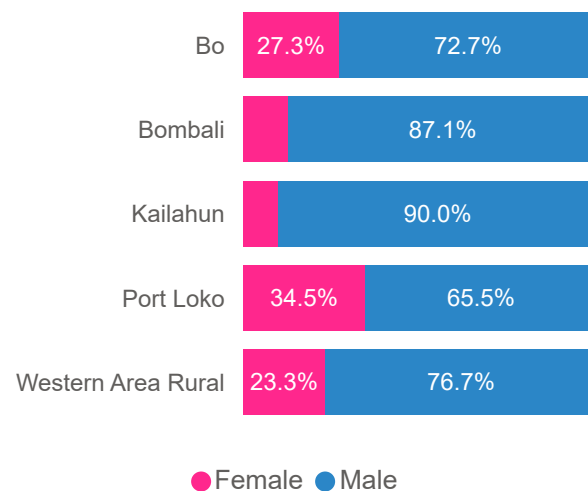
Teachers sampled, by Disability



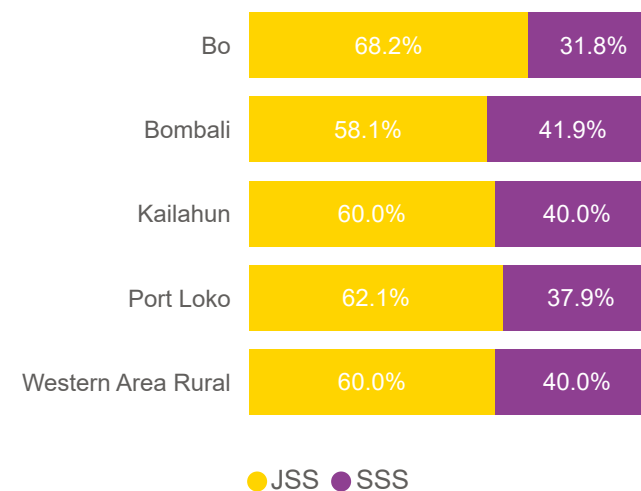
Teachers sampled, by District



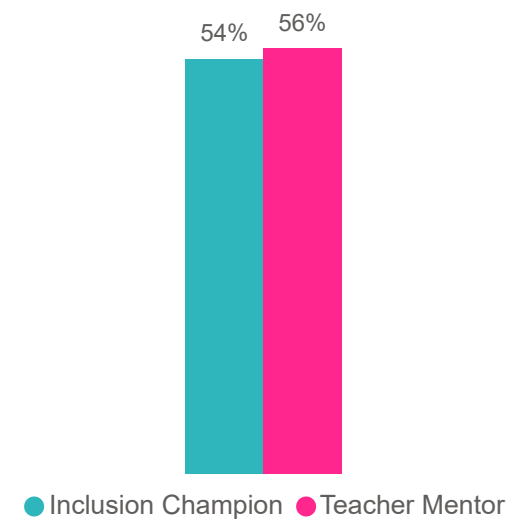
Teachers sampled, by District and Gender



Teachers sampled, by District and Level



Teachers sampled, by specific roles



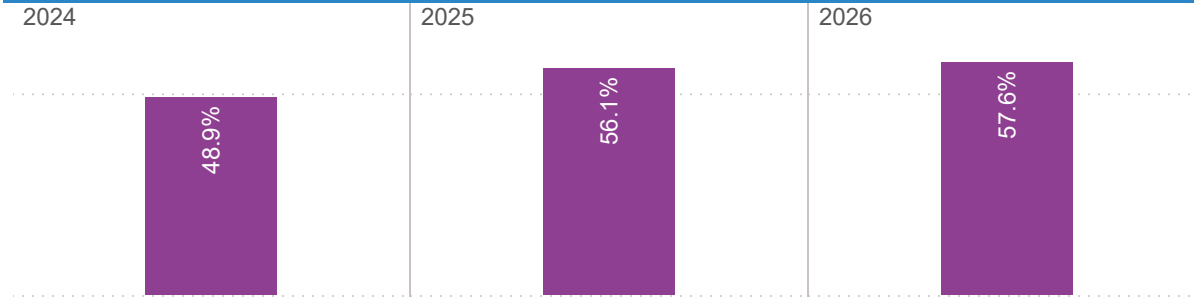
Headline Findings from the KAP Analysis (1)



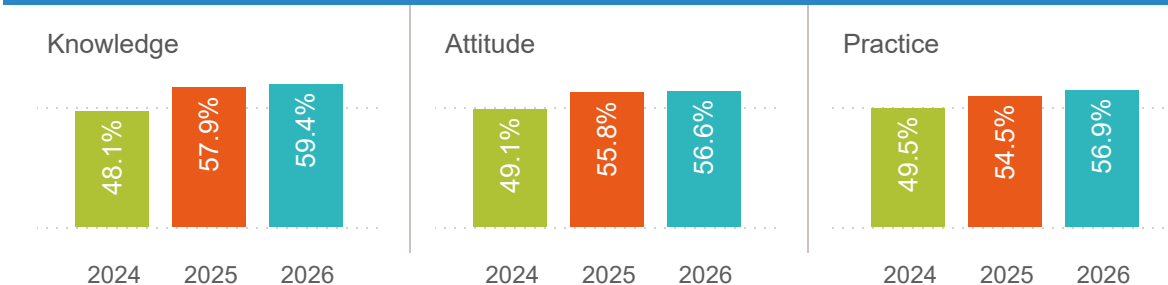
1. Student results: overall progress

Students' average weighted score increased from 48.9% at baseline to 57.6% in Year 3, representing an increase of 8.7 percentage points. Improvements were observed across all three domains of knowledge, attitudes and practice. The largest improvement was in the knowledge domain, which increased from 48.1% to 59.4%.

Overall Student Scores (Weighted)- Comparing Responses with Desired Responses, by Question Type



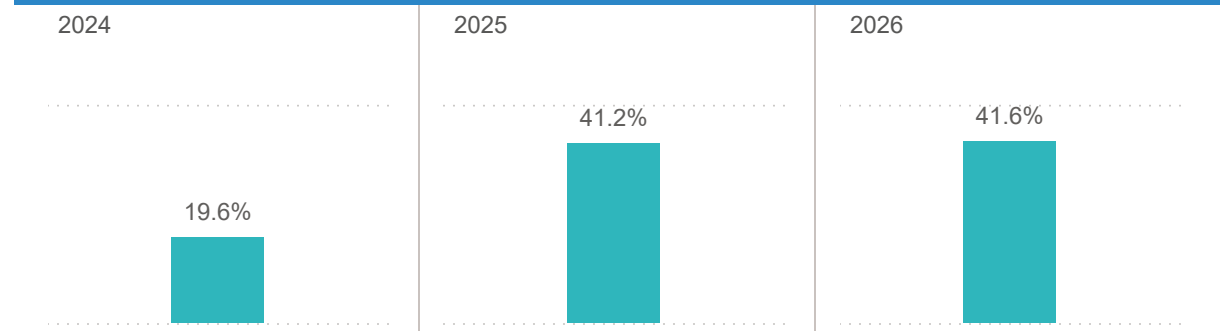
Overall Student Scores (Weighted) - Comparing Responses with Desired Responses, by Question Type



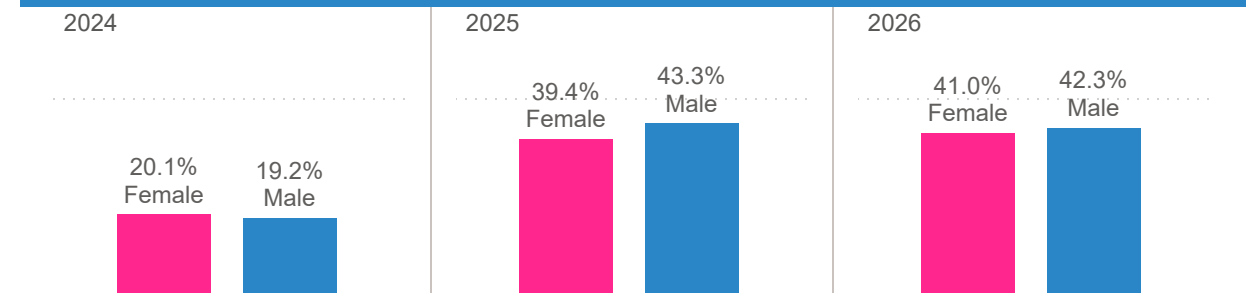
2. Progress against the logframe indicator

The percentage of students achieving the desirable knowledge threshold increased from 19.6% at baseline to 41.6% in Year 3. Although this was slightly below the Year 3 target of 49.7%, it represents a substantial improvement compared with the baseline and demonstrates that gains achieved in Year 2 were largely maintained despite reduced programme resources during Year 3.

Percentage of students achieving 'desirable' threshold in the knowledge dimension



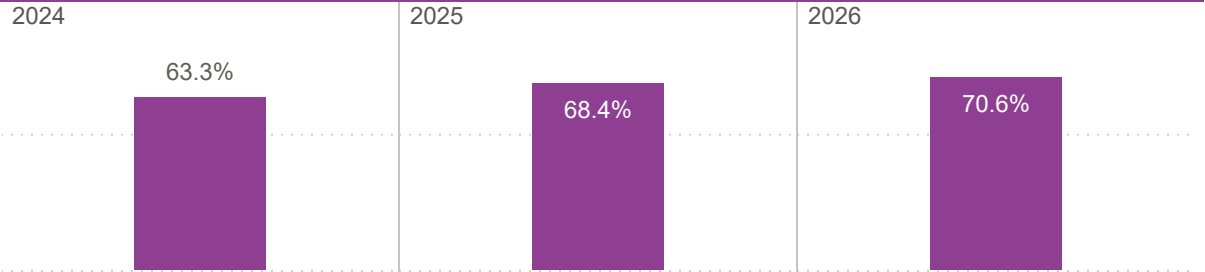
Percentage of students achieving 'desirable' threshold in the knowledge dimension, by Gender



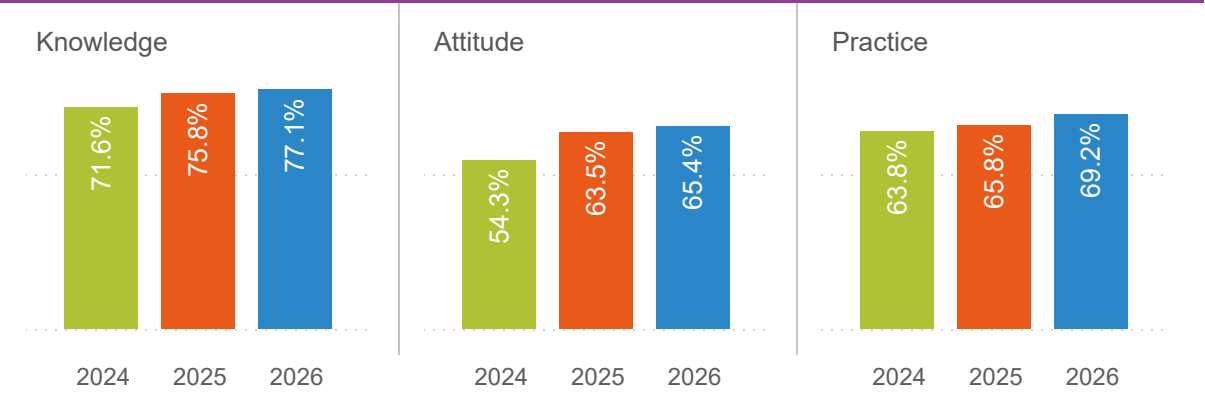
3. Teacher results

Teachers continued to achieve higher average scores than students across all three domains. The average weighted score for teachers increased from 63.3% at baseline to 70.6% in Year 3. Improvements were observed across knowledge, attitudes and practices, with the largest increase occurring in the attitudes domain.

Overall Teacher Scores (Weighted)- Comparing Responses with Desired Responses, by Question Type



Overall Teacher Scores (Weighted) - Comparing Responses with Desired Responses, by Question Type



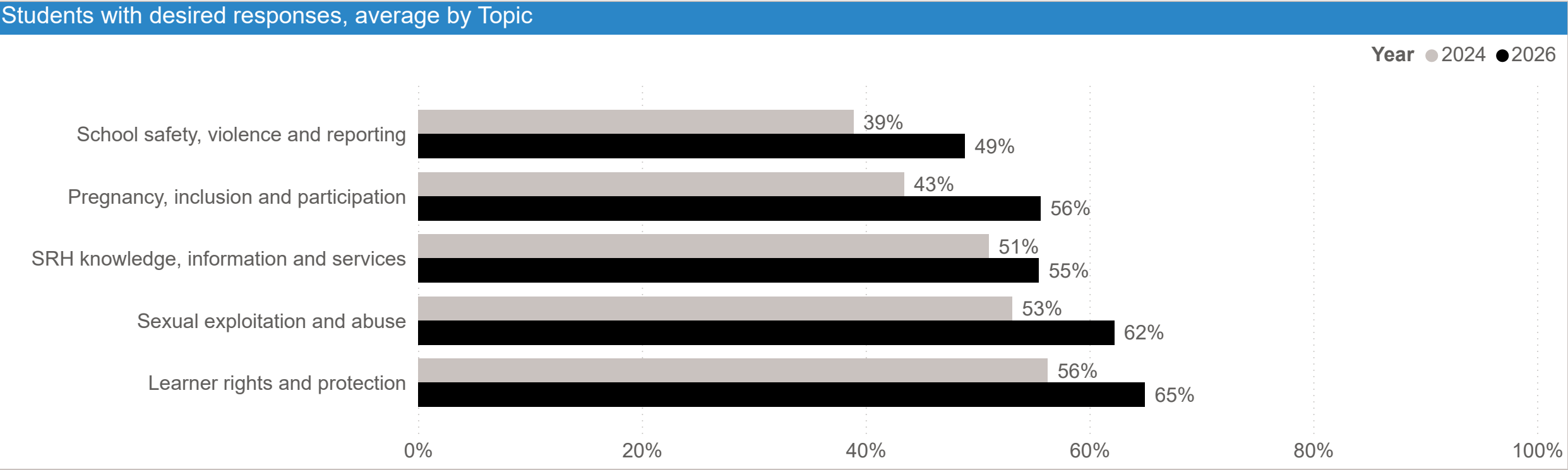
Key takeaway

Both students and teachers demonstrated improved knowledge, attitudes and practices between 2024 and 2026. However, KAP scores alone do not show where progress has been strongest or where challenges remain. The next section therefore examines results through five thematic topic areas aligned to programme objectives.

1. Results by topic area

Analysis by topic area provides a complementary perspective on the KAP survey findings. Rather than focusing on whether changes occurred in knowledge, attitudes or practices, this framework groups questions according to the thematic issues addressed by the programme. Looking across the five thematic areas, improvements were observed in every topic area between the baseline and Year 3 surveys. The largest gains were recorded in Pregnancy, Inclusion and Participation, while Learner Rights and Protection achieved the highest overall score in 2026. School Safety, Violence and Reporting remained the lowest-scoring topic area, while SRH Knowledge, Information and Services showed the slowest overall improvement.

Detailed question-level results underpinning this analysis are provided in Annex C.



2. Areas of greatest progress

Analysis by topic area highlights several areas in which substantial progress has been achieved since the baseline assessment.

The strongest gains were observed in **Pregnancy, Inclusion and Participation**, where scores increased by 13 percentage points between 2024 and 2026. Improvements were evident across several questions relating to the education of pregnant girls, including support for pregnant learners continuing to attend school, perceptions of their ability to participate and learn alongside their peers, and reduced acceptance of stigmatising attitudes towards pregnant learners and young mothers. These findings suggest meaningful positive shifts in attitudes relating to inclusion, participation and support for vulnerable learners.

Strong progress was also observed in **Learner Rights and Protection**. Students demonstrated improved understanding of protections against violence and harm, stronger awareness of expectations regarding teacher conduct, and increased recognition of girls' rights and decision-making. In particular, questions relating to teacher codes of conduct and protection from harm showed notable improvements between the baseline and Year 3 surveys. These findings suggest that awareness of learner rights and formal protection standards has strengthened over the life of the programme.

The topic area **Sexual Exploitation and Abuse** also showed substantial improvement. Students were increasingly likely to recognise behaviours associated with sexual violence, exploitation and abuse as harmful and unacceptable. Improvements were observed in questions relating to grooming behaviours, sex-for-grades practices, teacher-learner sexual relationships and recognition of sexual violence. Collectively, these findings suggest increased awareness of the risks associated with sexual exploitation and abuse and stronger rejection of these behaviours.

Taken together, these findings indicate that progress has occurred not only in knowledge, but also in attitudes and social norms relating to inclusion, protection and learner wellbeing. While challenges remain, the results suggest that the programme has contributed to positive shifts across a number of its priority areas.

Examples of the question-level changes contributing to these findings can be found in Annex C.

3. Areas of continuing concern

Despite the positive progress observed across all five thematic areas, several important challenges remain.

The most notable is **School Safety, Violence and Reporting**, which remained the lowest-scoring topic area in 2026. While improvements were observed in several school-safety-related questions, the findings suggest that experiences of violence and feelings of safety remain significant issues for many students. This indicates that creating safe learning environments and reducing exposure to violence should remain priorities for future interventions.

The findings also suggest that **reporting violence remains a challenge**. One of the more striking patterns in the data is that students appear to have become more aware of reporting routes and protection mechanisms, while willingness to report violence declined between baseline and Year 3 (Q30). At the same time, School Safety, Violence and Reporting remained the lowest-scoring thematic area. This suggests that awareness of reporting systems does not necessarily translate into reporting behaviour. Factors such as confidence, trust in reporting mechanisms and perceptions of how cases will be handled may continue to influence students' willingness to report incidents of violence.

A further concern is that progress within **SRH Knowledge, Information and Services** has been uneven. While substantial improvements were observed in areas such as access to SRH services, understanding of pregnancy-related health risks and knowledge of SRH rights, progress was much weaker in relation to contraception, family planning and

discussion of SRH issues. In some cases, support for family planning-related interventions was lower than at the baseline. These findings suggest that some of the most sensitive aspects of sexual and reproductive health remain difficult to address and may require continued engagement through schools, communities and families.

Overall, the findings suggest that the programme has been successful in improving awareness and attitudes across many areas, but that future efforts may need to place greater emphasis on confidence, behaviour, trust and the social norms that continue to influence decision-making and participation.

Supporting question-level evidence relating to school safety, reporting and SRH is presented in Annex C.

Area of concern	Evidence from student results	Why it matters
School safety remains weakest	School safety, violence and reporting was the lowest-scoring topic in 2026: 49%	Safety and reporting remain the hardest areas to shift
Reporting willingness declined	Q30: "If I suffered from violence, I would not report it" fell from 63% to 55% desired response (-8pp)	Students may understand reporting routes, but still be reluctant to report violence
Violence still present in schools	Q29: witnessed/suffered violence reached only 47% desired response in 2026	Many students still report exposure to violence
Family planning remains contested	Q21: support for family planning services in school fell from 66% to 55% (-11pp)	SRH progress is uneven, especially around contraception/family planning
SRH discussion remains difficult	Q24: only 30% gave the desired response in 2026	Comfort discussing contraception/family planning remains low

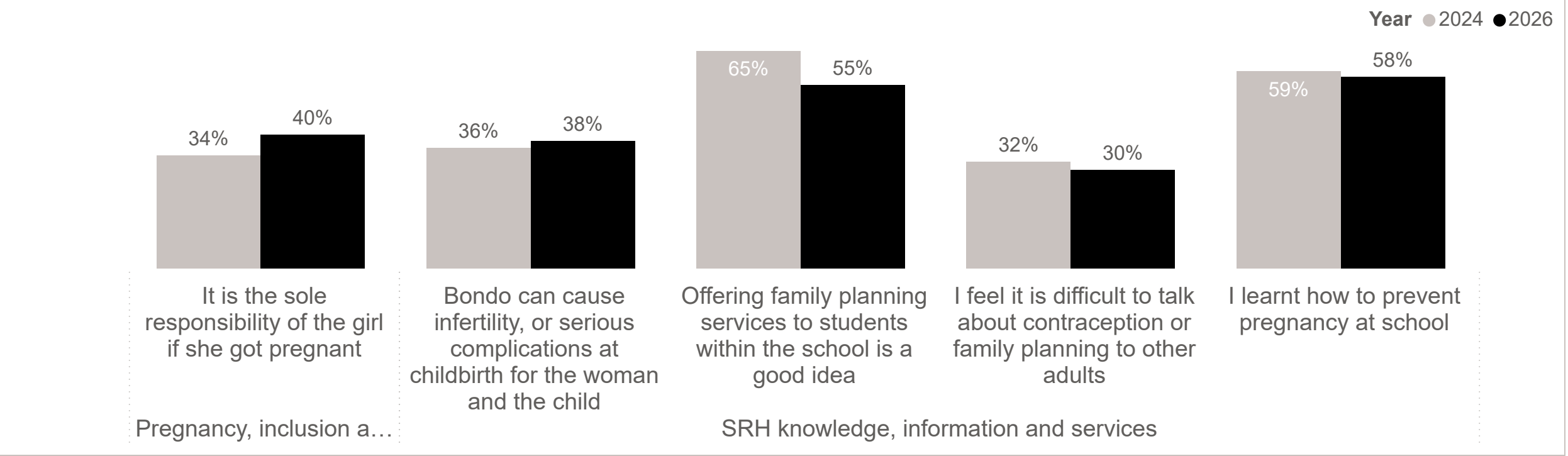
4. Areas showing the slowest progress

Many of the areas showing the slowest progress concern topics that are particularly sensitive, socially contested or deeply rooted in social norms. While notable improvements were observed in many areas, attitudes relating to family planning, contraception and some aspects of sexual and reproductive health appear to be more resistant to change.

Detailed results for all survey questions are provided in Annex C.

Selected examples of questions showing limited progress:

Students with desired responses, selected questions



Conclusions and Implications

Conclusion 1: Progress has been made since the baseline

The first conclusion to draw from the Year 3 KAP study is that notable progress has been made since the baseline. Overall, students' average scores increased by 8.7 percentage points, from 48.9% to 57.6% - furthering the improvements observed in the Year 2 study. Teachers also improved, on average, but by a smaller margin: by 7.3 percentage points, from 63.3% to 70.6%.

For the purpose of the logframe indicator, the percentage of students achieving sufficient knowledge about SRH and different types of violence at school more than doubled from 19.6% (males 19.2%, females 20.1%) to 41.6% (males 42.3%, females 41.0%). This is a substantial increase from the baseline and a notable success for the SSEIP2 programme.

While there was a small increase since Year 2 (41.2%), it was not enough to achieve the target set for Year 3 at the start of the project (49.7%). Nonetheless, these results should be interpreted in the context of significant funding uncertainty and disruption to programme implementation during Year 3, including reductions in Girls and Boys Clubs and CAHLS delivery. Against this backdrop, maintaining and slightly improving upon the Year 2 results represents a notable achievement for the programme.

Conclusion 2: Topic-level analysis provides a more nuanced picture of progress

Analysis by topic area shows that progress has been achieved across all

five thematic areas. The strongest gains were observed in Pregnancy, Inclusion and Participation, suggesting meaningful positive shifts in attitudes towards pregnant learners, stigma and school participation.

Students also demonstrated improved understanding of Learner Rights and Protection and stronger recognition of behaviours associated with sexual exploitation and abuse. However, School Safety, Violence and Reporting remained the lowest-scoring thematic area, while SRH Knowledge, Information and Services showed the slowest overall progress. These findings suggest that the programme has been successful in strengthening awareness and attitudes in many areas, but that some of the most socially sensitive issues remain more resistant to change.

Conclusion 3: Continued investment is justified

Despite the improvements observed since the baseline, there remains considerable scope for further improvement in the knowledge, attitudes and practices of both students and teachers relating to School-Related Gender-Based Violence (SRGBV) and Sexual and Reproductive Health (SRH). While progress was observed across all five topic areas, important challenges remain, particularly in relation to school safety, reporting of violence, family planning and other sensitive SRH-related issues. These findings support continued investment by the Government of Sierra Leone and future education programmes in this area.

Conclusion 4: School safety and reporting require continued attention

While students demonstrated improved understanding of reporting routes and protection mechanisms, improvements in reporting behaviour were less evident. School Safety, Violence and Reporting remained the weakest-performing thematic area. This suggests that future efforts should continue to strengthen not only awareness of reporting systems but also confidence, trust and accountability within those systems.

Conclusion 5: Particular groups continue to require attention

As was found at baseline, students at earlier stages of secondary education tended to achieve lower scores than students in higher grades. Although improvements were observed among students in all grades between Year 1 and Year 3, younger students continue to demonstrate lower levels of knowledge, attitudes and practices. Similarly, students with disabilities continue to achieve substantially lower scores than students without disabilities and the gap appears wider than at baseline. While findings relating to disability should be interpreted cautiously because of the relatively small sample size, the consistency of this pattern across survey rounds suggests that students with disabilities warrant continued attention in future programming (see Annexes A and B for detailed disaggregated results).

Conclusion 6: Gender differences remain limited

Gender differences in average scores remain limited; for both students and teachers, the difference in average scores between females and males is small. The main exception to this is in the attitudes domain where female students and teachers outscore their male counterparts. Further work is needed to sensitise male students and teachers on topics such as how girls should continue to attend school and be able to engage in sports during menstruation.

Implications for Policy and Programming

The findings suggest several implications for future programming and government action.

First, **continued attention is needed to strengthen school safety and reporting systems.** While awareness of reporting routes has improved, School Safety, Violence and Reporting remained the lowest-scoring thematic area and willingness to report violence showed limited improvement. Future efforts should not focus solely on awareness raising, but also on strengthening confidence in reporting mechanisms, ensuring timely responses to reported incidents and reinforcing accountability within schools.

Second, the strong progress observed in Pregnancy, Inclusion and Participation demonstrates that **positive shifts in attitudes towards pregnant learners and educational inclusion are achievable.** Continued implementation of policies and practices that support the participation, retention and re-entry of pregnant girls and young mothers may help sustain and extend these gains.

Third, several of the areas showing the slowest progress related to family planning, contraception and other sensitive aspects of sexual and reproductive health. These findings suggest that **future interventions may require deeper engagement with schools, families and communities to address persistent misconceptions and social norms** that influence attitudes and behaviours in these areas.

