Strategic Initiative for Women in the Horn of Africa

SIHA Network

Challenging Patterns and Drivers of Sexual and Gender-Based Violence in Wau State, South Sudan: September 2018 – 31st December, 2021

Final Project Evaluation Report
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TO END VIOLENCE AGAINST WOMEN

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ACKNOWLEDGEMENT

Disclaimer: This Evaluation Report has been developed by an independent evaluator and the analysis presented in this report reflects the views of the author and may not necessarily represent those of SIHA, its partners or the UN Trust Fund.

LIST OF ACRONYMS AND ABBREVIATIONS

DAC	-	Development Assistance Committee
EVAWG	-	Ending Violence Against Women and Girls
FGD	-	Focus Group Discussion
GEM	-	Gender Equitable Men
GoSS	-	Government of South Sudan
IDP	-	Internally Displaced Person
KII	-	Key Informant Interview
OECD	-	Organization for Economic Co-operation and Development's
RFP	-	Request for Proposal
SBCC	-	Social and Behavior Change Communications
SDG	-	Sustainable Development Goals
SER	-	Smart Edge Research & Consulting
SGBV	-	Sexual and Gender Based Violence
SIHA	-	Strategic Initiative for Women in the Horn of Africa
SMGCSW	-	State Ministry of Gender, Child, and Social Welfare
SMoEST	-	State Ministry of Education, Science, and Technology
SPSS	-	Statistical Package for Social Scientists
SVAW/G	-	Sexual Violence Against Women and Girls
ToR	-	Terms of Reference
UNEG	-	United Nations Evaluation Group
UNTF	-	United Nations Trust Fund
VAW	-	Violence Against Women

Introduction and Background

The End of project Evaluation of "Challenging Patterns and Drivers of Sexual Violence Against Women and Girls in Wau, South Sudan", funded by the United Nations Trust Fund and implemented by SIHA Network was undertaken between 23rd November and 23rd December 2021 in line with the United Nations Evaluation Group (UNEG) norms and standards and international good practice for evaluation. The goal of the three-year project (September 2018 to September 2021) with a four months extension to 31st December 2021 due to delays caused by COVID-19, was "to promote positive shifts in attitudes, behaviours, and practices around sexual violence against women and girls in South Sudan IDP communities, resulting in both an end to normalization of Sexual Violence Against Women and girls (SVAW/G) and increased condemnation of SVAW/G".

The project was implemented in five secondary schools in Wau town - Wau Complex, Mbili, Buseri, Standard and Loyola – targeting students, teachers and administrators, and the Wau town IDP community targeting out-of-school youth, women's groups and other community members through awareness raising to increase knowledge, awareness and understanding of SGBV causes and consequences to influence shift in attitudes. The project was implemented in collaboration with the State Ministry of Education, Science, and Technology (SMoEST), the State Ministry of Gender, Child, and Social Welfare (SMGCSW), academic institutions, community members, students and educators, men and youth, women's groups, and traditional and religious leaders through an inter-communal and holistic approach.

The project was embedded in the community context with gradual facilitation of change through a community integrated approach which respected the cultural norms while also aiming at changing the harmful norms thereby addressing the challenge of SGBV and gender inequality in Wau. Curriculum detailing general life skills modules covering self-esteem and goal-setting, rights and responsibilities, gender, gender-based violence, and sexual and reproductive health drawn from a number of existing programmes and training manuals, were developed by SIHA working in collaboration with the Ministry of Education Science, and Technology (SMoEST), teachers and administrators, students of the five secondary schools through Social and Behavior Change Communications (SBCC) model. The modules were developed after several consultations with students, teachers, community members and relevant ministries, and the materials were selected and adapted to the needs of the Wau community. In order to integrate the curriculum, a number of training sessions were held with teacher trainers and teachers of the targeted schools and whole-school policies were developed in collaboration with school administration and staff to address issues of SGBV in schools and to link the school with relevant referral pathways and authorities. In addition to the life skills module and its insertion into the curriculum, SIHA provided structured and well-researched awareness programs and training for male youth through a mentorship programme.

The project had four outcomes: 1) Parents, students, teachers and administrators of schools in the IDP communities of Wau where the project is implemented are better able to prevent and respond to VAWG by the end of project activities; 2) Grassroots women and activists advocate for and engage the community to End Violence against Women and Girls; 3) Men, boys, traditional/religious leaders, and broader targeted community in Wau are able to support survivors and prevent VAWG; 4) SIHA is institutionally strengthened to sustainably respond to the COVID-19 pandemic and other crises while

maintaining or adapting existing interventions to EVAW/G with a focus on the most vulnerable women and girls.

Evaluation Purpose

To understand the relevance, effectiveness, impact and future sustainability of the change realized as a result of the project as well as identifying attitudes, key lessons and emerging practices that facilitated an end to violence against women and girls and achieving greater gender equity in Wau District of South Sudan.

Evaluation Methodology

The evaluation adopted a mixed-method approach consisting of both quantitative and qualitative study designs in a participatory manner where to a great extent all the relevant key stakeholders were involved. The design allowed for increased ownership of the evaluation process and outcome by all the stakeholders, empowered the involved parties, provided room for diverse data collection and analysis methods and increased accuracy to local realities that yielded valid evidenced-based results to provide direction for improvement of SIHA's future programming. The design entailed desk review, quantitative surveys, and qualitative techniques including key informant interviews (KIIs) and focus group discussions (FGDs) with project stakeholders. A total of 20 KIIs and 8 FGDs were conducted with different categories of project stakeholders. The quantitative survey covered a total of 288 students and 23 teachers from the five participating schools, 12 male mentors, 50 community members and 16 community grassroots women groups' members. The data from all the sources were analyzed, interpreted and triangulated to produce this report.

Safety and Ethical Considerations

The consultant ensured and upheld SIHA's *Do No Harm* strategic principles. This was done through ensuring SIHA's core stakeholders of vulnerable populations or community members, girls, women and the youth were at the center of the research, that principles of gender equality, inclusion and non-discrimination were considered and acted upon throughout, and that the meaningful participation of youths, women and other key stakeholders were promoted during the evaluation process. The consultant ensured complete compliance with international good practice particularly with regards to safeguarding children, vulnerable groups and those in fragile and conflict affected states.

Key Evaluation Findings

- There is increased knowledge, understanding and comprehension of sexual and gender based violence (SGBV) across all the project beneficiaries including the students, teachers, women groups, male mentors and the community compared to the baseline as they appreciated the fact that SGBV can be committed to both female and male.

- The increase in knowledge among the target groups on SGBV influenced change in their attitude and practice as most of them exhibited clear understanding of the general gender norms, gender equity norms, school norms as well as gender violence norms.

- Compared to the baseline findings, there is increased awareness of gender issues across the target groups, notably evident among the teachers and administrators both in private and public (government) secondary. In the baseline findings, the teachers and

administrators in government schools exhibited lack of awareness whereas in the final evaluation there is awareness among teachers. Similarly, there are minimal gender variations in knowledge and awareness among female and male target groups especially with regard to property inheritance and ownership.

- There is an increased control and decision making among the women with regard to issues affecting their everyday activities, changing the course of their lives and making the village/ neighborhood a better place to live.

- There is a positive change in attitude towards men and women having equal decision-making power in the household. This was also shared by the community members, government, students and teachers.

- Overall, looking at the precarious socio-cultural, political and economic situation in South Sudan on the basis of the local context and in particular the project area of Wau, the project was found to be and is still highly relevant in its design to the needs of the local populations, specifically women and girls in fragile context with immense gender marginalization.

- The project was efficiently implemented in a cost-effective manner with a delivery rate of 89.42% at the evaluation time notwithstanding the effects of CoVID-19 which instigated delays in implementation of certain activities resulting in untimely completion of the project interventions.

- The project was effective[1] in promoting positive shifts in attitudes, behaviours, and practices around sexual violence against women and girls as already presented above with the following key indicators;

  - 84(123.5%) out of the targeted 68 teachers and school administrators in targeted schools can describe the process of how to deal with cases of VAWG.

  - 318(318%) out of the targeted 100, number of men and boys in school clubs and youth groups in targeted communities of Wau demonstrating high support of gender equitable norms.

  - 1,250(167%) out of the targeted 750, number of students who are aware of and report a willingness to use referral mechanisms in schools for cases of violence.

  - 10(100%) out of the targeted 10, number of traditional and religious leaders who have publicly spoken against VAWG including early and forced marriage in the previous 12 months.

  - 1,196(119.6%) out of the targeted 1,000, number of men, boys, traditional and religious leaders who demonstrate high support for gender equitable norms.

  - 5(100%) out of the targeted 5, Number of community GBV response groups perceived as improving response to VAWG.

  - 95% out of targeted 100%, percentage of original project work plan targets which are back on track 6 and 12 months after the COVID-19 crisis impact.

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[1] The information from the project monitoring reports, evaluating the whole project but not merely looking at the GEM- refer to the main body of the report on effectiveness.

Key Recommendations

a. The three Government secondary schools; Wau Complex Secondary School, Buseri National Secondary School and Mbili Secondary School may need more support in future since they have limited resources with poorly paid teachers who are often demotivated and therefore the high turn-over.

b. The maximum number of students recruited into the school clubs should be increased from the current 70 to a considerable figure so as not to lock out many students who are interested in joining and participating in the club activities bearing in mind that some schools like Standard Secondary School have a student population of over 1,000.

c. The project should continue in Wau Town IDP Community and be extended to cover rural areas within Wau County where GBV is said to be rampant according to the State Ministry of Gender, Child and Social Welfare, and as well be replicated to other counties including Raja County, in Western Bahr el Ghazal State.

d. Through the State Government, SIHA should petition the National Government upon evaluation of the curriculum to be tested by other States so that it can be integrated into the current learning programme and timetable as part of social studies.

e. The project should be extended for another phase in order to fully prepare the stakeholders to be able to take over and sustain the relevance and impacts gained once the project ends. This will as well allow the schools to complete implementation of the curriculum, and continuous support and strengthening of the school clubs for sustainability.

1.0 CONTEXT AND DESCRIPTION OF THE PROJECT

1.1 Introduction

In line with the Request for Proposal (RFP) published on **19th October, 2021** on relief website[2] and Terms of Reference (ToR), Strategic Initiative for Women in the Horn of Africa (SIHA) Network solicited for a competent consultancy firm or individual to conduct an end of project evaluation of the three year project *"Challenging Patterns and Drivers of Sexual Violence Against Women and Girls in Wau, South Sudan",* funded by the United Nations Trust Fund and implemented by SIHA Network since September 2018. Due to delays brought about by Covid-19, an extension of 4 months was approved until December 31, 2021.The goal of the project was *to promote positive shifts in attitudes, behaviours, and practices around sexual violence against women and girls in South Sudan IDP communities, resulting in both an end to normalization of Sexual Violence Against Women and girls (SVAW/G) and increased condemnation of SVAW/G.*

Since the project was supposed to have come to an end in September 2021, notwithstanding the 4 months extension to 31st December, 2021, SIHA Networks commissioned Smart Edge Research & Consulting (SER) to undertake the final evaluation of the project between 23rd November to 23rd December 2021 and provide an insight into the effects the project has had in bringing about change to the target project participants during the implementation period and as well provide direction for future programming. The consultant implemented the evaluation in line with the United Nations Evaluation Group (UNEG) norms and standards and international good practice for evaluation.

1.2 Background and Context of the Project

In order to achieve the goal of the project "*to promote positive shifts in attitudes, behaviours, and practices around sexual violence against women and girls in South Sudan IDP communities, resulting in both an end to normalization of Sexual Violence Against Women and girls (SVAW/G) and increased condemnation of SVAW/G",* SIHA worked with students, teachers and administrators of five secondary schools in Wau town (Wau Complex Secondary School, Mbili Secondary School, Bussary National Secondary School, Standard Secondary School and Loyola Secondary School), out-of-school youth, women's groups and other members of the community to raise awareness and shift attitudes through increased knowledge, awareness and understanding. SIHA collaborated with the State Ministry of Education, Science, and Technology (SMoEST), the State Ministry of Gender, Child, and Social Welfare (SMGCSW), academic institutions, community members, students and educators, men and youth, women's groups, and traditional and religious leaders through an inter-communal and holistic approach.

In order to address the challenge of SGBV and gender inequality in Wau, it was essential to embed the program in the community context and to gradually facilitate change through a community-integrated approach that respected the cultural norms of the community while also aiming to subtly change harmful norms. Using the Social and Behavior Change Communications (SBCC) model, curriculums were developed to work with teachers and administrators, students, youth and parents to create safe schools for girls and boys and to improve the knowledge, attitudes and practices surrounding SGBV.

SIHA worked with students, teachers and administrators of the five secondary schools in Wau to develop a life-skills module that started to be implemented in the regular school curriculum. The

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[2] https://m.reliefweb.int/job/3783882/final-project-evaluation-consultant-evawg-untf

module was drawn from a number of existing programs and training manuals and includes sessions on general life skills, including discussions about self-esteem and goal-setting, rights and responsibilities, gender, gender-based violence, and sexual and reproductive health. The modules were developed after several consultations with students, teachers, community members and relevant ministries, and the materials were selected and adapted to the needs of the Wau community. In order to integrate the curriculum, a number of training sessions were held with teacher trainers and teachers of the targeted schools and whole-school policies were developed in collaboration with school administration and staff to address issues of SGBV in schools and to link the school with relevant referral pathways and authorities. In addition to the life skills module and its insertion into the curriculum, SIHA provided structured and well-researched awareness programs and training for male youth through a mentorship programme.

The male youth were engaged by a select group of male mentors who were trained to engage with out-of-school youth and act as positive role models through various meetings and activities. Male and female youth were also engaged in theatre for change skills and supported to develop theatre skits that can be taken into the community to spread awareness. During the period of school closures, young women were supported through a program of advocacy and awareness by a prominent South Sudanese women's right activist whereby they were introduced to basic understandings of gender, women's rights, and advocacy. The program served as an alternative to the girl's club that was meant to be supported in the schools, but was obstructed as a result of the lengthy period of time when schools were closed due to COVID-19. Collaboration with women's groups was a clear focus of the project and was meant to link women to students and to create a positive environment of support and exchange. Women's groups were given capacity building, both in terms of their own economic agency by providing them with basic financial literacy and supporting their growth as saving and loan associations, and also in terms of their position as mentors to young women by ensuring that they had a grounded understanding of gender, gender equality, and SGBV awareness that they could pass on to students and youth. The women were supported to develop their skills in communication; advocacy and made aware of relevant referral pathways to enable them support other survivors where necessary. A number of awareness-raising activities were integrated into the project with the direct support of all target groups through radio programs, billboards, t-shirts, IEC materials, public outreach and information events, and an edutainment video.

Community support for the prevention and elimination of SGBV, including parents of students, community religious and traditional leaders, women leaders and activists, and the general community, were rallied through workshops, dialogue sessions, and media campaigns. The project aimed at identifying the specific socio-cultural, political and historical context and root causes of SGBV in Wau District and to inform the curriculum and engagement activities. The project also mobilized community support for the prevention and elimination of SVAW/G through workshops, dialogue sessions, and media campaigns; supporting women activists to raise awareness and to advocate for action against SVAW/G.

With the outbreak of the COVID-19 pandemic, South Sudan went into lockdown which included the closure of schools for an uncertain period. The program was forced to pause for some time before the extension of most project activities was approved and some new - COVID-19 related activities – have been implemented. One activity trained and contracted 100 Women and students in production of reusable sanitary pads, masks and bags; 1000 hygiene kits were produced and distributed; capacity building for 100 grassroots women; seed funds for 10 women's groups and hand-wash stands were distributed. The launch of information campaigns in communities provided clear information about COVID-19, VAWG, prevention and response using mobile announcement systems, radio, billboards

and pamphlets; women's groups document and advocate via online platforms, meetings, letters/petitions online or to ministry/government offices.

1.3 Summary of the EVAWG-UNTF Project Description

The project's goal was to promote positive shifts in attitudes, behaviours, and practices around sexual violence against women and girls in South Sudan IDP communities, resulting in both an end to normalization of Sexual Violence against Women and Girls (SVAW/G) and increased condemnation of SVAW/G. Table 1 presents the summary description of EVAWG-UNTF Project.

Table 1: Summary of the EVAWG - UNTF Project Description

Project Name: - Challenging Patterns and Drivers of Sexual Violence against Women and Girls in Wau, South Sudan.	
Implementer	• The Strategic Initiative for Women in the Horn of Africa (SIHA Network)
Donor	• United Nations Trust Fund
Lifespan	• 3 years • From September 2018 with 4 months extension to December 31, 2021
Geographical scope	• Wau
Target beneficiaries	• Schools, teachers, male youths, students, out-of-school youth, women's groups and other members of the community.
Project goal	• Women and girls in IDP communities of Wau, South Sudan are better protected from Sexual Violence by the end of the project.
Project aim	• To identify the specific socio-cultural, political and historical context and root causes of SGBV in Wau District and to inform the curriculum and engagement activities.

Expected situation of the beneficiaries	• Female political activists/human rights defenders.
	    o Grassroots women activists will be mobilized and empowered to lead the movement to end SVAW/G in Wau. They will receive resources, training, and opportunities for public engagement. They will learn how to voice their concerns in various community contexts with different stakeholders including government officials and policy makers.
	
	 • Female refugees/Internally displaced/asylum seekers
	    o The female IDPs/refugees/Asylum-seekers are the girls in the targeted schools receiving the curriculum developed by SIHA and partners. These girls will learn about the root causes of sexual violence in their community and how it is interconnected with other issues like food security and conflict. The girls will learn about strategies to dismantle patriarchal conceptions in their society that contribute to violence. They will learn how VAW/G should not be tolerated, no matter how they are told otherwise, and will receive tools and resources to lead efforts in their schools to mobilize against sexual VAW/G and to dismantle its normalization.

Stakeholders	• Students and educators (Students, Teachers and administrators of five secondary schools in Wau) • State Ministry of Education, Science, and Technology (SMoEST), • State Ministry of Gender, Child, and Social Welfare (SMGCSW), • Academic institutions, • Community members, • Men and youth, • Women's groups, • Traditional leaders • Religious leaders

Project Outcome and Outputs	
Outcome 1: Parents, students, teachers and administrators of schools in the IDP communities of Wau where the project is implemented are better able to prevent and respond to VAWG by the end of project activities.	• **OP 1-1:** 1500 female and male students have increased knowledge on VAWG causes and consequences, including rape, forced marriage, dowry related violence, sexual assault and sexual harassment.
	• **OP 1-2:** 68 Teachers and 15 Administrators from 3 schools in Wau have increased knowledge on VAWG prevention strategies and awareness.
	• **OP 1-3:** Students participate in extracurricular and leadership activities organized through school clubs and gain life skills and knowledge of VAWG.
	• **OP 1-4:** Students, teachers, parents and administrators are exposed to the experiences and stories of women activists in the community, further motivating them to advocate against VAWG.
Outcome 2: Grassroots women and activists advocate for and engage the community to End Violence against Women and Girls.	• **OP 2-1:**20 Grassroots women activists and leaders increase their agency to dialogue with policymakers and opinion leaders, with increased capacity to advocate and effectively engage with stakeholders.
	• **OP 2-2:**20 Grassroots women leaders have increased engagement, networking/partnerships and exposure through national meetings and symposiums in Juba and Wau with policy makers and opinion leaders
Outcome 3: Men, boys, traditional/religious leaders, and broader targeted community in Wau are able to support survivors and prevent VAWG.	• **OP 3-1:** 150 male youth (outside of school) have increased knowledge and understanding of VAWG, including advocacy strategies for prevention and response to VAWG.
	• **OP 3-2:**30 Male mentors are trained to lead male youth in VAWG awareness activities.
	• 200 traditional and religious leaders have a better understanding of VAWG in OP 3-3: Their communities and appropriate response mechanisms.
	• **OP 3-4:** Broader community of IDPs in Wau has increased awareness of VAWG and prevention strategies.
Outcome 4: SIHA is institutionally strengthened to sustainably respond to the COVID-19 pandemic and other crises while maintaining or adapting existing interventions to EVAW/G with a focus on the most vulnerable women and girls.	• OP 4-1: SIHA has put in place mechanisms to improve institutional resilience to crises including COVID-19 that ensures the stability of projects and sustainability of the organization [s] in the longer term.
	• OP 4-1: SIHA Network has improved knowledge, skills and capacities to maintain or adapt EVAW/G interventions and reach the most vulnerable women and girls while responding to the impact of the COVID-19 pandemic or other crises.

2.0 EVALUATION PURPOSE, OBJECTIVES AND SCOPE

2.1 Purpose of the Evaluation

As part of the efforts to end forms of violence against women and girls, SIHA conducted a final evaluation for the project "Ending Violence Against Women and Girls (EVAWG)" to understand its effectiveness, relevance, impact and future sustainability of the change realized as a result of the project. The evaluation aimed at identifying attitudes, key lessons and emerging practices that facilitated an end to violence against women and girls and achieving greater gender equity in Wau District of South Sudan.

2.2 Objectives of the Evaluation

The objective of the evaluation was to assess the overall impact of the project in ending violence against women and girls in Wau, South Sudan. Specifically, the evaluation objectives were:

1. To identify any changes in indicators collected during the baseline and outlined in the logical framework, particularly the knowledge, attitude and behaviors of targeted groups since the beginning of the project period.
2. To identify key lessons and promising or emerging good practices and document the extent to which the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact).
3. To evaluate the relevance, effectiveness, efficiency, sustainability and impact criteria, as well as the cross-cutting gender equality and human rights criteria in ending violence against women and girls.
4. To identify the challenges and bottlenecks that the project experienced to act as lessons on what works and what does not work in such contexts.

2.3 Scope of the Evaluation

The scope of the evaluation included a review and assessment of all activities carried out under the project against the results from the baseline study that was carried out at the start of the project. The baseline report included both qualitative and quantitative data. The methodology employed was more qualitative in nature and aimed to gather both general information on the key forms of SGBV in Wau Town, as well as highly detailed and contextualized information on the drivers of such violence and peoples' attitudes and behaviors with regards to SGBV. The evaluation was expected to assess the project achievements in reaching its goals and objectives and the target population. Additionally, it was to assess the project design, implementation process, effectiveness and the lessons learnt and provide unique innovative approaches that promote the achievement of the project objectives.

2.4 Evaluation Criteria and Key Questions

The final evaluation of EVAWG - UNTF project was guided by the following criteria and sought to address the subsequent questions.

1. **To what extent were the intended project goals, outcomes and outputs (project results) achieved and how were they achieved?** (*For example, assessing the extent to which the project directly benefited the targeted beneficiaries both direct (women and girls) and indirect (men and*

boys) and address whether the project achieved results in accordance with the expected theory of change or not).

2. **To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?** *(For example, assessing the extent to which the project strategies and activities were relevant and appropriate to the needs of women and girls and whether the project was able to adjust to any changes in the context and needs of the primary beneficiaries during the project).*

3. **To what extent was the project efficiently and cost-effectively implemented**? *(Looking into whether the activities were delivered on time and to budget and whether activities were designed to make best use of resources).*

4. **To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends**? *(For example, what steps have been taken to institutionalize the project, build capacity of stakeholders or secure benefits for rights holders through accountability and oversight systems)?*

5. **To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners?** *(The knowledge generated must be new, innovative, builds on evidence from other projects or has potential for replication or scale up in other projects or contexts. It should not include generic lessons or knowledge that has already been frequently documented in this context).*

6. **To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact**)? *(For example, identify any changes in the situation for women and girls in relation to specific forms of violence and look at both intended and unintended change for both women and girls targeted by the project and those not - if feasible).*

   a. To identify to what extent attitudes towards SVAWG have changed, among men, religious or cultural leaders, students, teachers and other stakeholders reached within the project.
   b. To evaluate the relevance of the recruited school clubs towards VAW prevention – within their school and community; and the effect on the participating students themselves.
   c. To identify to what extent knowledge towards SVAWG has increased among grass root women activists and in how far the Information Materials has stimulated debates and discussion on SVAWG in the communities.
   d. To evaluate in how far teachers, religious or cultural leaders proactively challenge unequal gender norms and gender-based discrimination; to what extent did their knowledge of referral mechanism change.

The summary of evaluation criteria and questions are presented in Table 2 below:

Table 2: Evaluation Criteria and Questions

Criteria	Key questions
Progress against planned results: Achieving results that would not otherwise have been achieved	Progress against objectives: The extent to which the program has delivered on outputs and outcomes achieved the changes indicated in the results framework. Changing lives: An assessment of changes in the lives of the beneficiaries and the extent to which these changes are likely to be sustained.
Relevance and adaptive programming doing the right things and	The extent to which the objectives of the project correspond to population needs at country level (in particular, those of vulnerable groups), and were aligned throughout the project period with government priorities and with the project. Respondingtotheneedsofbeneficiariesandtargetingtherightbeneficiaries:

targeting the right beneficiaries.	• To what extent is the project adapted to: i) the needs of diverse populations, including the needs of participating schools, teachers, students, out-of-school youth, women's groups and other members of the community ii) national development strategies and policies; iii) the strategic direction and objectives of the programme; and iv) priorities articulated in international frameworks and agreements, in particular the UNTF, SDGs and the New Way of Working. • To evaluate the relevance of the recruited school clubs towards VAW prevention – within their school and community; and the effect on the participating students themselves. • To what extent has the project linked the EVAW/SVAWG, human rights and education in the project planning and implementation? • To what extent has the project been able to respond to changes in national needs and priorities, including those of vulnerable or marginalized communities, or to shifts caused by crisis or major political changes?
Effectiveness	The extent to which outputs have been achieved and the extent to which these outputs have contributed to the achievement of the outcomes. • To what extent were the intended project goals, outcomes and outputs (project results) achieved and how were they achieved? (For example, assessing the extent to which the project directly benefited the targeted beneficiaries both direct (women and girls) and indirect (men and boys) and address whether the project achieved results in accordance with the expected theory of change or not). • To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls? (For example, assessing the extent to which the project strategies and activities were relevant and appropriate to the needs of women and girls and whether the project was able to adjust to any changes in the context and needs of the primary beneficiaries during the project). • To what extent have the interventions supported by the project contributed to the achievement of the expected results (outputs and outcomes)? • To what extent has the project successfully integrated gender, human rights and thematic issues in the design, implementation of the project? • To what extent have human rights and a gender mainstreamed in the design and implementation of the project?
Efficiency doing the right thing, in the right way, at the right cost	The extent to which outputs and outcomes have been achieved with the appropriate amount of resources (funds, expertise, time, administrative costs, etc.). Has the programme been designed and implemented in a cost-efficient manner? • To what extent was the project efficiently and cost-effectively implemented? (Looking into whether the activities were delivered on time and to budget and whether activities were designed to make best use of resources). To what extent has the project made good use of its human, financial and administrative resources, and used a set of appropriate policies, procedures and tools to pursue the achievement of the outcomes defined?
Impact Prospect	How likely is it that the programme will achieve its final impact objectives while minimizing unintended negative consequences? • To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends? (For example, what steps have been taken to institutionalize the project, build capacity of stakeholders or secure benefits for rights holders through accountability and oversight systems)? • Assessing medium-term results, and likelihood of long-term results, produced by the EVAWG – UNTF program whether directly or indirectly,

	intended or unintended, and positive or negative.
	• Describing noticeable or tangible benefits of the EVAWG – UNTF program to date.
	• To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)? (For example, identify any changes in the situation for women and girls in relation to specific forms of violence and look at both intended and unintended change for both women and girls targeted by the project and those not - if feasible).
	a. To identify to what extent attitudes towards SVAWG have changed, among men, religious or cultural leaders, students, teachers and other stakeholders reached within the project.
	b. To evaluate the relevance of the recruited school clubs towards VAW prevention – within their school and community; and the effect on the participating students themselves.
	c. To identify to what extent knowledge towards SVAWG has increased among grass root women activists and in how far the Information Materials has stimulated debates and discussion on SVAWG in the communities.
	d. To evaluate in how far teachers, religious or cultural leaders proactively challenge unequal gender norms and gender-based discrimination; to what extent did their knowledge of referral mechanism change.
Partnership and Collaborations (*Coordination with partners among the stakeholders*)	• Was the project intervention ensuring that collaborative relationships between communities, duty bearers, decision-makers, and implementers at the local levels are solidified as social norms and expectations?
	• The extent to which partnerships have been sought and established, and synergies been created in the delivery of EVAWG – UNTF project
	• The extent to which there was effective coordination among partners.
	• The extent to which partnerships' responsibilities were fully and effectively discharged.
Cross cutting issues including human rights, social inclusion and gender dimensions.	• The extent to what gender and human rights considerations have been integrated into the project.
	• How did different communities in different locations and social groups experience different types of threats and vulnerabilities among women, adolescents and youth communities and particularly those who are most vulnerable to SVAW/G issues?
	• What are the core set of freedoms and rights under threat for women, adolescents and youth?
	• What attributes equal importance to civil, political, economic, social and cultural rights of adolescents and youth in communities?
Sustainability Prospect	The continuation of benefits from intervention after its termination, linked, in particular, to their continued resilience to risks.
	How likely is it that the outcomes expected to be achieved by the programme will be sustained beyond the end of the EVAWG – UNTF Programme? How successful was the project approach to sustainability?
	• To what extent has the project been able to support implementing partners and beneficiaries in developing capacities and establishing mechanisms to ensure the durability of effects?
Coherence	The extent to which the project was complimentary to the actions by the participating agencies and the areas that could be strengthened further.
	• To what extent was the project coherent in building synergy between each other in the project implementation?