Finally, the findings highlight **the importance of maintaining a focus on equity.** Younger students and students with disabilities continued to achieve lower scores than their peers, suggesting that targeted approaches may be required to ensure that these groups benefit fully from future SRGBV and SRH interventions.

Overall

Overall, the evidence suggests that SSEIP2 has helped move knowledge and attitudes in a positive direction across a wide range of issues relating to learner safety, wellbeing and sexual and reproductive health. The next challenge is to translate these improvements into safer schools, more trusted reporting systems and deeper shifts in the social norms that remain most resistant to change.

Detailed disaggregated results are provided in Annexes A-F.

Annexes

The main body of this report presents headline findings, topic-level analysis and conclusions. The following annexes provide detailed supporting evidence, including disaggregated score analysis, threshold attainment and question-level survey results for both students and teachers.

- **Annex A: Detailed Student Score Results**
- **Annex B: Detailed Student Threshold Results**
- **Annex C: Student Question-Level Results**
- **Annex D: Detailed Teacher Score Results**
- **Annex E: Detailed Teacher Threshold Results**
- **Annex F: Teacher Question-Level Results**

Leh Wi Lan

Safe, quality and inclusive education for all



Annex A: Detailed Student Score Results

Leh Wi Lan

Safe, quality and inclusive education for all

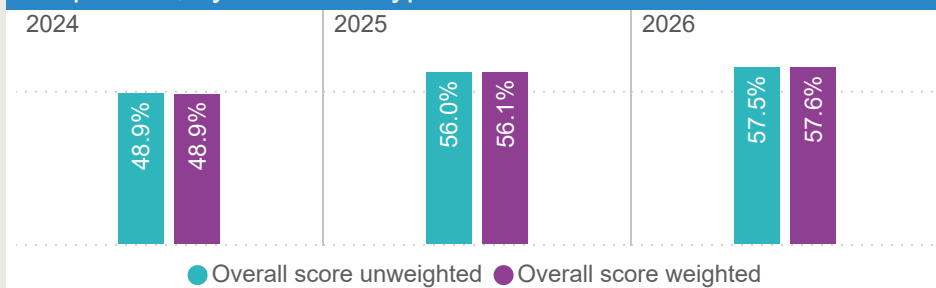
This annex presents detailed student score results, including disaggregation by gender, disability status, school level and grade. These results provide the underlying evidence supporting the headline findings presented in the main report.



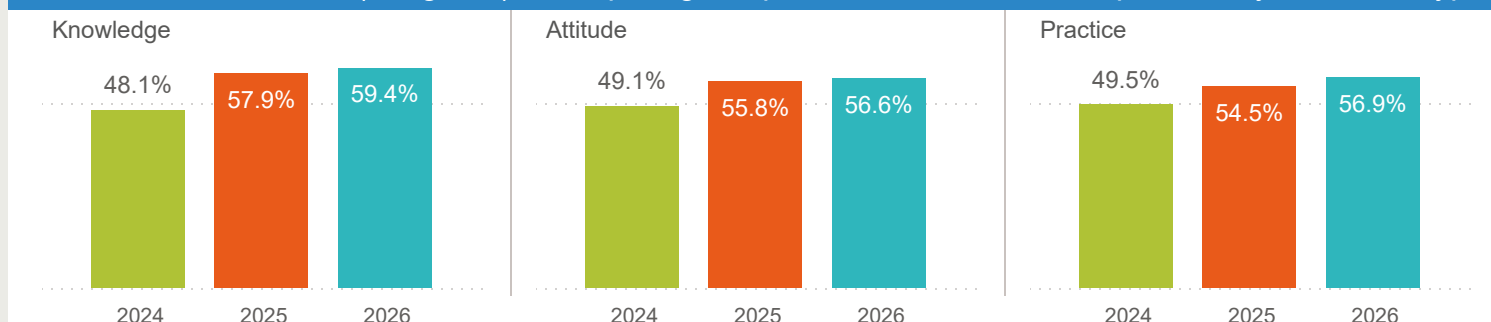
Student Survey Results



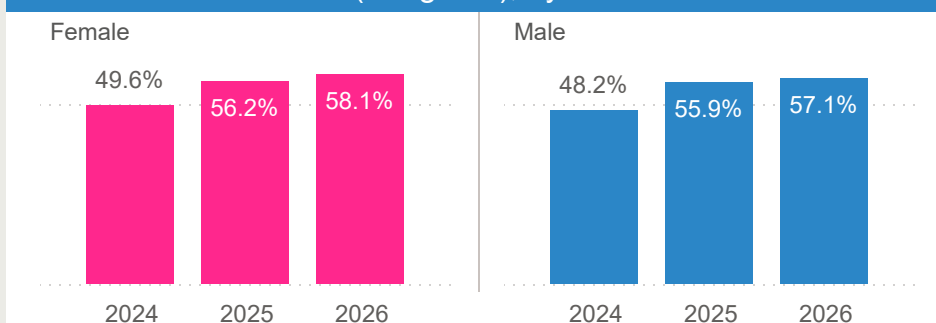
Overall Student Scores - Comparing Responses with Desired Responses, by Question Type



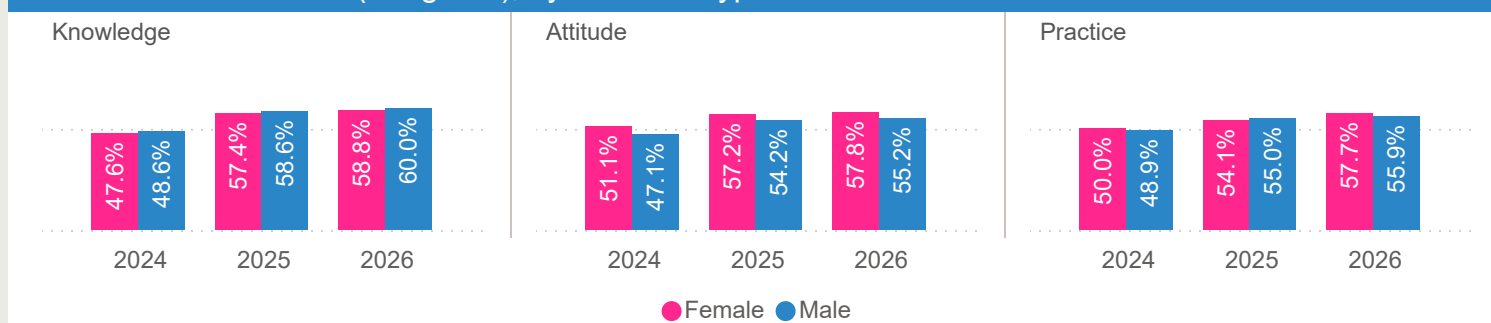
Overall Student Scores (Weighted) - Comparing Responses with Desired Responses, by Question Type



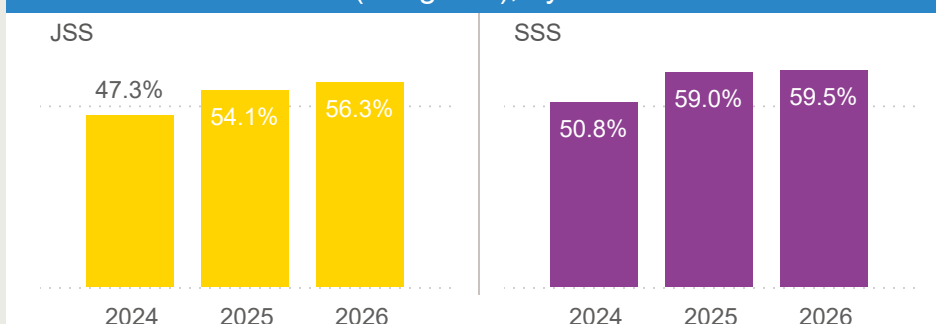
Overall Student Scores (Weighted), by Gender



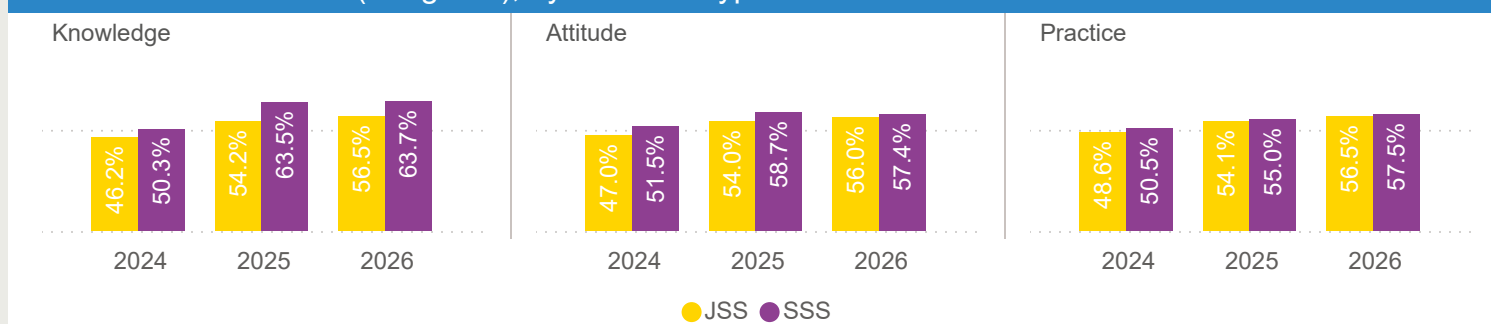
Overall Student Scores (Weighted), by Question type and Gender



Overall Student Scores (Weighted), by Level



Overall Student Scores (Weighted), by Question type and Level



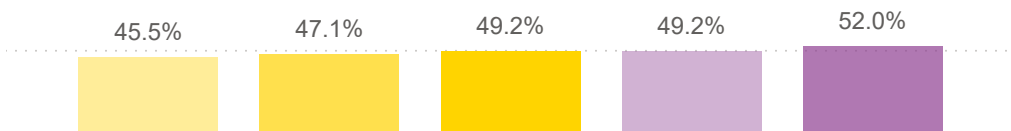
* The weighting applied serves to give equal weight to the three question types: knowledge, attitudes and practice. Other variables such as gender, level or geography are not factored into the weighting.

Student Survey Results

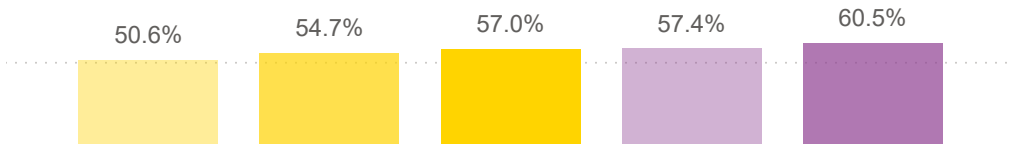


Overall Student Scores (Weighted), by Grade

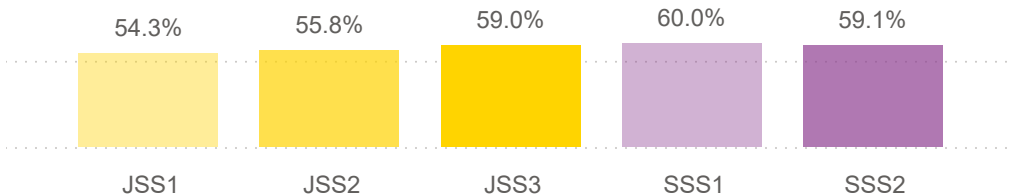
2024



2025

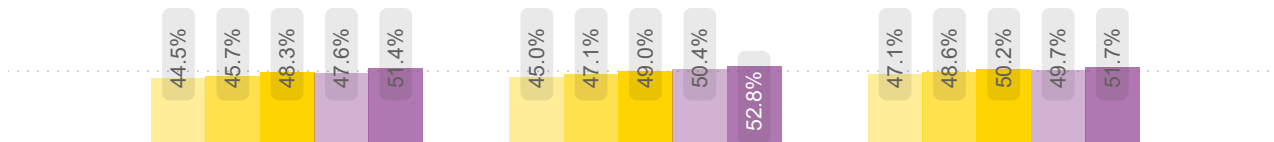


2026



Overall Student Scores (Weighted), by Question type and Grade

2024



2025



2026



Knowledge

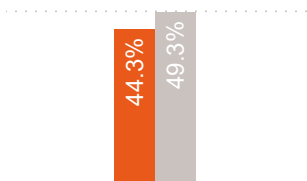
Attitude

Practice

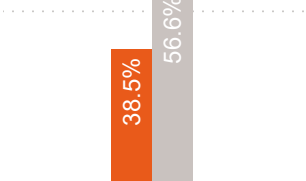
● JSS1 ● JSS2 ● JSS3 ● SSS1 ● SSS2

Overall Student Scores (Weighted), by Disability

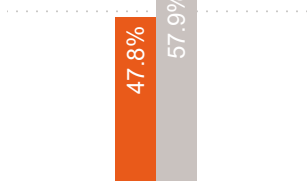
2024



2025



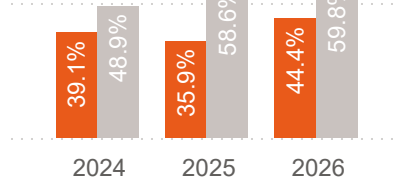
2026



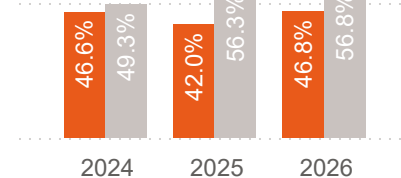
● with disability ● without disability

Overall Student Scores (Weighted), by Question type and Disability

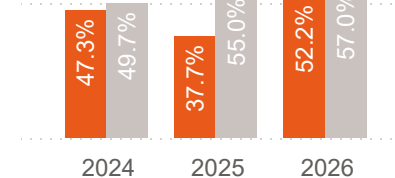
Knowledge



Attitude



Practice



● with disability ● without disability

Annex B: Detailed Student Threshold Results

Leh Wi Lan

Safe, quality and inclusive education for all

This annex presents detailed results relating to threshold attainment in the knowledge, attitudes and practice domains and provides disaggregated analysis by key respondent characteristics.

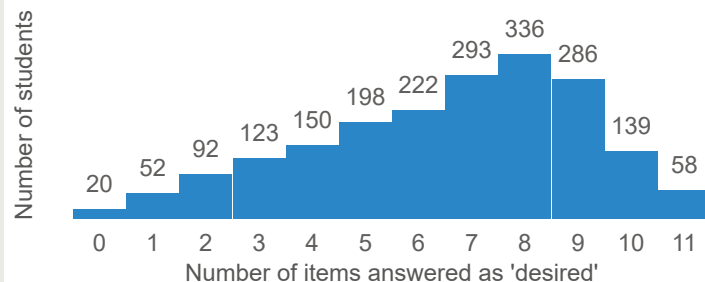


Distribution of students by number of items answered as 'desired' (Year 3 data only)



Knowledge

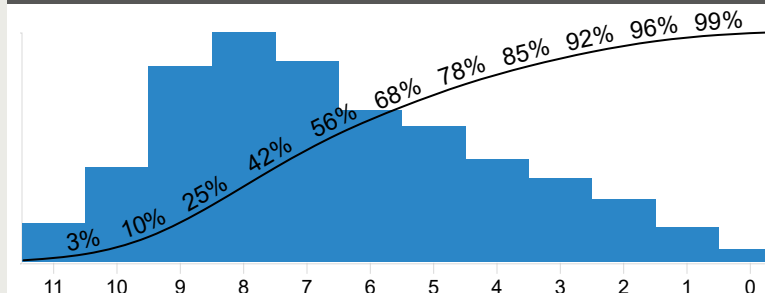
Distribution of respondent students by the number of Knowledge items answered as 'desired'



Descriptive statistics

6.54
Mean
7
Median
8
Mode
2.54
Standard Deviation

Cumulative percentage of respondent students answering items as 'desired'



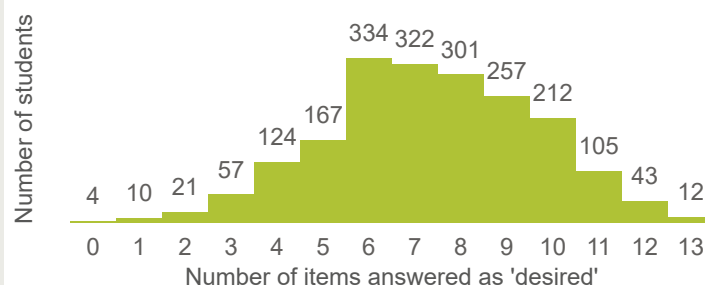
In the Year 3 (2026) data, the distribution of student respondents by the number of items answered as 'desired' was approximately 'normal' for the attitudes and practices dimensions. The distribution of the knowledge dimension was negatively skewed.

Knowledge:

Out of 11 knowledge items, for the number of items answered as 'desired', the modal value was 8, the median was 7 and the mean was 6.54. Approximately 42% of student respondents selected the 'desired' response for 8 or more items.

Attitude

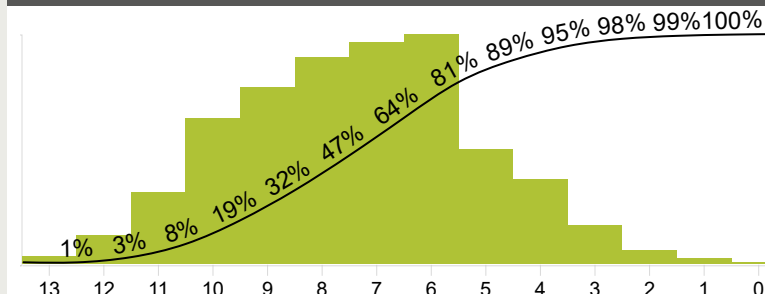
Distribution of respondent students by the number of Attitude items answered as 'desired'



Descriptive statistics

7.35
Mean
7
Median
6
Mode
2.29
Standard Deviation

Cumulative percentage of respondent students answering items as 'desired'

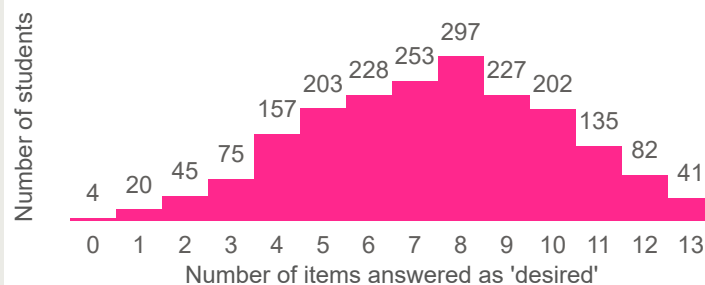


Attitudes:

Out of 13 attitude items, for the number of items answered as 'desired', the modal value was 6, the median was 7 and the mean was 7.35. Approximately 47% of student respondents selected the 'desired' response for 8 or more items.

Practice

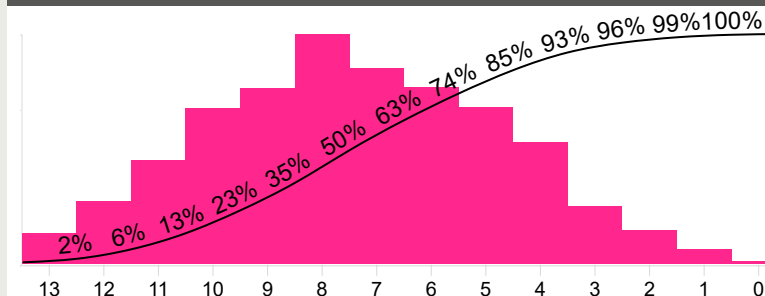
Distribution of respondent students by the number of Practice items answered as 'desired'



Descriptive statistics

7.39
Mean
7
Median
8
Mode
2.68
Standard Deviation

Cumulative percentage of respondent students answering items as 'desired'



Practice:

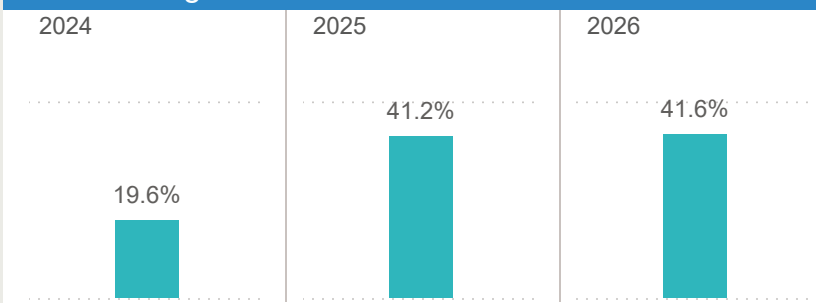
Out of 13 practice items, for the number of items answered as 'desired', the modal value was 8, the median was 7 and the mean was 7.39. Approximately 50% of student respondents selected the 'desired' response for 8 or more items.

Students achieving 'desirable' threshold in their knowledge

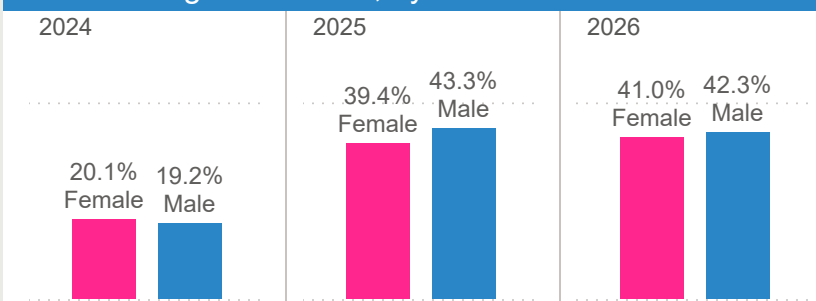


Knowledge

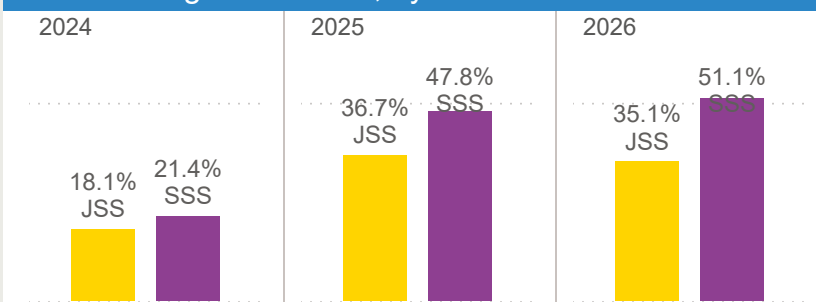
Percentage of students achieving 'desirable' threshold in the knowledge dimension



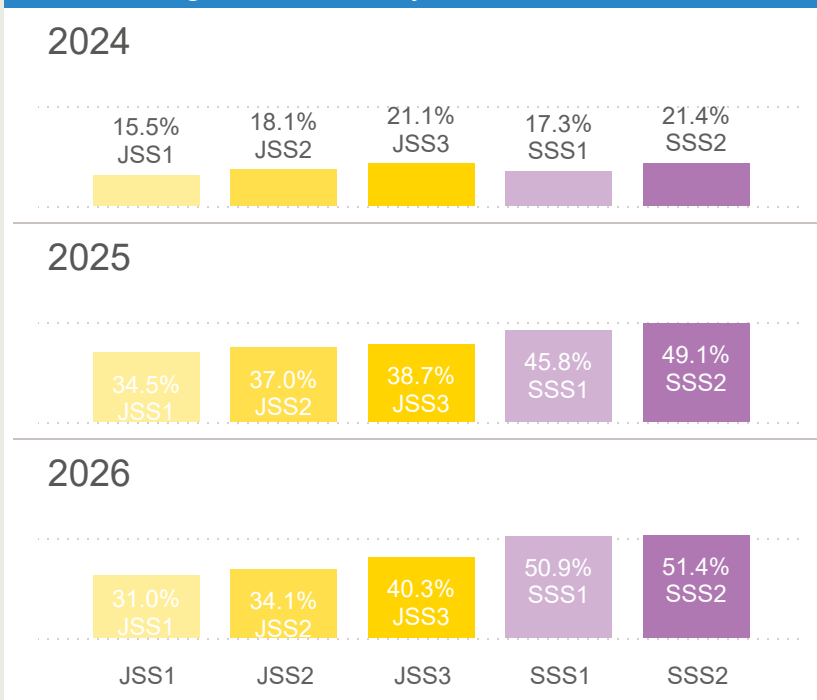
Percentage of students achieving 'desirable' threshold in the knowledge dimension, by Gender



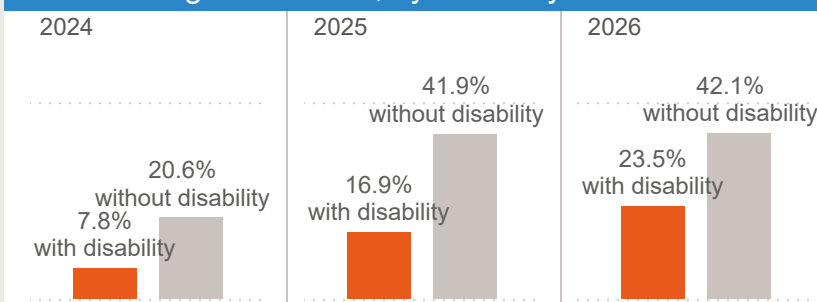
Percentage of students achieving 'desirable' threshold in the knowledge dimension, by Level



Percentage of students achieving 'desirable' threshold in the knowledge dimension, by Grade



Percentage of students achieving 'desirable' threshold in the knowledge dimension, by Disability



Overall, 41.6% of students selected 8 or more of the 'desirable' responses to the Knowledge items in the KAP survey tool. This is more than double the percentage in Year 1 (2024) and a small increase on Year 2.

Male students were slightly more likely than females to achieve this threshold (42.3% compared with 41.0%). This is a continuation of the trend identified in Year 2.

Students in senior secondary school were more likely than students in junior secondary school to achieve the 'desirable' threshold (51.1% compared with 35.1%). This is a repeat of a trend observed in both Years 1 and 2. Within these school cycles, students tended to perform better in the higher grades. These trends were also in place in Year 1 (2024).

Only 23.5% of students with disability selected 8 or more of the 'desirable' responses to the Knowledge items, notably lower than the percentage for students without disability (42.1%). Similar to Years 1 and 2, the gap between students with disability and without disability remains large.