Coverage	The extent to which major population groups facing life-threatening suffering were reached. • To what extent have the interventions systematically reached geographic areas in which affected populations reside?
Adherence to Ethical Principles	• What particular ethical issues and challenges have emerged and how have they been mitigated? • How do EVAWG – UNTF Project teams identify ethical issues, what are the processes in place for ethical decision-making?
Best Practice	• What were the procedures that were accepted or prescribed as being most effective in the cause of the project duration?
SIHA Strategic fit and added value	• To what extent has SIHA contributed to the achievement of the EVAWG – UNTF programme objectives, by ensuring good quality programming, inclusiveness, conflict sensitivity and a focus on human rights? • Assessing SIHA value added/comparative advantage in contributing to increased empowerment of women in South Sudan by strengthening prevention mechanisms for Sexual Violence Against Women and girls (SVAW/G) and increased condemnation of SVAW/G by transforming harmful social norms into positive behaviour that promotes gender equality.
Lessons learnt	• What is the major learning from the project that can be built on to sustain the impact of the project on community peaceful coexistence? • To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners? (The knowledge generated must be new, innovative, builds on evidence from other projects or has potential for replication or scale up in other projects or contexts. It should not include generic lessons or knowledge that has already been frequently documented in this context).

3.0 EVALUATION METHODOLOGY

3.1 Evaluation Design

The evaluation employed a mixed method approach consisting of both quantitative and qualitative study designs in a participatory manner where to a great extent all the relevant key stakeholders were involved as much as was appropriate and subject to their availability during the study period while upholding the COVID-19 prevention protocols. The design allowed for increased ownership of the evaluation process and outcome by all the stakeholders, empowered the involved parties, provided room for diverse data collection and analysis methods and increased accuracy to local realities that yielded valid evidenced-based results which will provide robust direction for improvement of SIHA's future programming. The design entailed desk review of project documents which yielded both secondary quantitative and qualitative data, quantitative survey with male mentors, women group members, community members, students, teachers and school administrators, and qualitative techniques which involved conducting key informant interviews (KIIs) with purposively selected project stakeholders and focus group discussions (FGDs) with purposively selected groups within the project beneficiaries. The data from literature review, quantitative surveys, key informant interviews and focus group discussions were analyzed and triangulated to produce this evaluation report.

3.2 Data Sources

The evaluation data was collected from both secondary and primary sources. The secondary data sources were the project original document (proposal and budget), project baseline survey report, project progress reports and project financial reports. The primary evaluation data were collected from the project direct and indirect beneficiaries including students, administrators and teachers who implemented the SIHA curriculum from the five (5) target secondary schools, grassroots women's groups, youths out of school from the target youth groups, religious leaders, traditional/customary chiefs, representatives from the GoSS State Ministry of Education, Science, and Technology (SMoEST) and State Ministry of Gender, Child, and Social Welfare (SMGCSW) and the general community members (men and women) from Wau Town IDP community.

3.3 Methods of Data Collection and Analysis

3.3.1 Data Collection Methods

Considering the current global COVID-19 pandemic situation and challenges posed, the Consultant employed methodologies which were responsive, sensitive and appropriate to the prevention and control of the spread of the virus. The Consultant therefore employed the use of both virtual/remote and face-to-face data collection approaches as much as were applicable and appropriate to the study audience to capture the data from the secondary and primary data sources. The data collection methods included remote desk review and analysis, data mining from relevant websites and big data; virtual/face-to-face in-depth interviews with key stakeholders of SIHA staff, donor representative, teachers, education officials and representatives of ministry of SMoEST and SMGCSW; focus group discussions with beneficiary groups of students in the five participating schools, grassroots supported women groups, male youths out of school supported through youth groups, community members and male mentors, and individual survey with male mentors, women groups, community members, students and teachers.

3.3.2 Data Analysis

The consultant aggregated all the data that emerged from the evaluation data sources. The qualitative data from FGDs and KIIs were analyzed using data reduction methods and content analysis using emerging themes and issues highlighted by different stakeholders and disaggregated the results as per the study indicators. The quantitative data generated from individual interviews with students, teachers, male mentors, women groups and community members through the various questionnaires were entered, cleaned and analyzed in SPSS version 21 to produce the tables and figures presented in this report. The consultant applied gender perspectives into all the emerging information all through the data processing and analysis. The data from desk review, FGDs, KIIs and survey were triangulated to produce the evaluation report based on the evaluation objectives and project indicators.

3.4 Description of Sample and sampling design

The qualitative study applied purposive sampling targeting the key project participants and locations with random sampling techniques to select the FGD participants within the target groups, thus the students were randomly sampled to participate in the FGDs in order to address the limitation experienced in the baseline study sampling. Purposive sampling was used to select the key informants who provided in-depth information related to the project implementation as per the objectives. The samples for qualitative study were suggested by the consultant, discussed and approved by SIHA management prior to commencement of data collection. The sample was drawn based on the sample frame of SIHA's EVAWG–UNTF project stakeholders.

A total of 20 KIIs and 8 FGDs were conducted. The quantitative survey followed the baseline study samples in order to compare and contrast the results to appreciate and quantify the changes that had occurred during the project implementation period. The quantitative survey randomly sampled a total of 288 students (138(47.9%) females and 150(52.1%) males) distributed by Probability Proportional to Size (PPS) taking the sampling frame as the total number of students in the five (5) schools. All the 30 male mentors were supposed to be interviewed while only 12 (40%) were reached since others were not available during the study period, randomly sampled 20 members of the community grassroot women groups were supposed to be interviewed while only 16(80%) were interviewed due to unavailability of others, all the 50(100%) of the community members who were supposed to be interviewed were covered and 23 teachers from the five participating schools.

3.5 Study Limitations

- The tight school calendar which hindered the consultant from meeting the entire target teachers and students since the schools were closing for Christmas holidays at the time of data collection.
- Owing to their busy schedules, some of the target respondents mainly drawn from the *key informant group* were not immediately available within the proposed set timelines necessitating fieldwork to take longer than anticipated.

4.0 SAFETY AND ETHICAL CONSIDERATIONS AND PROTOCOLS TO PUT IN PLACE

The consultants ensured and upheld SIHA's *Do No Harm* strategic principles. This was done through ensuring SIHA's core stakeholders of vulnerable populations or community members, girls, women and the youth were at the center of the research, that principles of gender equality, inclusion and non-discrimination were considered and acted upon throughout, and that the meaningful participation of youths, women and other key stakeholders were promoted during the evaluation process. The consultant ensured complete compliance with international good practice particularly with regards to safeguarding children, vulnerable groups and those in fragile and conflict affected states.

The consultant ensured that the evaluation is implemented in conformity to relevant ethical standards including but not limited to parental informed consent for children below 18 years, consenting with other participants before collecting the data, taking into account privacy and confidentiality considerations of the participating individuals. The consultant obtained informed consent from the participants after informing them of the evaluation purpose, their rights and obligations of participating in the evaluation and agreed to participate voluntarily. The interviews were set in a safe environment with both female and male interviewers undertaking the moderations due to the sensitivity of the interviews.

The evaluation complied with the SIHA's Quality Standards and Principles for assessing the quality of evidence; internationally recognized Ethical Guidelines for Evaluation and SIHA various policies and signed to it as a sign of our commitment. As per the Organization for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) criteria, the evaluation assessed the relevance, effectiveness, efficiency and potential sustainability of the project. The consultant respected SIHA's Risk Management Policies including: Child Safeguarding Policy, Safety and Security Policy, Anti-Fraud/Corruption Policy and Whistle Blowing Policy. The consultant agreed and respected all specific security instructions of SIHA, based on SIHA security analysis, knowledge of the project area and those involved there. The consultant was committed to inform supervisors and to deal with any cases, allegations, or possibility of transgression, even potential, of the SIHA Risk Management Policies.

The consultant took care of standard operating procedures for safety and security according to SIHA security guidelines while working in the field. The consultant understood the sole responsibility for the final product by adhering to professional standards and language, particularly that which may relate to the protection of staff and operations. Data collection and storage have been in line with EU privacy regulations (GDPR), and complied with SIHA's Child Safeguarding Policy, including informed consent of children, parents, teachers and other participants notwithstanding the cognizance to the fact that SIHA holds the right to all the data and reports produced from this evaluation.

The following summary of 10 ethical principles and guidelines for the research were applied at all stages of the evaluation;

- The study ensured social and scientific value,
- The study ensured scientific validity,
- Participant selection was fair and transparent,
- Study participants were protected from harm,
- Evaluators remained objective,

- The study team was committed to independent review,
- All study participation was voluntary,
- Upheld respect for potential and enrolled participants,
- Upheld confidentiality and data protection,
- All participation was voluntary and no compensation was paid.

The consultant put in place specific safeguards and protocols to protect the safety (both physical and psychological) of respondents and those collecting the data as well as to prevent harm. This ensured the rights of the individual were protected and participation in the evaluation did not result in further violation of their rights. There were plans in place to:

a. Protect the rights of respondents, including privacy and confidentiality;
b. Elaborate on how informed consent will be obtained and to ensure that the names of individuals consulted during data collection will not be made public;
c. Where children were involved (under 18 years old especially students in schools) the evaluator considered additional risks and need for parental/school administrators consent;
d. The evaluators were trained in collecting sensitive information and specifically data relating to violence against women and select any members of the evaluation team on these issues.
e. Data collection tools were designed in a way that is culturally appropriate and does not create distress for respondents;
f. Data collection visits were organized at the appropriate time and place to minimize risk to respondents;
g. The interviewer or data collector were able to provide information on how individuals in situations of risk could seek support (referrals to organizations that can provide counseling support, for example).

Additionally, the evaluation ensured,

a. A Comprehensive and systematic inquiry: Made the most of the existing information and full range of stakeholders available at the time of the review. The consultant conducted systematic, database inquiries, communicated methods and approaches accurately and in sufficient detail which allowed others to understand, interpret and critique the work as well as made clear the limitations of the review and its results.
b. Competence: The consultant applied the possessed abilities, skills and experience appropriate to undertake the tasks proposed and were practiced within the limits of the professional training and competence.
c. Honesty and integrity: The consultant upheld transparency with the SIHA and constituent about: any conflict of interest, any change made in the negotiated project plan and the reasons why those changes were made, any risk that certain procedures or activities produce misleading review information.
d. Respect for people: The consultant respected the security, dignity and self-worth of respondents and program participants in line with the responsibility to be sensitive to and respect differences amongst participants in culture, religion, gender, disability, age and ethnicity.
e. The consultant has ensured that no data can be used by the consultant concerning this study without the written permission of SIHA for duration of 4 years. The consultant acting as service provider will make sure to present himself as such for all discussions held within the framework of the consultancy.

5.0 EVALUATION FINDINGS AND ANALYSIS

The evaluation surveyed a total of 288 students comprising of 138(47.9%) females and 150(52.1%) males and 23 teachers comprising of 5(21.7%) females and 18(78.3%) males from the five project participating schools, 50 community members comprising of 30(60%) females and 20(40%) males, 16 women groups and 12 male mentors; 20 key informant interviews (KIIs) and 8 focus group discussions (FGDs).

5.1 Demographic characteristics of the respondents

The evaluation covered 288 students from the five SIHA Project participating schools; the demographic characteristic of the students interviewed is presented in Table 3.

Table 3: Demographic characteristics of the students

Demographics	Female n=138 No. (%)	Male n= 150 No. (%)	Total n=288 No. (%)
Age of the respondents			
14-17 Years	34 (24.6%)	20 (13.3%)	54 (18.8%)
18-20 Years	68 (49.3%)	56 (37.3%)	124 (43.1%)
21-25 Years	30 (21.7%)	47 (31.3%)	77 (26.7%)
26-30 Years	4 (2.9%)	19 (12.7%)	23 (8.0%)
31-35 Years	2 (1.5%)	8 (5.3%)	10 (3.5%)
Total	**138 (47.9%)**	**150 (52.1%)**	**288 (100%)**
Current Class (Education status)			
S1	24 (17.4%)	30 (20%)	54 (18.8%)
S2	47 (34.1%)	45 (30%)	92 (31.9%)
S3	43 (31.2%)	35 (23.3%)	78 (27.1%)
S4	24 (17.4%)	40 (26.7%)	64 (22.2%)
Total	**138 (47.9%)**	**150 (52.1%)**	**288 (100%)**
Marital Status			
Never Married	123 (89.1%)	146 (97.3%)	269 (93.4%)
Married	15 (10.9%)	4 (2.7%)	19 (6.6%)
Total	**138(47.9%)**	**150 (52.1%)**	**288 (100%)**
Chose to be married			
No	4 (2.9%)	0 (0%	4 (1.4%)
Yes	11 (8%)	4 (2.7%)	15 (5.2%)
Not Applicable	123 (89.1%)	146 (97.3%)	269 (93.4%)
Total	**138 (47.9%)**	**150 (52.1%)**	**288 (100%)**

The evaluation covered 23 teachers from the five participating schools within Wau town; the demographic characteristic of the teachers is presented in table 4.

Table 4: Demographic characteristics of teachers

	Female n=5 No. (%)	Male n= 18 No. (%)	Total n=23 No. (%)
Age of the respondents			
20 - 24 Years	1 (20%)	0 (0%)	1 (4.3%)
25 - 29 Years	0 (0%)	8 (44.4%)	8 (34.8%)
30 – 34 Years	3 (60%)	5 (27.8%)	8 (34.8%)

35 – 39 Years	0(0%)	4(22.2%)	4(17.4%)
40 Years and above	1(20%)	1(5.6%)	2(8.7%)
Total	**5 (21.7%)**	**18 (78.3%)**	**23 (100%)**
Number of Teaching Years			
1 – 5 Years	2 (40%)	6 (33.3%)	8 (34.8%)
5 – 10 Years	0 (0%)	0 (0%)	0 (0%)
10 – 15 Years	2 (40%)	6 (33.3%)	8 (34.8%)
15 – 20 Years	0 (0%)	3 (16.7%)	3 (13.0%)
More than 20 Years	1 (20%)	3 (16.7%)	4 (17.4%)
Total	**5 (21.7%)**	**18 (78.3%)**	**23 (100%)**
Marital Status			
Never Married	1 (20%)	6 (33.3%)	7 (30.4%)
Married	4 (80%)	11 (61.1%)	15 (65.2%)
Divorced	0 (0%)	1 (5.6%)	1 (4.3%)
Total	**5 (21.7%)**	**18 (78.3%)**	**23 (100%)**
University Degree			
No	1 (20%)	2 (11.10%)	3 (13%)
Yes	2 (40%)	10 (55.6%)	12 (52.2%)
Ongoing	2 (40%)	6 (33.3%)	8 (34.8%)
Total	**5 (21.7%)**	**18 (78.3%)**	**23 (100%)**
Took Teaching Course			
No	**0(0%)**	**3 (16.7%)**	**3 (13%)**
Yes	**5 (100%)**	**15 (83.3%)**	**20 (87%)**
Total	**5 (21.7%)**	**18 (78.3%)**	**23 100%)**

The following section presents the results by the objectives in a detailed manner.

Objective 1: To identify any changes in indicators collected during the baseline and outlined in the logical framework, particularly the knowledge, attitude and behaviors of targeted groups since the beginning of the project period.

5.2 Knowledge, Attitude and Behaviors of Sexual and Gender Based Violence among the Targeted Groups

5.2.1 Knowledge, Attitudes and Behaviors of Sexual and Gender Based Violence among Female and Male Students

The evaluation assessed the knowledge, attitudes and behaviours of female and male students among the five participating schools towards Sexual and Gender Based Violence (SGBV) to compare any notable differences and changes with those identified during the baseline. The study used Gender Equitable Men (GEM) scale to compare different components of gender among the female and male students including general gender norms, gender equity, violence norms, school norms and reporting of gender based violence.

General Gender Norms among Male and Female Students

Overall, the general gender norms have changed among both the male and female students compared to the baseline survey. The notable changes in the general norms perception between the baseline and end-line were reported on key indicators like *"it is okay to marry a woman without paying brideprice"* with an average score of 1.33 at baseline and 1.55 and end-line , *"its okay if a woman does not choose her husband"* with an average score of 2.42 at baseline and 2.63 at end-line, "if a woman chooses her husband, it is okay if he doesn't pay bride price" with and average score of 1.76 at the baseline and 1.93 and the end-line, and *"men are always ready for sex"* with an average crore of 1.80 at the baseline compared to 1.90 at the end-line. General gender norms scores on a scale of 1 to 3 for baseline and end-line are presented in Table 5.

Table 5: Comparison of General Gender Norms at Baseline and End-line

General Gender Norms	Baseline Score			End-line Score			Difference
	Male	Female	Mean	Male	Female	Mean	
It is okay to get married before the age of 18	2.91	2.92	2.92	2.94	2.89	2.92	0.00
It is okay if a woman does not choose her husband	2.26	2.58	2.42	2.66	2.60	2.63	0.21
It is okay to marry a woman without paying bride price (dowry).	1.36	1.30	1.33	1.58	1.52	1.55	0.22
If a woman chooses her husband, it is okay if he doesn't pay bride price	1.75	1.76	1.76	2.02	1.83	1.93	0.17
A woman must try to earn as much bride wealth as she can for her family	1.73	1.93	1.83	1.98	1.80	1.89	0.06
Men have more than one wife or lover because it is in their nature to do so	1.80	2.25	2.03	2.34	1.87	2.11	0.08
Men are always ready to have sex	1.79	1.81	1.80	1.82	1.97	1.90	0.10
A woman who carries a condom on her is easy	1.83	2.24	2.04	1.92	2.28	2.10	0.06
A woman who has sex before marriage does not deserve respect	1.68	1.88	1.78	1.72	1.96	1.84	0.06

Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

It is worth noting that there were some outstanding gender differences in opinion among the male and female students mainly with regards to if a woman chooses her husband, it is okay if he doesn't pay bride price where more males agreed with the statement than females compared to the baseline where the males and females were in consensus on that norm. Similarly, more male students were of the opinion that it is okay to marry a woman without paying bride price than female students at the end-line compared to the baseline where both male and female students had consensus opinion on the norm. Likewise more males than females still believed that a woman who has sex before marriage does not deserve respect and the end-line which is consistent with the baseline findings, both males and females did not agree to the statement that it is okay if a woman does not choose her husband and the end-line compared to the baseline where more females than males did not like the idea. Overall, there was an increase in knowledge, change in attitude and practices of the students on general gender norms at the end-line compared to the baseline. Figure 1 shows how the attitudes of males and females students differed with regard to general gender norms at the baseline compared to end-line.

Figure 1: Attitudes and perception of male and female students on general gender norms
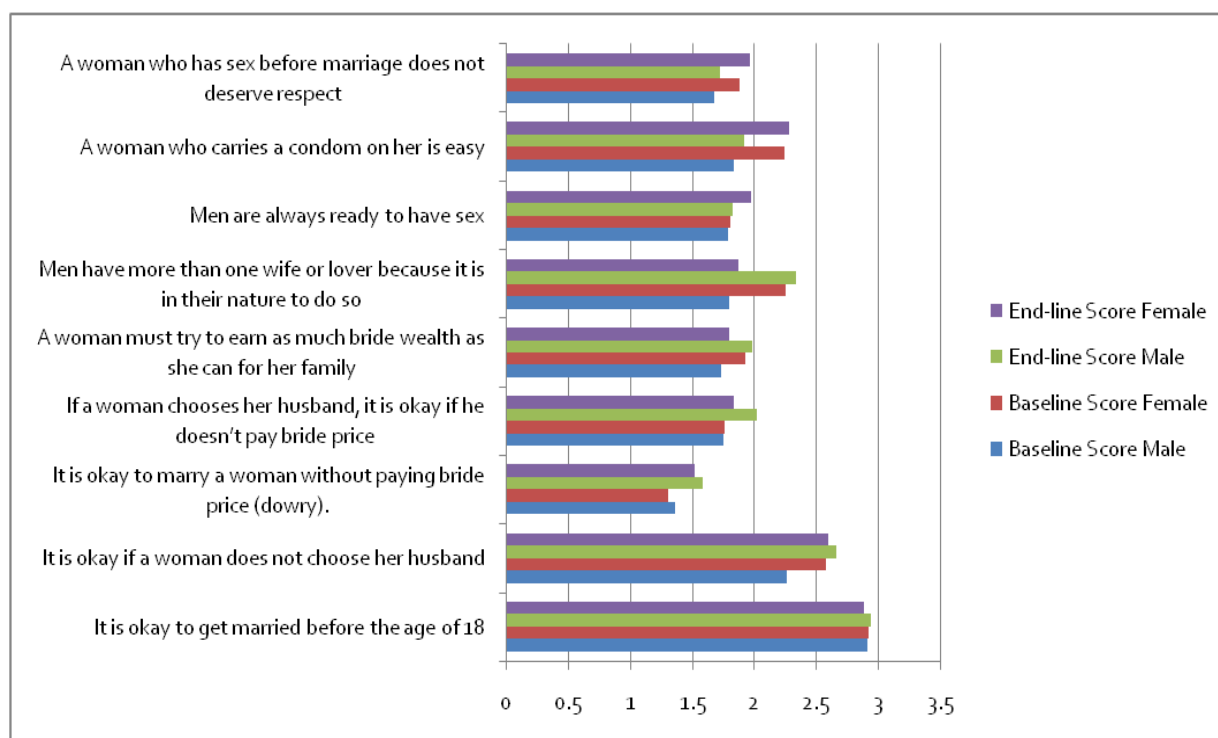
Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

Gender Equity Norms

There were significant changes in perception of the gender equity norms among the students at end-line compared to the base-line. For instance, the question of, *"in general, men are smarter than women"* had a mean score of 2.33 at the baseline compared to 2.56 at the end-line, *"men and women should have equal decision-making power in the government"* with an average score of 2.67 at baseline compared to the 2.82 at the end-line, *"women should own/inherit land and property the same as men"* with a an average score of 2.47 at the baseline compared to 2.59 at the end-line and *"a woman can do the same job as a man"* with a mean score of 2.41 at the baseline compared to 2.58 at the end-line. The lowest average score in gender equity norms at baseline for both males and females was the question of *"in general men are smarter than women"* at 2.33 while the lowest average score for males and females at the end-line was "a woman can do the same job as a man" at 2.47. The comparison of gender equity norms on a scale of 1 to 3 at baseline and end-line are presented in Table 6 below.

Table 6: Scores for Gender Equity Norms both at the Baseline and End-line

Gender Equity Norms	Baseline Score			End-line Score			Difference
	Male	Female	Mean	Male	Female	Mean	
A woman can do the same job as a man	2.35	2.47	2.41	2.36	2.58	2.47	0.11
Women should own/inherit land and property the same as men.	2.33	2.60	2.47	2.42	2.76	2.59	0.12
In general, men are smarter than women.	2.05	2.61	2.33	2.38	2.74	2.56	0.23
Men and women should have equal decision-making power in the household.	2.65	2.66	2.66	2.74	2.76	2.75	0.09

Men and women should have equal decision-making power in the community.	2.65	2.58	2.62	2.72	2.67	2.70	0.08
Men and women should have equal decision-making power in the government.	2.68	2.66	2.67	2.84	2.80	2.82	0.15

Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

There were notable variations in opinion among male and female students; more females than males agreed with these statements both at baseline and end-line; that *"women should own/inherit land and property the same as men", "a woman can do the same job as a man", "in general men are smarter than women"*. However, male and female students, community and government representatives all tended to concur in opinion with regards to whether men and women should have equal decision-making power in the household, except that the scores were higher at the end-line. The project interventions made a positive change in students' knowledge, attitude and practice with regard to gender equity norms. Figure 2 presents the gender equality norms comparison at baseline and end-line.

Figure 2: Comparison of Students Perception of Gender Equality Norms at Baseline and End-line
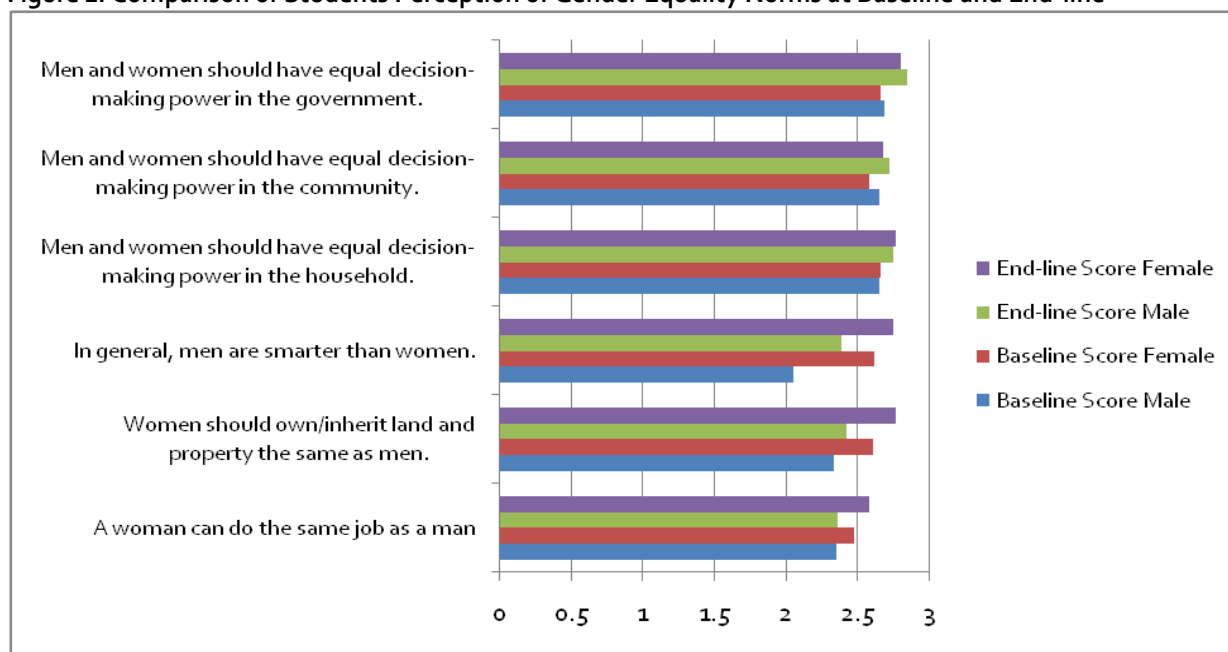
Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

Further, the survey findings on gender norms among male and female students were supported by the FGD with girls and boys contending that gender equity should be enhanced with regard to decision making and job opportunities at all levels since men and women can perform different tasks equally as summarized by the quote below.

"…both men and women should be involved in decision making in the household and community at large…we have seen women doing the same jobs like men…the issue of men being better than women is a thing of the past…even here in school we have both male and female teachers and they teach the same subjects…in class we see competition with some girls performing better than boys…we are equal…" **FGD with both male and female students**

Students Perception on School Norms

Overall, there was increased knowledge of school norms among the students in all the elements from the baseline and end-line results. The highest component demonstrating increase in knowledge for both male and female students was in *"children have the right to disagree with teachers"* with a baseline score of 1.76 for males and 2.24 for females compared to 2.56 for males and 2.61 for females at the end-line. This clearly shows the impact of the project on the students' knowledge, attitude and behaviour with regard to school norms. The comparison of students' knowledge of school norms at baseline and end-line is presented in Table 7.

Table 7: Comparison of Baseline ad End-line findings on School Norms

School Norms	Baseline Score			End-line Score			Difference
	Male	Female	Mean	Male	Female	Mean	
Children have a right to education	2.93	2.88	2.91	2.96	2.89	2.93	0.02
Children have the right to express their ideas and thoughts in the classroom.	2.80	2.86	2.83	2.98	2.96	2.97	0.14
Children have the right to disagree with teachers.	1.76	2.24	2.00	2.56	2.65	2.61	0.61
It is important for girls to be educated.	2.78	2.85	2.82	2.92	2.94	2.93	0.11
Girls and boys should be educated equally.	2.78	2.79	2.79	2.88	2.96	2.92	0.13
It is more important for a boy to be educated than a girl if there are limited resources to pay school fees.	2.08	2.71	2.42	2.58	2.94	2.76	0.34
Female teachers are as good as male teachers.	2.35	2.76	2.56	2.82	2.91	2.87	0.31
It is okay for a teacher to have sexual relations with a student.	2.81	2.82	2.82	2.94	2.96	2.95	0.13
Girls should return to school after having a baby.	2.46	2.61	2.54	2.70	2.80	2.75	0.21
Children have the right to say no to a teacher who wants to touch their thighs, breasts, buttocks or private parts.	2.54	2.62	2.58	3.00	3.00	3.00	0.42
If a teacher in a school hears about a case of sexual violence against a student, they have a responsibility to report it to police.	2.67	2.82	2.75	2.88	2.91	2.90	0.15
If a student in a school hears about a case of sexual violence against another student, they have a responsibility to tell a parent, or teacher.	2.88	2.91	2.90	2.92	2.96	2.94	0.04

Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

It is worth noting that both male and female students were in agreement with most of the school norms but minimally differed in a few of them as presented in Figure 3.