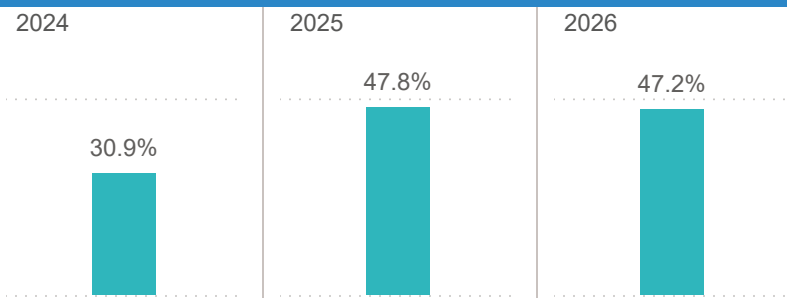
* To achieve the 'desirable' threshold in the Knowledge dimension, the respondent must give the 'desired' response in at least 8 out of 11 knowledge questions.

Students achieving 'desirable' threshold in their attitudes

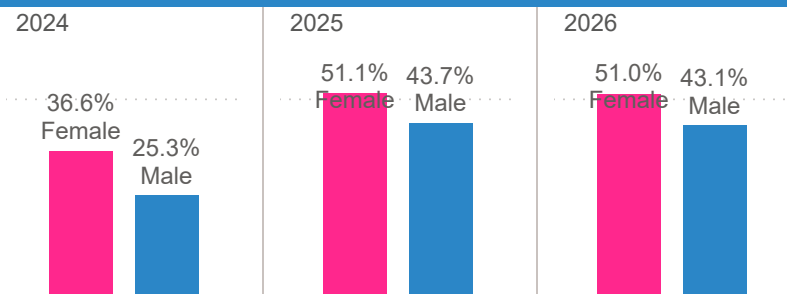


Attitude

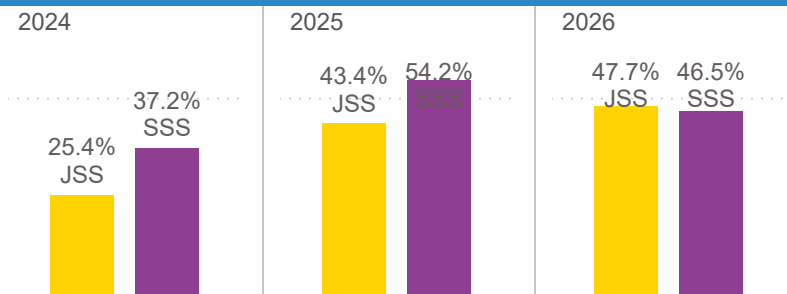
Percentage of students achieving 'desirable' threshold in the attitude dimension



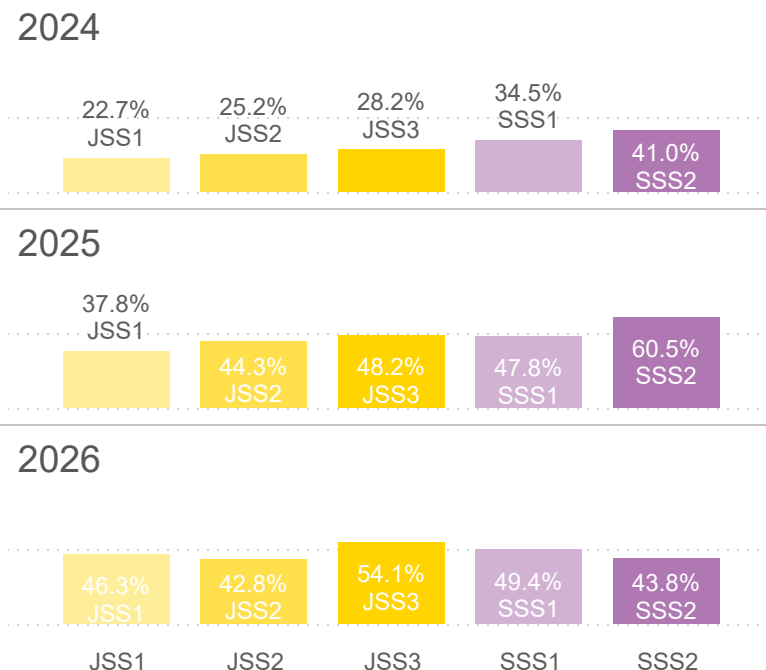
Percentage of students achieving 'desirable' threshold in the attitude dimension, by Gender



Percentage of students achieving 'desirable' threshold in the attitude dimension, by Level



Percentage of students achieving 'desirable' threshold in the attitude dimension, by Grade



Overall, 47.2% of students selected 8 or more of the 'desirable' responses to the Attitude items in the KAP survey tool. This is a slight decrease compared Year 2 (2025), but still considerably higher than the baseline in Year 1.

Female students were notably more likely than males to achieve this threshold (51.0% compared with 43.1%). This trend was also observed in Years 1 and 2.

Students in junior secondary school were marginally more likely than students in senior secondary school to achieve the 'desirable' threshold (54.2% compared with 43.4%). This represents a notable change from Years 1 and 2 when levels in SSS were higher than in JSS. While the results for JSS have risen between Years 2 and 3, they worsened for SSS in the same period.

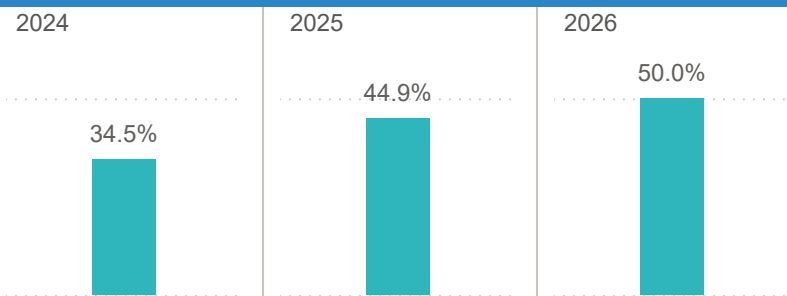
Only 31.4% of students with disability selected 8 or more of the 'desirable' responses to the Attitudes items, notably lower than the percentage for students without disability (47.7%). This represents an increase in the percentage compared with Year 2.

* To achieve the 'desirable' threshold in the Attitudes dimension, the respondent must give the 'desired' response in at least 8 out of 13 attitude questions.

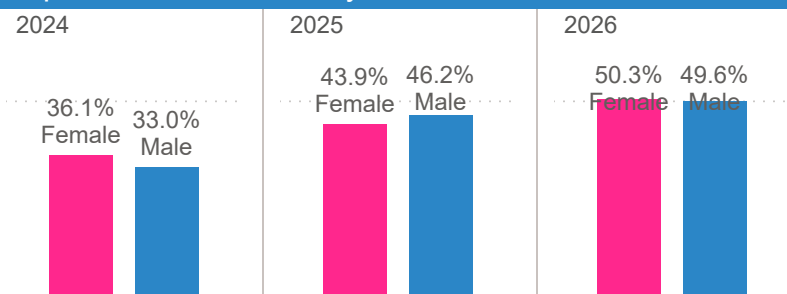
Students achieving 'desirable' threshold in their practices



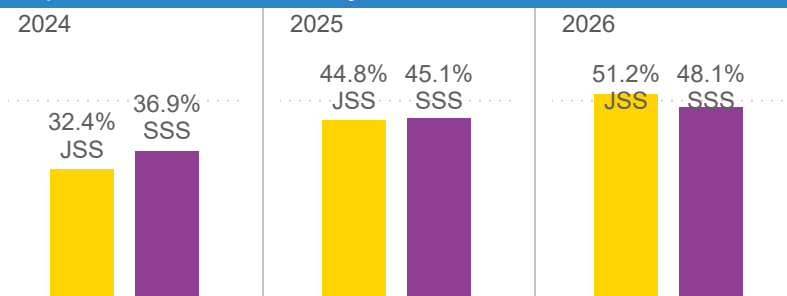
Percentage of students achieving 'desirable' threshold in the practice dimension



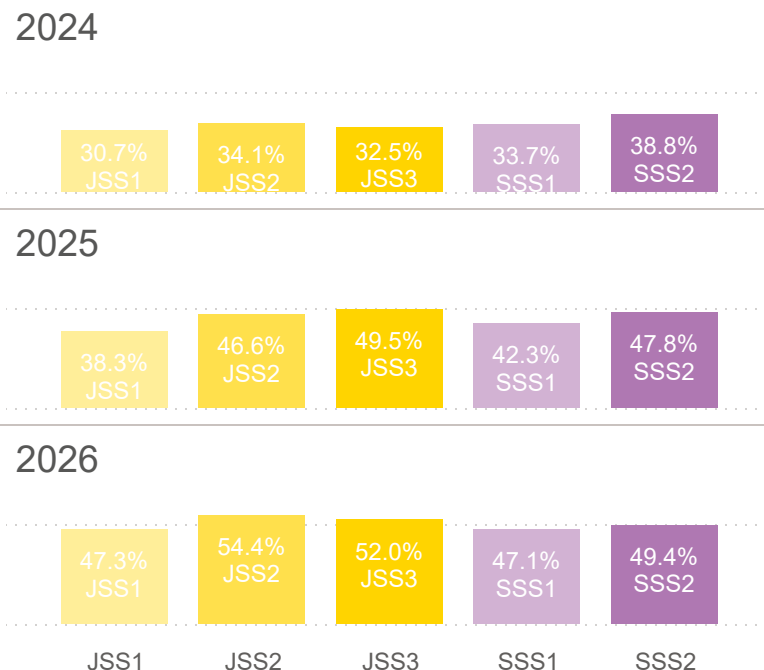
Percentage of students achieving 'desirable' threshold in the practice dimension, by Gender



Percentage of students achieving 'desirable' threshold in the practice dimension, by Level



Percentage of students achieving 'desirable' threshold in the practice dimension, by Grade



Overall, 50.0% of students selected 8 or more of the 'desirable' responses to the Practice items in the KAP survey tool. This represents almost a 5 pp increase compared with Year 2 (2024) and a 15 pp increase compared with Year 1.

Female students were slightly more likely than male students to achieve this threshold (50.3% compared with 49.6%). This was the same trend as Year 1 (2024), but a reversal from Year 2.

Students in junior secondary school were marginally more likely than students in senior secondary school to achieve the 'desirable' threshold (51.2% compared with 48.1%).

Students with disability were marginally less likely than students without disability to select 8 or more of the 'desirable' responses to the Practice items (47.1% compared with 50.1%). This represents a very large change compared with Year 2, when there was a very large difference between students with and without disability.

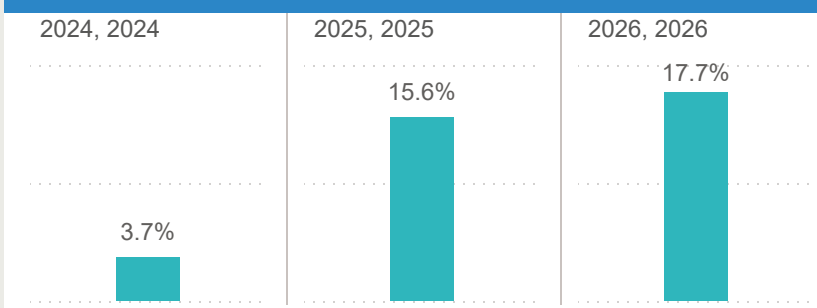
* To achieve the 'desirable' threshold in the Practice dimension, the respondent must give the 'desired' response in at least 8 out of 13 practice questions.

Students achieving 'desirable' threshold in the knowledge, attitude and practice domains

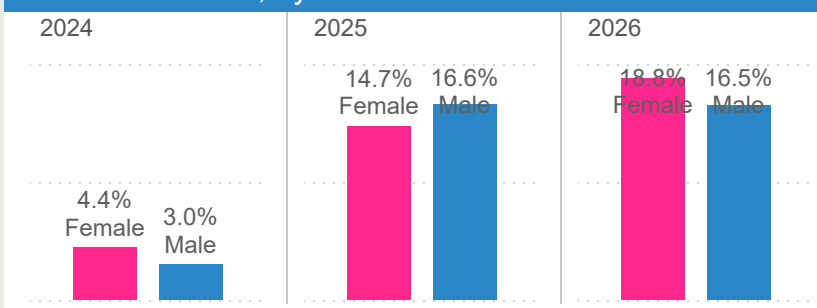


All domains

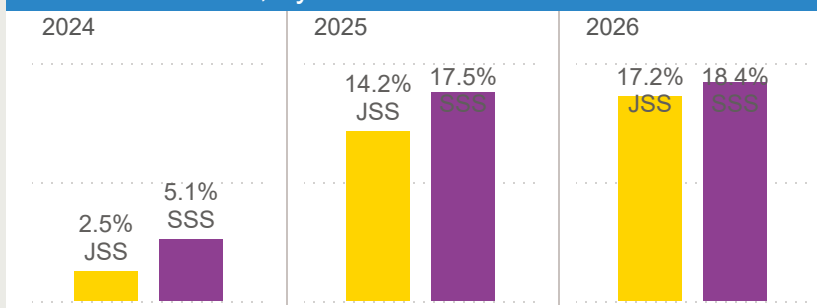
Percentage of students achieving 'desirable' threshold in all three domains



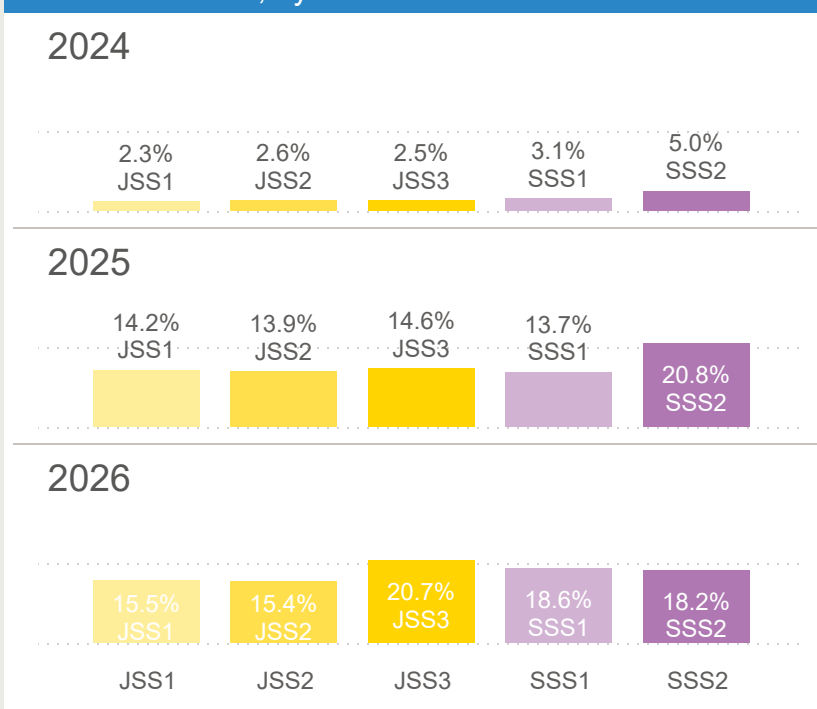
Percentage of students achieving 'desirable' threshold in all three domains, by Gender



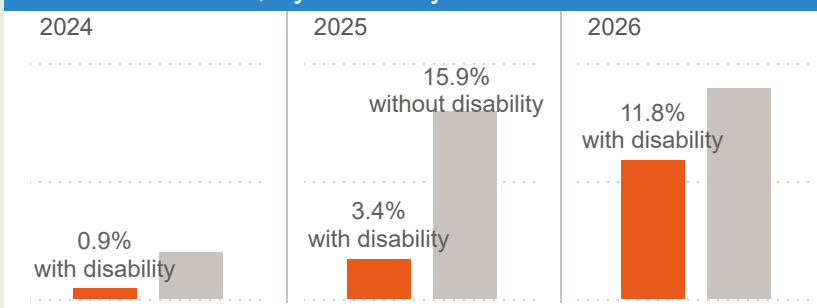
Percentage of students achieving 'desirable' threshold in all three domains, by Level



Percentage of students achieving 'desirable' threshold in all three domains, by Grade



Percentage of students achieving 'desirable' threshold in all three domains, by Disability



Just under a fifth of students (17.7%) achieved the 'desirable' threshold in all three domains - knowledge, attitude and practice. This is a small increase over Year 2, which itself was a large increase over Year 1.

Female students were more likely than males to achieve this composite threshold (18.8% compared with 16.5%). This is a repeat of the trend in Year 1, but a reversal from Year 2.

Students in senior secondary school were more likely than students in junior secondary school to achieve the 'desirable' threshold in all three domains combined (18.4% compared with 17.2%). Within these school cycles, students tended to perform better in the higher grades. The exception was that in Year 3, there was a decline in the level for SSS2 students compared with Year 2, with the result that the level for SSS1 students was marginally higher than for SSS2 students.

Students with disability were less likely than students without disability to achieve the 'desirable' threshold in all three domains (11.8% compared with 17.8%). This is a large improvement compared with Years 1 and 2, but the gap between students with disability and without disability remains large.

* The 'desirable' threshold across all domains requires the respondent to give the 'desired' response in 8 out of 11 knowledge questions, 8 out of 13 attitude questions and 8 out of 13 practice questions.

Annex C: Student Question-Level Results

Leh Wi Lan

Safe, quality and inclusive education for all

This annex presents detailed response distributions for each question in the student questionnaire. These results provide the evidence underpinning the topic-level analysis.



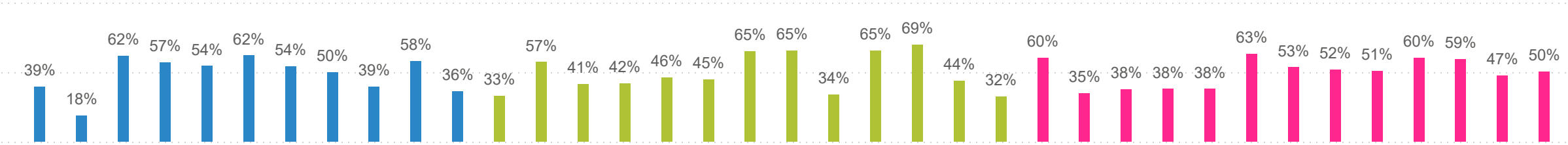
Student Survey Results - Overview of Scores by Question



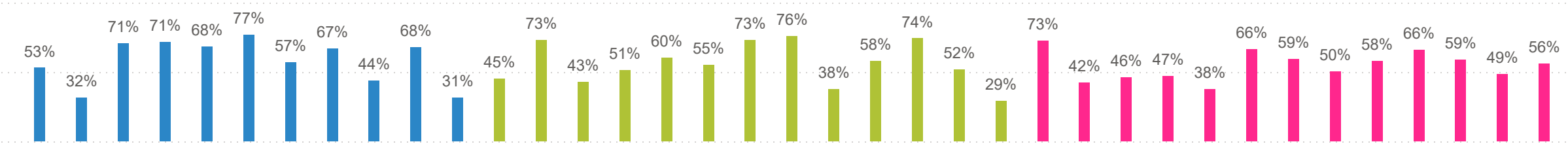
Overall student scores (weighted) by Question number and Question type

Question type ● Knowledge ● Attitude ● Practice

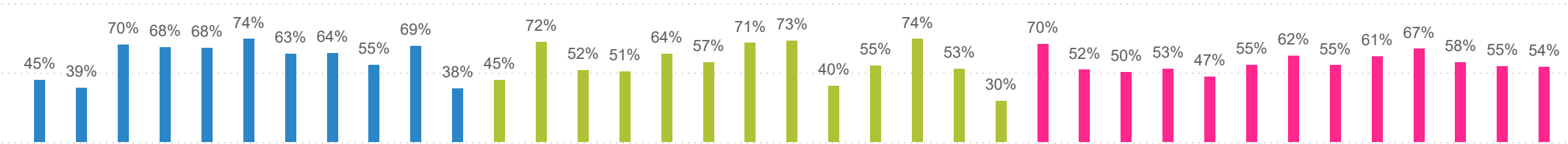
2024



2025



2026

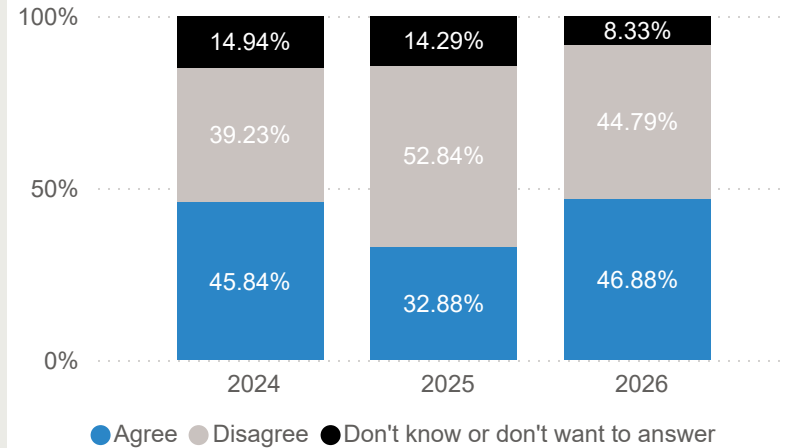


* The weighting applied serves to give equal weight to the three question types: knowledge, attitudes and practice. Other variables such as gender, level or geography are not factored into the weighting.

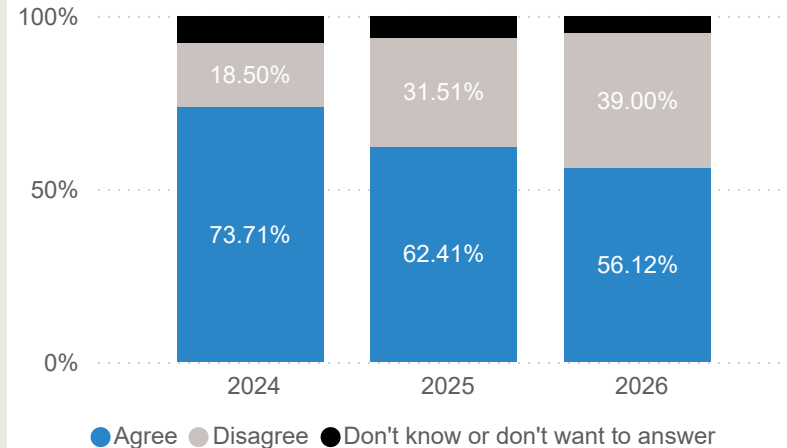
Student Survey Results - Responses for Questions 1-6



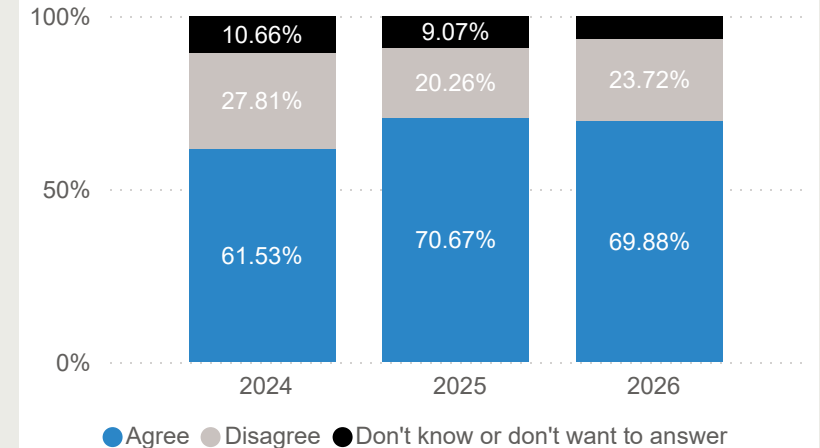
Qn1. The Ministry of Education forbids pregnant learners to attend class



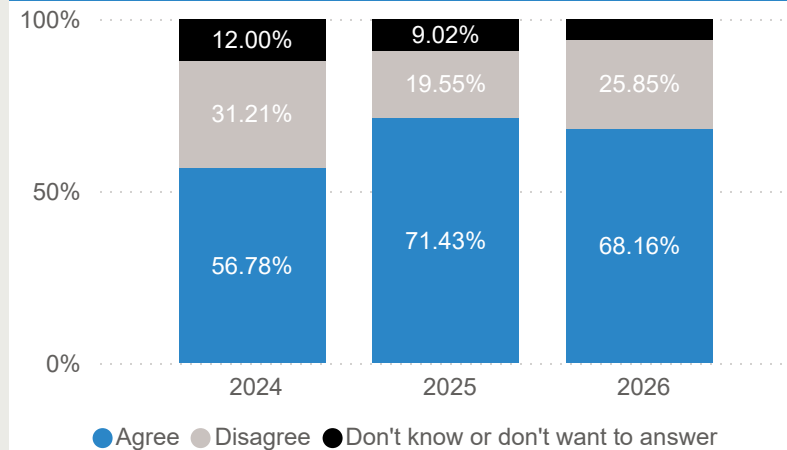
Qn2. I can report violence in school only by speaking to the school principal or a teacher



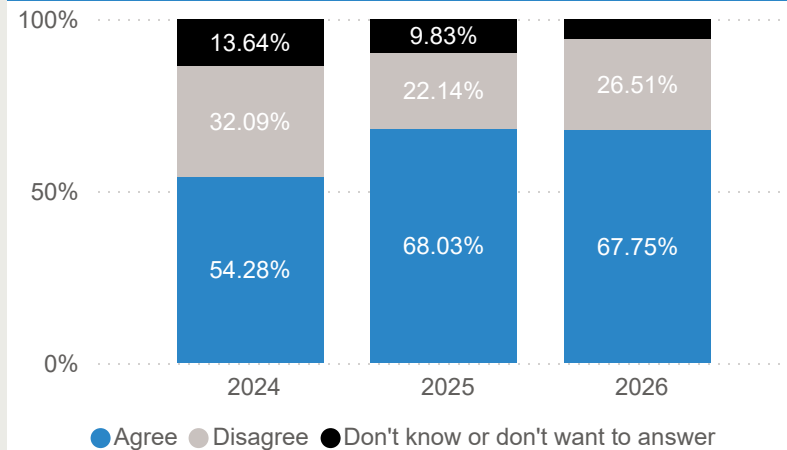
Qn3. The Ministry of Education forbids any school staff or student to harm or threaten students or make them feel unsafe



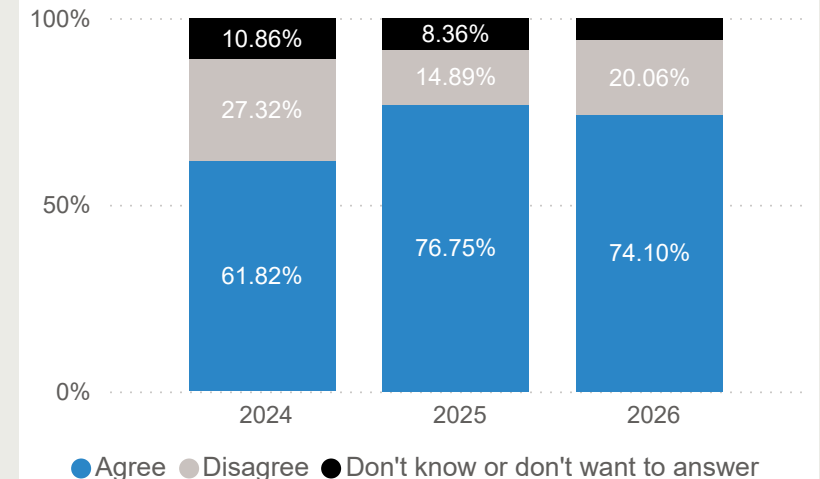
Qn4. The teachers' code of conduct forbids all forms of sexual relationship between teachers and learners



Qn5. The teachers' code of conduct forbids all forms of seduction of students or colleagues



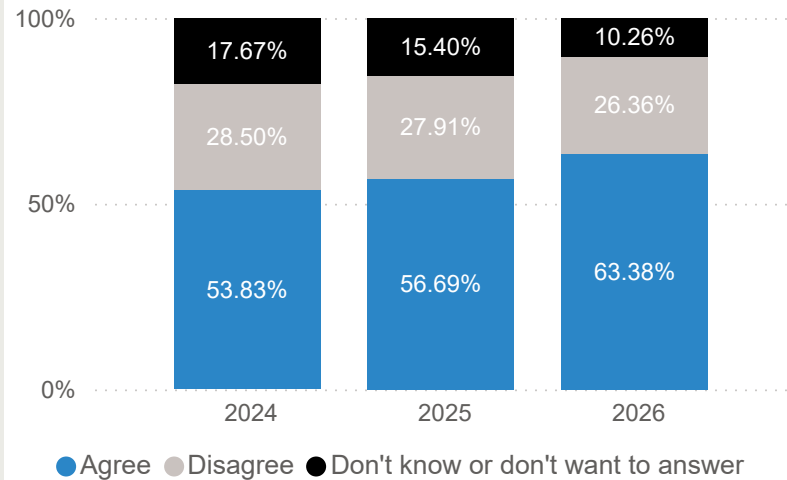
Qn6. A girl has a right to say 'no' to sex from her partner



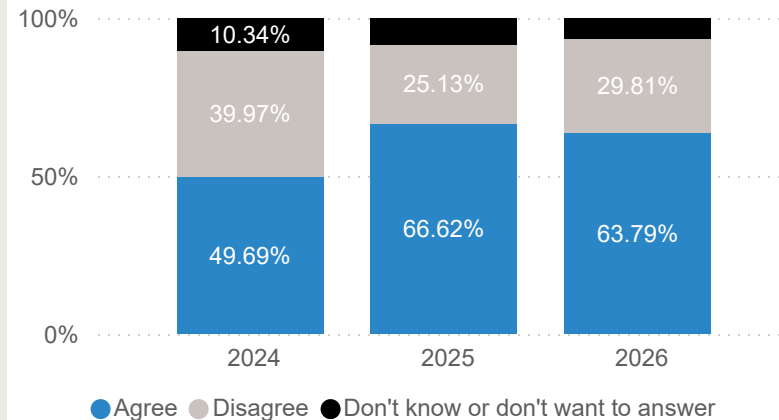
Student Survey Results - Responses for Questions 7-12



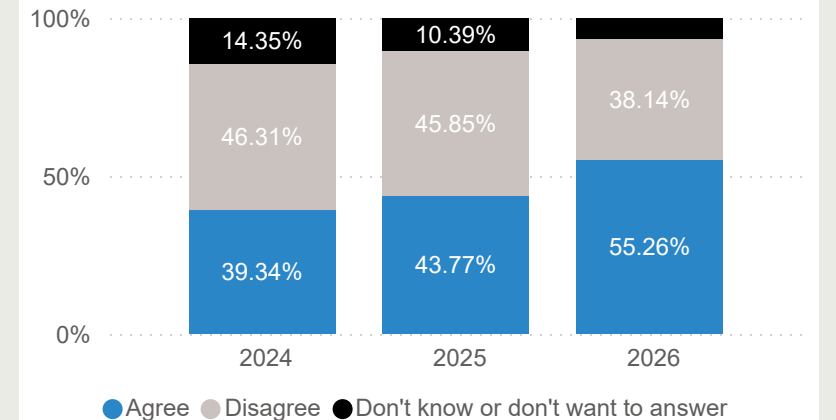
Qn7. Boys can suffer from sexual violence



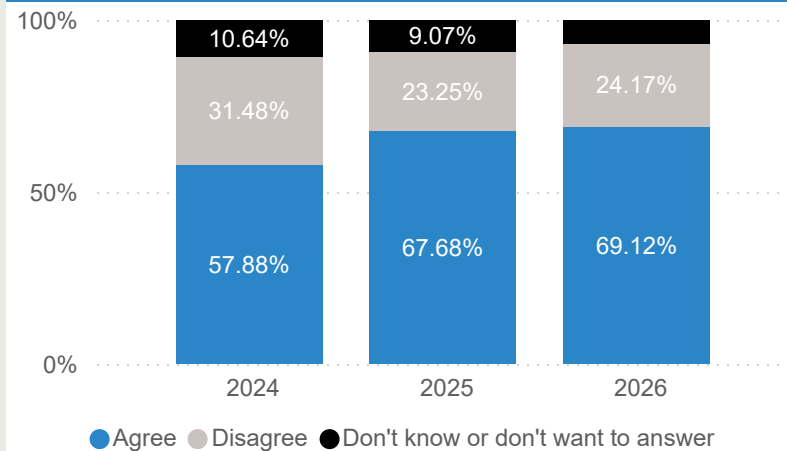
Qn8. Even if an adult tells a child they love them or gives them gifts, such as food, money, phones, sexual touching between an adult and a child is always forbidden



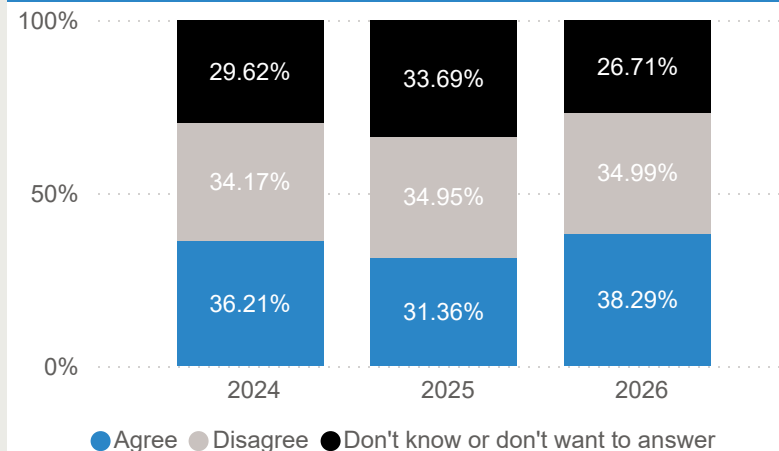
Qn9. A girl or boy is entitled to visit a doctor or nurse to receive sexual and reproductive health services without needing anyone's permission



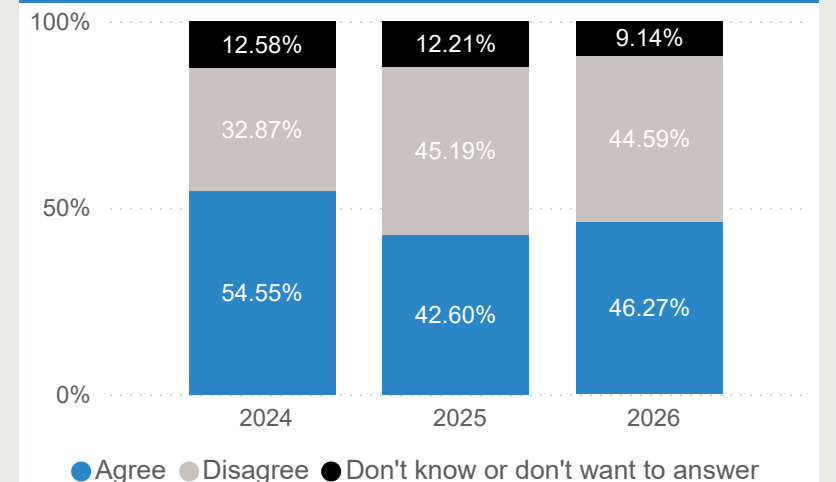
Qn10. Having a baby before the age of 18 is dangerous for a girl's health



Qn11. Bondo can cause infertility, or serious complications at childbirth for the woman and the child



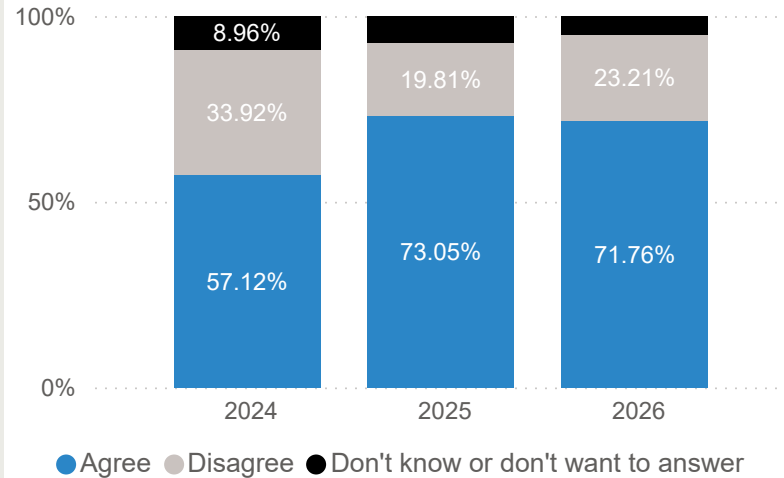
Qn12. Pregnant girls are a distraction for other students



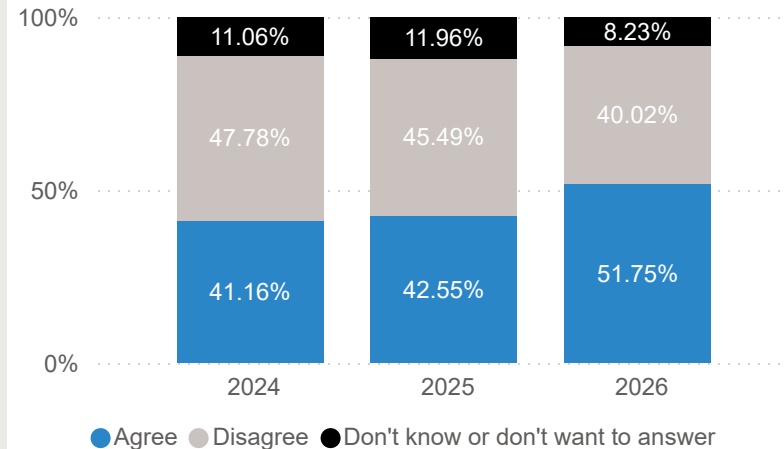
Student Survey Results - Responses for Questions 13-18



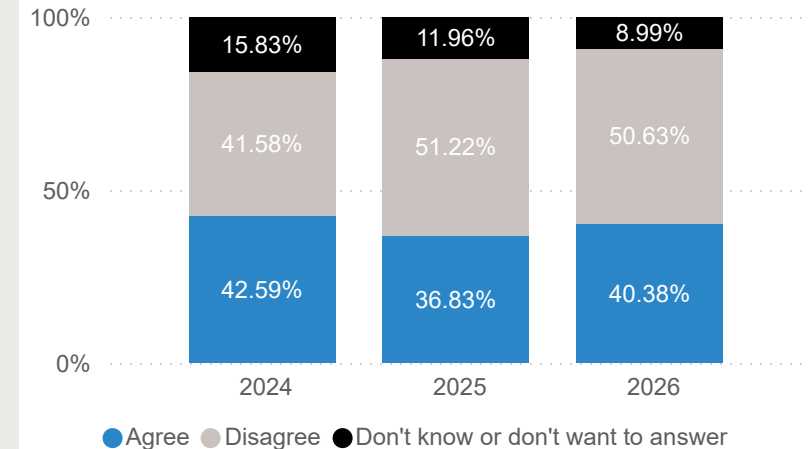
Qn13. A girl who is pregnant should still go to class



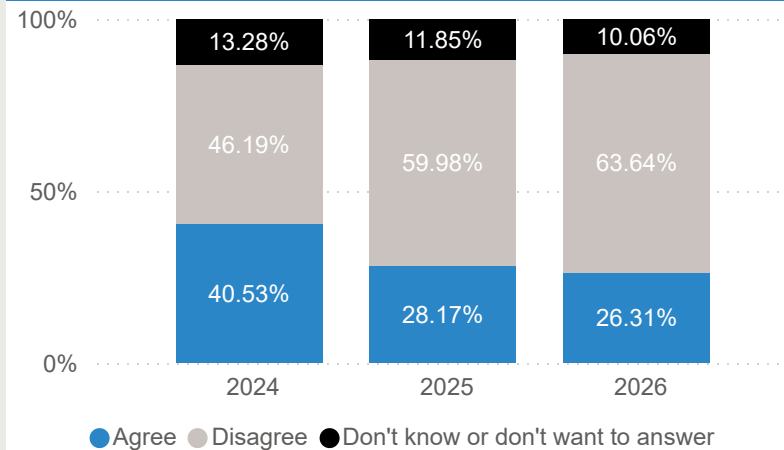
Qn14. Pregnant girls can concentrate in class and learn the same way as other students



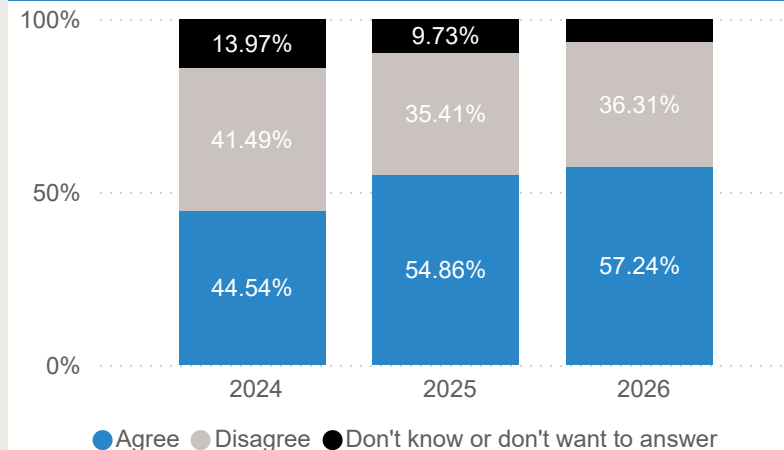
Qn15. A girl should not go to school or play any sports during their menstruation



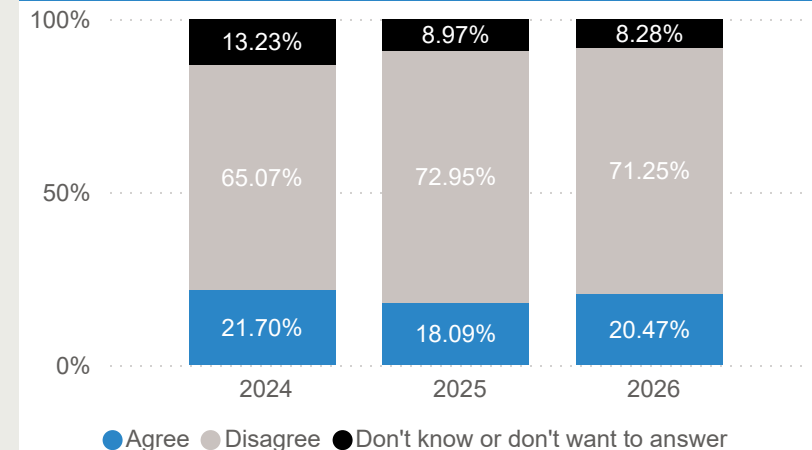
Qn16. Pregnant girls in class can influence other girls to become pregnant



Qn17. Teachers should not offer learners good grades in exchange for a sexual favour



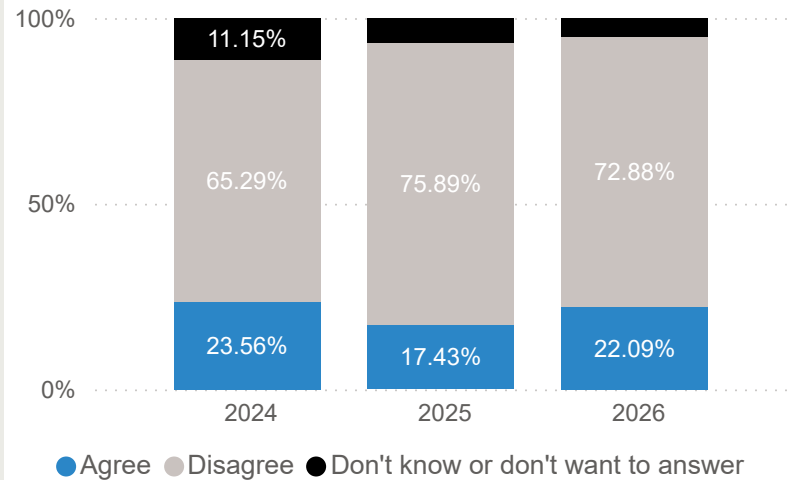
Qn18. Sexual relationships of teachers with learners should be tolerated if learners give consent



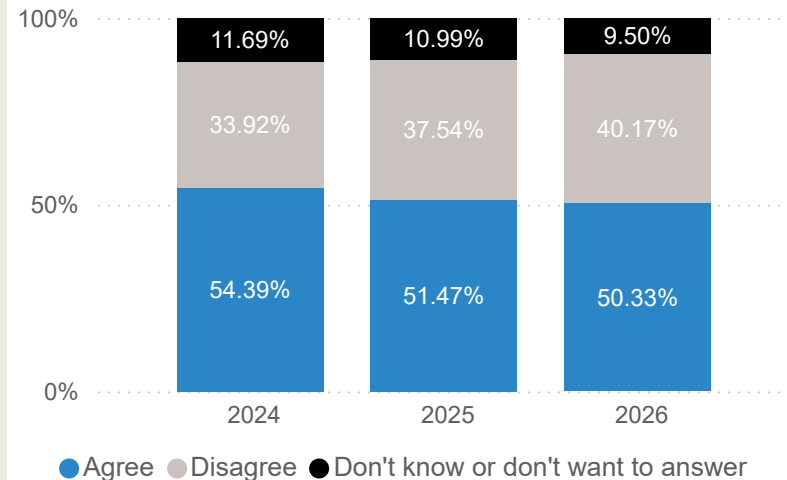
Student Survey Results - Responses for Questions 19-24



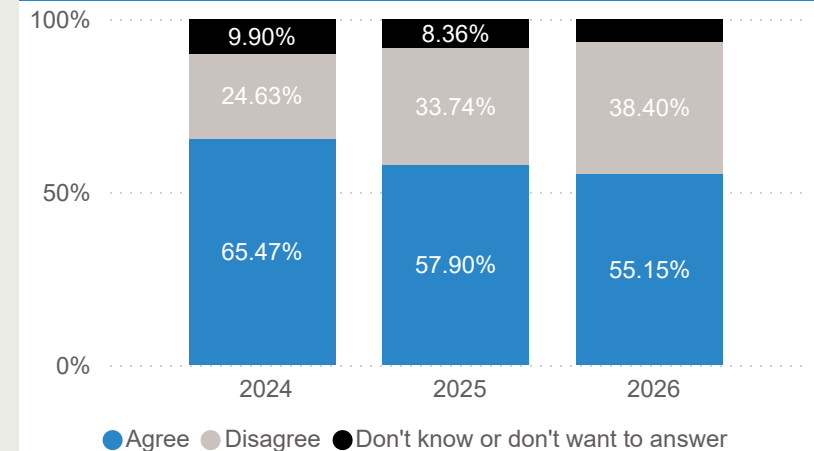
Qn19. Touching a girls' breast is not sexual violence



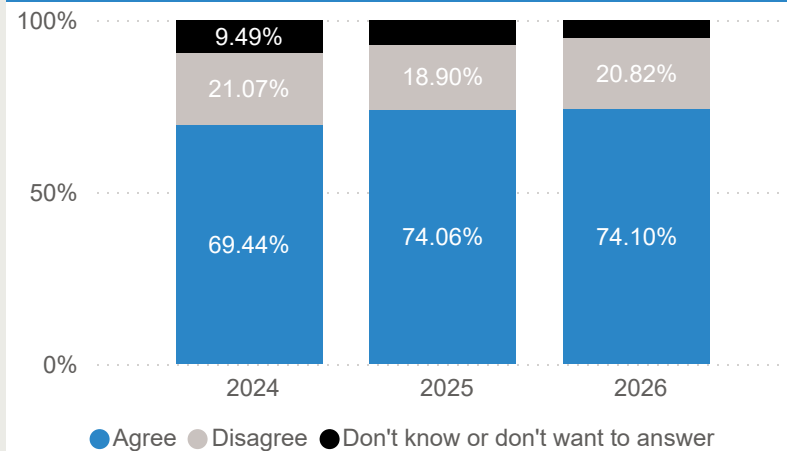
Qn20. It is the sole responsibility of the girl if she got pregnant



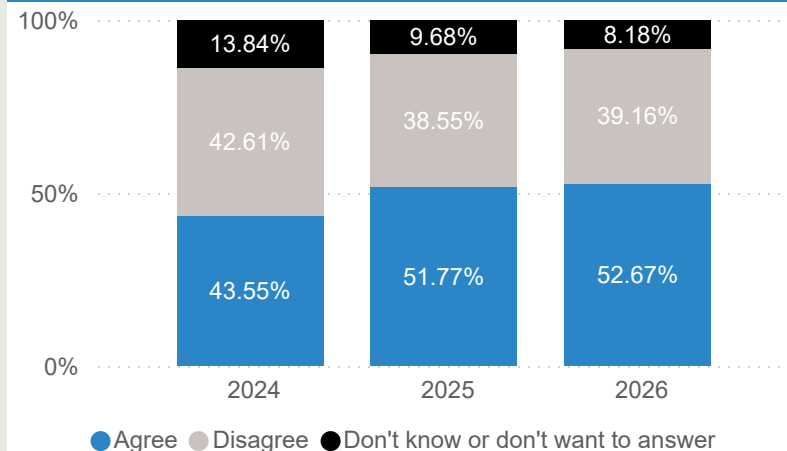
Qn21. Offering family planning services to students within the school is a good idea



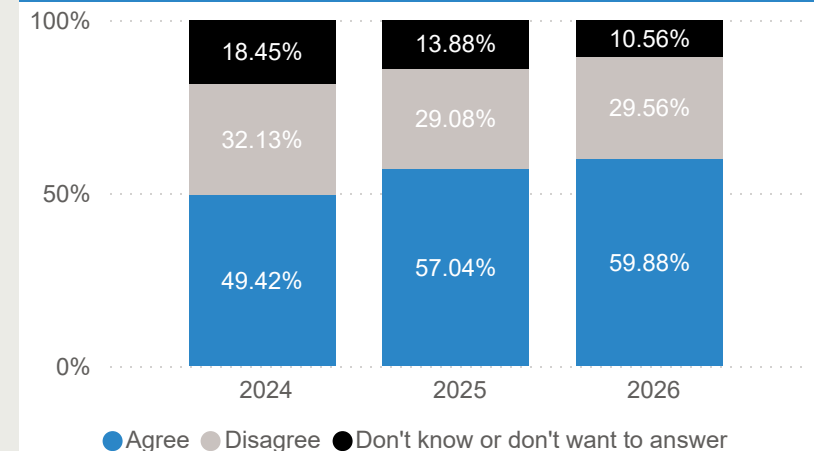
Qn22. Girls are the only ones who can decide when they want to get married



Qn23. Older men having sex with young girls to 'make them mature' is harmful for girls



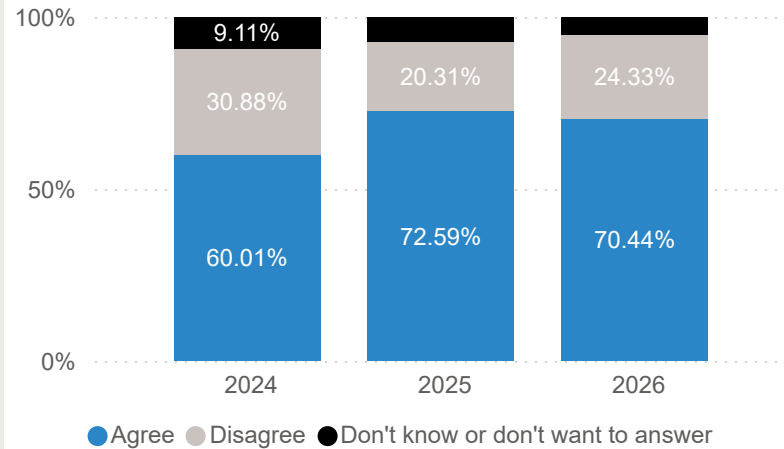
Qn24. I feel it is difficult to talk about contraception or family planning to other adults