Figure 3: Perception of Students on School Norms at Baseline and End-line
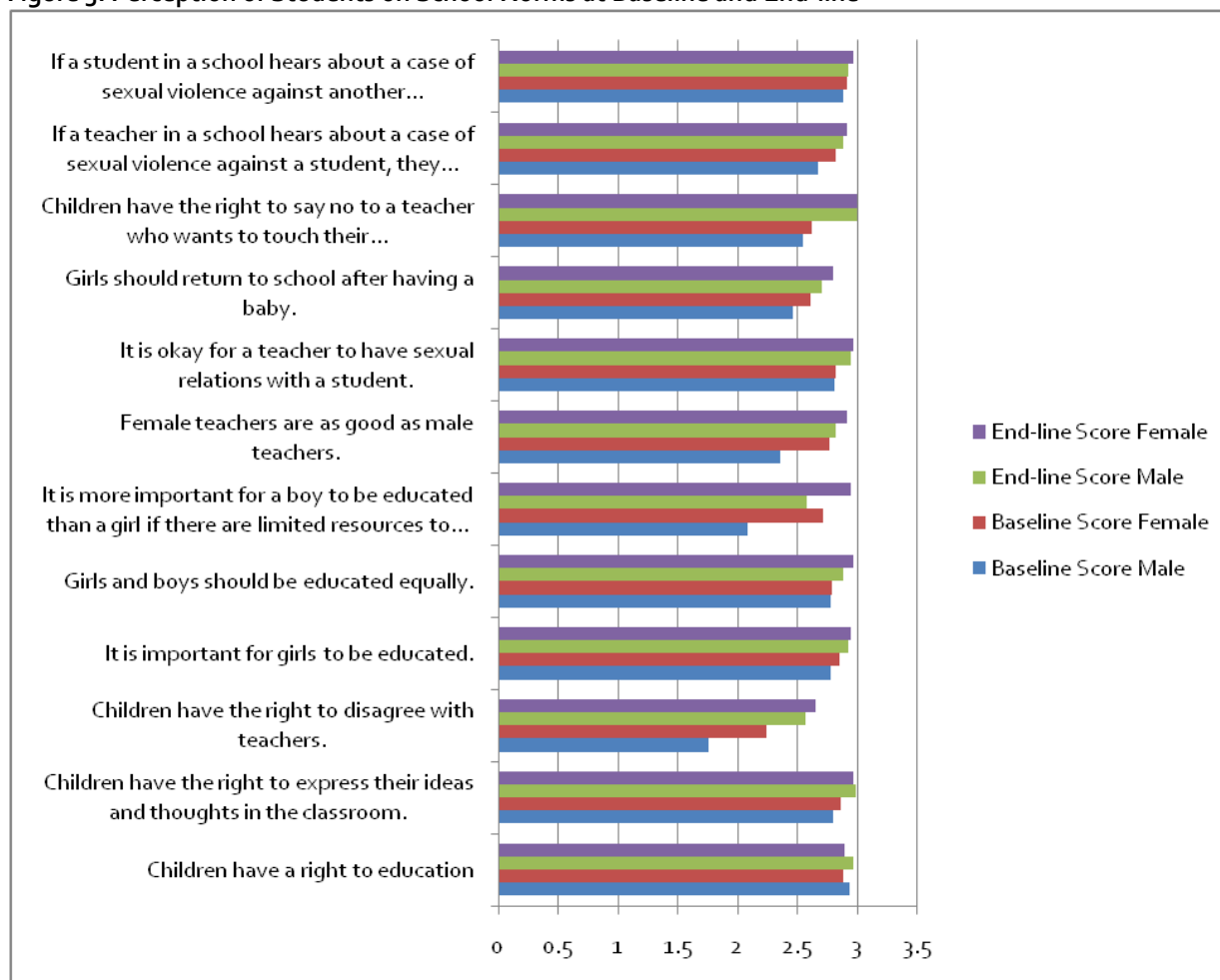
Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

The findings on the school norms at the end-line were similar to those at the baseline with both genders contending that "*children have a right to education*" and that "*if a student in a school hears about a case of sexual violence against another student, they have a responsibility to tell a parent, or teacher*"; except for the statement that "*children have a right to disagree with teachers*" where they both scored high at the end-line compared to the to the baseline. The attribution of increase in knowledge of school norms among the students to the project intervention as was affirmed by the findings from FGDs with the students and KIIs with the club representatives.

> "*...through the engagement with the project...we now understand our rights...we even know our rights when dealing with teachers...initially, we feared and took it that the teacher was always right...it is good...now we know that we can differ with a teacher depending on the context...like if a teacher wants to abuse my right, I can say no..., and if he continues I can report to the head teacher or my parent...*" **FGD with Students and KII with a club representative**

Gender Violence Norms

Overall, there was increased knowledge of the students on the violence domain for both males and females at the end-line compared with the baseline. The highest increase in knowledge was reported with the elements "it is possible to rape/commit sexual violence against a man" with a mean score of

1.66 (males 1.75 and females 1.56) at the baseline compared to a mean score of 2.60 (males 2.72 and females 2.48) at the end-line; *"forcing your wife to have sex is rape"* with a mean score of 1.98 (males 2.05 and females 1.90) at the baseline compared to a mean score of 2.70 (males 2.74 and 2.65) at the end-line; *"a wife can never refuse to have sex with her husband"* with a mean score of 1.96 (males 1.68 and females 2.23) at the baseline to a mean score of 2.63 (males 2.58 and females 2.67) at the end-line; and *"a woman should tolerate violence to keep her family together"* with a mean score of 1.63 (males 1.52 and females 1.74) at the baseline compared to a mean score of 2.29 (males 2.12 and females 2.45) at the end-line. The highest score at the baseline for both gender (males 2.73 and female 2.74) was for the element *"sometimes it is ok to use force to have sex"* while the highest scores for males and females was different at the end-line with males at 2.84 *"sometimes it is ok to use force to have sex"* and females at 2.94 "there are times when a woman deserves to be beaten". The comparison of students' knowledge, attitude and behaviour on gender norms at baseline and end-line is presented in Table 8.

Table 8: Comparison of Students knowledge on Violence Norms at Baseline and End-line

Violence Norms	Baseline Score			End-line Score			Difference
	Male	Female	Mean	Male	Female	Mean	
There are times when a woman deserves to be beaten	1.95	2.58	2.27	2.36	2.94	2.65	0.38
A woman should tolerate violence to keep her family together	1.52	1.74	1.63	2.12	2.45	2.29	0.66
Sometimes it is okay to use force to have sex	2.73	2.74	2.74	2.84	2.89	2.87	0.13
A man using violence against his wife is a private matter that should not be discussed outside the couple	1.99	2.29	2.14	2.54	2.85	2.70	0.56
A wife can never refuse to have sex with her husband	1.68	2.23	1.96	2.58	2.67	2.63	0.67
If a woman is dressed in revealing clothing, she deserves to be subjected to sexual violence	2.43	2.44	2.44	2.82	2.89	2.86	0.42
Forcing your wife to have sex is rape	2.05	1.90	1.98	2.74	2.65	2.70	0.72
It is possible to rape/commit sexual violence against a man	1.75	1.56	1.66	2.72	2.48	2.60	0.94
There are some situations where someone who commits rape should not be punished	2.07	2.19	2.13	2.54	2.72	2.63	0.50

Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

The evaluation sought clarification through FGDs with students on different violence norms to affirm the survey findings with students echoing the sentiments that sometimes there are issues which have to be reinforced leading to application of force, for instance when the woman is not taking good care of the children or when a women engages in extra marital relationships and that sometimes women have to tolerate violence to keep their family together in order not to be seen as a divorcee since the divorcees are not respected in the community.

*"...some women are careless...they don't take good care of children...and they don't listen when advised..., this may force the husband to beat them to take care of children...also when a woman is found having extra-marital engagement...the culture here is not favorable to women...when there is divorce it is the woman that is blamed...sometimes, this forces women to suffer quietly without reporting gender based violence...to stay with their families...divorcees are not respected in the community..., as well some women remain in abusive marriages because of their children..." **FGD with Beneficiary Students**

Further, it emerged from the FGDs that violence against women and girls is still high in the area while there are also cases of sexual violence against men and boys which are not given attention or discussed. The male students even gave some examples of instances where they had witnessed men being beaten by their wives and no action taken. The boys also echoed concerns with regard to arbitrary detention of youths by the government agencies like National Security Services (NSS), recruitment of the youths into armed groups and revenge killings mainly during conflicts which are sporadic. Both male and female students agreed that such violations occur in the community and should be addressed equally for both men and women.

> "…some women don't have respect for their husbands…or male partners…this morning I witnessed a woman beating her husband just outside the school fence here…people were just laughing and not supporting the man or stopping the wife from beating him…even me I have witnessed this in our neighborhood…the woman is fond of beating her drunkard husband …nobody intervenes…this is real here…boys are also targeted during conflicts mainly by the opponents and the government forces…they are recruited into armed groups…these issues need to be equally addressed… " **FGD with Beneficiary Students**

The positive change in knowledge at the end-line compared to the baseline were attributed to the project interventions as were highlighted from the FGDs with the students that the project had provided them with knowledge about SGBV and made them better understand their rights and limits. The knowledge and perception of students on gender violence norms at baseline and end-line is presented in Figure 4.

Figure 4: Knowledge and Perception of Students on Violence Norm at Baseline and End-line
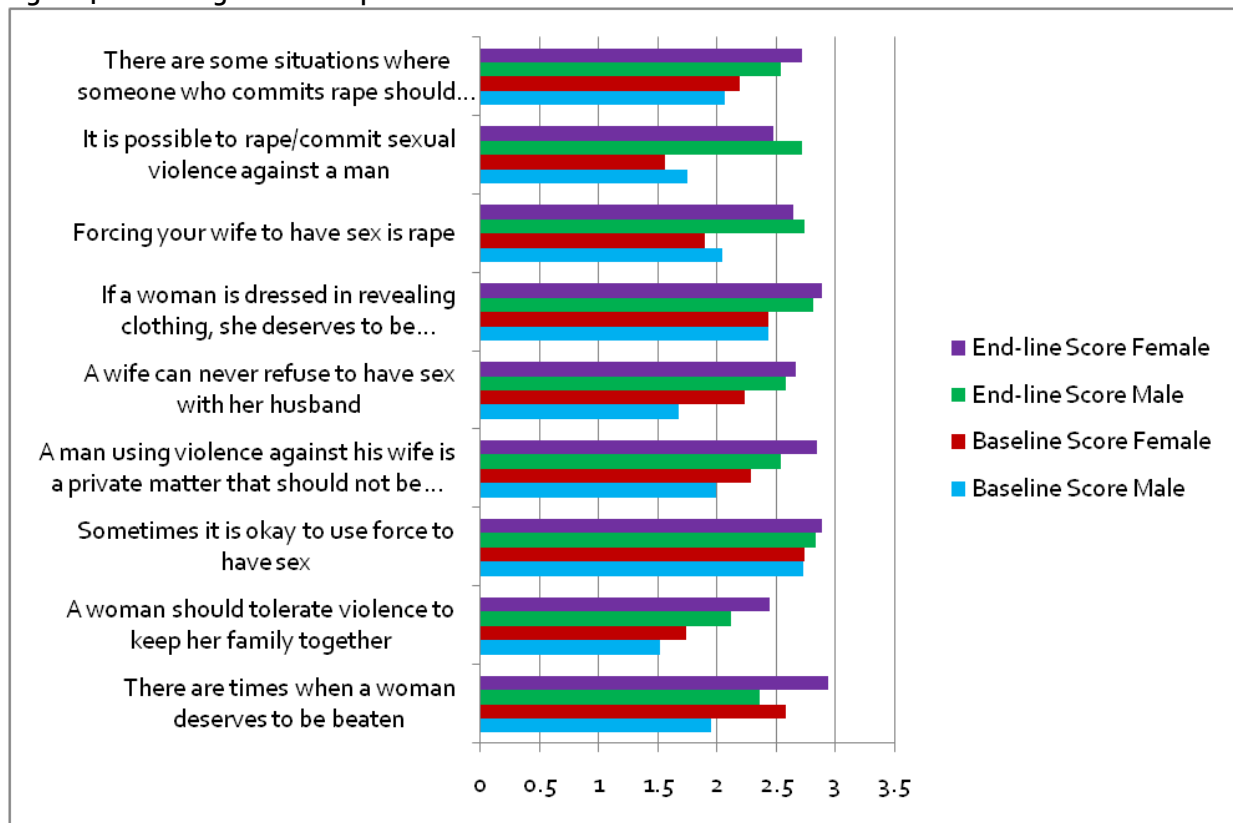
Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

Reporting of Sexual Abuse by Students

a. **Report of Sexual Abuse by Females Students Respondents**

Asked if they would report sexual abuse by different perpetrators, 97.8% of the female student respondents answered in the affirmative that they would report sexual violence by student, 98.5% would report sexual violence by teachers, 98.6% would report sexual violence by a stranger and 97.0% indicated that they would report sexual violence by armed group compared to 95.0%, 99.2%, 98.3% and 96.6% at the baseline respectively as presented in Table 9.

Table 1: Comparison of Baseline and End-line Reporting Violence by Female Students

	Baseline Values				End-line Values			
	Report of Sexual Violence by Student	Report of Sexual Violence by Teacher	Report of Sexual Violence by a Stranger	Report Sexual Violence by armed group	Report of Sexual Violence by Student	Report of Sexual Violence by Teacher	Report of Sexual Violence by a Stranger	Report Sexual Violence by armed group
Yes	113(95.0%)	117(99.2%)	117(98.3%)	115(96.6%)	135(97.8%)	132(98.5%)	132(98.6%)	131(97.0%)
Not Sure	3(2.5%)	0(0.0%)	0(0.0%)	0(0.0%)	1(0.7%)	1(0.7%)	1(0.7%)	2(1.5%)
No	3(2.5%)	1(0.8%)	1(1.7%)	4(3.4%)	2(1.5%)	1(0.7%)	1(0.7%)	2(1.5%

Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

There was not much difference in reporting sexual violence among the female students at the end-line compared to the baseline except for the 2.5% uncertainty to report sexual violence by student at the baseline and 0.7% at the end-line. Notably, there was no uncertainty for female students to report sexual violence by teachers, stranger and armed group at the baseline while at the end-line there was 0.7%, 0.7% and 1.5% uncertainty to report sexual violence by teacher, stranger and armed group respectively as illustrated in Figure 5.

Figure 5: Baseline and End-line Comparison of Reporting of Sexual Abuse by Female Students
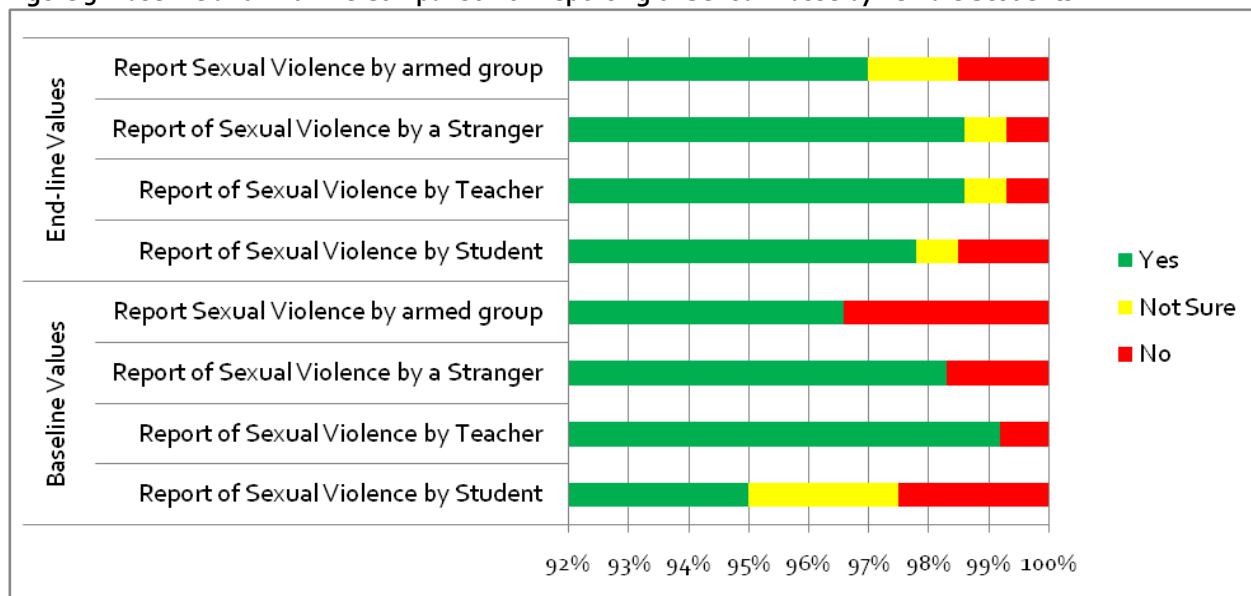
Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

Overall, there was increase in the number of female students who indicated that they would report sexual violence regardless of the perpetrators compared to the baseline and this was attributed to the project interventions.

The findings were supported by FGDs with students which yielded that sexual issues were very culturally sensitive and not easily talked about in the community and that there were issues of stigmatization if one reports them notwithstanding the fact that one may report and when the action is not taken then it may put the life of the survivor in danger as the perpetrators are always influential people in the society for example teachers, stranger and armed groups. It also emerged that sometimes if it is reported to the parents it may turn against the survivor as they may not be trusted that it was violence against them but that it is a bad behaviour they are developing.

> "...here it is rare to get people talk freely about sexual issues...culturally it is not appropriate to discuss or talk about sex...the parents at times may also disagree with you that you are the one who play with the boys or that you have started bard behaviour...some of the perpetrator may threaten your life and even follow you if you report and no action is taken...the armed groups are very bad and they can even kill you...thanks to the project which has made us aware of these issues...our rights...it doesn't happen here in our school but what of if it happens...you can report the teacher and he will hate you and even mistreat you..." **FGD with Beneficiary Students**

b. Report of sexual abuse by Male Students Respondents

When asked if they would report sexual violence by different perpetrators, 86.7% of the male student respondents answered in the affirmative that they would report sexual violence by student, 92.7% would report sexual violence by teacher, 88.5% would report sexual violence by a stranger while 89.1% indicated that they would report sexual violence by armed group at the end-line compared to 83.9%, 91.9%, 86.2% and 87.4% at the baseline respectively as presented in Table 10.

Table 2: Comparison of Baseline and End-line Reporting Violence by Male Students

	Baseline Values				End-line Values			
	Report of Sexual Violence by Student	Report of Sexual Violence by Teacher	Report of Sexual Violence by a Stranger	Report Sexual Violence by armed group	Report of Sexual Violence by Student	Report of Sexual Violence by Teacher	Report of Sexual Violence by a Stranger	Report Sexual Violence by armed group
Yes	146((83.9%)	159(91.9%)	150(86.2%)	152(87.4%)	130(86.7%)	139(92.7%)	100(88.5%)	98 (89.1%)
Not Sure	17(9.8%)	10(5.9%)	11(6.3%)	15(8.6%)	9(6.0%)	5(3.3%)	7(6.2%)	5(4.5%)
No	11(6.3%)	4(2.3%)	13(7.5%)	7(4.02%)	11(7.3%)	6(4.0%)	6(5.3%)	7(6.4%)

Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

It is worth noting that there were 6.0% male students who were uncertain as to whether they would report sexual violence by student, 3.3% by teacher, 6.2% by stranger and 4.5% by armed group at the end-line compared to 9.8%, 5.9%, 6.3% and 8.6% at the baseline respectively as presented in Table 10 and Figure 6.

Figure 6: Comparison of Reporting Sexual Abuse by Male Students at Baseline and End-line
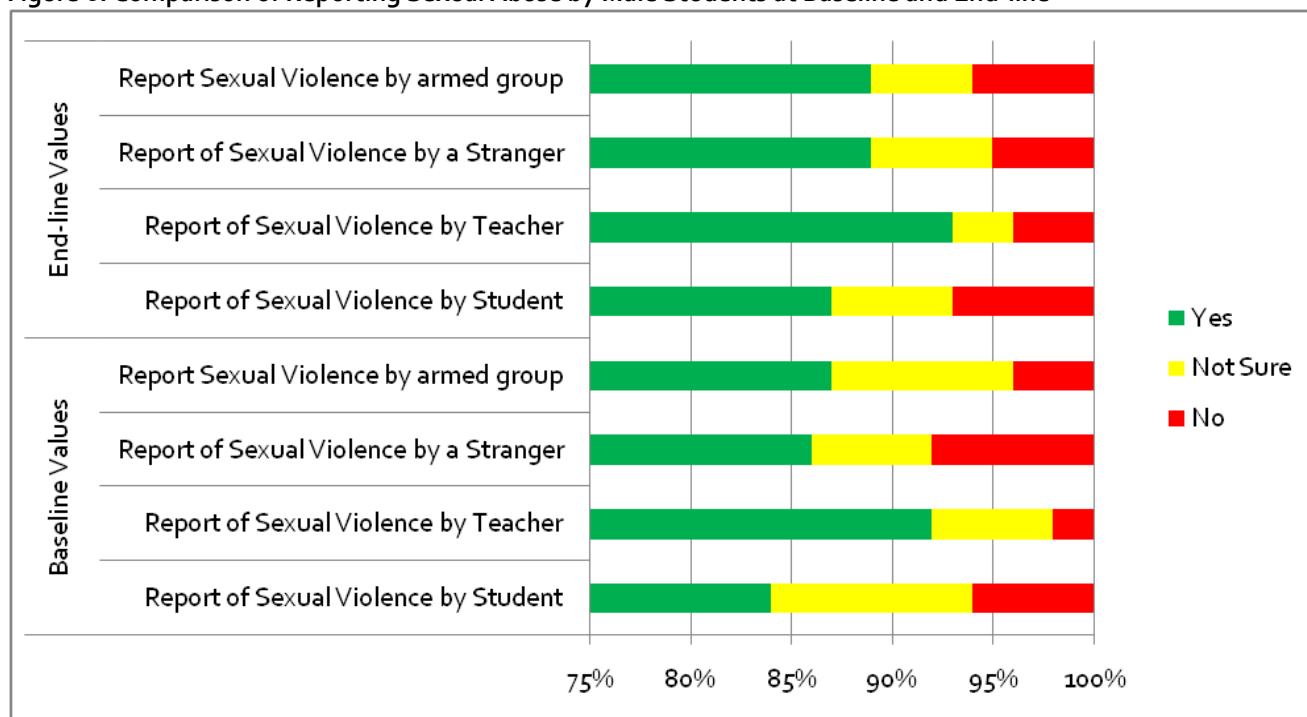
Source: EVAWG Final Evaluation Data, December, 2021

Overall, female students were more likely to report any form of sexual abuse than their male counterparts regardless of the perpetrator as presented in Figures 5 and 6. There was change attitude among the students towards reporting sexual violence at the end-line results compared to the baseline as was affirmed by the FGDs with the students. The male students advanced an argument that the issue of sexual abuse had been treated in a biased manner with a perceived conviction that it is always the female gender that are sexually abused by their male counterparts. This brought a heated discussion among the boys and girls with the boys arguing that sometimes it is the girls who approach the boys or women approaching the men when they need material things and they know that they can get them from specific individuals and once a third party knows about it then the girl or the woman would say that they were forced.

"...the issue of sexual abuse is sometimes difficult to report...in most cases it is taken that it is the males who are abusing the females sexually...but in some cases it is the girls who initiate the relationship in search of material gains...but once it is known by others the girl will say that she was forced...that is why sometimes we can be reluctant to report...sometimes a girl can approach a teacher so that she can be given good marks...so in such a case it is the girl initiating the relationship...when this is known...then it is the teacher to blame..." **FGD with Beneficiary Students**

Table 3: Baseline and End-line Summary of Male and Female Students on different Gender Domains

Domain	Baseline Score			End-line Score			Difference
	Male	Female	Mean	Male	Female	Mean	
Gender Norms	1.91	2.07	1.99	2.11	2.08	2.10	0.11
Gender Equality	2.45	2.60	2.53	2.58	2.72	2.65	0.13
School Related Norms	2.57	2.74	2.66	2.85	2.91	2.88	0.22
Violence Norms	1.96	2.18	2.07	2.58	2.73	2.66	0.59
Knowledge of SGBV	1.06	0.91	0.99	1.78	1.84	1.81	0.82

| Reporting Index | 1.79 | 1.96 | 1.88 | 1.96 | 1.98 | 1.97 | 0.09 |

5.2.2 Knowledge, Attitudes and Practices of SGBV among the Teachers

Knowledge and Perception of General Gender Norms among the Teachers
Overall, teachers' scores were above average on knowledge and perception of general gender norms, however there were no baseline data to compare with the end-line. There were some variations on the knowledge and perception of general gender norms between the male and female teachers with the highest score for both being for the component "it is okay to get married before the age of 18" with the females at 3.00/3.00 and males at 2.83/3.00. The lowest scores for female teachers was 1.80/3.00 each for the elements "It is okay if a woman does not choose her husband", "men are always ready to have sex" and "a woman who carries a condom on her is easy" while the lowest score for male teachers was 1.67/3.00 each for the elements "a woman must try to earn as much bride wealth as she can for her family" and "men are always ready to have sex" as illustrated in Figure 7.[3]

Figure 7: Knowledge and Perception of Male and Female Teachers on General Gender Norms
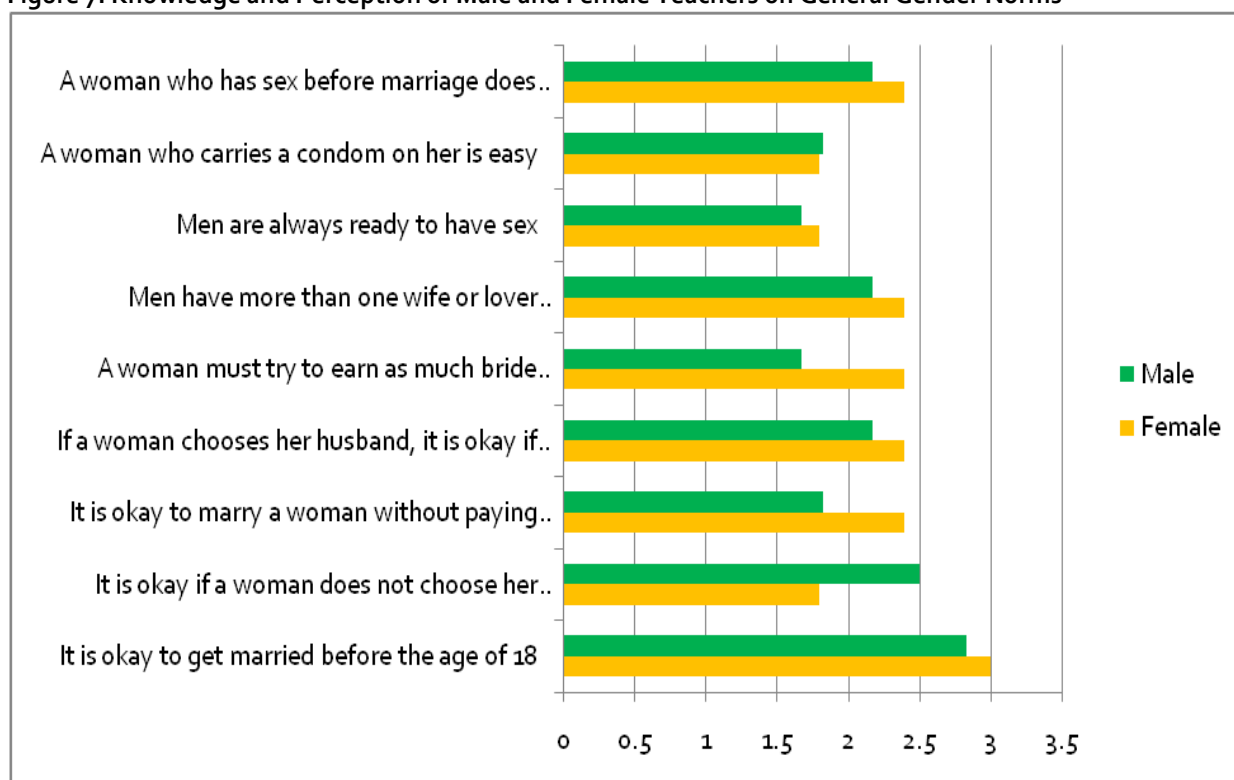
Knowledge and Perception of Gender Equity Norms among the Teachers

Overall, the female teachers scored all (3.00/3.00) in four out of the five components of gender equity norms except for "in general, men are smarter than women" with a score of 2.40/3.00, whereas the highest score for male teachers was 2.83/3.00 for "women should own/inherit land and property the same as men" and the lowest was 2.00/3.00 for "in general, men are smarter than women". The knowledge and perception of male and female teachers on gender equity norms are presented in Figure 8.