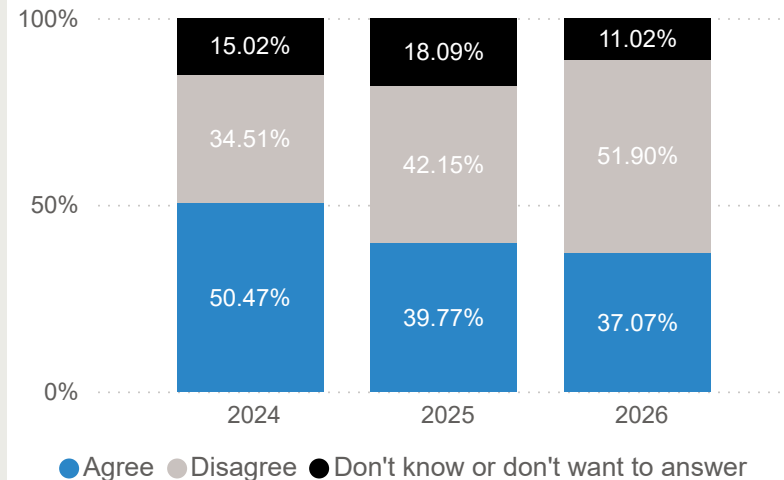
Student Survey Results - Responses for Questions 25-30



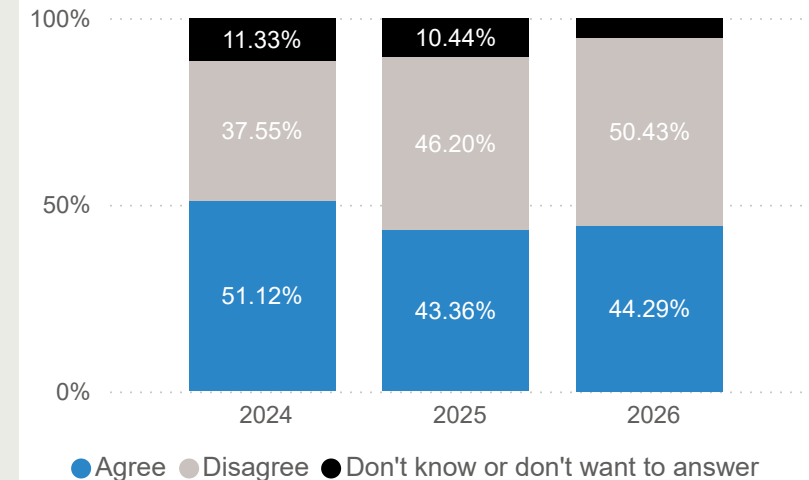
Qn25. If my sister was pregnant, she would continue to come to school



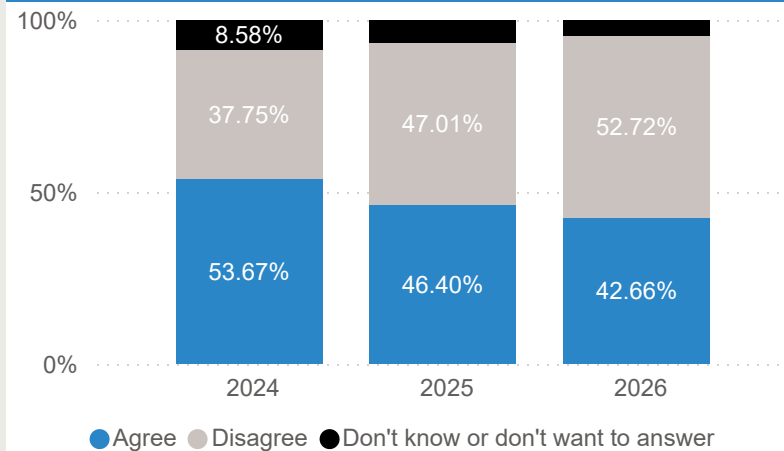
Qn26. Teachers sometimes make fun of pregnant girls



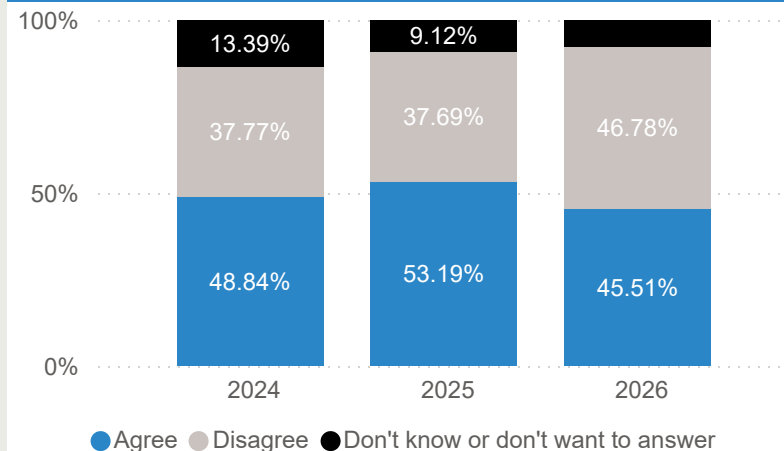
Qn27. School staff or students sometimes make me feel unsafe



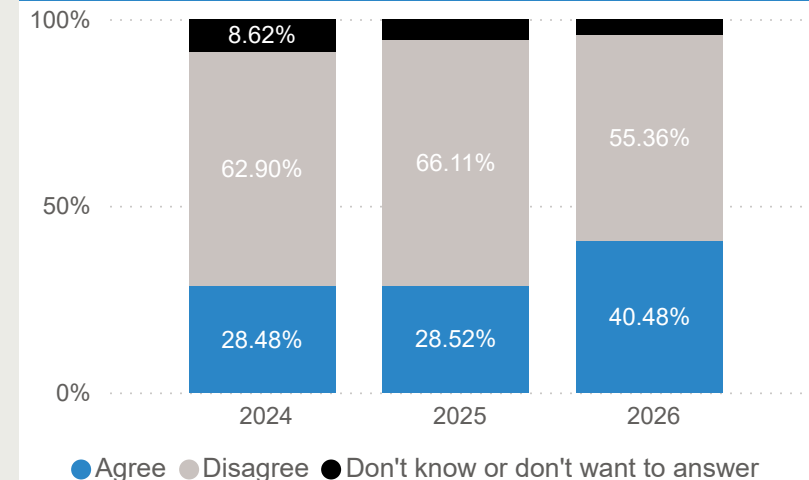
Qn28. It is sometimes normal for a teacher or a member of the school staff to cane students



Qn29. I have witnessed or suffered from a situation of violence in school



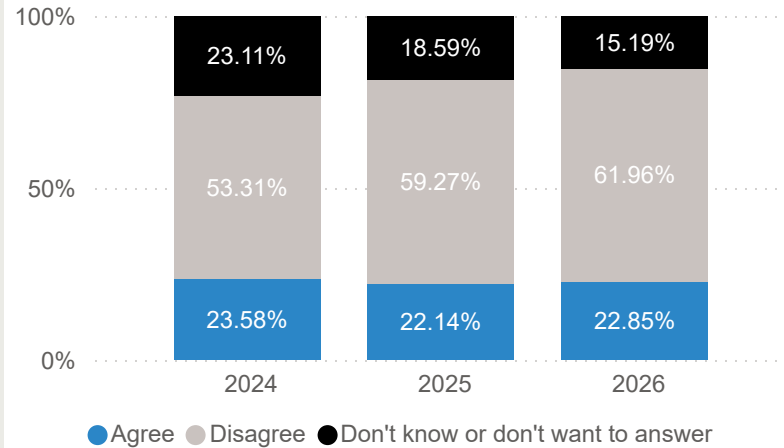
Qn30. If I suffered from violence in school, I would not report it



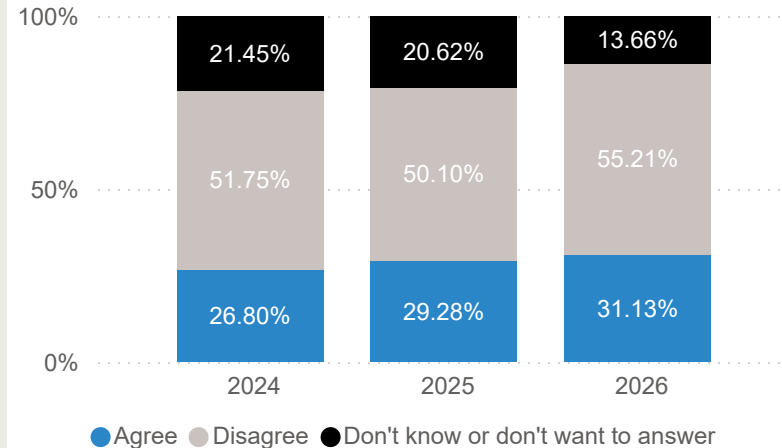
Student Survey Results - Responses for Questions 31-36



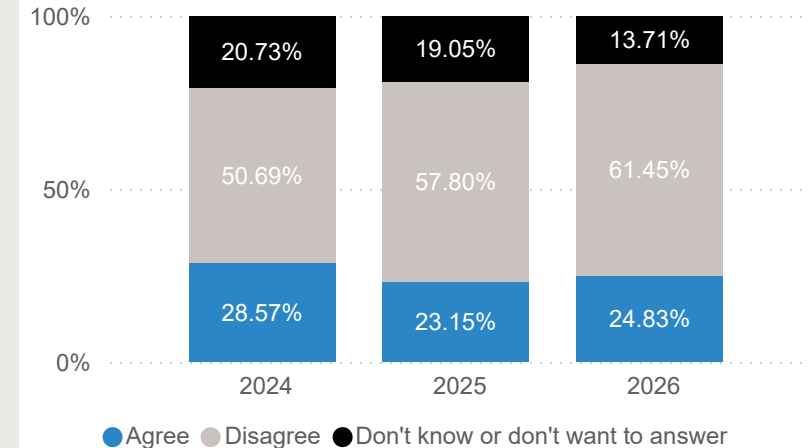
Qn31. I have felt pressured to have sexual intercourse at least once



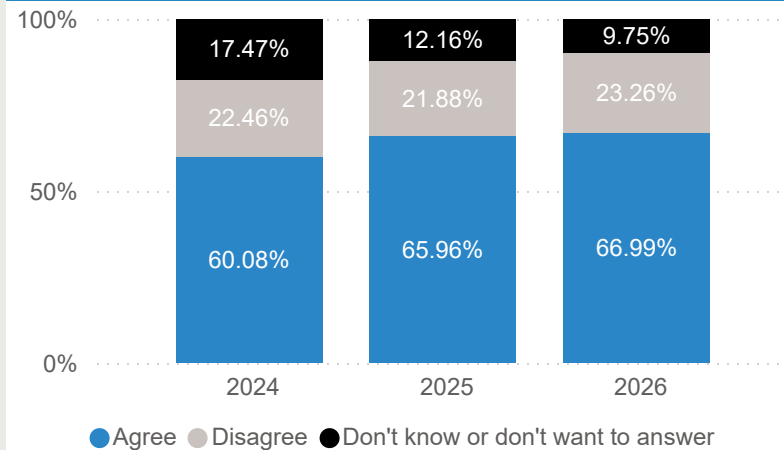
Qn32. Female pupils are sometimes sexually harassed by male school staff in this school



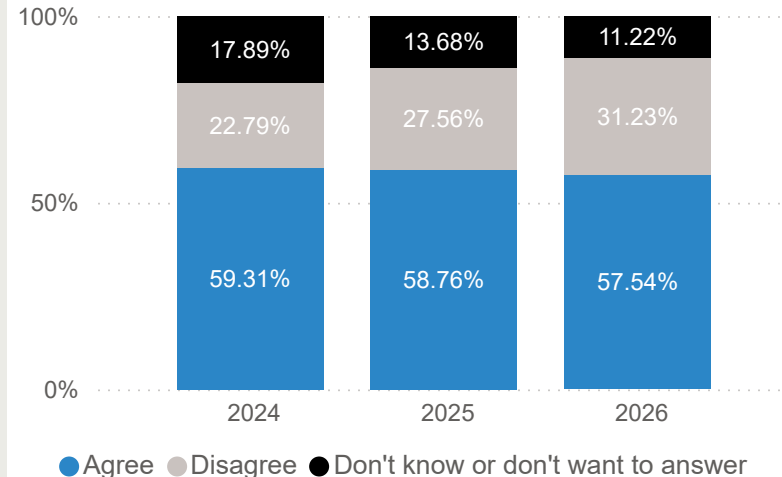
Qn33. Male pupils are sometimes sexually harassed by school staff in this school



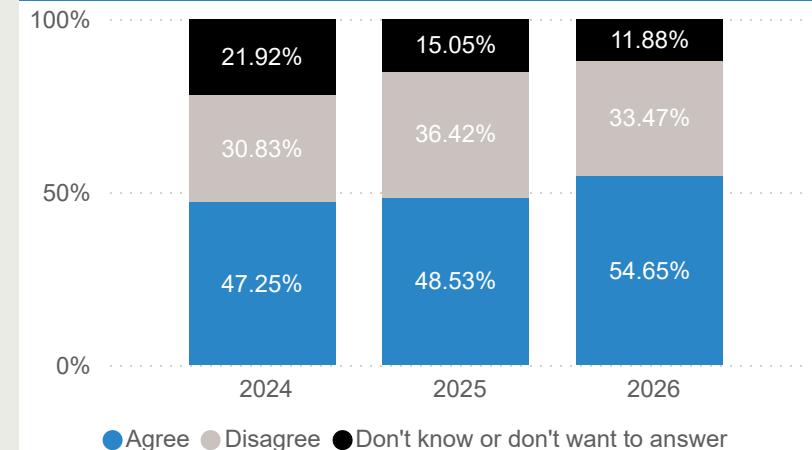
Qn34. I learnt about menstruation and menstrual hygiene at school



Qn35. I learnt how to prevent pregnancy at school



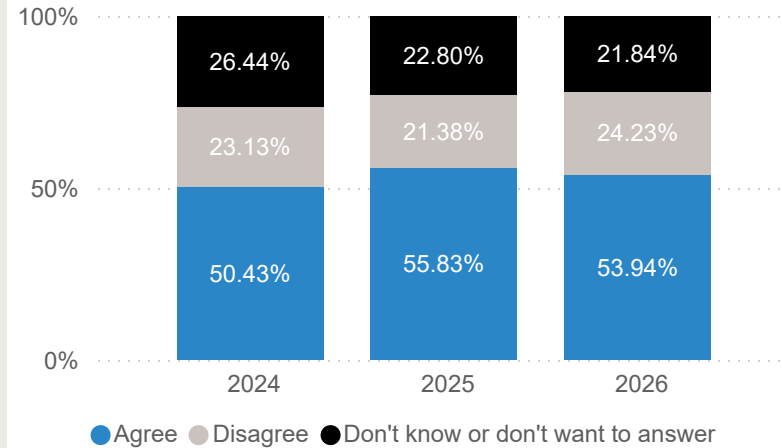
Qn36. I asked an adult from the school for advice regarding sexual and reproductive health



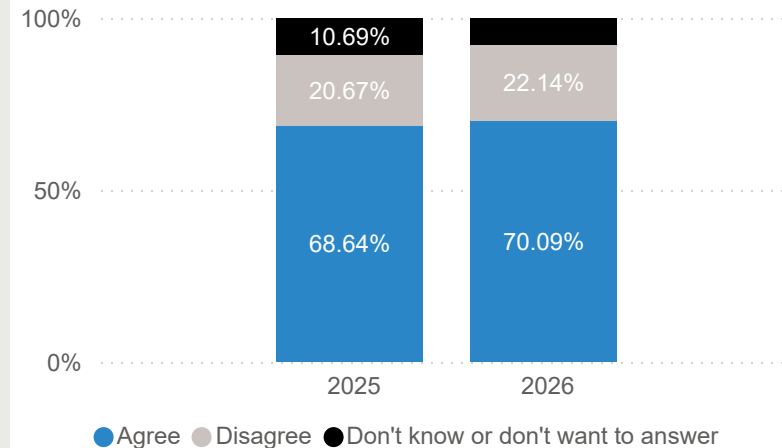
Student Survey Results - Responses for Question 37-40



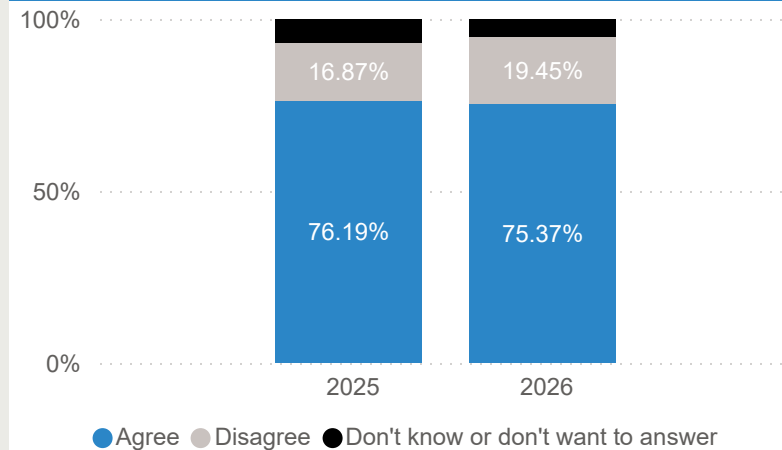
Qn37. I would use a contraception/family planning tool if I was to have sexual intercourse



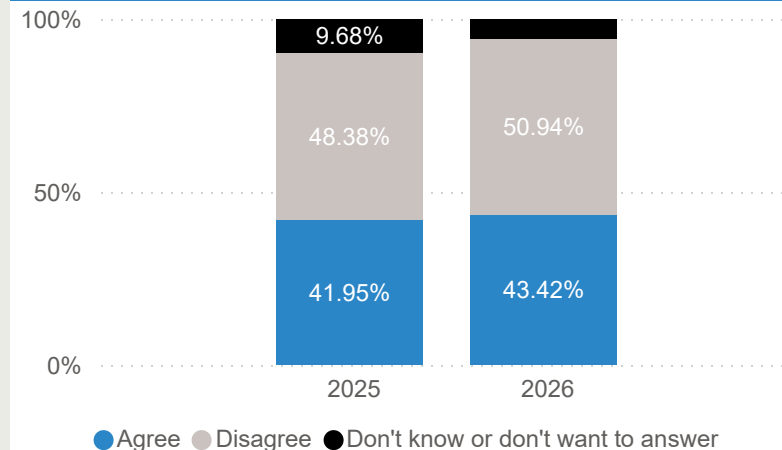
Qn38. If a student reports a teacher for being violent to him or her, I am sure the teacher will be sanctioned



Qn39. If a student reports another student for being violent to him or her, I am sure the student will be sanctioned



Qn40. If I report a case of violence, there could be negative consequences for me



* Questions 38-40 were added to the tool in 2025, while the method for calculating the scores was set in 2024. For this reason, these three questions are not included in the score.

Annex D: Detailed Teacher Score Results

Leh Wi Lan

Safe, quality and inclusive education for all

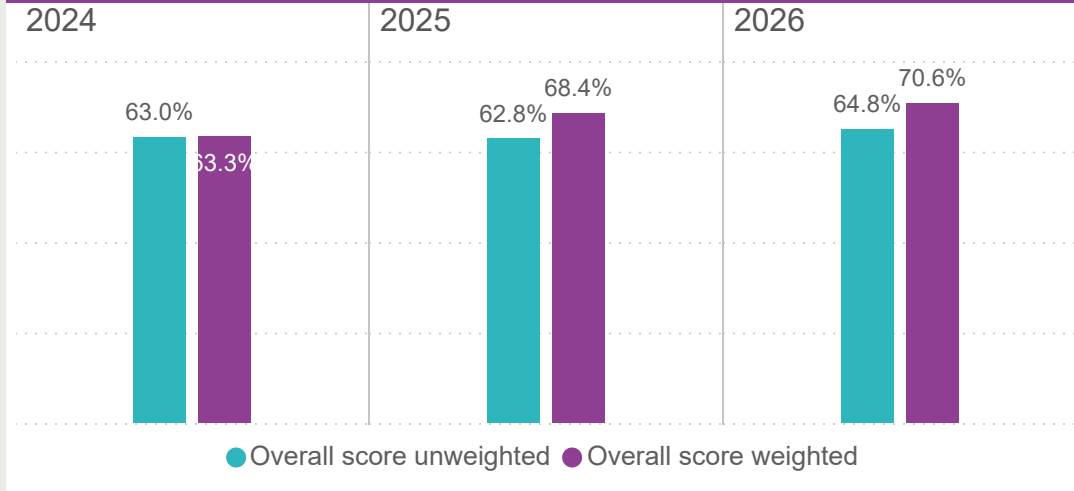
This annex presents detailed teacher score results, including disaggregation by gender, age, school level and district. These results provide the underlying evidence supporting the headline findings presented in the main report.



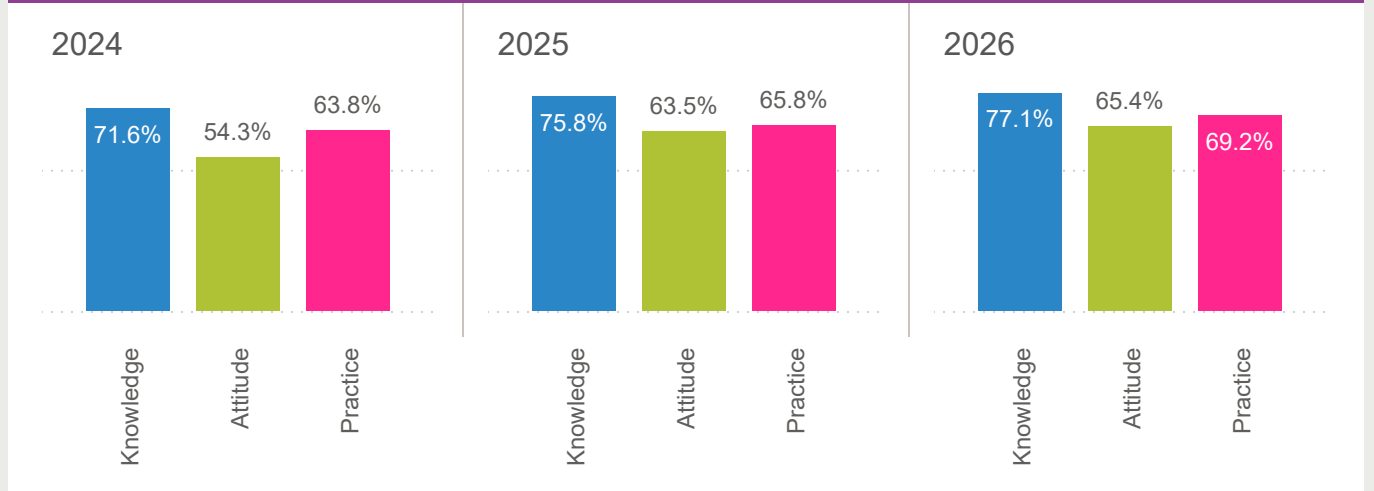
Teacher Survey Results



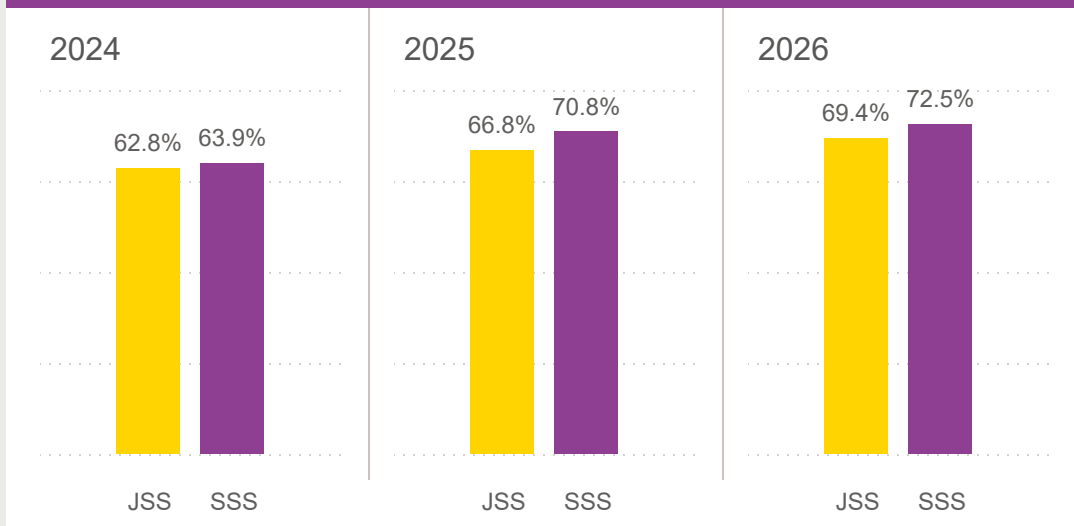
Overall Teacher Scores - Comparing Responses with Desired Responses, by Question Type



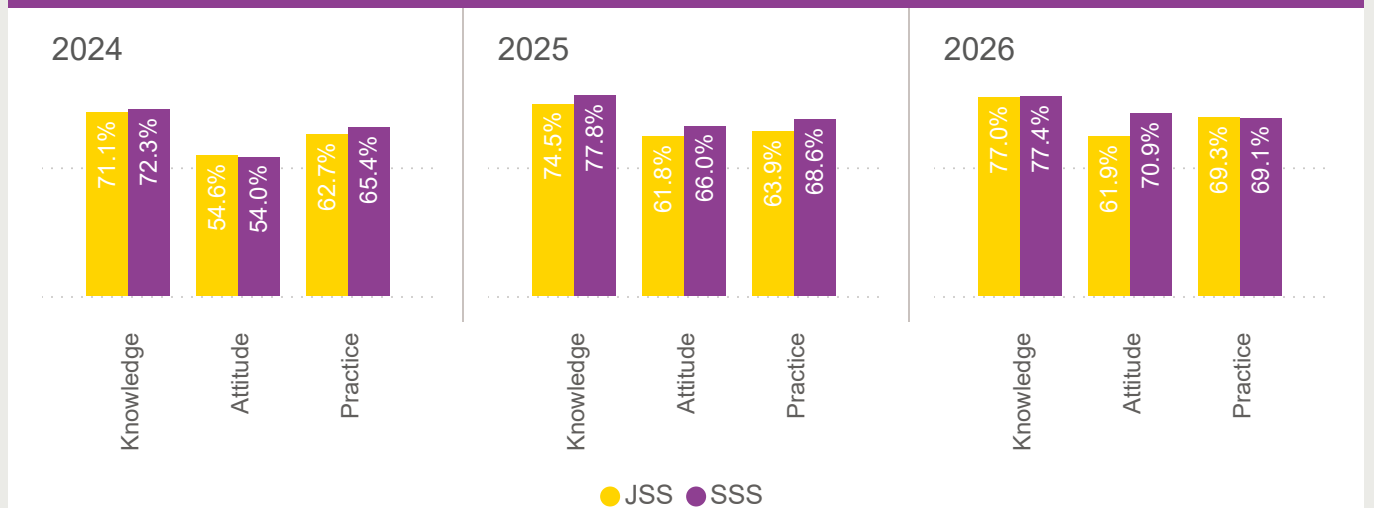
Overall Teacher Scores (Weighted) - Comparing Responses with Desired Responses, by Question Type



Overall Teacher Scores (Weighted), by Level Taught



Overall Teacher Scores (Weighted), by Question type and Level Taught

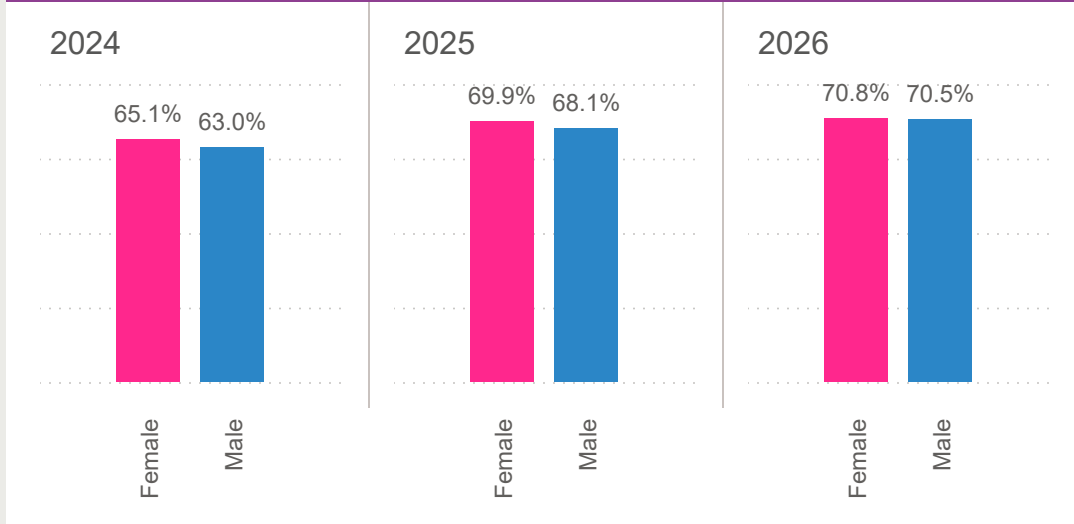


* The weighting applied serves to give equal weight to the three question types: knowledge, attitudes and practice. Other variables such as gender, level or geography are not factored into the weighting.

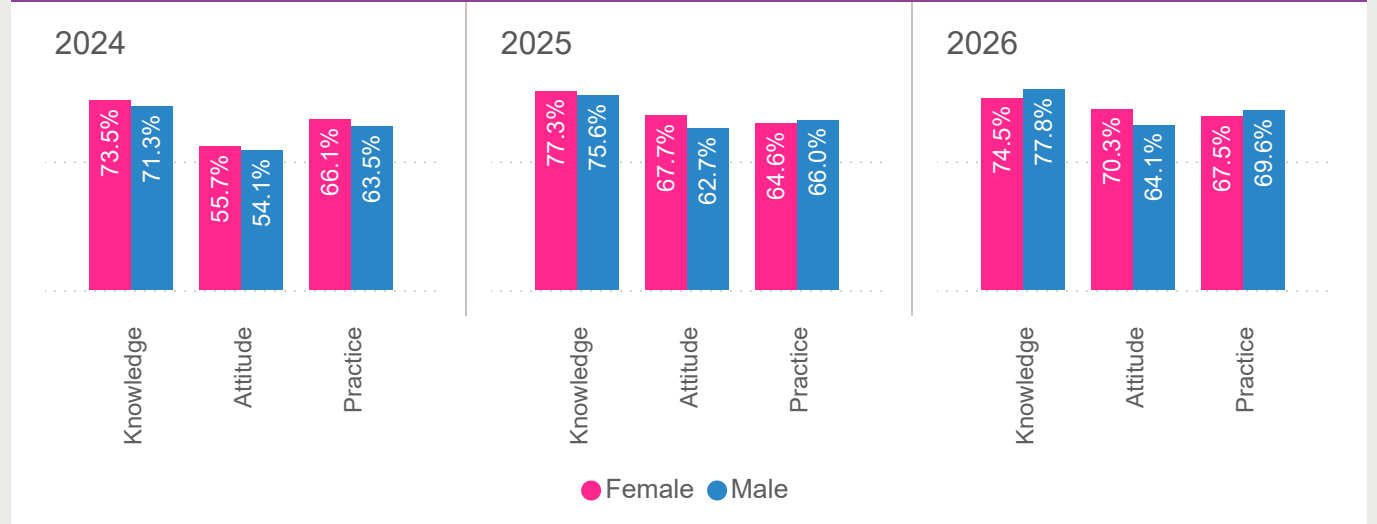
Teacher Survey Results



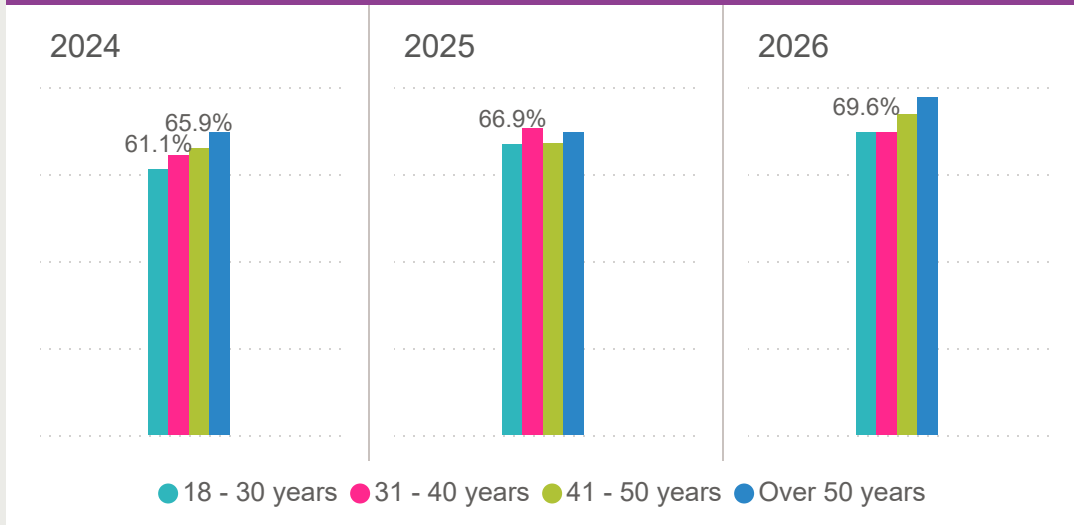
Overall Teacher Scores (Weighted), by Gender



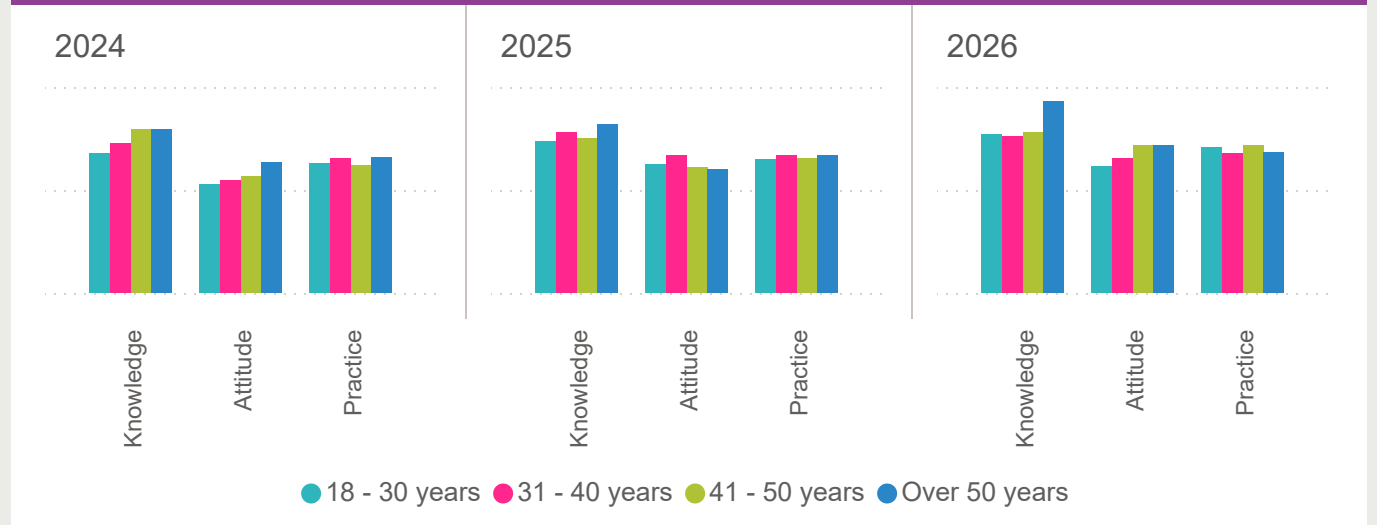
Overall Teacher Scores (Weighted), by Question type and Gender



Overall Teacher Scores (Weighted), by Age Group



Overall Teacher Scores (Weighted), by Question type and Age Group



* The weighting applied serves to give equal weight to the three question types: knowledge, attitudes and practice. Other variables such as gender, level or geography are not factored into the weighting.

Annex E: Detailed Teacher Threshold Results

Leh Wi Lan

Safe, quality and inclusive education for all

This annex presents detailed results relating to threshold attainment in the knowledge, attitudes and practice domains and provides disaggregated analysis by key respondent characteristics.

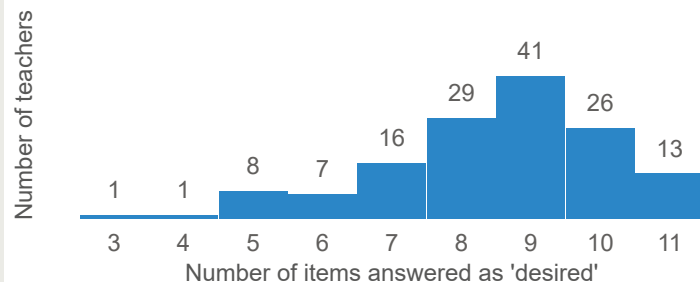


Distribution of teachers by number of items answered as 'desired' (Year 3 data only)



Knowledge

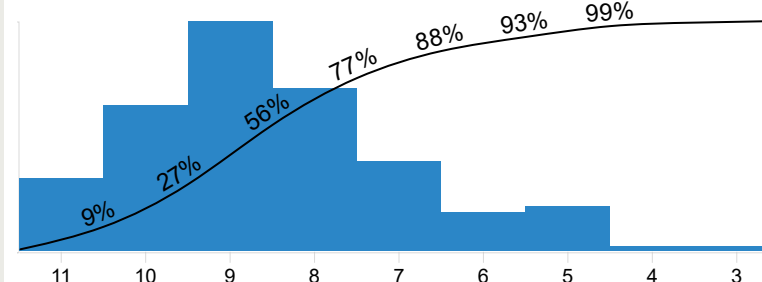
Distribution of respondent teachers by the number of Knowledge items answered as 'desired'



Descriptive statistics

8.49
Mean
9
Median
9
Mode
1.65
Standard Deviation

Cumulative percentage of respondent teachers answering items as 'desired'



In the Year 3 (2026) data, the distribution of teacher respondents by the number of items answered as 'desired' was approximately 'normal' for the attitude dimension and negatively skewed for the knowledge and practice dimensions.

Knowledge:

Out of 11 knowledge items, for the number of items answered as 'desired', the modal value was 9, the median was 9 and the mean was 8.49. Approximately 77% of teacher respondents selected the 'desired' response for 8 or more items.

Attitude

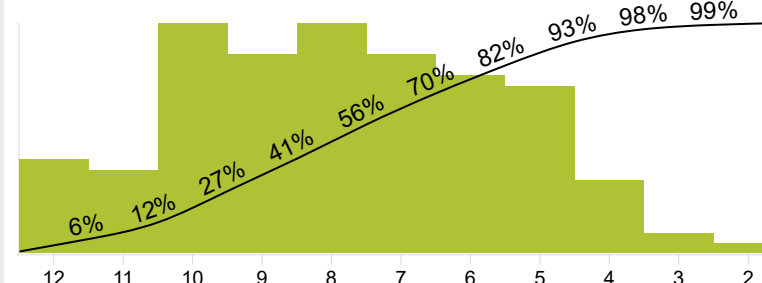
Distribution of respondent teachers by the number of Attitude items answered as 'desired'



Descriptive statistics

7.85
Mean
8
Median
10
Mode
2.30
Standard Deviation

Cumulative percentage of respondent teachers answering items as 'desired'

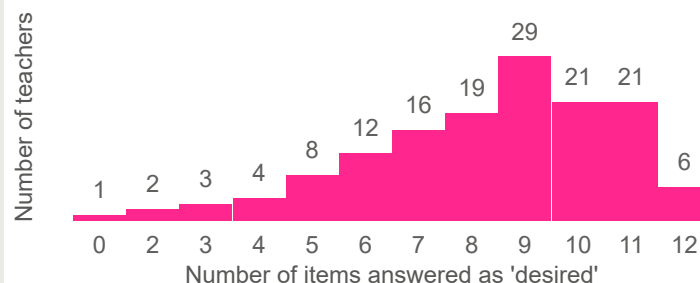


Attitudes:

Out of 12 attitude items, for the number of items answered as 'desired', the modal value was 10, the median was 8 and the mean was 7.85. Approximately 56% of teacher respondents selected the 'desired' response for 8 or more items.

Practice

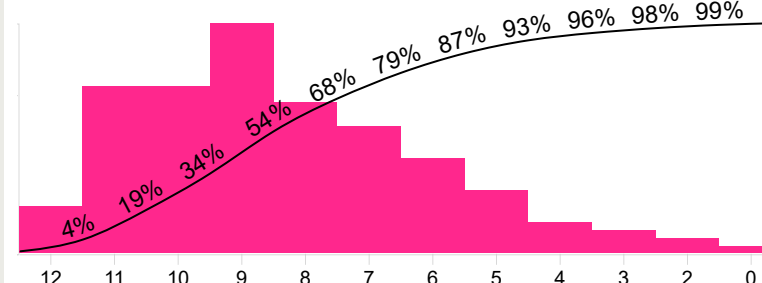
Distribution of respondent teachers by the number of Practice items answered as 'desired'



Descriptive statistics

8.30
Mean
9
Median
9
Mode
2.37
Standard Deviation

Cumulative percentage of respondent teachers answering items as 'desired'



Practice:

Out of 12 practice items, for the number of items answered as 'desired', the modal value was 9, the median was 9 and the mean was 8.30. Approximately 68% of teacher respondents selected the 'desired' response for 8 or more items.

Teachers achieving 'desirable' threshold in their knowledge

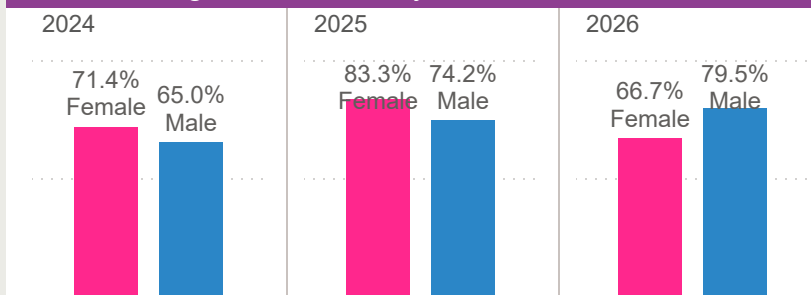


Knowledge

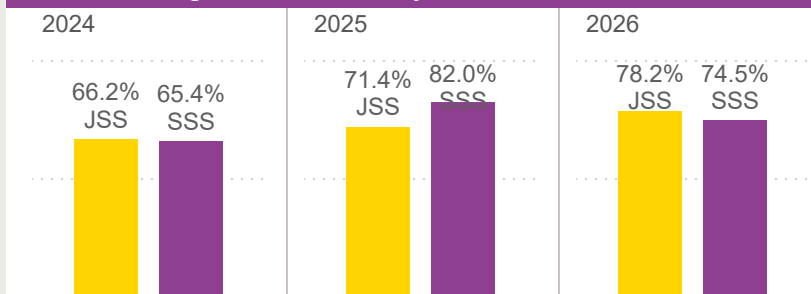
Percentage of teachers achieving 'desirable' threshold in the knowledge dimension



Percentage of teachers achieving 'desirable' threshold in the knowledge dimension, by Gender

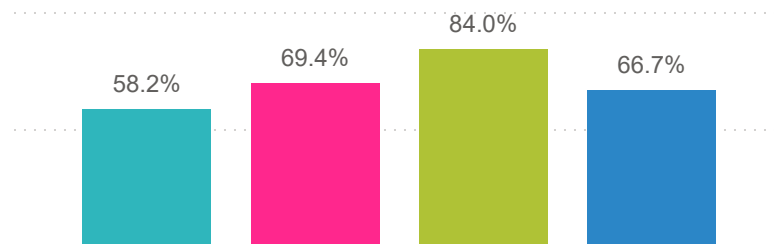


Percentage of teachers achieving 'desirable' threshold in the knowledge dimension, by Level

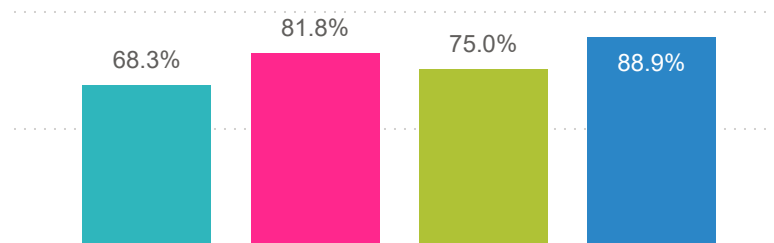


Percentage of teachers achieving 'desirable' threshold in the knowledge dimension, by Age group

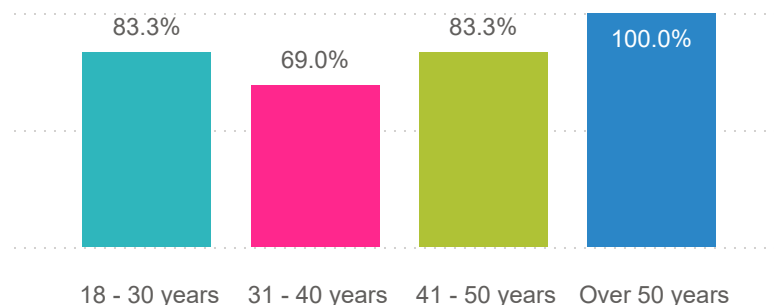
2024



2025



2026



Overall, 76.8% of teachers selected 8 or more of the 'desirable' responses to the Knowledge items in the KAP survey tool. This represents a 10.9 percentage point increase from Year 1 (2024).

Male teachers were more likely than females to achieve this threshold (79.5% compared with 66.7%). This was a reversal of the trend observed in Years 1 and 2.

Teachers in junior secondary schools were marginally more likely to achieve the 'desirable' threshold for the Knowledge domain than teachers in senior secondary schools (78.2% compared with 74.5%). This was similar to the trend observed in Year 1.

Age made some difference, though the pattern was not linear. Teachers in the oldest age group, over 50 years, were the most likely to achieve the 'desirable' threshold (100%), while teachers in the 31-40 year age group were the least likely (69.0%).

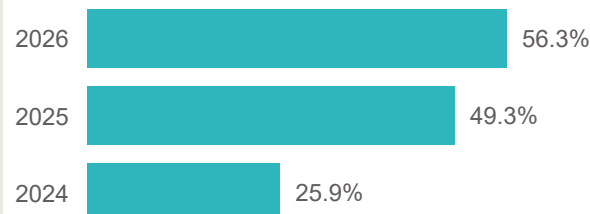
* To achieve the 'desirable' threshold in the Knowledge dimension, the respondent must give the 'desired' response in at least 8 out of 11 knowledge questions.

Teachers achieving 'desirable' threshold in their attitudes

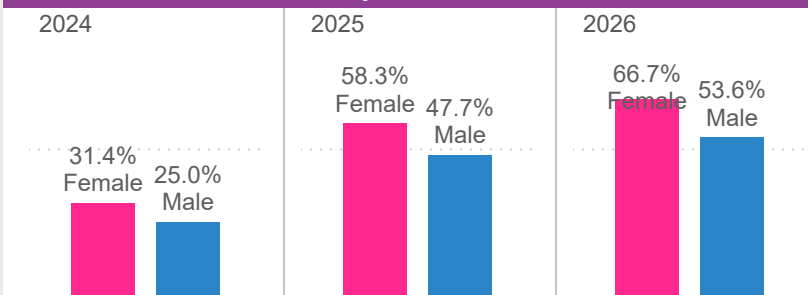


Attitude

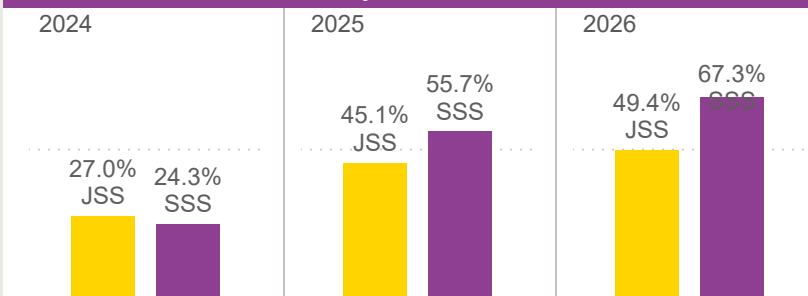
Percentage of teachers achieving 'desirable' threshold in the attitude dimension



Percentage of teachers achieving 'desirable' threshold in the attitude dimension, by Gender

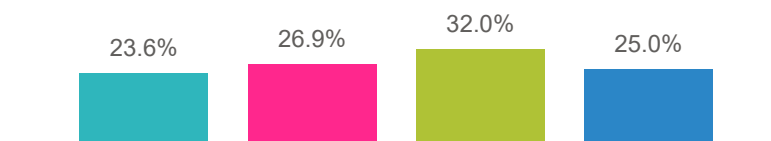


Percentage of teachers achieving 'desirable' threshold in the attitude dimension, by Level

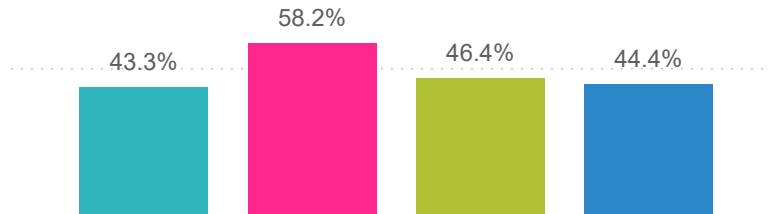


Percentage of teachers achieving 'desirable' threshold in the attitude dimension, by Age group

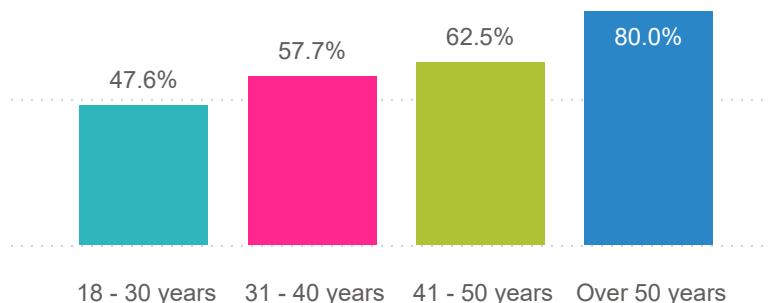
2024



2025



2026



Overall, 56.3% of teachers selected 8 or more of the 'desirable' responses to the Attitude items in the KAP survey tool - notably lower than for the Knowledge domain. Nonetheless, this measure was more than double the rate in Year 1 (2024) and an increase on Year 2.

Female teachers were more likely than males to achieve this threshold (66.7% compared with 53.6%). The trend was also observed in Years 1 and 2.

Teachers in senior secondary school were more likely than teachers in junior secondary school to achieve the 'desirable' threshold (67.3% compared with 49.4%). This was a reversal of the trend observed in Year 1.

More teachers aged over 50 than teachers in any other age group achieved the 'desirable' threshold. Compared with Year 1, the percentage of teachers achieving the 'desirable' threshold was higher across all the age groups.

* To achieve the 'desirable' threshold in the Attitude dimension, the respondent must give the 'desired' response in at least 8 out of 12 attitude questions.