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[3] The baseline does not address the KAP of the teachers

Figure 8: Knowledge and Perception of Male and Female Teachers on Gender Equity Norms
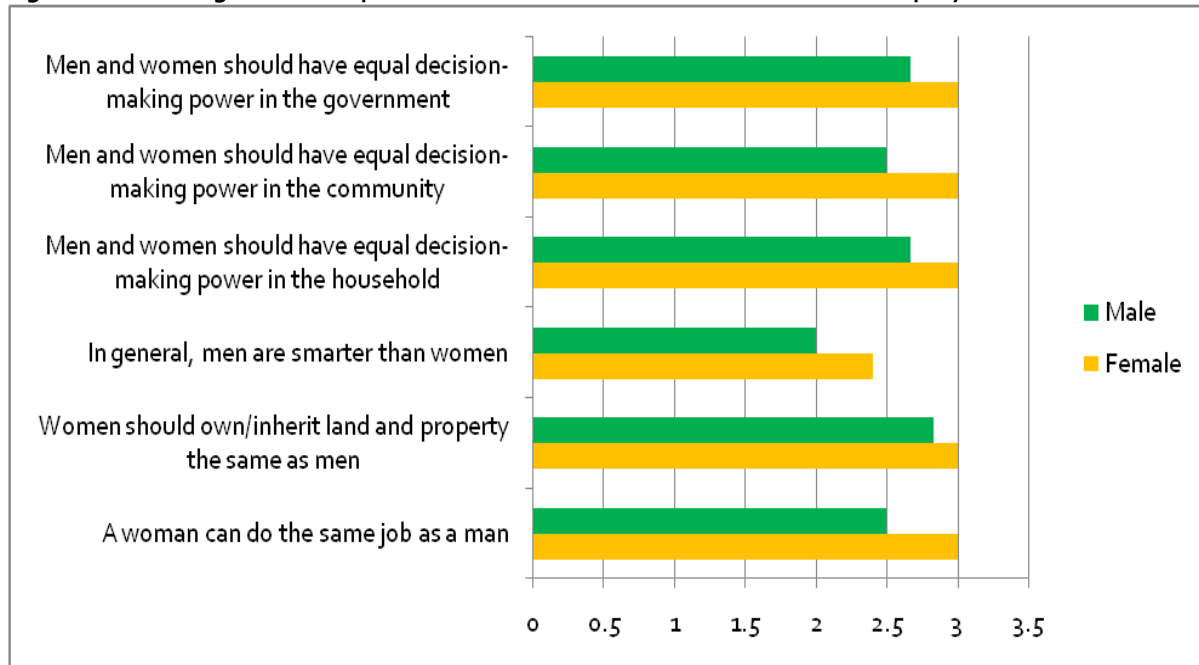
Source: EVAWG Final Evaluation Data, December, 2021

Knowledge and Perception of School Norms among the Teachers

Although the male and female teachers were in agreement in 4 out of the 12 elements of school norms with a score of 3.00/3.00, there were variations in some of the components with the lowest score for both male (1.33/3.00) and female (1.20/3.00) teachers for the element "children have the right to disagree with teachers". Overall, the female teachers were more knowledgeable of the school norms scoring all (3.00/3.00) in 8 out of the 12 components compared to their male counterparts who scored 3.00/3.00 in 5 out of the 12 components. The knowledge and perception of male and female teachers are presented in Figure 9.

Figure 9: Knowledge and Perception of Mae and Female Teachers of School Norms
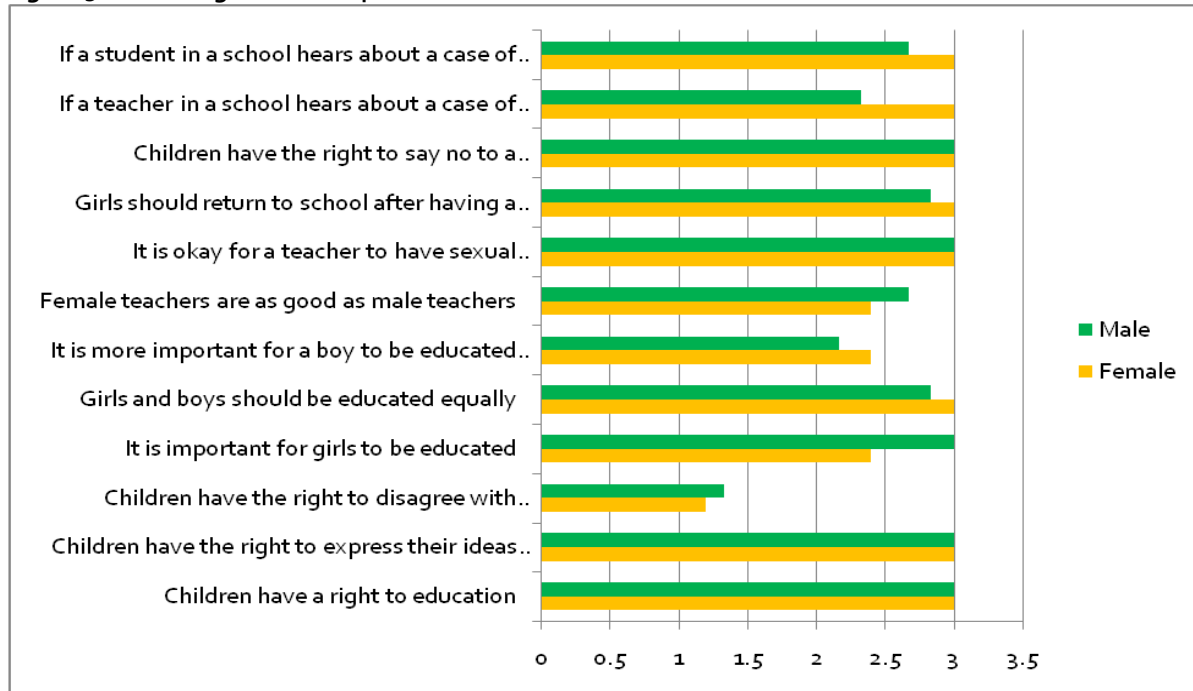
Source: EVAWG Final Evaluation Data, December, 2021

Knowledge and Perception of Violence Norms among the Teachers[4]

There were notable variations in knowledge and perception of male and female teachers on violence norms with the highest score for both being female (3.00/300) and male (2.83) for "Sometimes it is okay to use force to have sex" while the lowest score was recorded on "It is possible to rape/commit sexual violence against a man" with 0.6/3.00 for females and 1.5/3.00 for males. It is worth noting that the female teachers still do not believe that it is possible to rape/commit sexual violence against a man. Overall, the female teachers were more knowledgeable on violence norms than their male counterparts. Figure 10 illustrates the Knowledge and perception of male and female teachers on violence norms.

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[4] There is no baseline for teachers to compare with the end-line.

Figure 10: Knowledge and Perception of Male ad Female Teachers on Violence Norms
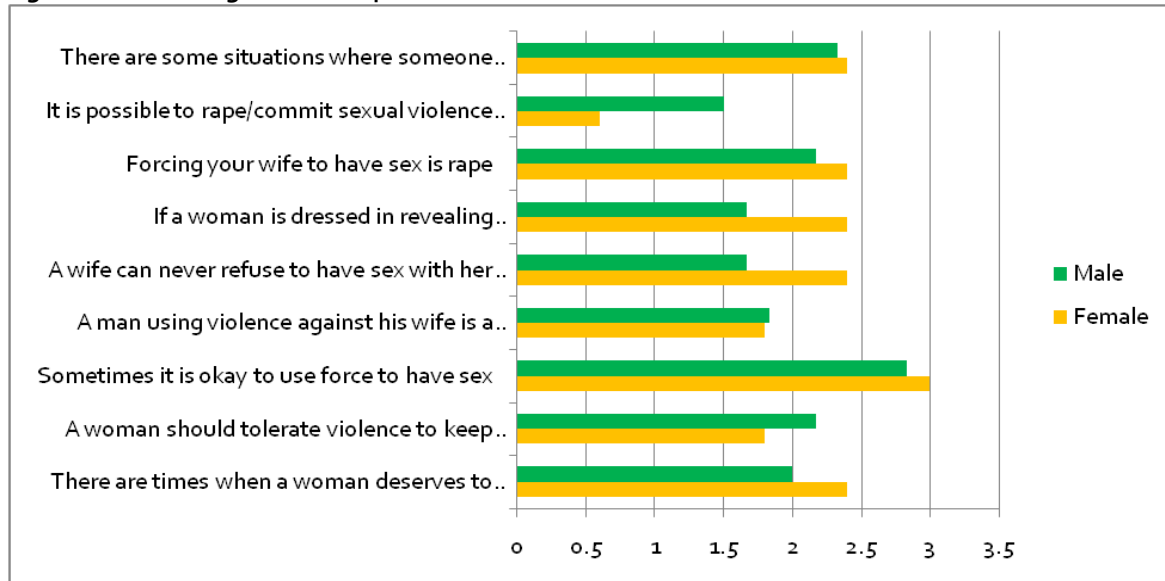
Source: EVAWG Final Evaluation Data, December, 2021

Knowledge of SGBV among the Teachers

The male and female teachers had varied knowledge of SGBV across all the 9 components considered with the female teachers exuding higher knowledge than their male counterparts. On a GEM scale of 0-2, the females scored all (2.00/2.00) in 7 out of the 9 components with the lowest score being 1.20/2.00 "can you describe what SGBV means?" The male teachers scored 2.00/2.00 in 2 out of the 9 components and scored above average in all the other 7 components with the lowest score being 1.67/2.00 "Have you received any training, or participated in activities, for instance, with NGOs, or Ministries that address SGBV?" The Knowledge of SGBV among the male and female teachers is presented in Figure 11.

Figure 11: Scores for Knowledge of SGBV among Teachers
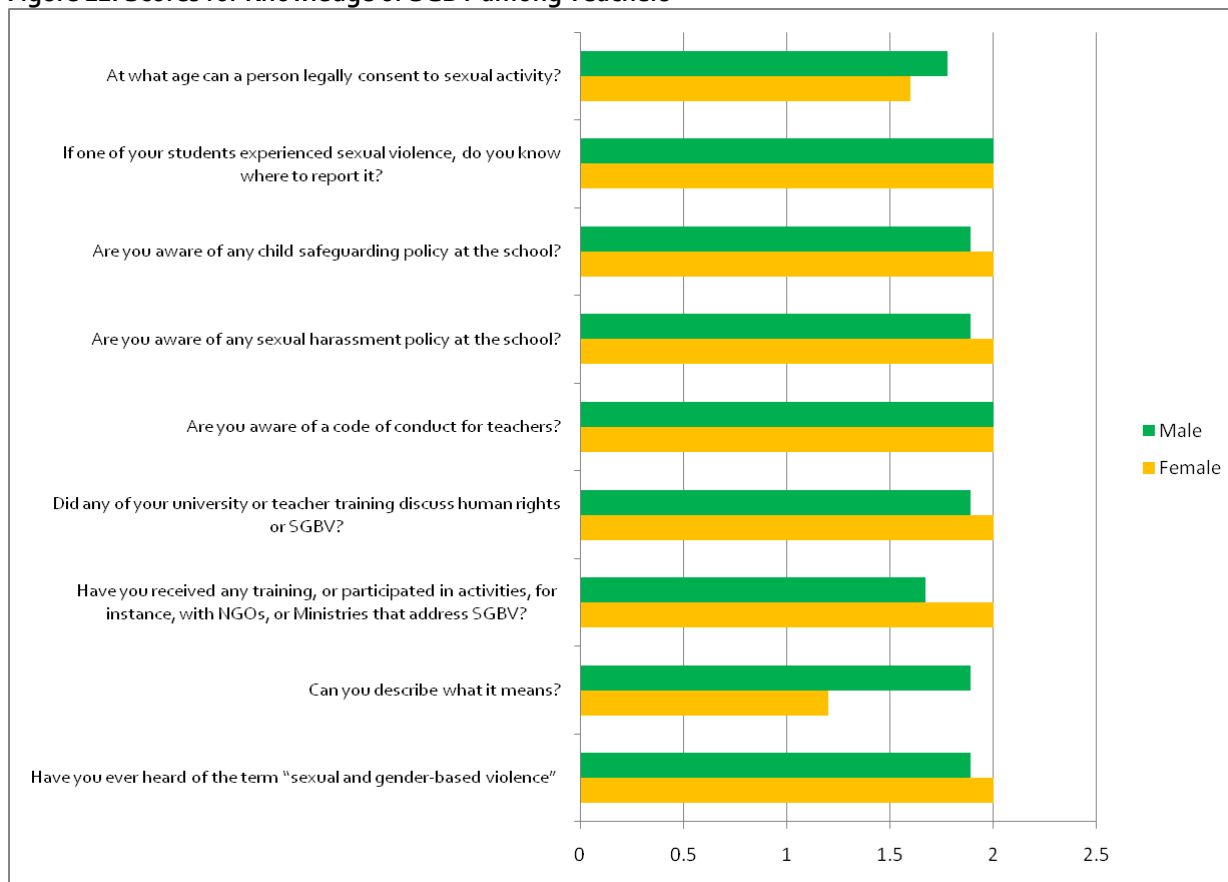
Source: EVAWG Final Evaluation Data, December, 2021

The implication with a score of 1.20 for females and 1.89 for males when the teachers were asked to describe the term "SGBV", is that some teachers were not able to describe the term even though they were knowledgeable about the other components. This finding is also supported by the results from qualitative interviews with the Director General, State Ministry of Education, Science and Technology that more teachers needed to be trained since there were some teachers who had not been trained on the Gender curriculum while they are implementing it. It also emerged from the discussion with the DG MoEST and the head teachers that some of the teachers who had been trained on the Gender Curriculum had left the schools and therefore need for training more teachers.

"...the typo errors in the curriculum need to be corrected...what is more important is that...more teachers need to be trained...some teachers who are implementing the curriculum are not qualified and need training...some trained teachers left..." KII with DG, MoEST

Reporting of Sexual Violence by Male and Female Teachers

Although the male and female teachers were in agreement in reporting various forms of sexual violence, there were some variations with regard to reporting physical violence by spouse. Specifically, there was a 20% and 16% uncertainty as to whether they would report physical violence by spouse among the female and male teachers respectively while 17% of the male teachers reported that they would not report physical violence by a spouse. It is worth noting that 6% of the male teachers were

also uncertain as to whether they would report sexual violence against a student by another student. Reporting of sexual violence by male and female teachers is presented in Figure 12.

Figure 12: Reporting Sexual Violence by Male and Female Teachers
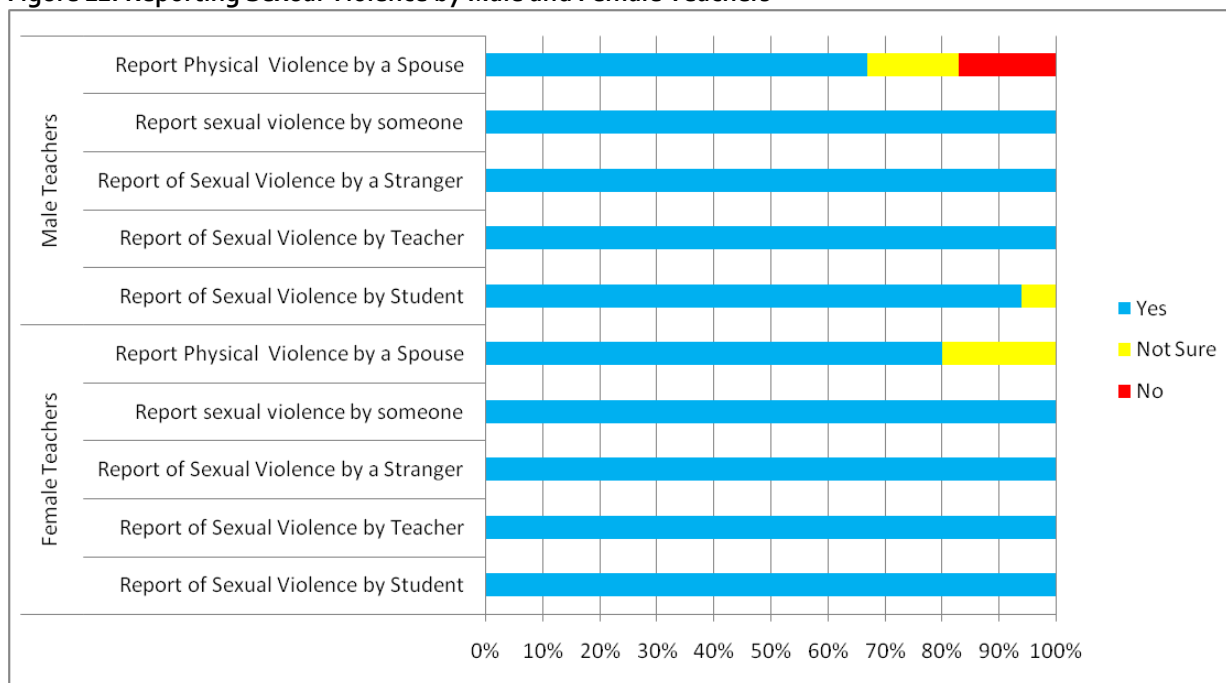
5.2.3 Knowledge, Attitudes and Practices of Sexual and Gender Based Violence among the Male Mentors

Demographic Characteristics o the Male Mentors
The evaluation only managed to interview 12 male mentors whose demographic characteristics, knowledge, attitudes and practice around SGBV and social gender norms are summarized herein.

Majority, 8(66.7%) of the male mentors were aged between 26-35 years while the rest, 4(33.3%) were aged between 18-25 years. Similarly 8(66.7%) were married while 4(33.3%) had never been married, 6(50%) had attained College or university education, 58.3% were employed (salaried or wage earner) and 33.3% reported that they were professionals as presented in Table 9.

Table 9: Demographic Characteristics of the Male Mentors

Demographics	Frequency	Percentage %
Age Group of the Respondents		
Under 18 years	0	0.0%
18-25 years	4	33.3%
26-35 years	8	66.7%
Total	**12**	**100%**
Marital Status		
Never Married	4	33.3%
Married	8	66.7%
Total	**12**	**100%**
Highest Education level Completed		

Primary	1	8.3%
Senior 4	5	41.7%
College or University	6	50.0%
Total	**12**	**100%**
Employment		
No income	3	25.0%
Self-employed	2	16.7%
Employed (salary or wage earner)	7	58.3%
Total	12	100%
Occupation		
House work	2	16.7%
Agriculture Livestock	2	16.7%
Service (selling services)	2	16.7
Professional (wage earner)	4	33.3%
Student	2	16.7%
Total	**12**	**100%**

Source: EVAWG Final Evaluation Data, December, 2021

The evaluation assessed male mentors' knowledge, attitude and practices on SGBV and social gender norms using Gender Equitable Men (GEM) Scale as summarized here below.

The end-line evaluation established that there were notable increase in knowledge, attitude and practice among the male mentors compared to the baseline. All (3.00/3.00) had heard of the term "sexual and gender-based violence" or SGBV, received any trainings, or participated in activities, for instance, with NGOs, or Ministries that address SGBV, and had training on human rights at the end-line compared to Scores of 2.92, 2.47 and 2.57 at the baseline respectively. The lowest score among the male mentors was on the element "Can a man legally have sex with a woman who is 16 years old?" with 1.07/3.00 at the baseline and 1.42/3.00 at the end-line. The comparison of male mentors knowledge on SGBV at the baseline and end-line is presented in Figure 13.

Figure 13: Male Mentors Knowledge of SGBV at Baseline and End-line
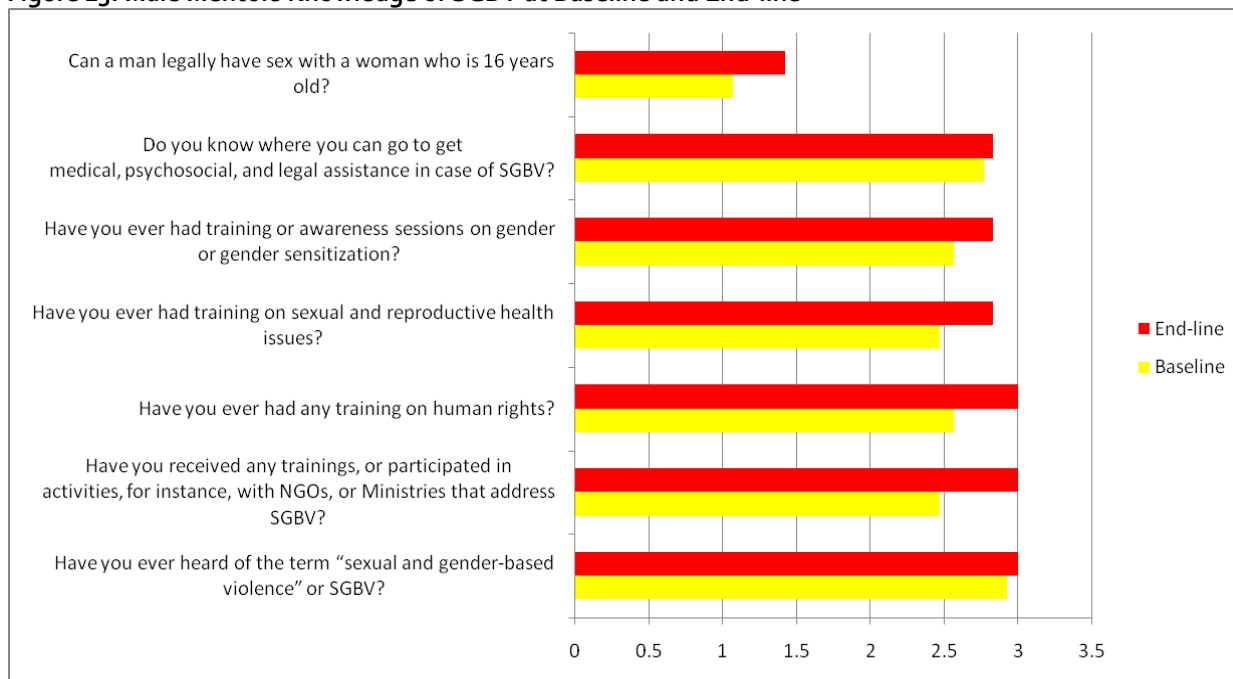
Knowledge of General Gender Norms among the Male Mentors

Overall, there was increase in knowledge of general gender norms across all the components among the male mentors at the end-line compared to the baseline. A notable change is that at the baseline male mentors reported that it is okay to get married before the age of 18 with a score of 1.27/3.00 while at the end-line all (100%) of the male mentors with a score of 3.00/3.00 were of the opinion that it is not okay to get married before the age of 18. The comparison of male mentors' knowledge and perception of general gender norms at the baseline and end-line is presented in Figure 14.

Figure 14: Male Mentors Knowledge of General Gender Norms at Baseline and End-line
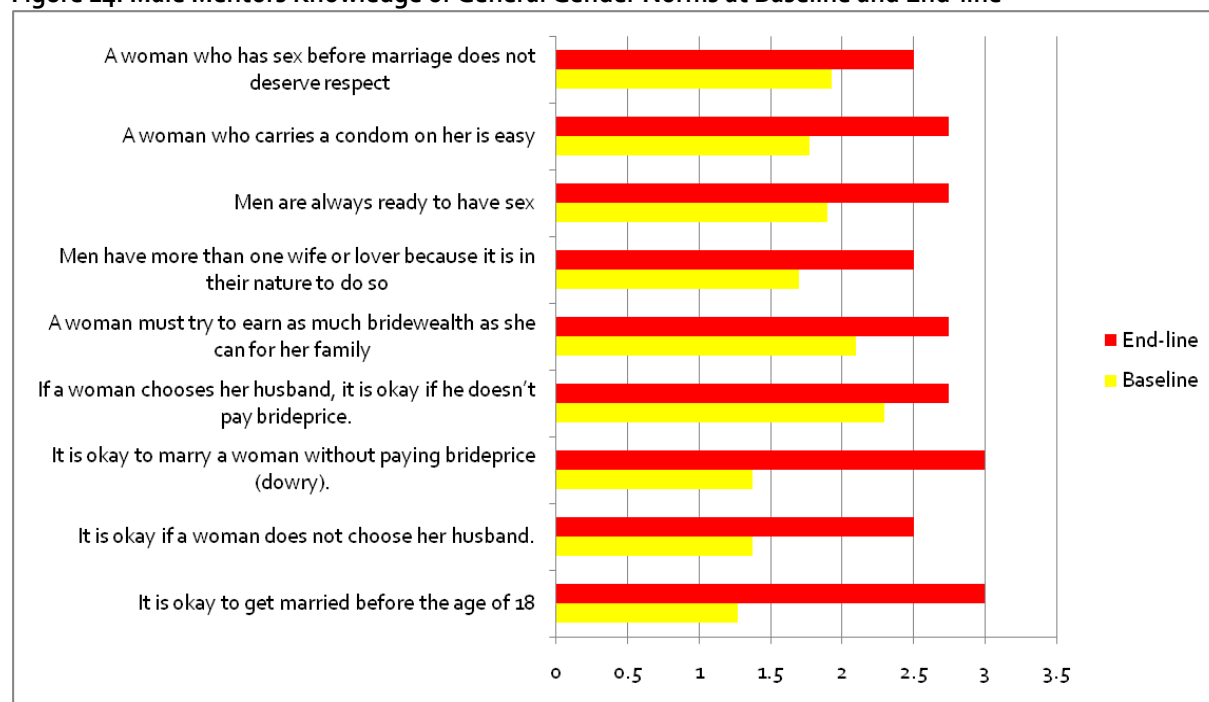
Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

Knowledge and Perception of Male Mentors o Gender Equity Norms

Overall, male mentors scored high on all the components of gender equitable GEM scale with a score of 3.00/3 .00 in 5 out of the 6 components of the gender equity norms at the end-line. There was increased knowledge of gender equity norms among the male mentor at the end-line compared to the baseline where they equally scored relatively high. A notable difference is where at the baseline male mentors scored 1.43/3.00 with regard to "in general men are smarter than women" compared to a score of 2.75/3.00 at the end-line. The male mentor knowledge and perception of gender equity norms at baseline and end-line is presented in Figure 15.

Figure 15: Gender Equity Scores for the Male Mentor at the Baseline and End-line
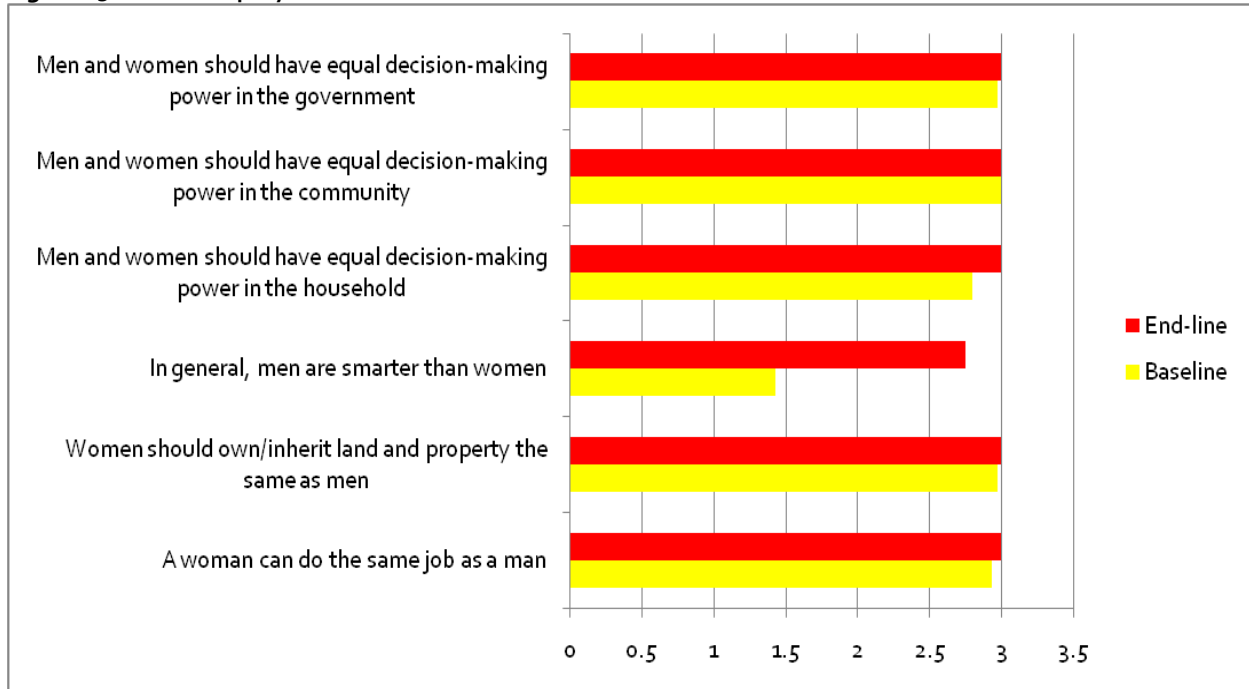
Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

Knowledge and Perception of the Male Mentors on Violence Related Norms

Overall, there was increased knowledge and change in perception across all the violence related norms among the male mentors at the end-line compared to the baseline. The male mentors scored relatively high on most of the aspects of violence norms at the end-line compared to the baseline with the lowest being, "sometimes it is okay to use force to have sex" (2.00/3.00) compared to the baseline score of 1.27/3.00 while the highest score was "forcing your wife to have sex is rape" at (3.00/3.00) at the end-line compared to 2.90/3.00 at the baseline as presented in Figure 16.