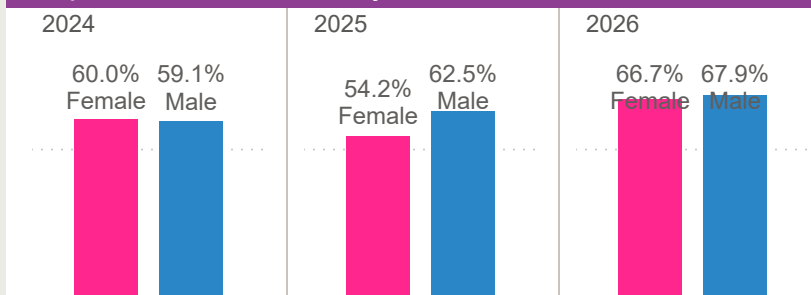
Teachers achieving 'desirable' threshold in their practices



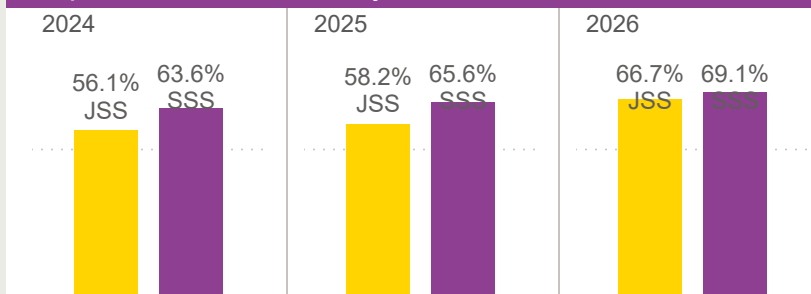
Percentage of teachers achieving 'desirable' threshold in the practice dimension



Percentage of teachers achieving 'desirable' threshold in the practice dimension, by Gender

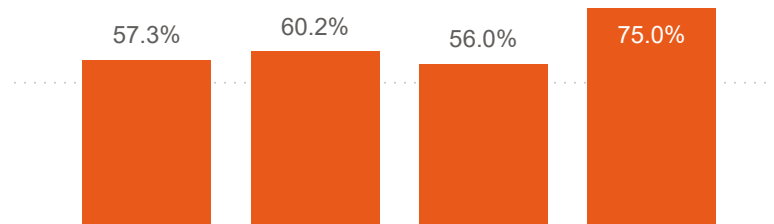


Percentage of teachers achieving 'desirable' threshold in the practice dimension, by Level

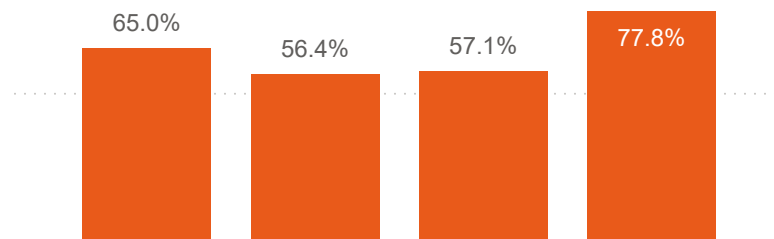


Percentage of teachers achieving 'desirable' threshold in the practice dimension, by Age group

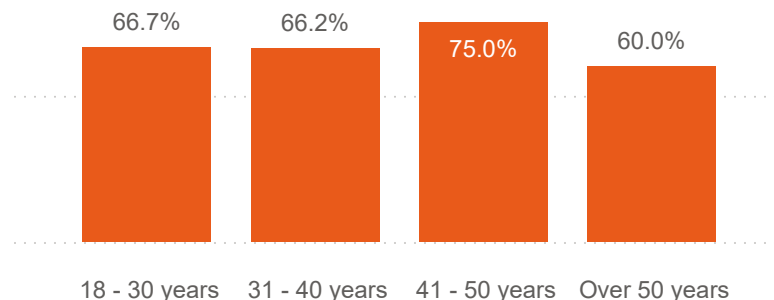
2024



2025



2026



Overall, 67.6% of teachers selected 8 or more of the 'desirable' responses to the Practice items in the KAP survey tool. This represents an increase of 8.4 percentage points from Year 1 (2024).

Male teachers were marginally more likely than females to achieve this threshold (67.9% compared with 66.7%).

Teachers in senior secondary school were marginally more likely than teachers in junior secondary school to achieve the 'desirable' threshold for Practice (69.1% compared with 66.7%). This trend was also observed in Years 1 and 2 (2024).

Age did not appear to influence the results, except for teachers aged 41-50, among whom the percentages achieving the 'desirable' threshold were relatively high. This is a change compared with Years 1 and 2, when the main trend observed was that teachers aged over 50 were more likely than any other age group to achieve the threshold.

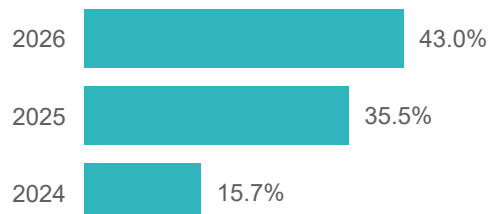
* To achieve the 'desirable' threshold in the Practice dimension, the respondent must give the 'desired' response in at least 8 out of 12 practice questions.

Teachers achieving 'desirable' threshold in the knowledge, attitude and practice domains

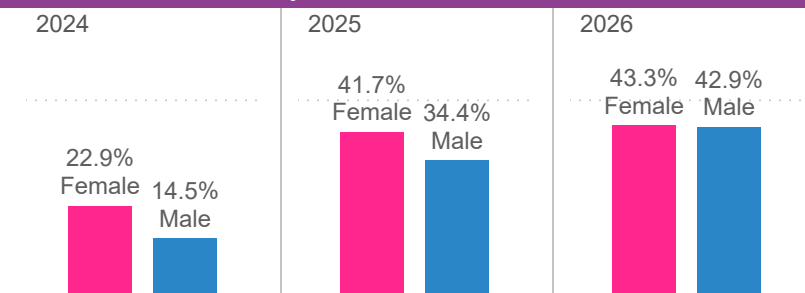


All domains

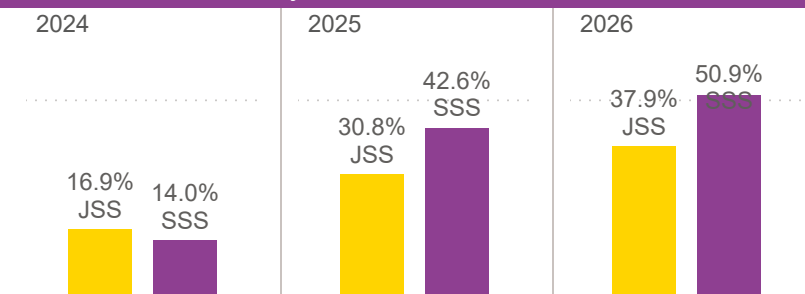
Percentage of teachers achieving 'desirable' threshold in all three domains



Percentage of teachers achieving 'desirable' threshold in all three domains, by Gender

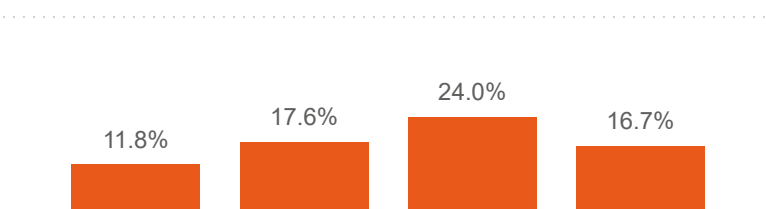


Percentage of teachers achieving 'desirable' threshold in all three domains, by Level

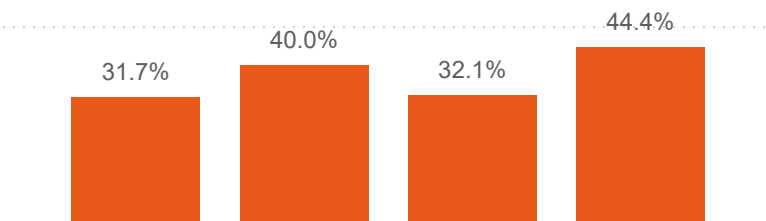


Percentage of teachers achieving 'desirable' threshold in all three domains, by Age group

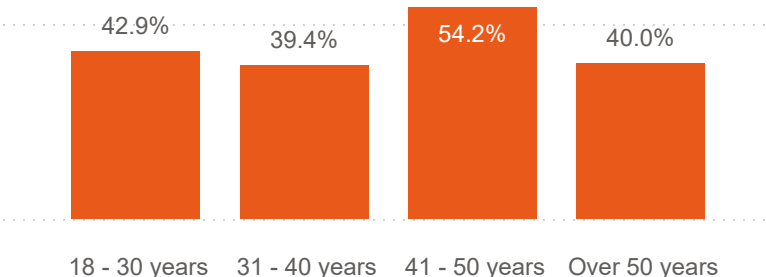
2024



2025



2026



More than two-fifths of teachers (43.0%) achieved the 'desirable' threshold in all three domains - knowledge, attitude and practice. This represents nearly three times the rate observed in Year 1 (2024).

Female teachers were more likely than males to achieve this composite threshold (43.3% compared with 42.9%). This trend was also observed in Year 1, but the difference was much smaller in Year 3.

Teachers in senior secondary school were more likely than teachers in junior secondary school to achieve the 'desirable' threshold in all three domains (50.9% compared with 37.9%). This was a reversal of the trend observed in Year 1.

The age group most likely to achieve the 'desirable' threshold in all three domains was 41-50 years. This was also the case in Year 1.

* The 'desirable' threshold across all domains requires the respondent to give the 'desired' response in 8 out of 11 knowledge questions, 8 out of 12 attitude questions and 8 out of 12 practice questions.

Annex F: Teacher Question-Level Results

Leh Wi Lan

Safe, quality and inclusive education for all

This annex presents detailed response distributions for each question in the teacher questionnaire and provides supporting evidence for the topic-level findings.

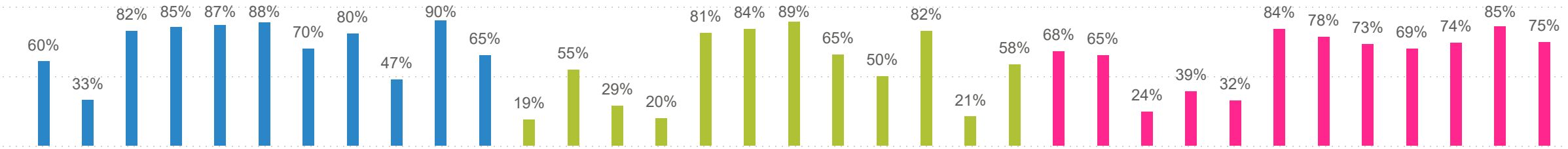


Teacher Survey Results - Overview of Scores by Question

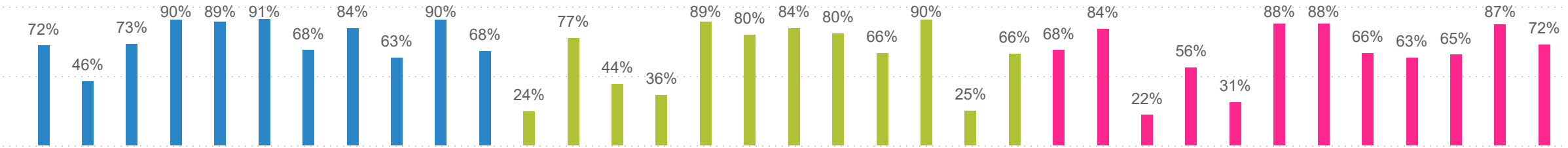
Overall teacher scores (weighted) by Question number and Question type

Question type ● Knowledge ● Attitude ● Practice

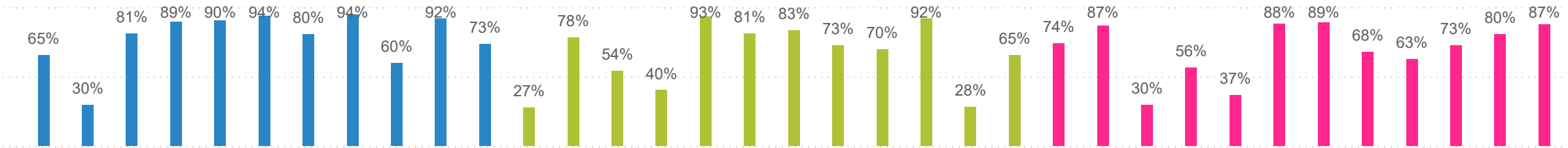
2024



2025



2026



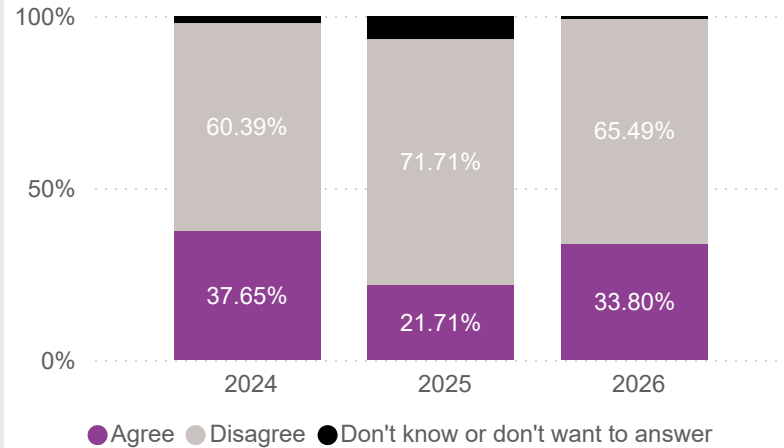
Question number

* The weighting applied serves to give equal weight to the three question types: knowledge, attitudes and practice. Other variables such as gender, level or geography are not factored into the weighting.

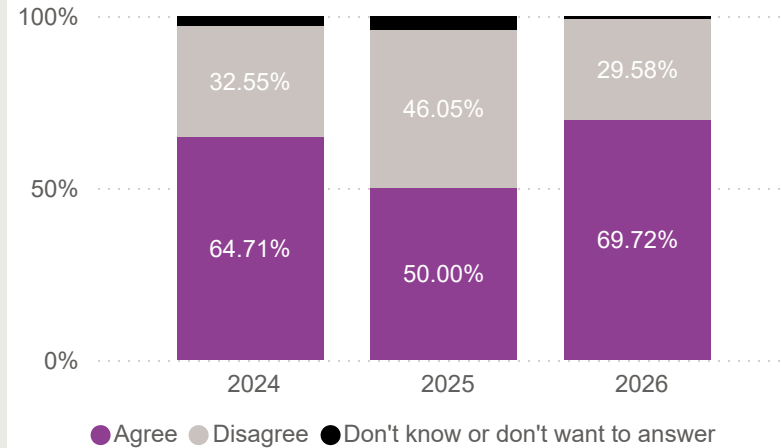
Teacher Survey Results - Responses for Questions 1-6



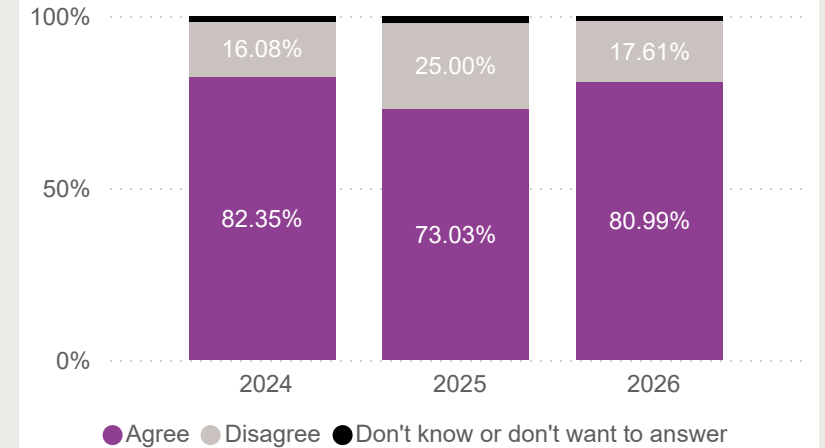
Qn1. The Ministry of Education forbids pregnant learners to attend class



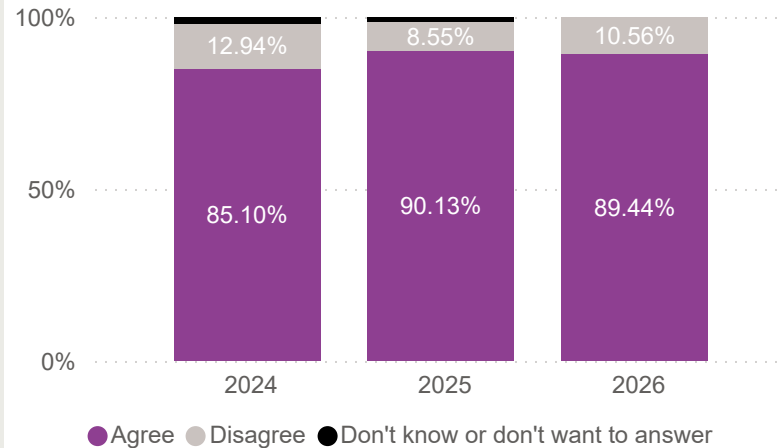
Qn2. Students can report violence in school only by speaking to the school principal or to a teacher



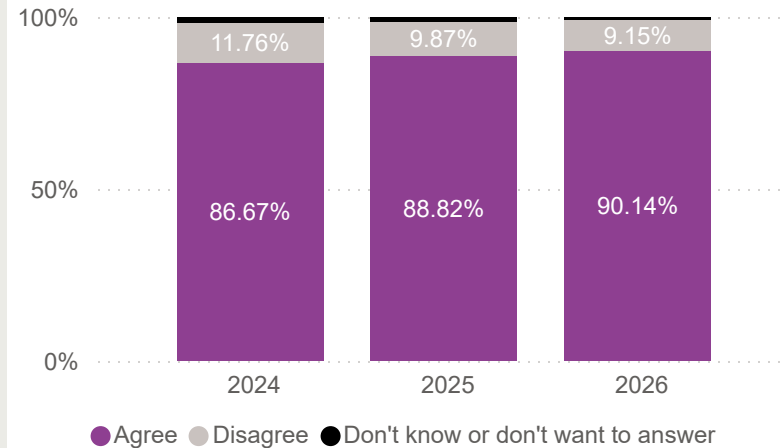
Qn3. The Ministry of Education forbids any school staff or student to harm or threaten students or make them feel unsafe



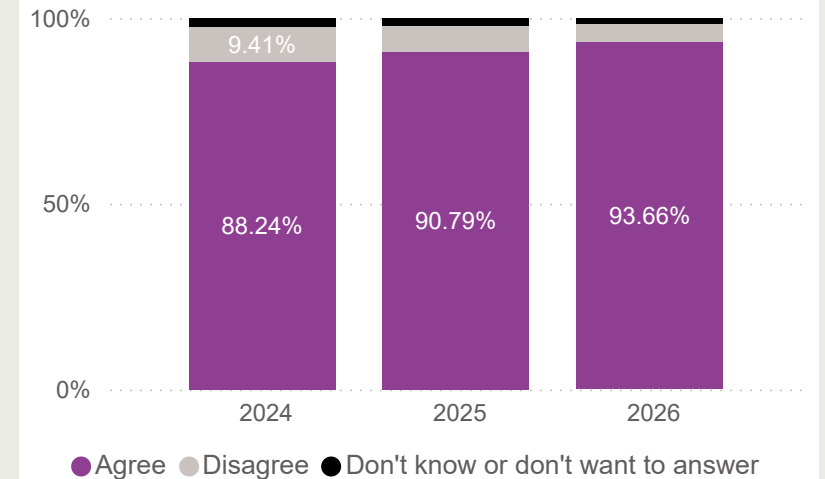
Qn4. The teachers' code of conduct forbids all forms of sexual relationship with learners



Qn5. The teachers' code of conduct forbids all forms of romantic relationship of teachers with learners



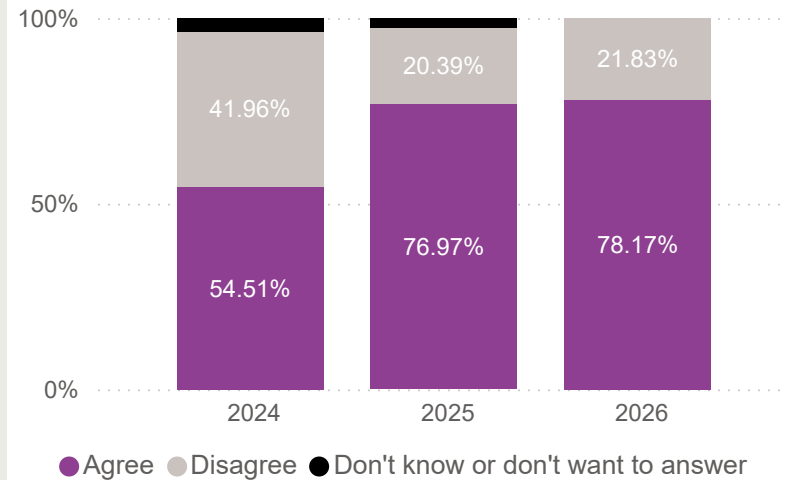
Qn6. A girl has a right to say 'no' to sex from her partner



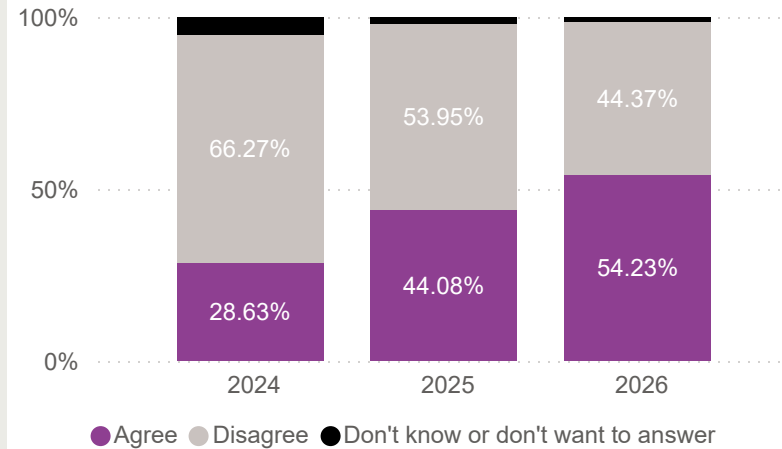
Teacher Survey Results - Responses for Questions 13-18



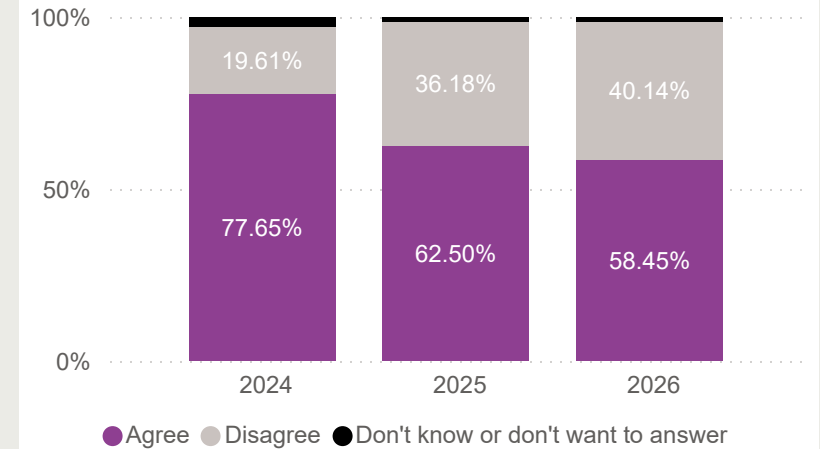
Qn13. A girl who is pregnant should still go to class



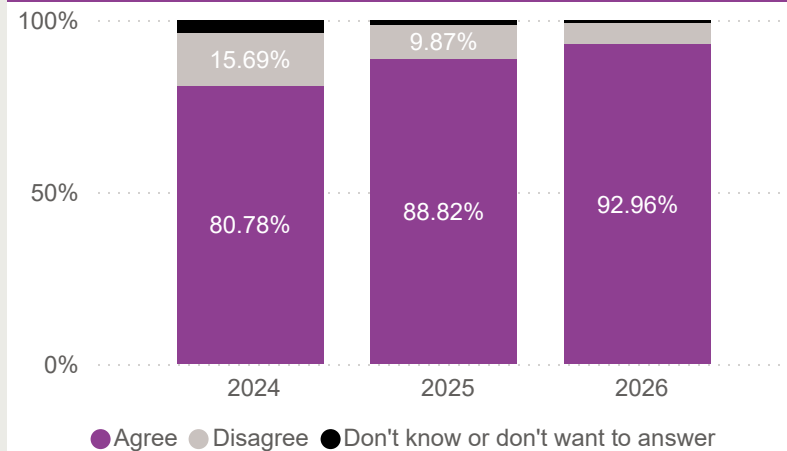
Qn14. Pregnant girls can concentrate in class and learn the same way as other students



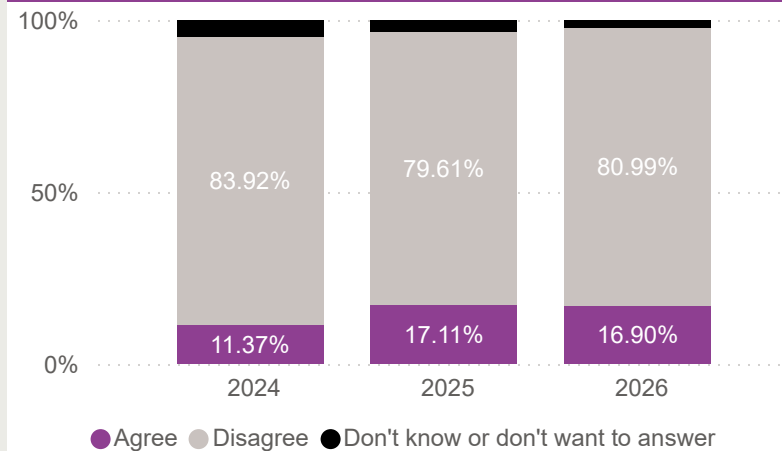
Qn15. Pregnant girls in class can influence other girls to become pregnant



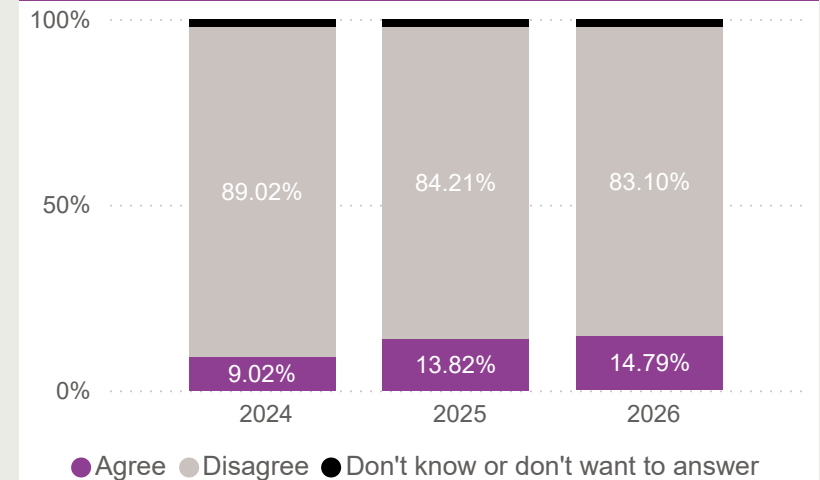
Qn16. Teachers should not offer girls good grades in exchange for a sexual favour