Figure 16: Violence Related Scores for Male Mentors
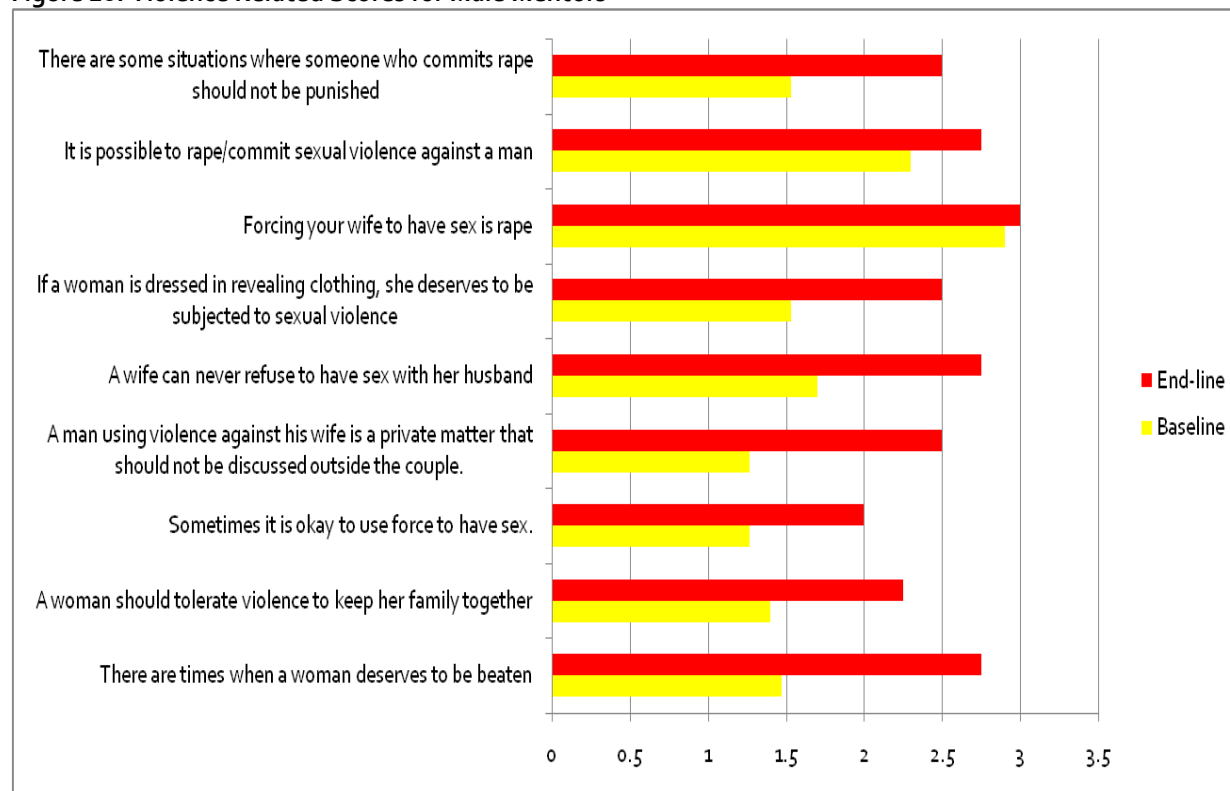
Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

5.2.4 Knowledge, Attitudes and Practices of SGBV among the Women's Groups

Demographic Characteristics of Women

The evaluation covered a total of 16 women who were randomly selected from the grassroots women groups in Wau and assessed their knowledge, attitude and practices on SGBV and gender norms. Majority, 8(50%) of the women were aged between 41-60 years, 9(56.3%) were married, 8(50%) had attained either College or university, 10(62.5%) were employed (salaried or wage earner) and 9(56.3%) reported that they were professionals as presented in Table 10.

Table 10: Demographic Characteristics of Women's Group

Demographics	Frequency	Percentage %
Age Group of the Respondents		
18-25 years	1	6.3%
25-40 years	7	43.8%
41-60 years	8	50.0%
Total	**16**	**100%**
Marital Status		
Never Married	7	43.8%
Married	9	56.3%
Total	**16**	**100%**
Highest Education level Completed		
Primary	4	25.0%
Senior 4	4	25.0%

College or University	8	50.0%
Total	**16**	**100%**
Employment		
No income	2	12.5%
Self-employed	4	25.0%
Employed (salary or wage earner)	10	62.5%
Total	16	100%
Occupation		
House work	4	25.0%
Trade (selling goods)	1	6.3%
Service (selling services)	2	12.5%
Professional (wage earner)	9	56.3%
Total	**16**	**100.0%**

Source: EVAWG Final Evaluation Data, December, 2021

Knowledge of Sexual and Gender Based Violence among the Women in Groups

Overall, the women respondents scored high on knowledge of SGBV across all the components at the end-line compared to the baseline with a very remarkable change being for the component "a man can legally have sex with a woman who is 16 years" with a score of (1.00/3.00) at the baseline compared to a score of 2.81/3.00 at the end-line. Both at the baseline and end-line all the women respondents reported to have heard of the term "sexual and gender-based violence" with a score of 3.00/3.00. The knowledge of SGBV among the male mentors at the baseline and end-line is presented in Figure 17.

Figure 17: Scores for Knowledge of SGBV among the Women's Group
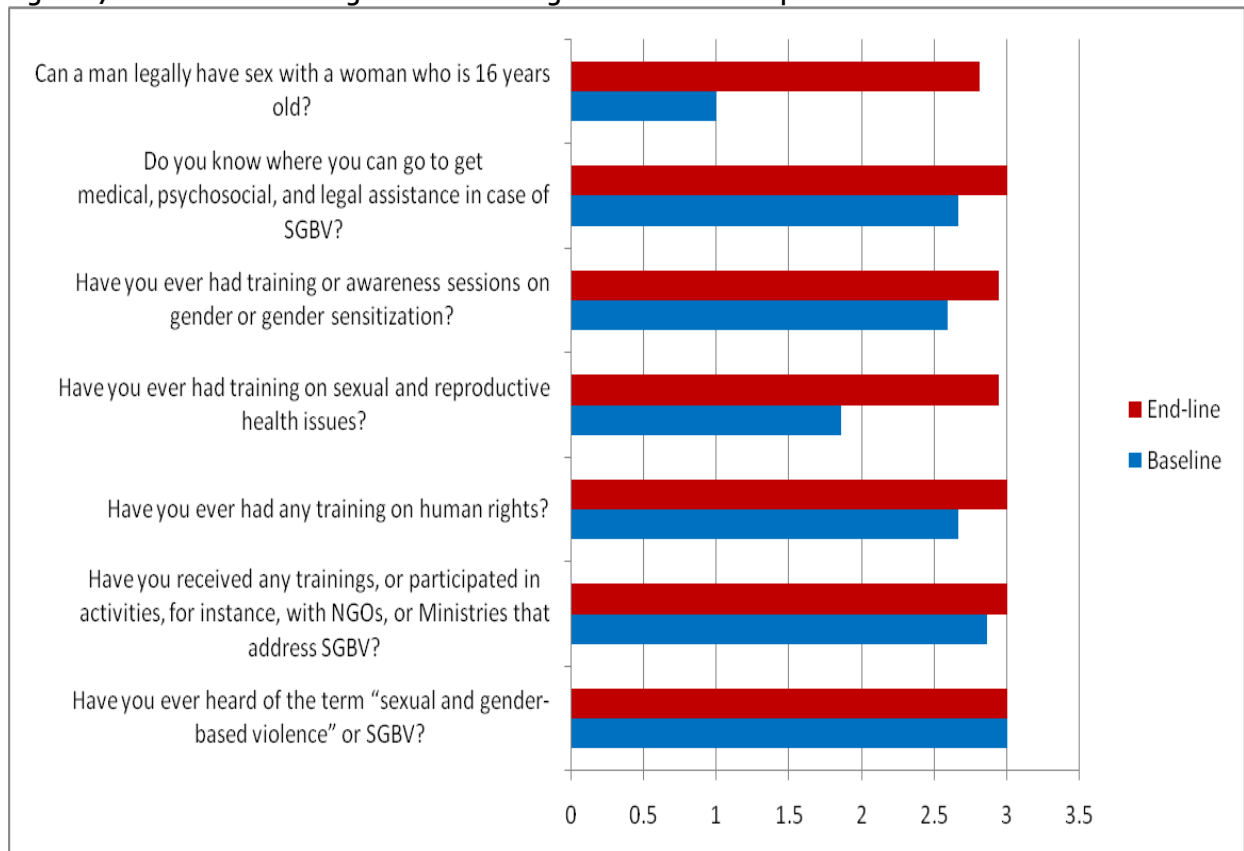
Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

Women's Influence and Control Score

The influence and control with regards to decision making power for the women on issues affecting their lives was somehow high at the personal level and reduced as it moved to the public with an overall increase comparing the baseline and end-line. All (100%) of the women with a score of 3.00/3.00, felt that they have the power to make important decisions that change the course of their lives at the end-line compared to a score of 2.86/3.00 at the baseline. Similarly, the women scored high on control and making decisions that affect their everyday activities and making the village a better place to live at the end-line compared to the baseline. This shows the impact of the project on women's influence and control in decision making that affect their lives and the general community. The Women's influence and control of the decision making power on issues affecting their lives at the baseline and end-line is presented in Figure 18.

Figure 18: Women's Influence and Control Score at the Baseline and End-line
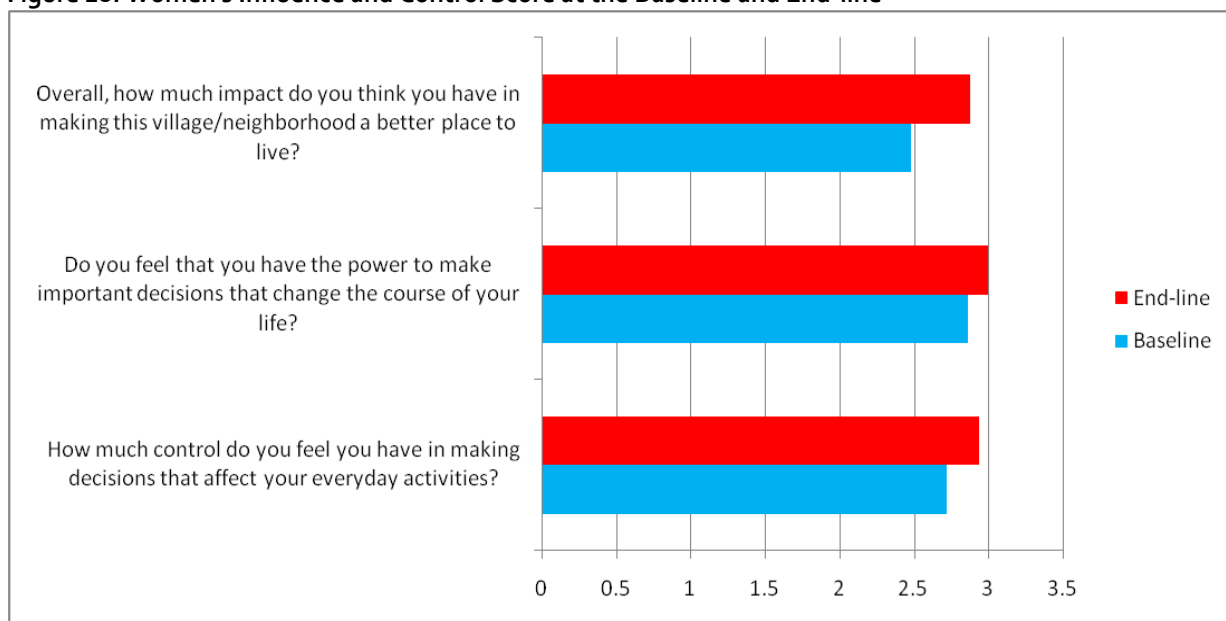
Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

Women's Participation in Community Activities

The participation of women in community activities in the last 12 months was found to be moderate but with increased participation at the end-line compared to the baseline. The lowest scores at end-line were "given a presentation or training on gender issues?" at 1.75/3.00 and "campaigned or spoken publicly against gender based violence?" at 1.81/3.00 but there were no baseline data for the two components for comparison. The highest score for frequency of women's participation in the community activities in the last 12 months was 2.81/3.00 at the end-line compared to 2.28/3.00 at the baseline for "attend a village/ neighborhood council meeting, public hearing, or public discussion group". The scores for the frequency of women's participation in the community activities at the baseline and end-line are presented in Figure 19.

Figure 19: Scores of Women's Participation in Community Activities at the Baseline and End-line
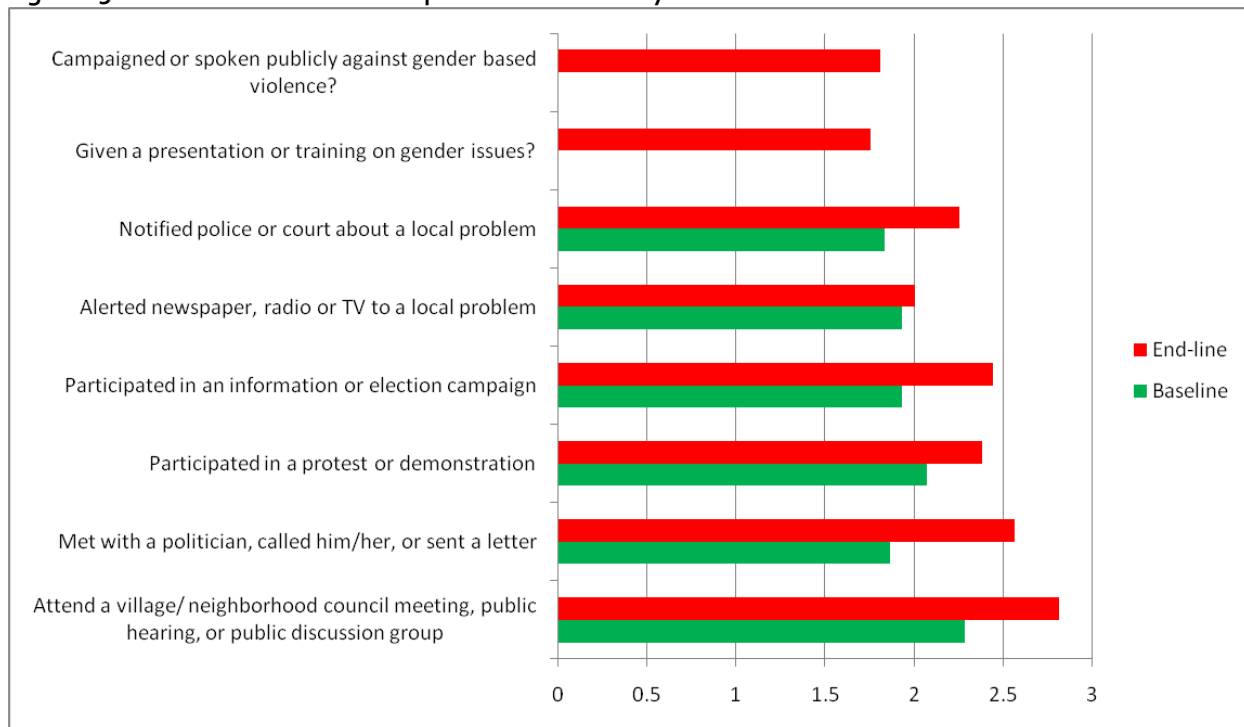
Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

The survey results presented in Figure 19 were supported by results from FGDs with women group members that they actively participate in community activities throughout the year since the project started and supported them in forming the groups which they use for advocacy and lobbying on gender equality issues. However, it is worth noting that the women during the FGD strongly voiced the issue of the impact of COVID-19 in the previous year which affected their participation in community activities due to restrictions on community gatherings.

> *"…the project has empowered us…through our groups we can now do a lot…we are very active in community activities…these are dialogue with different community members on gender issues…, we campaign and advocate for elimination of gender based violence…last year has been a difficult year…COVID-19 affected our meetings and activities at the community…things have now relaxed and we are continuing…"* **FGD with members of Grassroots Women Groups**

General Gender Norms for the Women

Generally, the knowledge and perception of women on general gender norms were relatively high at the end-line with the highest scores being (3.00/3.00) "it is okay to get married before the age of 18" and 3.00/3.00 for "it is okay to marry a woman without paying bride-price (dowry)" compared baseline scores of 2.93/3.00 and 2.17/3.00 respectively. It is however noted that the women had divergent opinion with regard to; "a woman who carries a condom on her is easy" with a score of 2.00/3.00 and "a woman who has sex before marriage does not deserve respect" (2.63/3.00) at the end line compared to baseline scores of 1.55/3.00 and 1.93/3.00 respectively. Scores on women's knowledge and perception of general gender norms at baseline and end-line are presented in Figure 20.

Figure 20: Score of General Gender Norms among the Women at Baseline and End-line
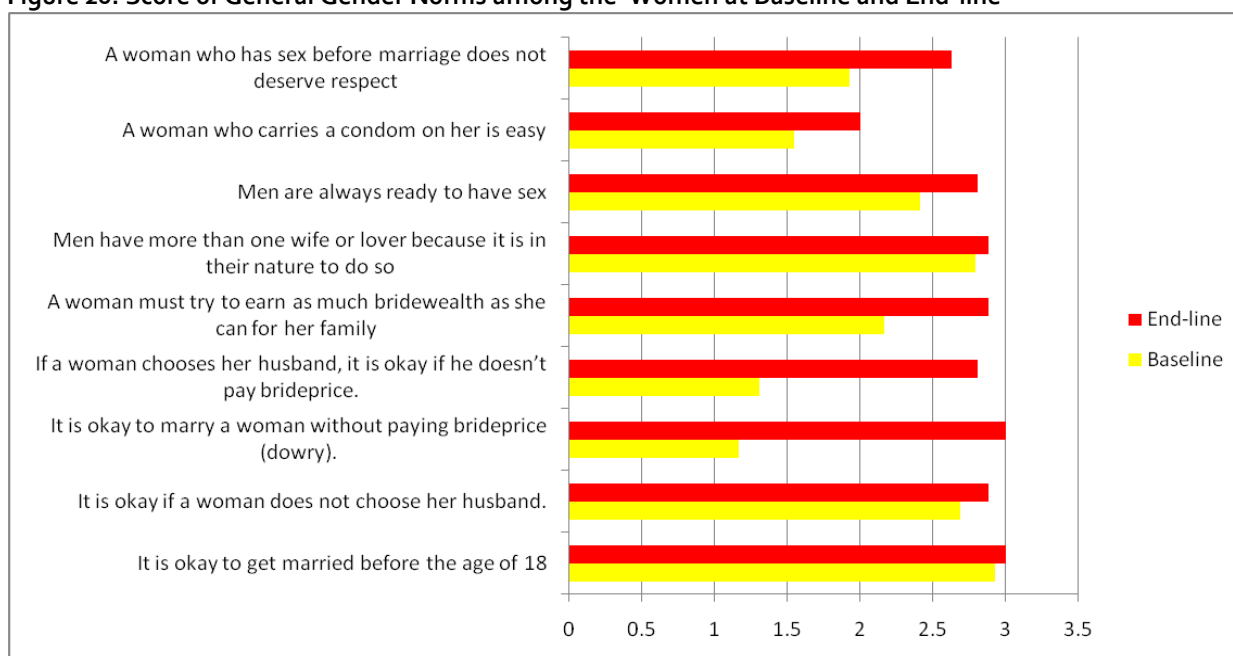
Source: EVAWG Final Evaluation Data, December, 2021 and Baseline Report

5.2.5   Knowledge, Attitudes and Practices of SGBV among the Community Members

a.   Demographic Characteristics of the Community Members

The knowledge, attitudes and practices of the community members towards Sexual Gender Based Violence (SGBV) were assessed from randomly sampled community members within Wau Town. A total of 50 community members were interviewed comprising of 30 (60%) females and 20 (40%) males. The demographic characteristics of the community members are presented in Table 11.

Table 4: Demographic Characteristic of the Community Members

Demographics	Female n=30 No. (%)	Male n= 20 No. (%)	Total n= 50 No. (%)
Age of the respondents			
18-25 Years	5 (16.7%)	4 (20.0%)	9 (18.0%)
26-40 Years	21 (70.0%)	12 (60%)	33 (66.0%)
41-60 Years	4 (13.3%)	4 (20.0%)	8 (16.0%)
61 Years and above	0(0.0%)	0 (0.0%)	0 (0.0%)
Total	**30 (60.0%)**	**20 (40.0%)**	**50 (100.0%)**
Highest Level of Education Attained			
None/illiterate	4 (13.4%)	0 (0.0%)	4 (8.0%)
Literacy class	0 (0.0%)	0 (0.0%)	0 (0.0%)
P1-P3	6 (20.0%)	0 (0.0%)	6 (12.0%)
P4-P8	8 (26.7%)	4 (20.0%)	12 (24.0%)
S1-S4	9 (30.0%)	15 (75.0%)	24 (48.0%)
Diploma/Degree	3 (10.0%)	1 (5.0%)	4 (8.0%
Total	**30 (60.0%)**	**20 (40.0%)**	**50 (100.0%)**
Marital Status			

Never Married	2 (6.7%)	3 (15.0%)	5 (10.0%)
Married	28 (93.3%)	17 (85.0%)	45 (90.0%)
Total	**30 (60.0%)**	**20 (40.0%)**	**50 (100.0%)**
Chose to be married			
No	4 (13.3%)	0 (0%	4 (8.0%)
Yes	24 (80.0%)	17 (85.0%)	41 (82.0%)
Not Applicable	2 (6.7%)	3 (15.0%)	5 (10.0%)
Total	**30 (60.0%)**	**20 (40.0%)**	**50 (100.0%)**

Source: EVAWG Final Evaluation Data, December, 2021

b. Knowledge of General Gender Norms

The knowledge and perception of community members on the general gender norms were above average for both male and female respondents with some slight variations. The highest score was for the element "it is okay to get married before the age of 18" with 2.85/3.00 for males and 2.80/3.00 for females. The lowest score for females was (1.60/3.00) for the element "if a woman chooses her husband, it is okay if he doesn't pay brideprice" while the lowest score for the males was (1.60/3.00) for the element "Men have more than one wife or lover because it is in their nature to do so". The community members' knowledge and perception of general gender norms is presented in Figure 21.

Figure 21: The Community Members Knowledge and Perception of the General Gender Norms
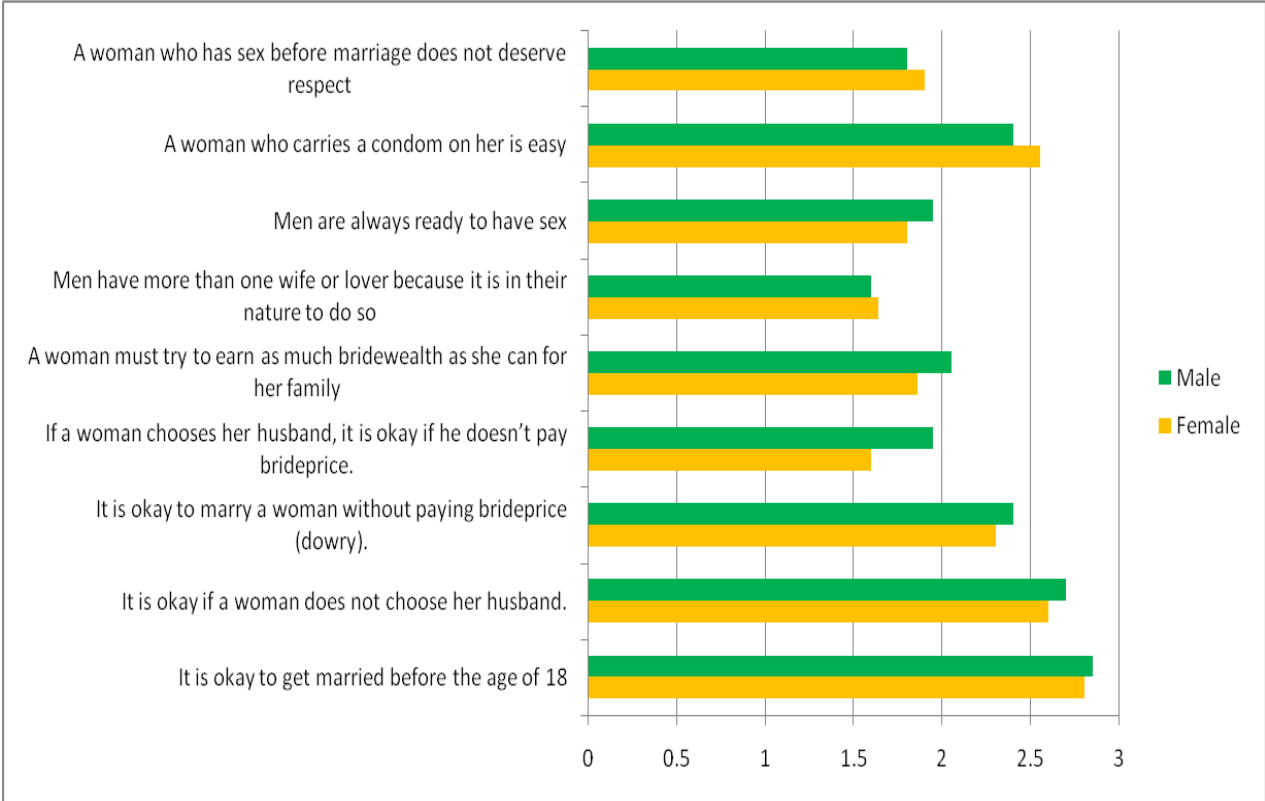
Source: EVAWG Final Evaluation Data, December, 2021

c. Knowledge on Gender Equity Norms

The community members scored relatively high on most of the gender equity norms with slight variations on some elements among the male and female respondents. Both males and females were

50

in agreement with equal GEM scores regarding "men and women should have equal decision-making power in the household, community and government" and "a woman can do the same job as a man". More females (2.70/3.00) than males (2.55/3.00) were in support of the opinion that "women should own/inherit land and property the same as men". The community members' knowledge and perception of gender equity norms are presented in Figure 22.

Figure 22: Scores for Gender Equity Norms for the Community Members

Source: EVAWG Final Evaluation Data, December, 2021

d. Knowledge on School Norms

The community members knowledge on most of the elements of school norms were high with females scoring relatively higher than males on all the elements except "Children have the right to disagree with teachers" where the females scored 2.03/3.00 while males 2.40/3.00. The knowledge and perception of the community members on the school norms is presented in Figure 23.

Figure 23: Scores for the Perception of the community Members on the School Norms
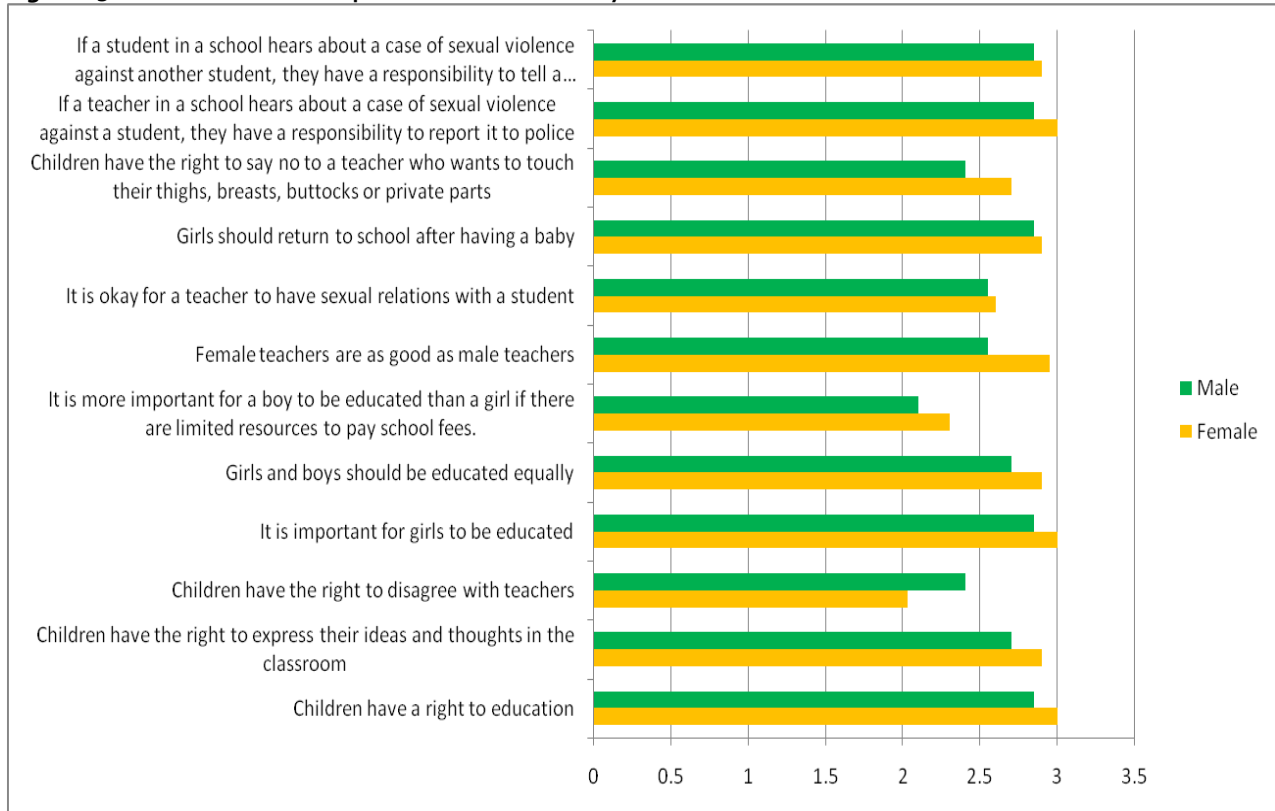
Source: EVAWG Final Evaluation Data, December, 2021

e. Knowledge and Perception on Violence Norms

The community members' knowledge and perception on the gender norms were average but with divergent opinions among males and females. The notable variations among the male and female respondents were with the elements "it is possible to rape/commit sexual violence against a man" where females scored 1.50/3.00 while males scored 1.95/3.00; and "forcing your wife to have sex is rape" with male score of 2.40/3.00 and female score of 2.80/3.00. This implies that more females than males still believe that it is not possible to rape/commit sexual violence against a man, likewise more males than females still believe that forcing your wife to have sex is not rape. The knowledge and perception of the community members on violence norms are presented in Figure 24.

Figure 24: Perception on Violence Norms by the Community Members
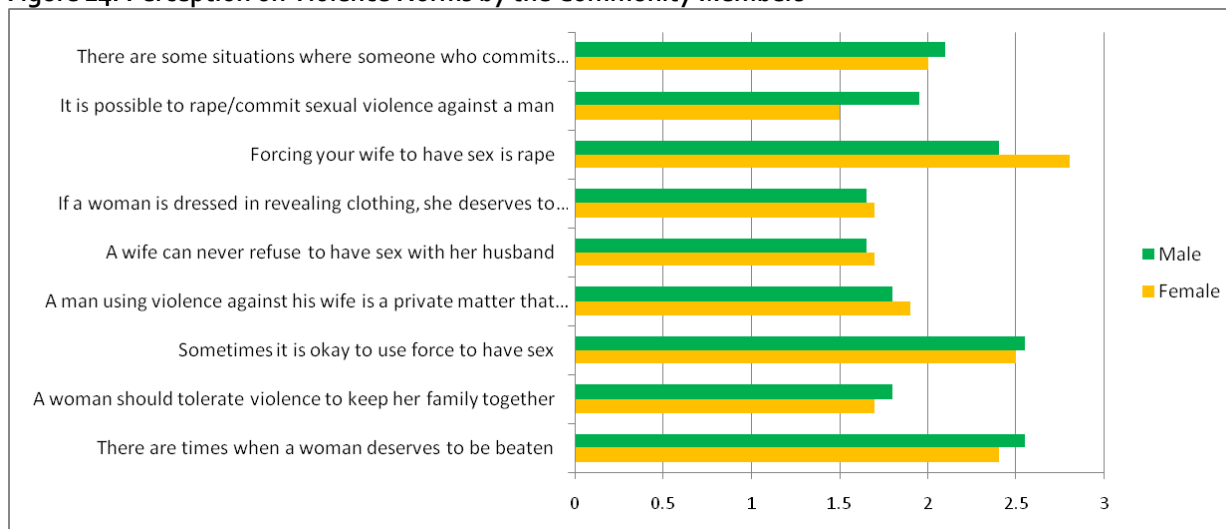
Source: EVAWG Final Evaluation Data, December, 2021

Objective 2: To evaluate the relevance, effectiveness, efficiency, sustainability and impact criteria, as well as the cross-cutting gender equality and human rights criteria in Ending violence against women and girls.

5.3 Relevance, effectiveness, efficiency, sustainability and impacts of the project

5.3.1 Relevance of the project

Overall, looking at the precarious socio-cultural, political and economic situation in South Sudan on the basis of the local context and in particular the project area of Wau, EVAWG – UNTF project was and is still highly relevant in its design to the needs of the local populations in fragile context with immense gender marginalization. The project was adapted to the needs of the students and teachers of the five participating schools, women's groups, out-of-schools youth and the general IDP community in Wau Town.

Globally, 35% of women face sexual and/or intimate partner violence in their lifetime. In humanitarian crises, levels of these and other forms of violence based on gender inequality (GBV) grow more acute. The presence of armed actors, displacement, broken social and protective networks and lack of services create an environment where women and girls are at acute risk of SGBV. Gender-based violence (GBV) threatens the overall well-being of South Sudan's population, particularly women and children. Although there are no reliable GBV national prevalence statistics for South Sudan, one recent study estimated that in some conflict-affected locations 65% of women and girls in South Sudan have experienced physical and/or sexual violence in their lifetime (Gardsbane, D. & Aluel A. 2019).[5] The focus group discussion with the students and women groups yielded results that the occurrence of different forms of SGBV against women and girls including rape, early/forced marriage, sexual assault and sexual harassment are common abuses in their communities. This is also exacerbated by the fact that there is no curriculum addressing SGBV issues in schools leaving the students to take the abuses as culturally accepted. The high prevalence of GBV in South Sudan and the absence of a curriculum to address the issues in schools further justify the relevance of the project in the Wau IDP community.

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[5] Gardsbane, D. & Aluel A. (2019): *USAID/South Sudan Gender-Based Violence Prevention and Response Roadmap*, Banyan Global

With its overall goal: "to promote positive shifts in attitudes, behaviours, and practices around sexual violence against women and girls in South Sudan IDP communities, resulting in both an end to normalization of Sexual Violence Against Women and girls (SVAW/G) and increased condemnation of SVAW/G", the project implemented various activities geared towards elimination of sexual violence against women and girls within the Wau Town community and South Sudan IDP communities in general, all of which were in sync and congruence with the Constitution of South Sudan 2011 (rev. 2013)[6], South Sudan Gender Equality and Women's Empowerment Strategy 2016 – 2017, UNDP Country Programme Document for South Sudan (July 2016-December 2017), SGD 5: achieve gender equality and empower all women and girls, South Sudan National Humanitarian Strategy for Prevention and Response to Gender-Based Violence (2019-2021)[7], South Sudan National Women's Strategy: Enhancing Women's Participation in Various Decision Structures During and After the Transition Period (2016)[8] and UNTF Global objective which focuses on preventing violence, implementing laws and policies, and improving access to vital services for survivors through investing in life-changing initiatives for millions of women and girls around the world.

The project design and holistic approach to ending violence against women and girls was appropriate and relevant in that it targeted both gender (girls, boys, women and men) where women were trained and sent out to train others on issues of gender-based violence (GBV) as well as referral pathways including identification of survivors of GBV and reporting. The use of 10 women groups within the target community and clubs within the participating schools was very relevant since the women groups were able to reach the whole population with GBV awareness messages while the clubs in the school encouraged participation of students on activities geared towards ending gender-based violence. It is worth noting that such a project cannot succeed without involving the perpetrators, therefore the project's engagement and involvement of boys and men was seen to be very relevant and appropriate in that it made the boys and men to know, acknowledge and appreciate the rights of girls and women thereby contributing positively towards the achievement of the project goals.

> "*The project is relevant because it provides life skills training to the students and supports the girls with personal items provision e.g. sanitary pads and other equipment…the project has also supported the school through provision of extra-curricular items i.e. football, netball etc…" KII with a School Head Teacher*

The use of patrons and matrons on the school was seen as a relevant and appropriate approach to implement the project in that the matrons mentored the girls to understand their rights with regard to their gender while the patrons mentored the boys towards understanding the rights of girls and boys and to appreciate the importance of ending gender-based girls as well as the referral pathways. This was done through various activities including sports, music, drama, debate and open sharing of examples between boys and girls for both girls and boys GBV Clubs. The project responded well to the changing priorities in that at first, the project neglected the boys as the design was mainly targeting the girls. However, after the schools engaged SIHA on the need to involve the boys for them to understand and appreciate the importance of ending violence against women and girls, the project team swiftly responded and included the component for boys. The project also responded with agility towards the COVID-19 pandemic which affected the whole world through provision of awareness and personal protective equipment (PPE) for the five participating schools and the target community.

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[6] https://www.constituteproject.org/constitution/South_Sudan_2013?lang=en

[7] https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/ss_gbv_sc_strategy_2019-2021.pdf

[8] https://www.kas.de/c/document_library/get_file?uuid=78fdebb6-65c1-4185-1a24-c02d25ba5bdb&groupId=252038

5.3.2 Effectiveness of the project

The effectiveness criteria were assessed to measure the extent to which the outputs were achieved as well as the extent to which the outputs contributed to the achievement of the project outcomes.

Project Goal: Women and girls in IDP communities of Wau, South Sudan are better protected from Sexual Violence by the end of the project.

The project increased the knowledge of the various target groups which led to change in their attitudes and practices around SGBV through a number of community engagements, including radio programs and community events that continued to promote the *Hag ta Mara (Women rights)* campaign and sent the message about a woman's right to a violence free life. The increased change in knowledge, attitude and practices around SGBV reported during the end-line study was attributed to the awareness creation and sensitization events and sessions organized and conducted by the various groups including the women groups, male mentors, teachers, student clubs and community leaders. A number of beneficiaries to project activities clearly described how dialogue and discussions around the topic of VAWG was important to them, shifting some of their understandings and causing them to challenge the normalization of violence against women, especially early and forced marriage, rape, and domestic violence. The women's groups that were sensitized about preventing VAWG also conducted dialogues with religious and cultural leaders, successfully putting their knowledge into practice by challenging norms that promote or normalize VAWG and gaining the support of the leaders who pledged to work against VAWG. Male youth in the mentor programs, as well as women in the general public who called in during radio programs express their appreciation for the knowledge and perspective on how violence against women and girl's is detrimental to individuals and society as a whole and comment on the need to better appreciate the positive contribution of women and girls to their communities. The roll-out of the curriculum to the five participating schools was seen as an important development since the schools are currently at various stages of implementing the Anti-GBV curriculum amidst different challenges.

Assessment of Goal Indicators

Indicator	Baseline Value	Target Value	End-line Value	Comment
Indicator 1: Number of teachers and school administrators in targeted schools that can describe the process of how to deal with cases of VAWG.	0	68	84	Teachers and Administrators have increased knowledge and skills following the training, they are able to counsel and offer referrals for further support to survivors within the learning environment. Some have come out seeking support because they realized they are perpetrators at home.
Indicator 2: Number of men and boys in school clubs and youth groups in targeted communities of Wau demonstrating high support of gender equitable norms.	0	100	318	Male youth have been communicating deep support for the program and have communicated how the program has impacted their view on VAWG and is changing their behavior.
Indicator 3: Perception of WAG in the project area about VAWG,	0	0	1750	There is increased understanding that violence is a crime and not

i.e. if it has reduced and is better addressed as a result of project activities.				normal. Some women previously perceived violence as culture but this has changed as it emerged from the FGDs with Girls and women.

Beneficiaries at the project goal level whose lives were expected to be changed and improved through the project goal.

Beneficiary	Target Value/expected number	Age range	End-line Value/Number reached by age	End-line Value/ total number reached	Comment
Female political activists/human Rights defenders.	75	Female - Adults: age 25-59 years	70	75	100% achievement
		Female - the elderly: age 60 and above	5		
Female refugees/Internally Displaced/asylum seekers.	1,050	Female - Adults: age 25-59	300	1,753	167% achievement
		Female - Adolescents: age 10- 19 years	1,088		
		Female -Young people: age 20- 24 years	362		
		Female - the elderly: age 60 and above	3		

Expected and Current situation of beneficiaries

Beneficiary category	Expected situation by the end of project (from RRF)	Changes in the lives of beneficiaries during the reporting period (at the end-line)
Female political activists/human rights defenders	Grassroots women activists will be mobilized and empowered to lead the movement to end SVAW/G in Wau. They will receive resources, training, and opportunities for public engagement. They will learn how to voice their concerns in various community contexts with different stakeholders including government officials and policymakers.	Women's groups and activists have improved capacity to lead campaigns. They have been provided public platforms using radio and through opportunities provided by national celebrations to raise women's concerns reaching approximately 10,000 listeners. A total of 10 women's groups were also able to pass on messages during the COVID-19 lockdown using 5 road caravan/drives reaching all Blocks around population of approximately 1000 community members. The women's groups also organized a women's march during the 2020 international women's day where their message was around denouncing VAW/G especially that had escalated during the lockdown. They called upon abandonment of negative culture and practices that condones violence. They called upon the Government and policy makers to ensure all perpetrators are brought to book. The WAGs asked the communities to continue to raise awareness around EVAW/G to ensure women and girls leave in a safer community. They called upon women to protect their rights, be a support system for other

		women and called upon the Government to pass the family law to address violations within families and called Government to pass the End Child Marriage Policy.
Female refugees/ Internally displaced/asylum seekers	The female IDPs/refugees/Asylum seekers are the girls in the targeted schools receiving the curriculum developed by SIHA and partners. These girls will learn about the root causes of sexual violence in their community and how it is interconnected with other issues like food security and conflict. The girls will learn about strategies to dismantle patriarchal conceptions in their society that contribute to violence. They will learn how VAW/G should not be tolerated, no matter how they are told otherwise, and will receive tools and resources to lead efforts in their schools to mobilize against sexual VAW/G and to dismantle its normalization.	The project targeted refugees and internally displaced persons through the schools and one of the key activities was debates which focused on equal access to Education, Promoting the Girl child and equal access to resources. The existence of the school clubs and orientation of members of the school clubs increased understanding of girls about the root causes of sexual violence in their communities. The girls now understand that VAW/G should not be tolerated. This information obtained through awareness raising sessions in the schools. In one of the neighboring schools where SIHA extended the outreach activities, the girls and boys have developed a slogan "Be Your Sisters Keeper" and the girls have started to walk to and from School in groups to guarantee better safety and protection.

Assessment of Project outputs and targets

This section looks at the project targets against what was achieved and presented by outcomes.

Outcome 1: Parents, students, teachers and administrators of schools in the IDP communities of Wau where the project is implemented are better able to prevent and respond to VAWG by the end of project activities.

Indicator	Baseline Value	Target Value	End-line Value	Comment
1.1: Proportion of teachers reporting examples of practices to proactively challenge unequal gender norms and gender-based discrimination.	0	0	97	Initially, in Buseri Secondary School, girls who dropped out of school due to pregnancy were not allowed back in the school but after the project engagement, girls are now allowed to return to school after delivering their babies to reduce the high school drop-out rates. The teachers in all the 5 participating schools attested to this fact with some of the students reporting that they have children.
1.2: Number of students who are aware of and report a willingness to use referral mechanism in schools for cases of violence.	0	750	1,250	167% achievement; both boys and girls are aware of and willing to use the referral mechanism in schools for cases of violence.
1.3: Number of parents, students, teachers, and administrators in targeted Wau schools who perceive that VAWG has reduced and is better addressed as a result of project activities.	0	1,200	1600	All the teachers and parents interviewed, Director General, Ministry of Education, noted that school drop-out rates has reduced since project inception and families value girls as well as boys education.

Beneficiaries at the project outcome level whose lives were expected to be changed and improved through the project goal						
Beneficiary Category	Baseline Value	Target Value/ expected number		Institutional level No. Reached at the end-line	Individual level number reached		Comment
		Estimated no. of institutions	Estimated no. of individuals		Age range	Number reached	
Beneficiary 1: Men and/or boys	0	3	450	1380	Male - Adolescents: age 10-19	1,000	307% achievement; Boys across the 5 schools were sensitized on SVAW/G and equality and now understand that families are sometimes custodians of the abuses against women and girls. Clan leaders also now understand that norms and practices that violate women and girl's rights.
					Male - Young people: age 20-24	350	
					Male - Adults: age 25-59	30	
Beneficiary 2: Educational professionals (i.e. teachers, educators)	0	1	83	134	Female - Adults: age 25-59	25	161% achievement; Ministry of Education acknowledges that it has few and no female teachers in some schools and will lobby for more and intensify the inspection programmes to implemented Code of Conduct for Teachers not to rape students. Ministry of Education has called upon partners to support radio programmes to denounce teenage pregnancy and popularize the new policy not to send girls out of school-girls are allowed to study until the deliver
					Male - Adults: age 25-59	109	
Beneficiary 3: Government officials (i.e. decision makers, policy implementers)	0	2		17	Female - Adults: age 25-59	6	End Early, Child Marriage and Teenage pregnancy Policy is a priority for both Ministries as well as pushing for reform of the family law
					Male - Adults: age 25-59	11	

Outcome 2: Grassroots women and activists advocate for and engage the community to End Violence against Women and Girls.

Indicator	Baseline Value	Target Value	End-line Value	Comment
2.1: Number of women activists and grassroots women leaders who express confidence to voice their concerns and are confident in publicly condemning and reporting instances of SVAWG.	0	0	20	At least 20 women who have been given a series of capacity building workshops have been speaking out at various events.
2.2: Number of grassroots women activists and leaders participating in the project, who have engaged with stakeholders and government officials through awareness sessions, dialogues.	0	0	12	At least 12 women have engaged community leaders and government officials to raise women's issues and advocate for change.
2.3: Number of capacity building, and learning activities organized by grassroots and activist women.	0	5	23	Grassroots women activities and leaders participated in the review meetings which are also used as reflection and learning meetings to discuss the project and develop an action plan for implementation of the project; 10 women also participated in a tailoring course on reusable sanitary ware and masks during lockdown.

Outcome 3: Men, boys, traditional/religious leaders, and broader targeted community in Wau are able to support survivors and prevent VAWG.

Indicator	Baseline Value	Target Value	End-line Value	Comment
3.1: Number of traditional and religious leaders who have publicly spoken against VAWG including early and forced marriage in the previous 12 months.	0	10	10	100% achievement; Five traditional leaders are part of the Community Response Groups and have taken the survivor-centered training. During follow up meetings, the leaders as well as others have been going door-to-door to some households to speak out against early marriage, they especially target vulnerable households.
3.2: Number of men, boys, traditional and religious leaders who demonstrate high support for gender equitable norms.	0	1,000	1,196	119% achievement; 30 male mentors, 156 male youth, and more than 1000 boys have been introduced to the programme through the schools.

Outcome 4: SIHA is institutionally strengthened to sustainably respond to the COVID-19 pandemic and other crises while maintaining or adapting existing interventions to EVAW/G with a focus on the most vulnerable women and girls.

Indicator	Baseline Value	Target Value	End-line Value	Comment
4.1: Number of community GBV response groups perceived as improving response to VAWG.	0	5	5	5 Community Action Groups were set up and trained in survivor-centered approaches to SGBV

				response and referral.
4.2: Percentage of original project work plan targets which are back on track 6 and 12 months after the COVID-19 crisis impact.	100%	100% back on track (by December 2021)	95%	Clear progress was made in the last period to catch up on work plan activities and targets and the project was back at 95% at the final evaluation time with all activities complete but some under spending.
4.3: Proportion of adopted/implemented COVID-19 preparedness and response activities containing measures to ensure staff and the targeted beneficiaries are protected and have access to personal protective equipment.	0	0	100	Staffs were oriented on safety and hygiene methods to ensure continued protection. All activities including the distribution of masks to participants, controlled number of participants based on the size of the venue and hand-sanitizers were made available. Women leaders conducted information campaigns and supplied public areas with hand-washing units

Overall, SIHA worked to strengthen its ability to respond to various threats and crises and maintain its ability to operate notwithstanding the context and fragility of the project area. SIHA ensured that the project team had laptops to be able to work from home, provided women leaders with phones to enable them communicate and work with the women's groups, provide information campaigns on COVID-19 pandemic to the community and speak out against the increase in VAWG which escalated as a result of the pandemic.

SIHA worked with women's groups to build their capacity on the use of savings and loan groups to improve their livelihoods and address their basic needs. The project trained 10 women's groups and supported them to formalize and register their groups in order to be able to receive seed funds for economic empowerment. Additionally, the project trained 100 women and girls in the production of reusable sanitary pads and face masks who, upon completion of the training, are using the opportunity to make the products to support their livelihoods. The hygiene kits produced were put together and distributed to the girl students in the five participating schools.

The project also supported the formation of five Community Action Groups (CAGs), trained them in survivor-centered approaches to supporting survivors and conducting outreach activities in communities. These CAGs serve communities by acting as referral networks for survivors and linking them to medical, legal and psycho-social services as well as accompanying them through their recovery.

Implementation of the SIHA GBV Curriculum

The evaluation established that the implementation of the curriculum was delayed due to the closure of schools and other challenges including motivation of teachers. The curriculum implementation was at various stages in the five schools with an average of 35% of the curriculum having been implemented to various students. The schools planned one double lesson (80 minutes) per class (S1 – S4) per week for the curriculum implementation. Three out of the five participating secondary schools are government schools (Wau Complex Secondary School, Buseri National Secondary School and Mbili Secondary School) while two (Standard Secondary School and Loyola Secondary School) are private schools. There is high teacher turn-over in the public school due meager salaries which are delayed and poor motivation as well as transfers affecting the teachers who had been inducted into the curriculum.

The State Ministry of Education Science and Technology and the State Ministry of Gender, Child and Social Welfare all reported their support for the project and specifically the curriculum. It emerged from the interviews with the MoEST official that the pilot project started with the selection of the five participating schools and training the teachers who are currently implementing the curriculum. Once the trained teachers started implementing the curriculum, they were evaluated by education inspectors who found positive results on the curriculum from the implementing teachers. It also emerged that the MoEST is planning to evaluate the curriculum once it is fully piloted in the 5 schools and make recommendations to the National Government to adopt the curriculum and entrench it into the current education system so that it can be implemented in all the 10 states. The MoEST official indicated that since the GBV Curriculum is at the moment not in the National Education System, they have agreed with the participating teachers to implement it on Saturdays as part of co-curricular/physical education subjects so as not to interfere with the 9 examinable everyday lessons offered at the Secondary Level.

Challenges

Teachers reported their disappointment with SIHA that after being trained, there was an agreement to give them some motivation since the SIHA Curriculum is not in the examinable subjects and therefore gives them an additional workload. This has seen the curriculum implementation lag behind mainly in the Government Schools.

Neglecting the boys and concentrating a lot on girls while the boys are in the system and are or would be the main perpetrators of SGBV and or VAWG. This was seen as a drawback but the school administration approached SIHA and the boys were now equally given immense attention with regard to the project. It is worth noting that, even with the involvement of boys, the evaluation established that the items like T-shirts were still only given to the girls but not the boys while they were all in the club.

> *"...you see...initially when the project started the boys were neglected...but after our discussion and reflection with SIHA...they provided attention and immediately involved the boys...it is now working well..." KII with one of the School Head Teachers*

It emerged that the number of students to be recruited into the clubs were limited to 70 students and the school administrators felt that this was very low since some schools like Standard Secondary School had over 1,000 students and that some of them who were interested to join the clubs were left out. There is a need to increase the maximum number of club members to allow more students to join the clubs and participate in the club activities or build a peer to peer learning approach to reach all the students in school.

The evaluation established that there were limited and less frequent engagements with the school clubs where SIHA only visited some schools once a month to engage with the club members. The school administration, teachers and the clubs felt that it would be good if there was consistently frequent and continuous engagement with the clubs, at least two to three times or more in a month in order for them to maintain the knowledge gained.

It was also evident from discussion with the administrators and the ministry officials that some of the teachers implementing the curriculum need training since they have not been trained on the same, that some of the teachers who were trained left the schools and that some of the teachers have language barrier since they were trained in Arabic while the curriculum is in English. All these issues

need to be addressed for smooth implementation of the curriculum and in order to achieve better results.

It emerged from the discussion with the school heads that many teachers did not understand the rationale behind the GBV topic and the curriculum and assume that money has been given and utilized by the school administration, therefore the need to train and sensitize more teachers on the project rationale and the curriculum.

> *"…you people from outside…you have spoiled the county…whenever they see any new face…everybody just thinks that money has been given and is being eaten…this is a very bad perception that has been created by the NGOs…"*
> *KII with School Administration*

Status of curriculum implementation

School	Current Status	Projected Completion
Standard Secondary School	35%-50%	March, 2022
Wau Mix Secondary School	35%	March, 2022
Loyola Secondary School	40%	March, 2022
Mbili Secondary School	34%	March, 2022

According to the Director General of Education, the curriculum is 70% implemented in the five pilot schools and would want it continued with the new students and in other countries.

5.3.3 Efficiency of the project

Project efficiency measures the extent to which financial costs have been minimized when projected outputs are produced[9]. Table 11 below compares the planned cost per outcome area with the actual expenditures and reasons for the deviations in expenditures of more or less than 10% of the planned expenditure.

Table 11: Project Efficiency Assessment Table

Outcome	Project Total Budget - Planned expenditure in USD (100%)	Actual expenditure in USD (%)	Deviation - Balance/ Deficit (%)	Delivery Rate %	Reason for deviation (For more than or less than 10% of the planned).
Outcome 1	183,789.00	174,572.17	9,216.83 (5.02%)	94.98 %	Deviation less than 10% of the planned expenditure
Outcome 2	39,637.60	38,983.47	654.13 (1.65%)	98.35 %	Deviation less than 10% of the planned expenditure
Outcome 3	84,919.00	78,063.34	6,855.66 (8.07%)	91.93 %	Deviation less than 10% of the planned expenditure
Outcome 4	206,769.00	170,342.48	36,426.52 (17.62%)	82.38 %	Some activities were had not been implemented due effects of COVID-19, staff and political issues
Sub-total	515,114.60	461,961.46	53,153.14	89.68 %	Due to interruption by

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[9]UNPD.2001. Development efficiency; A review of evaluative evidence. Evaluation Office

			(10.32%)		COVID-19, some activities had not been implemented.
Cross Cutting					
M & E, Audit, Management	**190,654.40**	**169,122.05**	**21,532.35** (11.29%)	**88.71 %**	Some M & E activities like end-line evaluation had not been implemented.
Total	**705,769.00**	**631,083.51**	**74,685.49** (10.58%)	**89.42 %**	Delays in implementation caused by COVID-19 restrictions and other factors explained below

Source: SIHA Final Financial Narrative Summary Report Year 3, 01/09/2018 – 30/08/2021

It is worth noting that the overall under-expenditure across a number of activities resulted from the continued delays in project implementation throughout the project period. The delays were caused mainly by COVID-19 related restrictions as well as a number of operational issues such as staff turnover, staff illness or personal issues which led to extended leaves from their post. All the activities had to be ceased for a period of about two weeks due to politically increased tension leading arrest of some SIHA staff which caused further delays. The combined delays, even with the no-cost extension made it challenging to fully exhaust all funds available. Nonetheless, despite the delays and under-spending, the project has had significant impact and all project targets have been met or surpassed. All of the major activities have also been implemented; however, funds remained for additional activities to be conducted under the same budget lines. The only outcome that has not been fully achieved is the completion of the delivery of the full curriculum as it will only have been fully delivered by March 2022, after the project end.

In total, this project spent $ 631,083.51 (89.42%) against a planned (budgeted) amount of $ 705,769.00 (100%). The project was implemented in a cost-effective manner with a delivery rate of 89.42% notwithstanding the challenges posed by COVID-19 pandemic, political and staff issues as explained above which mainly affected the timely delivery of the project activities.