Qn17. Sexual relationships of teachers with learners should be tolerated if learners give consent



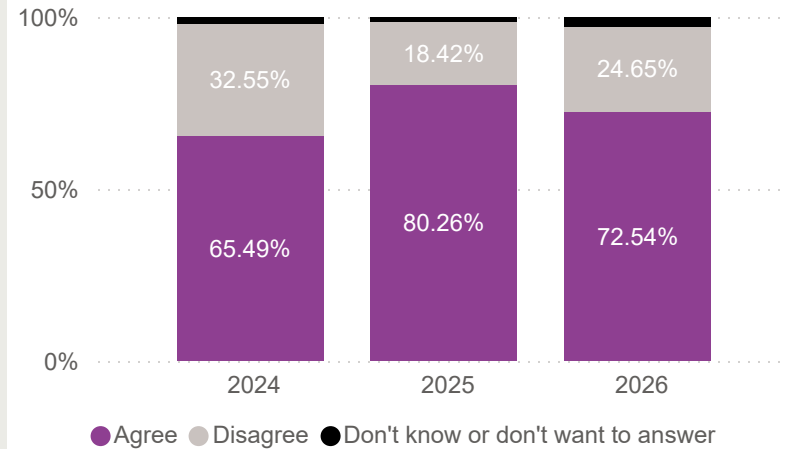
Qn18. Touching a girls' breast is not sexual violence



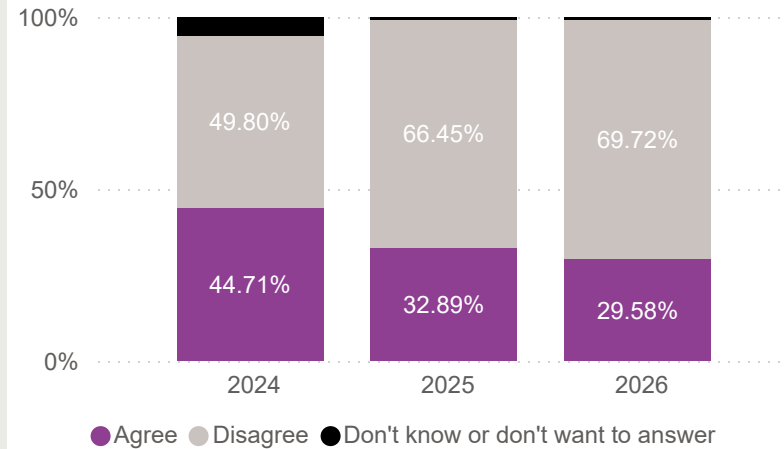
Teacher Survey Results - Responses for Questions 19-24



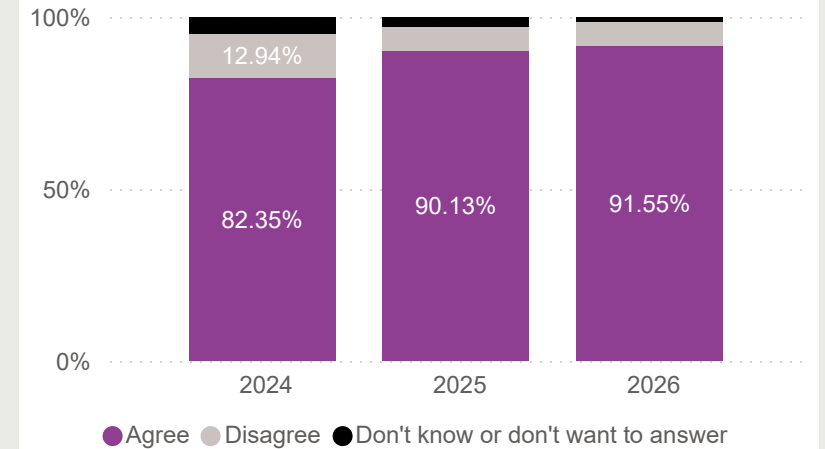
Qn19. Offering family planning services to students within the school is a good idea



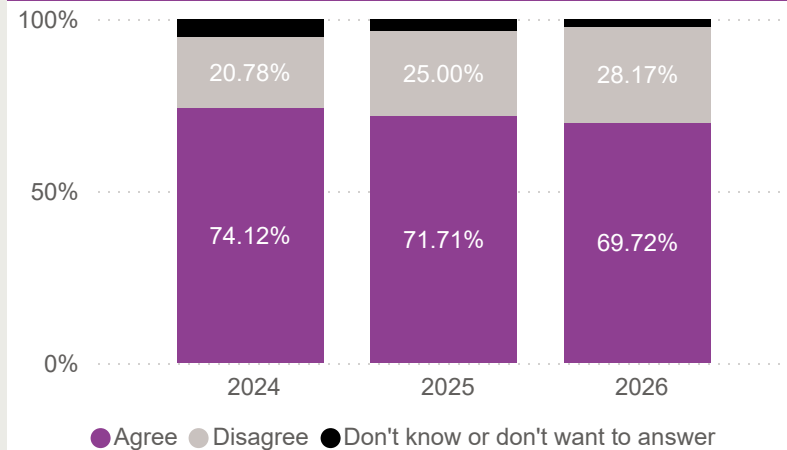
Qn20. Talking to boys and girls about family planning may encourage them to start having sex



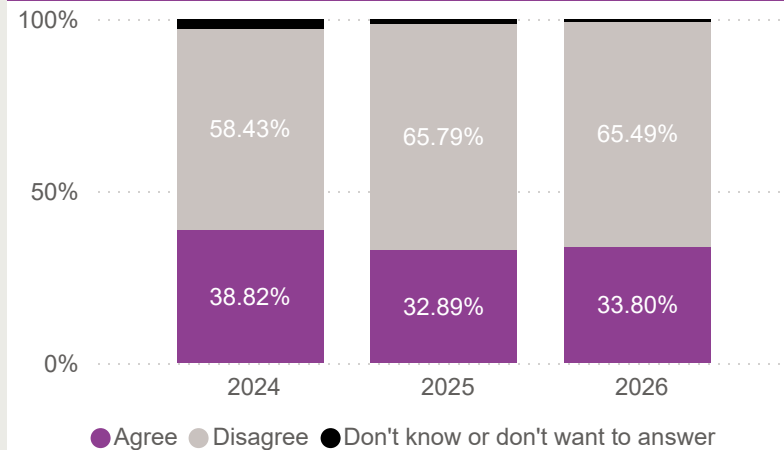
Qn21. Boys and girls should know what menstruation is and how it impacts girls' lives



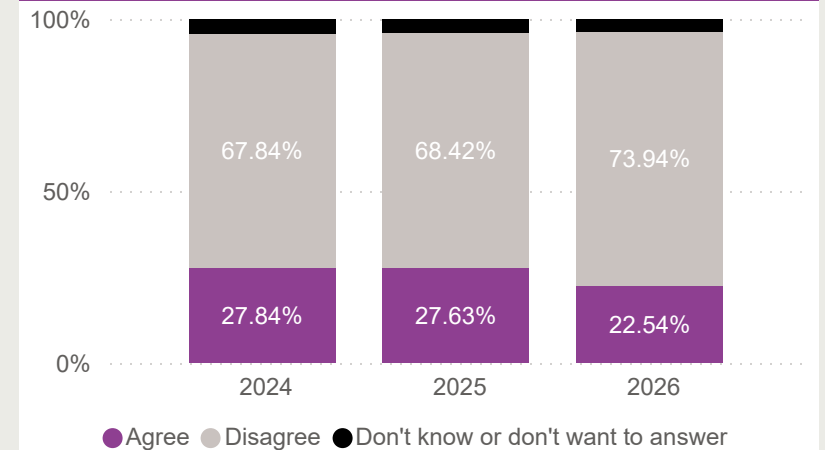
Qn22. Girls are always less focused in class when they are menstruating



Qn23. Girls should not go to school or play any sports during their menstruation



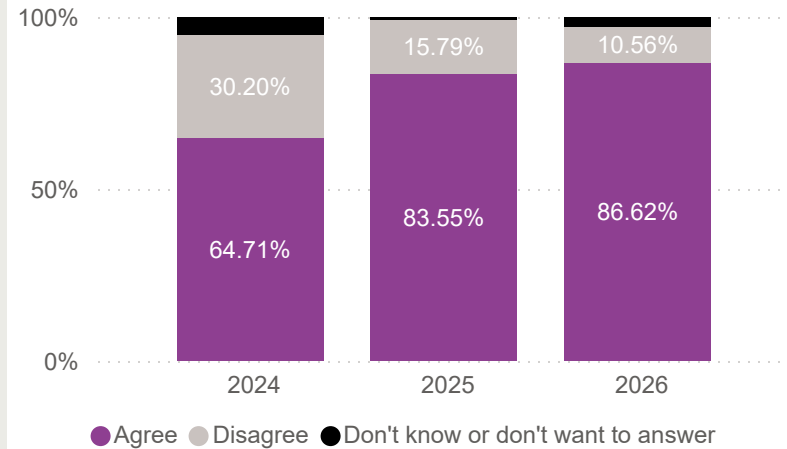
Qn24. I am not comfortable talking to students about contraception or family planning



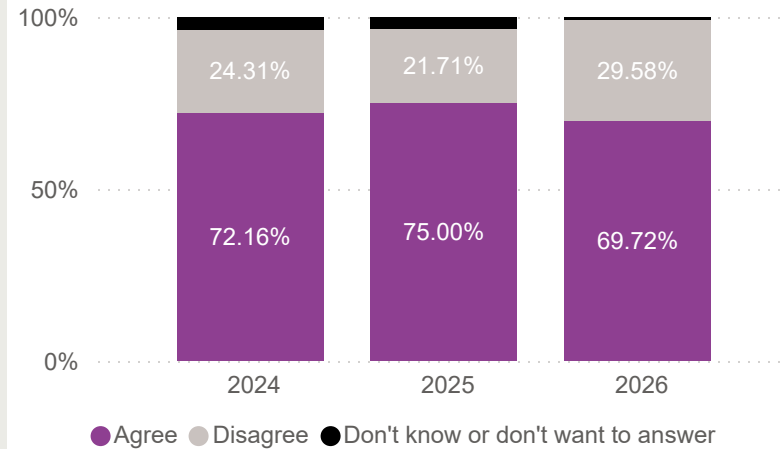
Teacher Survey Results - Responses for Questions 25-30



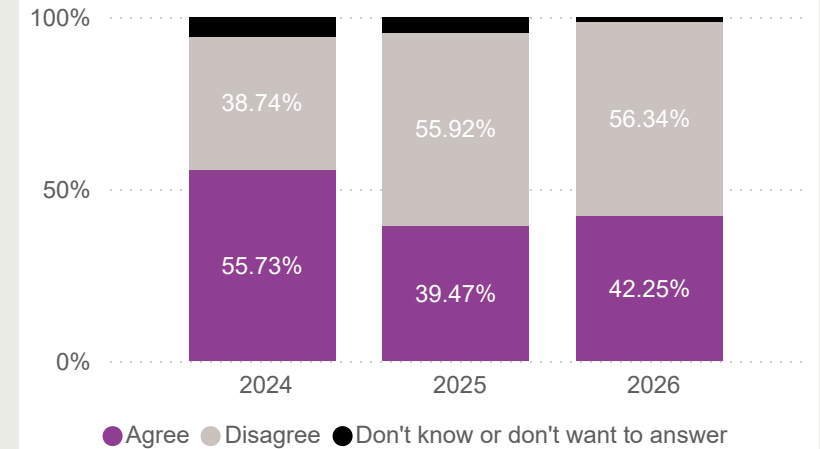
Qn25. In my class, I would make sure pregnant girls have everything they need to learn well



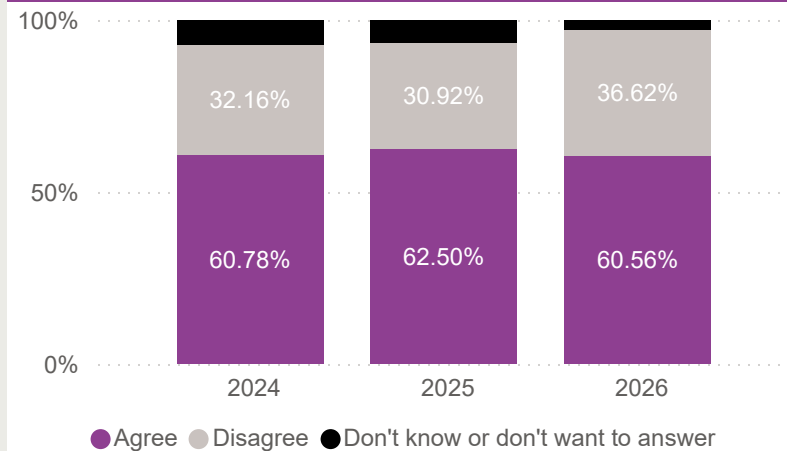
Qn26. School staff or students sometimes make other students feel unsafe



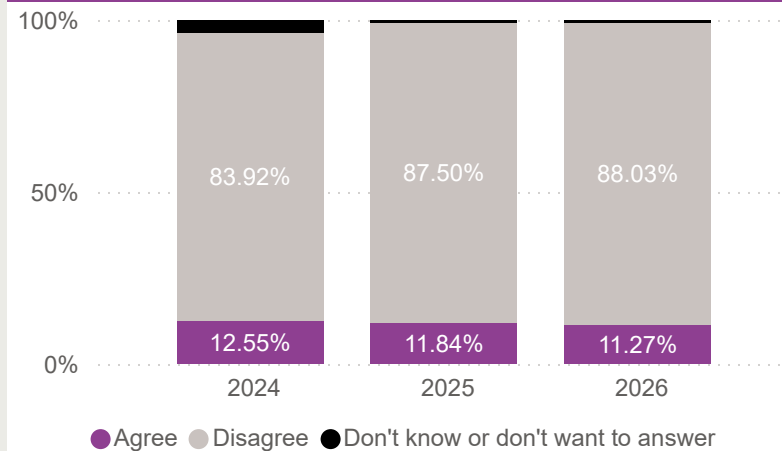
Qn27. It is sometimes normal for a teacher or a member of the school staff to cane students



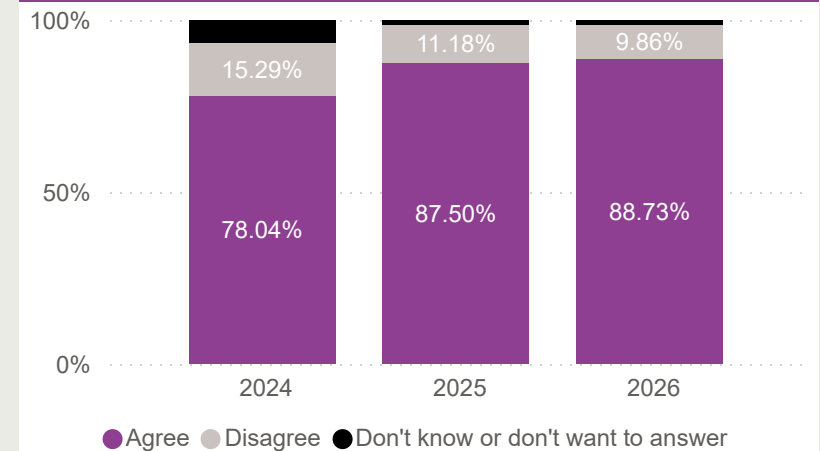
Qn28. I have witnessed or suffered from a situation of violence in school



Qn29. If I witnessed a situation of violence in school, I would not report it



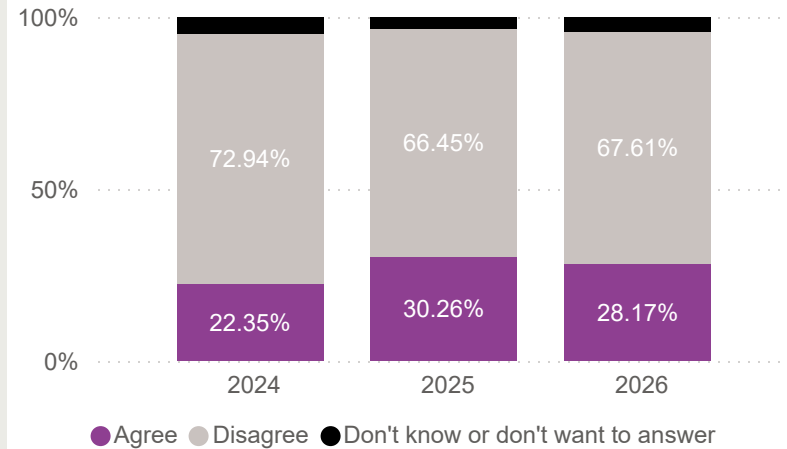
Qn30. If I find out a school staff is having a romantic relationship with a student, I would report it



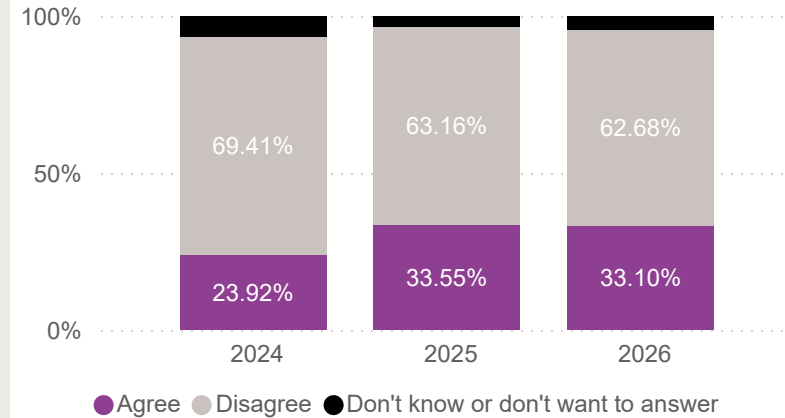
Teacher Survey Results - Responses for Questions 31-35



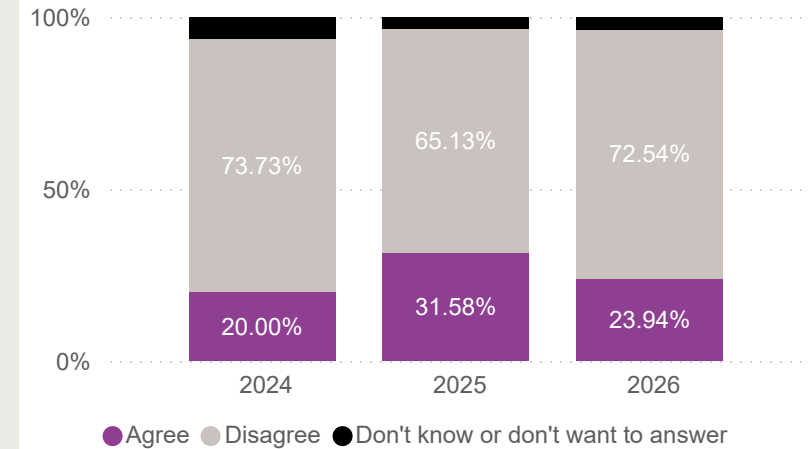
Qn31. In this school, pupils with disabilities experience more abuse and harassment than other pupils



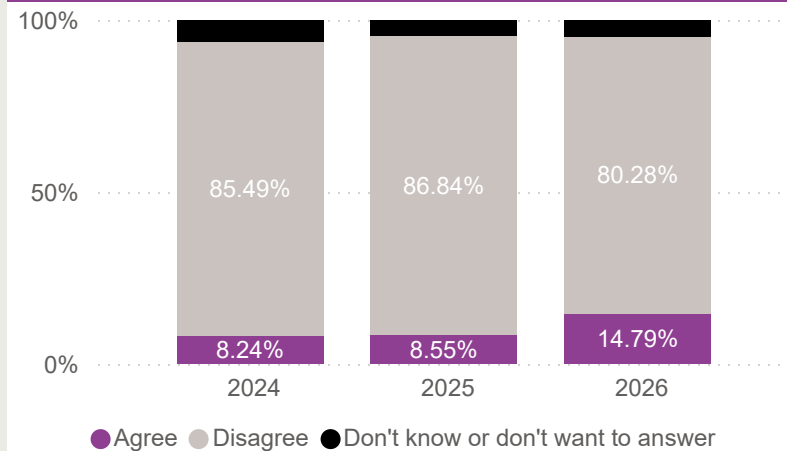
Qn32. In this school, female pupils who are pregnant or young mothers experience more abuse and harassment than other female pupils in schools



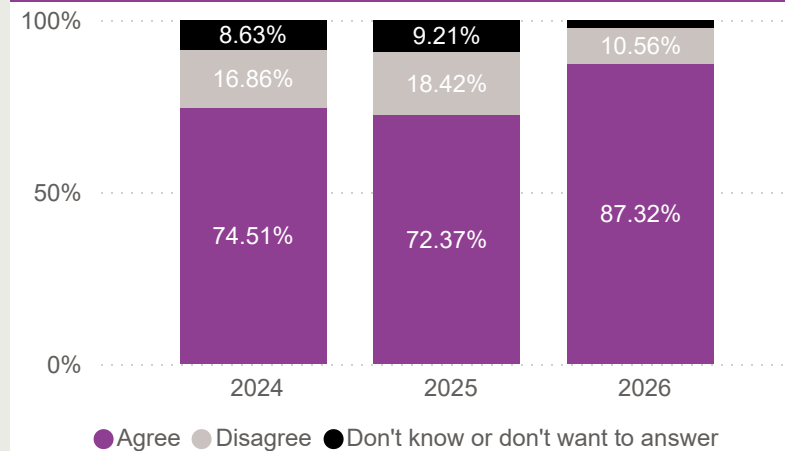
Qn33. Female pupils are sometimes sexually harassed by male staff in this school



Qn34. Male pupils are sometimes sexually harassed by staff in this school



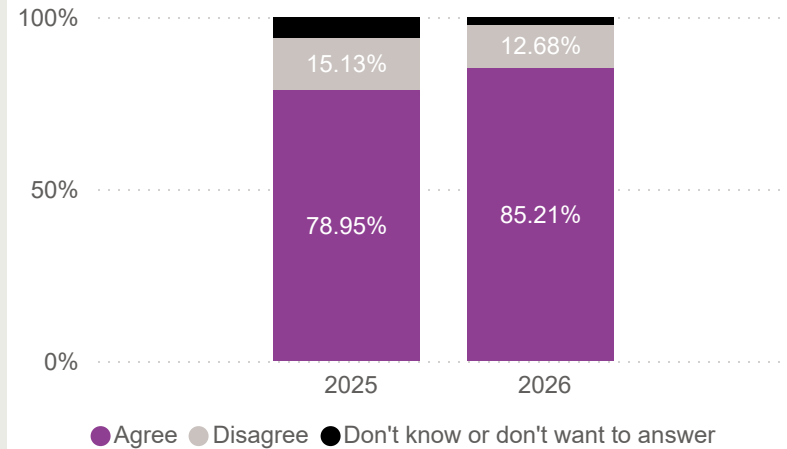
Qn35. I provided one or more students with sexual and reproductive health advice when they asked for it



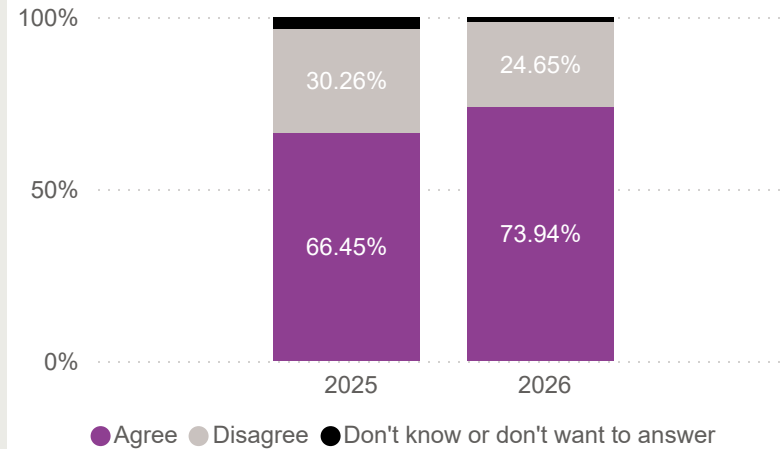
Teacher Survey Results - Responses for Questions 36-38



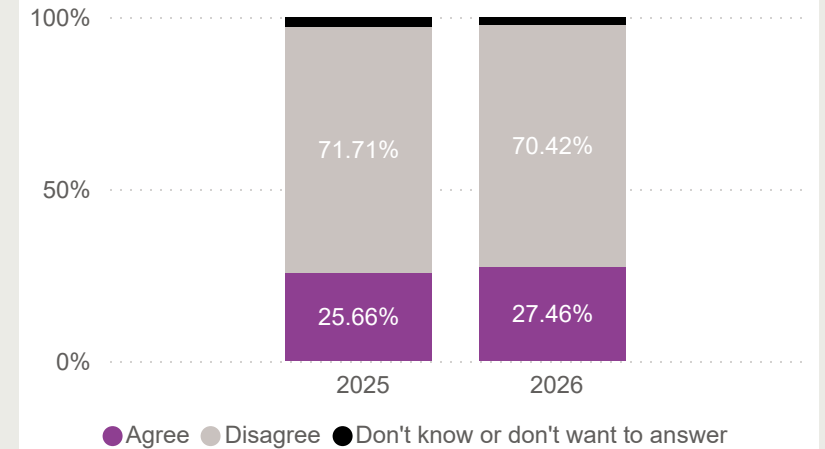
Qn36. If a student reports a teacher for being violent to him or her, I am sure the teacher will be sanctioned



Qn37. If a student reports another student for being violent to him or her, I am sure the student will be sanctioned



Qn38. If I report a case of violence, there could be negative consequences for me



* Questions 36-38 were added to the tool in 2025, while the method for calculating the scores was set in 2024. For this reason, these three questions are not included in the score.

Leh Wi Lan

Safe, quality and inclusive education for all