5.3.4 Impact of the Project

Impacts are long-term changes that a project makes in the lives of the target beneficiaries or project participants as well as the short-term achievements of the project outcomes. The project approach is unique and the impacts are visible since it uses a holistic approach where it targeted both women and men, girls and boys, community and religious leaders as well as the government ministries. The EVAWG Project has impacted the lives of the target populations and contributed to ending violence against women, gender equality and empowered women and girls in WAU in a number of ways. The testimonies from the project participants on how they have benefited and their lives have changed were evident during the evaluation process:

Awareness created to the students had an impact in changing their behaviours as cited by all the school heads of the five participating secondary schools and the boys and girls now know their rights as students as well as gender rights of both of them.

Violence against students is reducing as it was reported in most of the qualitative interviews with key project stakeholders who attributed the change to the intervention by the EVAWG project. The Clubs in schools are very active in awareness creation through club activities, sensitization on identification of GBV and referral pathways.

5.3.5 Sustainability of the Project

The sustainability of the project was assessed to ascertain the extent to which the achieved results, especially any positive changes in the lives of women and girls will be sustained after the project ends. Sustainability is still a challenge since the project is still in its infancy and for many stakeholders they branded the project "PILOT", meaning it should be replicated to other areas since it has been tested in WAU Town IDP Community and found to be feasible and viable.

> *"...it is still a toll order here... for the project to be sustained without the support of the partners...in the ministry we have limited resources...it is not easy for us to reach far areas where these projects are needed...the project needs to continue and cover more areas ...include the rural areas...this has only been piloted in the town here...the issue of VAWG is rife in the rural areas...." KII with State Ministry of Gender, Child and Social Welfare Official*

It is however noted that there are important elements of the project with positive components of sustainability. The critical sustainability component of the project is the willingness of actors to continue their activities beyond the project because they perceive the value of the project to their lives. Through various activities many community members have become very aware and conscious of the high prevalence of sexual and gender-based violence and they recognize that it is possible to challenge and confront many attitudes and practices that reproduce this behavior. Women and girls recognize how they and many of their family members are touched by this kind of violence and they are eager to speak out and promote change. At the same time, many boys and male youth also recognize the negative impact SGBV has on the community and in their families and are happy to become advocates of change. In particular, it is the support that has been nourished across different categories of persons that has made the project most sustainable as community leaders, women, youth and others become more aware and believe they are capable of making change.

The implementing partners' (SIHA Network) continuous collaboration with, and engagement of grassroots community groups with indigenous knowledge of the issues in the project implementation locations including women's groups, the male youth, and the male mentors. This has ensured capacity building among the local population which has enabled them to lead local activism against violence against women and girls.

The SIHA Gender Curriculum being integrated in the schooling programme is a huge milestone of the project. Many projects focus on shifting attitudes, knowledge and behavior within the communities leaving school going children who are the future leaders, wives and husbands. This project seeks not just to influence at community level but also targeting the younger population is a great sustainability approach. The curriculum has been embedded in the school programme without financial support and it should therefore be able to continue beyond the project.

5.3.6 Gender Equality and Human Rights

The evaluation established that the project incorporated human rights based and gender responsive approaches throughout the project from design, implementation and assessment of outcomes. The project strategy made the concerns and experiences of women, girls, men and boys an integral dimension of the design, implementation, monitoring and evaluation of the policies in all the spheres with the intent of equality for both genders without perpetuating inequality. The project approach entailed systematic integration of gender considerations across all the components and gender targeted intervention specifically addressing the needs, interests and rights of women and girls with historical discrimination within the project context. The project worked with girls and boys in the five

participating schools through clubs where various activities such as drama, essay writing competitions, music, sports, debate and open sharing of experiences and examples were used to create awareness and sensitization around issues of SGBV. The project works with the selected male youth mentors at the community level through awareness programs, training and mentorship. The male youth mentors upon training engage with the out-of-school youth and act as positive role models through various meetings and activities at the community level. The male and female youth were also engaged in theatre for change skills and supported to develop theatre skits used to spread awareness to the communities.

The SIHA project made a deliberate attempt to contribute to the development and strengthening of the capacities of "duty-bearers" and other actors to understand gender norms and issues around SGBV in order to able meet and fulfill their obligations and responsibilities to ending VAWG, strengthened the accountability mechanisms among the actors, monitor and advocate for compliance with GOSS and international standards on human rights and gender equality. More so, the capacities of the "rights-holders" (women and girls) were built to enhance their knowledge, attitude and practices to enable them to claim their rights. The project developed the GBV Curriculum for the secondary schools and inducted teachers to understand the rationale behind the curriculum and its implementation modalities which enabled them to implement it across the classes from Senior 1 to 4. The curriculum implementation and club activities in schools were geared towards increasing the knowledge of girls and boys on causes and consequences of different forms VAWG including rape, early and forced marriages, sexual assault and sexual harassment to enable them prevent and respond to SVAWG through advocacy. The project targeted and benefited both the right-holders and duty-bearers through targeting specific groups within the school and community including the students and their parents, religious and traditional leaders, women leaders and activists, the general community, SMGCW and SMoEST.

5.3.7 COVID-19 Adaptations

The critical contextual changes like the onset of the COVID-19 pandemic in March 2020 and sporadic insecurity inherent in the project operational areas influenced and informed the project implementation decisions. The first case of COVID-19 was reported in South Sudan by the Ministry of Health on 5th April 2020 in Juba.[10] This is when the serious effects of the COVID-19 outbreak started to be realized moving forward and increased in May 2020 with the GOSS enforcing restrictions and lockdown measures which led to indefinite closure of schools and reduced movements for NGOs staff within South Sudan. This affected the timely implementation of project activities since the staff could not have access to the students and the community groups.

The emergence of COVID-19 pandemic exacerbated VAWG with the survivors having limited access to referral pathways and support services. Women and girls have been particularly affected by the pandemic due to being widely engaged in the informal sector, their livelihoods have been severely impacted.

The unprecedented effects of the COVID-19 pandemic informed programming decisions, including the additional budget to respond to the pandemic and align the project activities in accordance with the local realities and global approaches consistent with the Health Organization (WHO) and GOSS prevention protocols.

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[10] https://www.afro.who.int/news/south-sudan-confirms-first-case-covid-19

The staffs were oriented on safety and hygiene methods to ensure continued protection from COVID-19 through distribution of masks to all the participants, controlling the number of participants according to the venue to maintain social distance and guarantee availability of hand-sanitizers. The project sensitized the women leaders on COVID-19 prevention protocols who then conducted information campaigns and supplied public areas with hand-washing units.

The project responded through providing awareness and information campaigns on the use of masks, social-distancing and hand-washing to prevent COVID-19 and ensure safety in Wau communities. The project integrated COVID-19 prevention messages into all the SIHA meetings and activities as well as distribution of hand wash facilities to the five participating schools and the Wau Community around the markets. Twelve washstands were produced by the project and distributed around the market areas within the Wau Community.

The use of community response groups where five groups led including youth, women leaders, teachers and other community members were trained in a survivor centered approach to support survivors to access services, conduct sensitization and outreach in their communities who are very active during the COVID-19 pandemic.

Young women were also reached and supported through advocacy and awareness programmes on basic understanding of gender, women's rights and advocacy by a prominent South Sudanese women's right activist. This served as an alternative to the girl's club meant to be supported in schools but obstructed due to indefinite closure of schools as a result of COVID-19 pandemic.

5.3.8 Referral System

The SIHA project worked with the school administration, teachers, the students and community structures that formed the basis for reporting of VAWGs within the schools and community level. In the school setting, SIHA formed SGBV clubs for both girls and boys within the five participating schools with each club having a representative. The FGD with students yielded that the club members are sensitive on SGBV awareness and the referral system in case they became victims or come across a student being sexually abused then they have the responsibility to report the incident. The club representative would then take the case and mediate between the perpetrator and the victim if it is of less magnitude but if it is serious e then the cub representative will report the case to the matron if the victim is a girl or the patron if the victim is a boy. The matron or the patron then takes the case and if s/he feels that the case needs to go further then it is taken to the school administration who then assesses the case with the involved parties which may require the involvement of the parents of both students. If the case is very serious then the school administration would involve the doctor, gender focal point and the police who would take the case further.

If the sexual abuse occurs in the community, then the victim upon disclosure to a parent/relative or a friend then the case may proceed to the traditional/religious leader, doctor, police who would then take the case further. SIHA supported the formation of five Community Action Groups (CAGs) and trained them in survivor-centered approaches to supporting survivors and conducting outreach in communities. These CAGs serve communities by acting as referral networks for survivors and linking them to medical, legal and psycho-social services and to accompany them through their recovery. It is, however, noted that the students indicated that they didn't come across any SGBV in their school during the project period and therefore have never used the referral systems.

5.3.9 Knowledge Generation

- The training methodology applied by the project focused on the principles of adult learning to enable participants make full use of their previous experience, skills and knowledge to learn with and from each other. The training was highly participatory and had several sessions that employed a self-reflective learning approach. SIHA Network also learnt that it was critical that the training sessions were structured so that each session builds on previous learning to allow participants to consolidate all that they learnt and to enable a deep understanding of the contents. Role play and stories telling dominated the presentations and discussion with the participants. This made the participants and facilitators both learners and presenters.

- The strategy of engaging male youth through male mentors has proved to be a very effective men to men engagement strategy for EVAW/G in and around Wau town. This was demonstrated during the 2020 International Women's Day celebrations where Male Mentors walked alongside the women and girls to show solidarity, and renew their commitment to respect and protect women's rights as well as promote Gender Equality.

- School Debate was used as an innovative approach to knowledge generation during the International Women's Day celebrations. The school clubs of Mbili Secondary School, Busere Secondary School, Wau Mix Secondary School and Standard Secondary School entered into a debate competition under the topic *"Are Girls and Boys equal and do they deserve equal access to all services?"* Standard Secondary School emerged the winner of the interschool debate. The trophy was awarded to the SIHA SGBV School Club of Standard Secondary School at the official celebration.

- A Women's March was organized during the International Women's Day celebration to celebrate the social, economic, cultural and political achievements of women while making a call to action for accelerating gender equality and equity, women's peace and security, EVAW/G and the attainment of women's rights globally. A women's march to advocate for girl child's equal access to education in accordance with the international theme of An equal World an enabled world. # Each for Equal. At the State level, the theme was dubbed "Wau Women, Men, girls and Boys for Equality". This theme inspired the women's march because of the increased cases of forced/early marriages and teenage pregnancies leading to early girl child dropout rates from schools in Wau town which has affected the attainment of the girl's education. Wau town consists of a community where girls are still perceived as a source of income through the attainment of bride price which contributes to low numbers of adolescent girl's retention especially in upper primary and secondary in schools. Additionally, communities continue to deny girls access to education with preference for boys.

5.4 Lessons Learnt and Emerging Good Practices

5.4.1 Lessons Learnt

The use of teachers, administrators, government ministries, women leaders and male mentors working together is critical to improving knowledge and understanding of the youth and students in the identification, support and referral of VAWG survivors in their communities to the available key services and to challenge norms, practices and behaviors that enable VAWG - particularly practices which are normalized such as early and forced marriage, early pregnancy, rape, and sexual harassment.

Grassroots women are important actors in the effort to combat VAWG and SGBV. They are role models in their homes and have important social status in the community. Their willingness to speak out about practices which exacerbate violence is critical as their experiences are rooted in the community and they can speak out in a practical and socially acceptable manner.

Traditional and religious leaders are important pillars of South Sudan communities and obtaining their support as allies in the fight against SGBV is important in the ability to achieve social change. Many types of SGBV are socially sanctioned, such as early and forced marriage, domestic violence and marital rape. Therefore, it is important for the traditional leaders to recognize these practices as SGBV and speak out against them.

Male youth are also key to reversing trends as they are the men of the future and ensuring they are introduced to ideas of gender equality and the negative impact of VAWG at an early age should achieve better results for the future.

One of the most successful elements of the project is the multi-pronged holistic approach which made the project to gain momentum towards its goal by working with various community actors simultaneously and by bringing them together around key issues. By working with students, teachers, male mentors, male youth, traditional leaders and women's groups; there has been important consensus and collaboration.

The partnership with critical government ministries and sectors has also been important in creating legitimacy and sustainability. The Ministry of Gender, Child and Social Welfare and Ministry of Education, Science and Technology as well as other actors such as the Head of the Police Gender Unit, the Ministry of Health and One Stop Centre at Wau Teaching Hospital have all been active supporters of the project goals and they have stepped in to ensure its successful implementation when needed.

The project has also used various media and methods to promote social change. The central approach was to integrate a Life Skills and GBV Curriculum into the regular school curriculum, making it an essential subject along with other academic subjects. This would be reinforced by with teachers and administrators in a whole school approach by training the schools on the government policies which include clear anti-sexual harassment and anti-sexual exploitation and abuse components. Along with the curriculum and school policy, the students would be supported through school clubs that reinforce the curriculum in a more relaxed and enjoyable environment. Though the school focus has not been as successful as intended due to the closure of schools during the COVID-19 pandemic; the partnership with the MoEST which has remained supportive, and the continued support of teacher learning and activities with students has meant the curriculum is likely to be maintained long after the project ends. Loyola High School has been especially successful and committed in this regard and stands up as a model school. Their commitment to the curriculum followed many months of resistance as the only religious-based school they needed to get full board approval after review of the curriculum before taking it on board. Though this delayed the teacher training, in the end, their progress has been the best.

Finding ways of accessing students outside of school despite the lack of support for extra-curricular activities has also been an important achievement that has served to maintain support for the program from the students. The students were very impressed by the Gender and advocacy workshop and the Theater for Change Workshop and this enthusiasm is taken back to the schools and the communities.

Finding creative and interesting ways to tackle sensitive subjects like combating SGBV is key to obtaining buy-in from the youth and getting them to understand and speak out in their own way. Most youth have demonstrated high levels of support for the project activities and for the messages and goals of the project as they are individually impacted by SGBV and keen to make changes in their communities. Raising awareness about the root causes of SGBV and the small and big ways it can be reproduced and perpetrated through social norms and attitudes is also very eye-opening for youth and they become critical agents of change in their families and communities.

Making sure that out-of-school male youth are also included in the program is a significant approach since the male youth who are not able to access schools are often deprived of positive social influences and left out of youth programming. The feeling of exclusion from the programme may lead the youth to counter the messaging and activities of the students or other community members. Instead, given the investment into the youth, they have been very enthusiastic about the programme and the mentorship they receive from the male mentors. The number of youth in the programme has increased as other youth have become interested in joining the regular meetings and discussions about combating SGBV and VAWG. They are also becoming active change-makers by going out into the community and voicing their ideas and issues.

Another key success of the project has been the ability to adapt some of the approaches so that impact is made even as key activities have been stalled or obstructed. The project has gone through a few transitions since inception in order to respond to changing needs or changing environments. The additional investment into the economic empowerment of women and girls is one key example of an adaptation of the project focus that supports the key goal of the project. Though the focus of the project has been on changing social norms and attitudes around SGBV and VAWG, the dire economic circumstances of women and girls as a result of the pandemic has made their participation more difficult, yet the need to address VAWG only increased. The addition of economic empowerment activities maintained the participation of women's groups and young women and girls when they might not otherwise have been able to continue. It is also hoped that the long-term investment in their economic empowerment will enable more girls to remain in school.

Being responsive with fluidity and flexibility to the unprecedented changing context and situations like the COVID-19 pandemic is key to achievement of project purpose and objectives. The SIHA project responded swiftly and with agility to adapt to global and local realities with regard to COVID-19 pandemic through integrating prevention measures and messaging across all the interventions with due consideration to GOSS and WHO protocols. The adaptation through change in implementation modalities allowed the project team to reach the target groups during the restrictions and lockdown and therefore the achievement of most of the project outcomes.

5.4.2 Emerging Good Practices

Training women as trainers: The approach which the project employed where women were trained and then sent out to go and train others is a good practice which should be replicated to the similar projects since when the people within the community are used to train other actors, then they act as role models and would easily bring change as they are readily accepted in the community. This is also supported by the fact that the trained women are aware of the referral pathways including identification of GBV and report which enhance the uptake of the project in the community.

Clubs in schools and women groups in the community: The use of clubs in schools and women groups in the community was seen as a good practice in that the clubs used various means to pass GBV

messages and to create awareness around the issue within the school's environment and the community. The women groups conducted dialogues and awareness sessions within the community and engaged different audiences at the community level with messages geared towards ending VAWG and GBV.

Engagement of boys and men: The engagement of boys and men in EVAWG project was seen as a good practice since it is difficult to address a problem when the major perpetrators are not involved. This approach of engaging and involvement of boys and men allowed them to gain knowledge on GBV, appreciate the rights of women and girls and acknowledge that VAWG should be condemned without allowing it any space in the community.

6.0 CONCLUSIONS

The project was and is still relevant to the needs of the target beneficiaries. The project design was in sync and consistent with both the national policy and global priorities including GoSS Gender Policy and SDG 5.

The project implementation observed good financial management standards and cost-effectiveness since over-spending was very minimal. The activities were not implemented in a timely manner due to the challenges posed by COVID-19 and therefore by the time evaluation was undertaken most of the activities were still being implemented.

The project interventions had started changing the lives of the beneficiaries, the evaluation however appreciated the fact that impact is a long-term effect of the project which could not be measured at this time but the outcome results are indicators that the project will make a greater impact to the lives of the beneficiaries and the Wau community at large.

The project is still in its infancy and sustainability is at the moment a challenge, for instance school clubs and community structures that the project works with are still weak and need capacity building to strengthen them in order to be able to take future responsibility for sustainability. The knowledge gained and retained is a key element of sustainability since the knowledge will be available in the community even when the project ends.

7.0 RECOMMENDATIONS

General especially SIHA and the Ministry of Education, Science and Technology

1. The full implementation of the curriculum needs the goodwill of the Ministry of Education, Science and Technology, the participating schools' management and the teachers who directly unpack the contents of the curriculum for the students. It emerged that the teachers had demands, mainly concerning motivation which were not addressed leading to a delay in the implementation of the curriculum in some schools, mainly the public schools as the teachers alluded that the Gender curriculum is an additional workload. It is therefore important for the MoEST to listen to the teachers' demands and amicably address them for smooth and successful implementation of the curriculum.

2. There is a need for SIHA to petition the National government through the State Government upon the evaluation of the curriculum so that it can be integrated into the learning programme and timetable and add it to be part of social studies after being tested by other States.

3. Three out of the five participating secondary schools are government schools (Wau Complex Secondary School, Buseri National Secondary School and Mbili Secondary School) while two (Standard Secondary School and Loyola Secondary School) are private schools. There is high teacher turn-over in the public schools due meager salaries which are delayed and poor motivation as well as transfers affecting the teachers who had been inducted into the curriculum. The three Government secondary schools, thus Wau Complex Secondary School, Buseri National Secondary School and Mbili Secondary School need more support in future since the schools have limited and teachers are poorly paid.

Project Design

4. Due to language barrier faced by some teachers who were trained in Arabic while the curriculum is in English, there is need to translate the curriculum into Arabic to allow the Arabic trained teachers internalize its content and impart appropriate knowledge to the learners.

5. There is a need to increase the maximum number of students that can be recruited into school clubs to allow more students to join the clubs and participate in the club activities. It emerged from the evaluation that the number of students to be recruited into the clubs is limited to 70 and this leaves out many students who are interested in joining and participating in the club activities.

6. The evaluation findings indicate that the project mainly covered Wau Town but did not extend to the rural areas where GBV is rampant. This evaluation recommends that the project be continued in Wau Town IDP Community and extended to rural areas within Wau County including Raju where GBV is said to be rampant according to the State Ministry of Gender, Child and Social Welfare, and as well be replicated to other counties in Western Bahr el Ghazal State.

SIHA Management and Support System

7. The need for another phase of the project was evident in all the discussions with the major stakeholders as it emerged that the relevance of the project will only be sustained once the stakeholders are fully prepared to take over the project once the project ends. This was also supported by the fact that the schools are still far from completing the implementation of the curriculum and that the school clubs need continuous support and strengthening since they are still young and cannot continue with their activities without guidance and support of the partner.

8. The implementing organization (SIHA) through collaboration with the participating schools, could also use a peer-to-peer engagement approach to allow more students if not the whole school to benefit from the curriculum as this could help in addressing the issue of the limited number of students allowed to join the school clubs.

ANNEX I: TERMS OF REFERENCE

FINAL PROJECT Evaluation Consultant for EVAWG - UNTF
Countries: South Sudan
Sources: SIHA Network
Closing date: October 30, 2021

STARTING DATE: November 15 2021
DURATION: 2 Months
LOCATION: Preferably based in South Sudan

A.DESCRIPTION OF THE PROJECT
SIHA is currently implementing a three-year project funded by the United Nations Trust Fund entitled, Challenging Patterns and Drivers of Sexual Violence against Women and Girls in Wau, South Sudan. The project is being implemented at the community level to change norms and attitudes towards violence against women and girls and promote greater gender equality.

The project began in September 2018 and is a 3 year project, however, due to delays brought about by Covid-19, an extension of 4 months was approved and the current end date of the project is December 31, 2021.
The goal of the project is to promote positive shifts in attitudes, behaviours, and practices around sexual violence against women and girls in South Sudan IDP communities, resulting in both an end to normalization of Sexual Violence Against Women and girls (SVAW/G) and increased condemnation of SVAW/G."

To achieve this goal, SIHA has been working with schools, teachers, students, out-of-school youth, women's groups and other members of the community to raise awareness and shift attitudes through increased knowledge, awareness and understanding. SIHA has been collaborating with the State Ministry of Education, Science, and Technology (SMoEST), the State Ministry of Gender, Child, and Social Welfare (SMGCSW), academic institutions, community members, students and educators, men and youth, women's groups, and traditional and religious leaders through an intercommunal and holistic approach.

In order to address the challenge of SGBV and gender inequality in Wau, it was essential to embed the program in the community context and to gradually facilitate change through a community-integrated approach that respected the cultural norms of the community while also aiming to subtly change harmful norms. Using the Social and Behavior Change Communications (SBCC) model, curriculums were developed to work with teachers and administrators, students, youth and parents to create safe schools for girls and boys and to improve the knowledge, attitudes and practices surrounding SGBV.

SIHA has been working with students, teachers and administrators of five secondary schools in Wau to develop a life-skills module that has started to be implemented in the regular school curriculum. The module draws from a number of existing programs and training manuals and includes sessions on general life skills, including discussions about self-esteem and goal-setting, rights and responsibilities, gender, gender-based violence, and sexual and reproductive health. The modules were developed after several consultations with students, teachers, community members and relevant ministries, and the materials were selected and adapted to the needs of the Wau community. In order to integrate the curriculum, a number of training sessions have been held with teacher trainers and teachers of the targeted schools and whole-school policies have been developed in collaboration with school administration and staff to address issues of SGBV in schools and to link the school with relevant referral pathways and authorities. In addition to the life skills module and its insertion into the curriculum, SIHA has been providing structured and well-researched awareness programs and training for male youth through a mentorship programme. The male youth are engaged by a select group of male mentors who have been trained to engage with out-of-school youth and act as positive role models through various meetings and activities. Male and female youth have also been engaged in theatre for change skills and are being supported to develop theatre

skits that can be taken into the community to spread awareness. During the period of school closures, young women have been supported through a program of advocacy and awareness by a prominent South Sudanese women's right activist whereby they were introduced to basic understandings of gender, women's rights, and advocacy. The program served as an alternative to the girl's club that was meant to be supported in the schools, but which has been obstructed as a result of the lengthy period of time when schools have been closed. Collaboration with women's groups has been a clear focus of the project and is meant to link women to students and to create a positive environment of support and exchange. Women's groups were given capacity building, both in terms of their own economic agency by providing them with basic financial literacy and supporting their growth as saving and loan associations, and also in terms of their position as mentors to young women by ensuring they have a grounded understanding of gender, gender equality, and SGBV awareness that they can pass on to students and youth. The women have been supported to develop their skills in communication, advocacy and they have been made aware of relevant referral pathways to enable their support of other survivors if necessary. A number of awareness-raising activities have been integrated into the project with the direct support of all target groups and this has included radio programs, billboards, t-shirts, IEC materials, public outreach and information events, and an edutainment video.

Community support for the prevention and elimination of SGBV, including parents of students, community religious and traditional leaders, women leaders and activists, and the general community, have been rallied through workshops, dialogue sessions, and media campaigns. The project aimed to identify the specific socio-cultural, political and historical context and root causes of SGBV in Wau District and to inform the curriculum and engagement activities. The project also mobilized Community support for the prevention and elimination of SVAW/G through workshops, dialogue sessions, and media campaigns; supporting women activists to raise awareness and to advocate for action against SVAW/G.

With the outbreak of the Covid-19 pandemic, South Sudan went into lockdown which included the closure of schools for an uncertain period. The program was forced to pause for some time before the extension of most project activities was approved and some new - Covid-19 related activities – have been implemented. One activity trained and contracted 100 Women and students in production of reusable sanitary pads, masks and bags; 1000 hygiene kits were produced and distributed; capacity building for 100 grassroots women; seed funds for 10 women's groups and handwash stands were distributed. The launch of information campaigns in communities provided clear information about COVID-19, VAWG, prevention and response using mobile announcement systems, radio, billboards and pamphlets; women's groups document and advocate via online platforms, meetings, letters/petitions online or to ministry/government offices.

B. PURPOSE OF THE EVALUATION
As part of the efforts to end forms of violence against women and girls, SIHA is planning to conduct a final evaluation for the project ''Ending Violence Against Women and Girls (EVAWG)'' to understand its effectiveness, relevance, impact and future sustainability of the change realized as a result of the project. The evaluation aims to identify attitudes, key lessons and emerging practices that facilitated an end to violence against women and girls and achieving greater gender equity in Wau South Sudan.

C. EVALUATION OBJECTIVES AND SCOPE
The objective of the evaluation is to assess the overall impact of the project in ending violence against women and girls in Wau, South Sudan. The scope of the evaluation will include a review and assessment of all activities carried out under the project against the results from the baseline study that has been carried out at the start of the project. The baseline report includes both qualitative and quantitative data. The methodology employed was more qualitative in nature and aimed to gather both general information on the key forms of SGBV in Wau Town, as well as highly detailed and contextualized information on the drivers of such violence and peoples' attitudes and behaviors with regards to SGBV. The evaluation is expected to assess the project achievements in reaching its goals and objectives and the target population. Additionally, it will assess the project design, implementation process, effectiveness and the lessons learnt and provide unique innovative approaches that promote the achievement of the project objectives.

Specific Objectives

1. To identify any changes in indicators collected during the baseline and outlined in the logical framework, particularly the knowledge, attitude and behaviors of targeted groups since the beginning of the project period.
2. To identify key lessons and promising or emerging good practices and document the extent to which the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact).
3. To evaluate the relevance, effectiveness, efficiency, sustainability and impact criteria, as well as the cross-cutting gender equality and human rights criteria in Ending violence against women and girls.
4. To identify the challenges and bottlenecks that the project experienced to act as lessons on what works and what does not work in such contexts.

D.EVALUATION QUESTIONS AND CRITERIA

The following evaluation questions must be answered and responses provided in the final evaluation report.

7. **To what extent were the intended project goals, outcomes and outputs (project results) achieved and how were they achieved?** (*For example,assessing the extent to which the project directly benefited the targeted beneficiaries both direct (women and girls) and indirect (men and boys) and address whether the project achieved results in accordance with the expected theory of change or not).*
8. **To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?***(For example, assessing the extent to which the project strategies and activities were relevant and appropriate to the needs of women and girls and whether the project was able to adjust to any changes in the context and needs of the primary beneficiaries during the project).***
9. **To what extent was the project efficiently and cost-effectively implemented**? *(Looking into whether the activities were delivered on time and to budget and whether activities were designed to make best use of resources).*
10. **To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends**? (*For example, what steps have been taken to institutionalize the project, build capacity of stakeholders or secure benefits for rights holders through accountability and oversight systems)?*
11. **To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners?***(The knowledge generated must be new, innovative, builds on evidence from other projects or has potential for replication or scale up in other projects or contexts. It should not include generic lessons or knowledge that has already been frequently documented in this context).*
12. **To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact**)? (*For example, identify any changes in the situation for women and girls in relation to specific forms of violence and look at both intended and unintended change for both women and girls targeted by the project and those not - if feasible).*
e. To identify to what extent attitudes towards SVAWG have changed, among men, religious or cultural leaders, students, teachers and other stakeholders reached within the project.
f. To evaluate the relevance of the recruited school clubs towards VAW prevention – within their school and community; and the effect on the participating students themselves.
g. To identify to what extent knowledge towards SVAWG has increased among grass root women activists and in how far the Information Materials has stimulated debates and discussion on SVAWG in the communities.
h. To evaluate in how far teachers, religious or cultural leaders proactively challenge unequal gender norms and gender-based discrimination; to what extent did their knowledge of referral mechanism change.

E.EVALUATION DESIGN AND METHODOLOGY

The consultant is expected to provide an overall approach and methodology for conducting the evaluation, as well as data sources and tools that will likely yield the most reliable and valid answers to the evaluation questions within the limits of resources. As the baseline study relied on focus-group discussions (FGDs), key informant

interviews(KIIs) and questionnaire surveys, a similar methodological approach should be considered for the evaluation exercise.

These should include:

1) Proposed evaluation design (include both qualitative (KIIs and FGDs) and surveys).
2) Data sources including those the consultant will require from SIHA including the baseline report.
3) Proposed data collection methods and analysis.
4) Proposed sampling methods.
5) Field visits if any
6) Level of stakeholder engagement

Among the target groups for FGDs and KIIs should be the relevant ministries, teachers, administrators, students, IDPs, male youth, women's groups, and service providers, including the police and customary and religious authorities within Wau town. Assessment areas should include peoples' broad-based understanding of SGBV, why it occurs, its consequences and other aspects relating to the perpetration of such violence, mainly against women and girls, but also against men and boys. Questions should also touch on girl child education and the right of women and girls to participate in decision-making at the household, community, and national levels. Bearing in mind that one of the original objectives of the baseline was to identify possible gaps in service provision for SGBV survivors and obstacles to the full utilization of such services, the evaluation should investigate how far the identified gaps could have been covered by the project implementation.

Some important considerations for evaluations carried out under the Covid-19 outbreak:

Ensuring a clear plan has been elaborated to obtain and document consent over the phone or video conference (especially when interactions will be recorded); detailing how privacy and confidentiality will be protected –i.e.: clearing of call logs, use of coded names; use of secure virtual meeting rooms and waiting rooms; functionality to lock meetings; the use of legitimate and up-to-date web and mobile applications; and replacing video background to protect privacy for example[1].

Although SIHA and the UN Trust Fund as funder of this project highly encourage an inclusive, participatory, and respectful approach of the study and towards all stakeholders, this time the UN Trust Fund does not recommend conducting fieldwork and data collection in a context that poses risk to the health and safety of stakeholders, evaluation consultant(s) and teams, and project staff.

F. EVALUATION ETHICS

The evaluator/s must put in place specific safeguards and protocols to protect the safety (both physical and psychological) of respondents and those collecting the data as well as to prevent harm. This must ensure the rights of the individual are protected and participation in the evaluation does not result in further violation of their rights. **The evaluator/s must have a plan in place to:**

- Protect the rights of respondents, including privacy and confidentiality;
- Elaborate on how informed consent will be obtained and to ensure that the names of individuals consulted during data collection will not be made public;
- If the project involves children (under 18 years old*) the evaluator/s must consider additional risks and need for parental consent;
- The evaluator/s must be trained in collecting sensitive information and specifically data relating to violence against women and select any members of the evaluation team on these issues.
- Data collection tools must be designed in a way that is culturally appropriate and does not create distress for respondents;
- Data collection visits should be organized at the appropriate time and place to minimize risk to respondents;
- The interviewer or data collector must be able to provide information on how individuals in situations of risk can seek support (referrals to organizations that can provide counseling support, for example).

G. KEY DELIVERABLES AND TIME FRAME

Please use this space to detail your planned schedule for completing the work. This may be in tabular or another format. Please also complete the table below and ensure that you indicate days/staff allocated to each task/deliverable listed.

1. An Evaluation inception report with the detailed work plan, approach and appropriate methodology and approach for implementing the evaluation. Guidelines will be provided (within 7 days).
2. Final tools to be used in the assessment (within 3 days).
3. Data Collection (within 2 weeks).
4. Draft evaluation report which should be submitted between 1 month and 2 weeks before the final evaluation is due. Guidelines will be provided (within 10 days).
5. Final evaluation which must be submitted no later than 2 months after the project end date. Guidelines will be provided (within 7 days).

Please provide details for the planned time frame in a table format with the following listed:

- Deliverable/ Task
- Person/Organization Responsible
- Days Allocated for this person to this deliverable/ task
- Date to be completed/submitted

H. MANAGEMENT ARRANGEMENT OF THE EVALUATION
Evaluation Team Composition and Roles and Responsibilities

1. The Evaluation Team will mainly consist of South Sudan Nationals.
2. Evaluator A (e.g. senior evaluator) will be responsible for undertaking the evaluation from start to finish and for managing the evaluation team under the supervision of evaluation task manager from the grantee organization, for the data collection and analysis, as well as report drafting and finalization in English.
3. Evaluator B will be responsible for coordinating the evaluation on the ground to ensure smooth running of the evaluation.
4. Field Research Enumerators will collect data as is required and detailed in the evaluation plan.
5. Report Editor will provide oversight in drafting and editing of the report.

Management Arrangement
Please clearly summarize how your team members meet the essential criteria listed in the ToR. Please detail clearly the management responsibilities and the lines of communication, proposed as detailed above. Please also draft a table with the titles below making sure that it corresponds closely to the financial proposal.

- Person/ Organisation
- CV Highlights (max 70 words)
- Days Allocated

BUDGET
The consultant is required to provide a detailed budget proposal in line with the work plan including *(consultant fees, travel, subsistence allowance, etc.).*

REQUIRED COMPETENCIES
The Lead consultant is expected to hold the following qualifications in order to be eligible for this position

- Relevant academic qualification preferably a master's degree in one or more of the following disciplines: Social Sciences, Development Studies, Statistics, Gender Studies.
- Evaluation experience of at least 5 years in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods.
- Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls.
- Experience with program design and theory of change, gender-responsive evaluation, participatory approaches and stakeholder engagement.
- Specific evaluation experiences in the areas of ending violence against women and girls.

- Experience in collecting and analysing quantitative and qualitative data as well as data visualization.
- In-depth knowledge of gender equality and women's empowerment.
- A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used.
- A strong team leadership and management track record, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used.
- Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts.
- Regional/Country experience and knowledge: in-depth knowledge South Sudan will be an added advantage.
- Language proficiency: fluency in English is mandatory; good command of local language Arabic is desirable but not necessary.

Other Competences required:
- Excellent analytical, editing and writing skills in English language;
- Proven accuracy and attention to detail;
- Strong interpersonal skills and the ability to communicate and work well with diverse and multicultural supervisors and staff members;
- Demonstrated ability to meet deadlines and work under pressure.

ABOUT SIHA
The Strategic Initiative for Women in the Horn of Africa (SIHA Network) is a regional network of civil society organizations from Sudan, South Sudan, Somalia, Somaliland, Ethiopia, Djibouti and Uganda working to address women's subordination and inequality in the region. Established in 1995 by a coalition of women's rights activists, SIHA, together with its member organizations, aims to improve the situation of women and girls in the Greater Horn of Africa by combatting violence against women and girls, ending human trafficking, challenging harmful social norms and religious dogma, and by improving women's economic empowerment and access to justice.

SIHA Values:
SIHA is a feminist, movement-building network that works to promote the rights of women and girls across the Horn of Africa and beyond. Through all of its activities, SIHA is committed to promoting gender equality, justice and respecting human diversity.
It is therefore expected that the values of SIHA will be considered and upheld during the term of employment. The values SIHA works to uphold include a woman's right to self- determination over her life and body; respect for religious diversity; respect for gender diversity, including the rights of the LGBTQ+ community; respect for religion and beliefs regardless of your personal belief and commitment to ending discrimination in all its forms.

How to Apply
Interested applicants should submit technical and financial proposal electronically and in PDF format, addressed to the ''Regional Human Resource Manager'' with the subject line clearly marked, **Evaluation Consultancy for EVAWG - UNTF** via email on or **before 30/10/2021** to human.resources@sihanet.org

All Applications Must include the following
1. Cover letter which should include;
i. Brief explanation about the consultant with particular emphasis on previous experience with similar work
ii. Understanding of the ToR and the tasks to be completed
1. Proposed methodology
2. Draft work plan and implementation plan
3. Proposed Budget
4. 2 Copies of reports of similar work conducted

Criteria/Specific Objective	Evaluation Questions	Data source	Data collection method
1. **Relevance/Appropriatenes s of the Project:** To assess the extent to which the objectives of the project correspond to the target population needs, and were aligned throughout the project period with government priorities and with the project. "Is the EVAWG - UNTF Project doing the right thing?"	The extent to which the objectives of the project correspond to population needs at country level (in particular, those of vulnerable groups), and were aligned throughout the project period with government priorities and with the project. a. Responding to the needs of beneficiaries and targeting the right beneficiaries: b. To what extent is the project adapted to: i) the needs of diverse populations, including the needs of participating schools, teachers, students, out-of-school youth, women's groups and other members of the community ii) national development strategies and policies; iii) the strategic direction and objectives of the programme; and iv) priorities articulated in international frameworks and agreements, in particular the UNTF, SDGs and the New Way of Working. c. To evaluate the relevance of the recruited school clubs towards VAW prevention – within their school and community; and the effect on the participating students themselves. d. To what extent has the project linked the EVAW/G or SVAWG, human rights and education in the project planning and implementation? e. To what extent has the project been able to respond to changes in national needs and priorities, including those of vulnerable or marginalized communities, or to shifts caused by crisis or major political changes?	- Project Documents - Relevant policies including programme policies including gender policy and procedures and organizational structure - External Documents & Literature - Project Management and staff; - Donor Agencies; - The beneficiaries - Impact/Success stories - Relevant Ministries at state and county levels - Community Leaders	- Desk Review & Analysis - Survey - In-depth interviews (IDIs) - FGDs - Case study/documentation - Observation
2. **Effectiveness of the Project:** To assess the extent to which outputs have been achieved and the extent to which these outputs have contributed to	The extent to which outputs have been achieved and the extent to which these outputs have contributed to the achievement of the outcomes. a. To what extent were the intended project goals, outcomes and outputs (project results) achieved and how were they achieved? (For example, assessing the extent	- Proposal and Budget Documents - Project Progress reports - Donor Reports and communications - Meeting minutes and Field reports	- Desk Review & Analysis - Survey - In-depth interviews (IDIs)

		to which the project directly benefited the targeted beneficiaries both direct (women and girls) and indirect (men and boys) and address whether the project achieved results in accordance with the expected theory of change or not).	- Implementing Partner Reports - Relevant policies including programme policies and procedures and organizational structure	- FGDs
		b. To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls? (For example, assessing the extent to which the project strategies and activities were relevant and appropriate to the needs of women and girls and whether the project was able to adjust to any changes in the context and needs of the primary beneficiaries during the project).	- External Documents & Literature - Project Management and staff; - Donor Agencies; - The beneficiaries - Community Leaders	
		c. To what extent have the interventions supported by the project contributed to the achievement of the expected results (outputs and outcomes)?		
		d. To what extent has the project successfully integrated gender, human rights and thematic issues in the design, implementation of the project?		
		e. To what extent have human rights and a gender mainstreamed in the design and implementation of the project?		
3.	**Efficiency of the Project:** To assess the extent to which outputs and outcomes have been achieved with the appropriate amount of resources (funds, expertise, time, administrative costs, etc.).	The extent to which outputs and outcomes have been achieved with the appropriate amount of resources (funds, expertise, time, administrative costs, etc.). a. Has the programme been designed and implemented in a cost-efficient manner? b. To what extent was the project efficiently and cost-effectively implemented? (Looking into whether the activities were delivered on time and to budget and whether activities were designed to make best use of resources). To what extent has the project made good use of its human, financial and administrative resources, and used a set of appropriate policies, procedures and tools to pursue the achievement of the outcomes defined?	- Project Documents – Proposal and budget - Donor Progress Reports - Financial reports - Relevant policies including programme policies and procedures and organizational structure - External Documents & Literature - Partner reports - Project Management and staff; - Donor Agencies; - Implementing Partners - The beneficiaries	- Desk Review & Analysis - In-depth interviews (IDIs)
4.	**Likelihood of Impact**	How likely is it that the programme will achieve its final impact objectives while minimizing unintended negative	- Project Progress reports - Donor Reports and	- Desk Review & Analysis

	consequences?
	
	a. To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends? (For example, what steps have been taken to institutionalize the project, build capacity of stakeholders or secure benefits for rights holders through accountability and oversight systems)?
	
	b. Assessing medium-term results, and likelihood of long-term results, produced by the EVAWG – UNTF program whether directly or indirectly, intended or unintended, and positive or negative.
	
	c. Describing noticeable or tangible benefits of the EVAWG – UNTF program to date.
	
	d. To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)? (For example, identify any changes in the situation for women and girls in relation to specific forms of violence and look at both intended and unintended change for both women and girls targeted by the project and those not - if feasible).
	
	  - To identify to what extent attitudes towards SVAWG have changed, among men, religious or cultural leaders, students, teachers and other stakeholders reached within the project.
	
	  - To evaluate the relevance of the recruited school clubs towards VAW prevention – within their school and community; and the effect on the participating students themselves.
	
	  - To identify to what extent knowledge towards SVAWG has increased among grass root women activists and in how far the Information Materials has stimulated debates and discussion on SVAWG in the communities.
	
	  - To evaluate in how far teachers, religious or cultural leaders proactively challenge unequal gender norms and gender-based discrimination; to what extent did their knowledge of referral mechanism change.
		communications
		- Meeting minutes and Field reports
		- Implementing Partner Reports
		- Relevant policies including programme policies and procedures and organizational structure
		- External Documents & Literature
		- Project Management and staff;
		- Donor Agencies;
		- The beneficiaries
		- Community Leaders
			- Survey
			- In-depth interviews (IDIs)
			- FGDs

5.	**Sustainability of the Project Achievements:** To assess the likelihood of continuation of benefits from intervention after its termination linked, in particular, to their continued resilience to risks. *(Various components will be assessed e.g. financial sustainability, institutional sustainability, technological sustainability etc.)*	The continuation of benefits from intervention after its termination, linked, in particular, to their continued resilience to risks. a. How likely is it that the outcomes expected to be achieved by the programme will be sustained beyond the end of the EVAWG – UNTF programme? How successful was the project approach to sustainability in? b. To what extent has the project been able to support implementing partners and beneficiaries in developing capacities and establishing mechanisms to ensure the durability of effects?	- Project Documents – Proposal and budget - Relevant policies including programme policies and procedures and organizational structure - External Documents & Literature - Partner reports - Implementing Partners- Management and staff; - Donor Agencies; - The beneficiaries - Relevant Ministries at state and County levels - Community Leaders	- Desk Review & Analysis - Key Informant Interviews/In-depth interviews (IDIs) - FGDs
6.	**Coverage:** To assess the extent to which major population groups facing life-threatening suffering were reached.	a. The extent to which major population groups facing life-threatening suffering were reached. b. To what extent have the interventions systematically reached geographic areas in which affected populations reside?	- Project documents –Proposal - Project Progress reports - Meeting minutes and field reports - Joint programme related documents - Donor reports and communication - Beneficiaries - Project team - Community leaders	- Desk Review & Analysis - In-depth interviews (IDIs) - FGDs
7.	**Coherence (internal and external):** Assess the extent to which the project was complimentary to the actions by the implementing partners and the areas that could be strengthened further.	a. The extent to which the project was complimentary to the actions by the participating agencies and the areas that could be strengthened further. b. To what extent was the project coherent in building synergy between each other in the project implementation? c. How well does the Protection intervention fit in the operational context? d. How is the intervention consistent with other actors' interventions in the areas' context in terms of complementarity, harmonization and co-ordination with others? e. What measures have been taken, to create visibility of	- Project Documents - Relevant policies including programme policies and procedures and organizational structure - Partnership Agreements - External Documents & Literature - Project Management and staff; - Project Implementing Partners - Donor Agencies; - The beneficiaries - Relevant Ministries at state and	- Desk Review & Analysis - In-depth interviews (IDIs) - FGDs

	the project's added value, towards line ministries and other stakeholders?	- County levels - Community Leaders	
8. **Gender Equality and Human Rights:** To assess the extent to which gender and human rights considerations have been integrated into the project.	a. The extent to what gender and human rights considerations have been integrated into the project. b. How did different communities in different locations and social groups experience different types of threats and vulnerabilities among women, adolescents and youth community and particularly those who are most vulnerable to SVAW/G issues? c. What are core set of freedoms and rights under threat in for the women, adolescents and youth? d. What attributes equal importance to civil, political, economic, social and cultural rights of adolescents and youth in communities?	- Project Documents – Proposal - Project Progress Reports - Implementing Partner Reports - Project team – Management and staff - Project Partners - Project beneficiaries - Community leaders	- Desk Review & Analysis - In-depth interviews (IDIs) - FGDs
9. **Learning:** Identify and assess key lessons learned, challenges and draw recommendation for future programming - at least include one lesson learned and recommendation per evaluation category, i.e. effectiveness, efficiency, relevance etc.	a. What are the key lessons learned? b. What is the major learning from the project that can be built on to sustain the impact of the project on community peaceful coexistence? c. To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners? (The knowledge generated must be new, innovative, builds on evidence from other projects or has potential for replication or scale up in other projects or contexts. It should not include generic lessons or knowledge that has already been frequently documented in this context).	- Project Documents - Relevant policies including programme policies and procedures and organizational structure - Partnership Agreements - External Documents & Literature - Project Management and staff; - Project Implementing Partners - Donor Agencies; - The beneficiaries - Relevant Ministries at state and County levels - Community Leaders	- Desk Review & Analysis - In-depth interviews (IDIs) - FGDs

A: Focus/Small Group Discussions (FGD/SGD) Guides for the Final Evaluation

Introduction:

This Focus/Small Group Discussion Guide is intended for data collection during the Final Evaluation of **'Ending Violence Against Women and Girls (EVAWG)'** Project entitled ***"Challenging Patterns and Drivers of Sexual Violence against Women and Girls in Wau, South Sudan",*** a three-year project implemented by The Strategic Initiative for Women in the Horn of Africa (SIHA) Network through funding from the United Nations Trust Fund (UNTF).

Confidentiality and consent: This interview/discussion is intended for the purpose of generating information for the final evaluation; information obtained in this evaluation will be strictly used for planning, monitoring and evaluation purposes of the project. No reference will be made to the identity of individuals engaged in this evaluation during and after the survey. We kindly request your consent to proceed with this interview/discussion.

Focus Group Discussions Participants Details					
Target group [s]					
State:					
County:					
Payam:					
Boma:					
School Name:					
Venue of FGD:					
Date:					
Time started:	Time ended:			Duration:	
Facilitator	Name:			Sign:	
Note taker	Name:			Sign:	
No.	Participant's Name	Age (Years)	Gender		Level of Education
			Male	Female	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					

12.					

A: Girls and Boys in High School – Randomly selected from the 5 target schools

Guiding Questions

1. Generally, what would you say about violence against women and girls (VAWG) in IDP communities in Wau?
2. What is sexual and gender based violence (SGBV)?
3. What causes violence against women and girls in this community? What are the forms of sexual violence against women and girls in this community?
4. Is violence against women and girls common in schools? What are the causes of sexual violence against women and girls in schools?
5. Who are the perpetrators of violence against women and girls in this community and in school? Probe for perpetrators of *rape, forced marriage, dowry related violence, sexual assault and sexual harassment.*
6. What are the consequences of violence against women and girls in this community and in schools? Probe for consequences of *rape, forced marriage, dowry related violence, sexual assault and sexual harassment.*
7. Are you aware of available referral pathways of cases of sexual gender based violence against women and girls in this community? Which ones are the referral pathways of SGBV in the community?
8. Are you aware of available referral pathways of cases of sexual gender based violence against women and girls in this secondary school setting and in the community? Which ones are the referral pathways of SGBV in this secondary school setting? What of if you come across SGBV case in school, would you be willing to voluntarily use the available referral pathways and report the case? Why would you be willing to do so?
9. Would you be willing to voluntarily use the referral pathways in case you come across SGBV case in the community? Why would you be willing/not willing to do so?
10. Would you say you support gender equitable norms and practices? Which ones do you support?
11. Would you support girl's education? Why would you support girl's education? What is the community's perception of girl's education?
12. Would you support end all forms of SGBV including *rape, forced marriage, dowry related violence, sexual assault and sexual harassment.*
13. Have you been trained on SIHA's curriculum on sexual VAWG? What exactly did the training cover?
14. Which group and leadership activities have you participated in?
15. Have you been trained on VAWG causes and consequences including rape, forced marriage, dowry related violence, sexual assault and sexual harassment.
16. Are you able to support survivors of SGBV and prevent sexual violence against women and girls (SVAWG)? How would you do this?
17. Do you have clubs in this school? Which clubs are these? Which extracurricular and leadership activities does the club organize? Which ones have you attended within the project cycle?
18. Have you been trained on how to support the survivors of SGBV and prevention of SVAWG? Who trained you and what exactly did the training cover?
19. Would you advocate against SVAWG? What motivates you to do so?
20. What of gender based violence against boys and men? Is it common in this community or in School?

Who are the perpetrators of SGBV against boys and men?

21. In your opinion, what do you think the project should do better in future programming to support the women and girls who are survivors of SVAWG? How would you do this?

Thank you for participating in the discussion, we value your views as they will be critical in designing and implementing future programmes to address the plight of vulnerable women and girls in abide to end SVAWG and bring positive change to those affected. Do you have any question to ask?

End

B: Girls and boys out of school – randomly selected from the IDP community in Wau

Guiding Questions

1. Generally, what would you say about violence against women and girls (VAWG) in IDP communities in Wau?
2. What is sexual and gender based violence (SGBV)?
3. What causes violence against women and girls in this community? What are the forms of sexual violence against women and girls in this community?
4. Who are the perpetrators of violence against women and girls in this community? Probe for perpetrators of *rape, forced marriage, dowry related violence, sexual assault and sexual harassment.*
5. What are the consequences of violence against women and girls in this community? Probe for consequences of *rape, forced marriage, dowry related violence, sexual assault and sexual harassment.*
6. Are you aware of available referral pathways of cases of sexual gender based violence against women and girls in this community? Which ones are the referral pathways of SGBV in the community?
7. Would you be willing to voluntarily use the referral pathways in case you come across SGBV case in the community? Why would you be willing/not willing to do so?
8. Would you say you support gender equitable norms and practices? Which ones do you support?
9. Would you support girl's education? Why would you support girl's education? What is the community's perception of girl's education?
10. Would you support end all forms of SGBV including *rape, forced marriage, dowry related violence, sexual assault and sexual harassment*? Why do you say so?
11. Are you able to support survivors of SGBV and prevent sexual violence against women and girls (SVAWG)? How would you do this?
12. Have you been trained on how to support the survivors of SGBV and prevention of SVAWG? Who trained you and what exactly did the training cover?
22. Would you advocate against SVAWG? What motivates you to do so?
13. What of gender based violence against boys and men? Is it common in this community? Who are the perpetrators of SGBV against boys and men?
14. In your opinion, what do you think the project should do better in future programming to support the women and girls who are survivors of SVAWG? How would you do this?

Thank you for participating in the discussion, we value your views as they will be critical in designing and implementing future programmes to address the plight of vulnerable women and girls in abide to end SVAWG and bring positive change to those affected. Do you have any question to ask?

End

Guiding Questions

1. Generally, what would you say about violence against women and girls (VAWG) in IDP communities in Wau?
2. What is sexual and gender based violence (SGBV)?
3. What causes violence against women and girls in this community? What are the forms of sexual violence against women and girls in this community?
4. Who are the perpetrators of violence against women and girls in this community? Probe for perpetrators of *rape, forced marriage, dowry related violence, sexual assault and sexual harassment.*
5. What are the consequences of violence against women and girls in this community? Probe for consequences of *rape, forced marriage, dowry related violence, sexual assault and sexual harassment.*
6. Have you as a group been supported through training and sensitization to conduct community dialogues on ending violence against women and girls (EVAWG)? Who carried out the sensitization/training?
7. Have you conducted community dialogues community dialogues on ending violence against women and girls (EVAWG)? When did you conduct the community dialogues on EVAWG? How many have you conducted?
8. Are you aware of available referral pathways of cases of sexual gender based violence against women and girls in this community? Which ones are the referral pathways of SGBV in the community?
9. Are you aware of available referral pathways of cases of sexual gender based violence against women and girls in this secondary school setting and in the community? Which ones are the referral pathways of SGBV in this secondary school setting? What of if you come across SGBV case in school, would you be willing to voluntarily use the available referral pathways and report the case? Why would you be willing to do so?
10. Have been able to engage the leadership including community and political leaders and other stakeholders on EVAWG? When and how was this done
11. Would you be willing to voluntarily use the referral pathways in case you come across SGBV case in the community? Why would you be willing/not willing to do so?
12. Would you support girl's education? Why would you support girl's education? What is the community's perception of girl's education?
13. Would you support end all forms of SGBV including *rape, forced marriage, dowry related violence, sexual assault and sexual harassment.*
14. Are you able to support survivors of SGBV and prevent sexual violence against women and girls (SVAWG)? How would you do this?
15. Have you been trained on how to support the survivors of SGBV and prevention of SVAWG? Who trained you and what exactly did the training cover?
16. Would you advocate against SVAWG? What motivates you to do so?
17. In your opinion, what do you think the project should do better in future programming to support the women and girls who are survivors of SVAWG? How would you do this?

Thank you for participating in the discussion, we value your views as they will be critical in designing and implementing future programmes to address the plight of vulnerable women and girls in abide to end SVAWG and bring positive change to those affected. Do you have any question to ask?

End

Community Members _ Men and Women in Wau IDP Community
Guiding Questions
1. Generally, what would you say about violence against women and girls (VAWG) in IDP communities in Wau?
2. What is sexual and gender based violence (SGBV)?
3. What causes violence against women and girls in this community? What are the forms of sexual violence against women and girls in this community?
4. Who are the perpetrators of violence against women and girls in this community? Probe for perpetrators of *rape, forced marriage, dowry related violence, sexual assault and sexual harassment.*
5. What are the consequences of violence against women and girls in this community? Probe for consequences of *rape, forced marriage, dowry related violence, sexual assault and sexual harassment.*
6. Has the project addressed the issues of ending violence against women and girls? Why do you think so?
7. What are the challenges faced in addressing issues to do with EVAWG?
8. What of gender based violence against boys and men? Is it common in this community or in School? Who are the perpetrators of SGBV against boys and men?
9. In your opinion, what do you think the project should do better in future programming to support the women and girls who are survivors of SVAWG? How would you do this?
Thank you for participating in the discussion, we value your views as they will be critical in designing and implementing future programmes to address the plight of vulnerable women and girls in abide to end SVAWG and bring positive change to those affected. Do you have any question to ask?
End

B: Key Informant Interview (KII) Guides

Introduction:
This Key Informant Interview Guide is intended for data collection during the Final Evaluation of **'Ending Violence Against Women and Girls (EVAWG)'** Project entitled ***"Challenging Patterns and Drivers of Sexual Violence against Women and Girls in Wau, South Sudan",*** a three-year project implemented by The Strategic Initiative for Women in the Horn of Africa (SIHA) Network through funding from the United Nations Trust Fund (UNTF).
Confidentiality and consent: This interview is intended for the purpose of generating information for the final evaluation; information obtained in this evaluation will be strictly used for planning, monitoring and evaluation purposes of the project. No reference will be made to the identity of individuals engaged in this evaluation during and after the survey. We kindly request your consent to proceed with this interview.
Full name of the informant: ....
Organization: ....
Position of the informant in the organization: ....
Time started: .... Time ended: .... Duration:

....

A: SIHA Management

1. May you provide an overview of EVAWG - UNTF Project <u>Design</u>? Would you say the project design was appropriate? How relevant and appropriate were the project strategies and activities to the needs of target beneficiaries *(women and girls)*? (Explain how)?

2. Which of the EVAWG - UNTF<u>approaches, and modalities/strategies</u> were the most effective?

3. Were the <u>donor requirements,</u> in terms of implementation, reporting, monitoring and evaluation met as expected and in time?

4. In your opinion, how appropriate/<u>relevant</u> were the inputs and activities to the local socio-cultural, political and economic context?

5. Was the project able to adjust to any changes in the context and needs of the primary beneficiaries *(women and girls)* during the implementation period? Which adjustments and changes were these?

6. Was the project sufficiently <u>adaptable to a fluid and insecure context especially during COVID-19</u> to deliver outputs in a timely manner and sufficiently achieve targets? Which project elements were mostly affected by COVID-19?

7. To what extent were the intended project goal, outcomes and outputs *(project results)* achieved and how?

8. To what extent did the project directly benefited the targeted primary beneficiaries (women and girls) . How did the project benefit the secondary beneficiaries (men and boys, community leaders, religious leaders and other stakeholders) to advocate for EVAWG?

9. Would you say the project was efficiently and cost-effectively implemented?

10. Were the activities were delivered on time and to budget? Were the activities designed to make best use of resources *(e.g. were cost comparisons made between different intervention/activity types before decisions taken?).* Would you say that the project has been managed well to make best use of human and financial resources? How?

11. To what extent would you say that the achieved results, especially any positive changes in the lives of women and *girls (project goal level)*, will be sustained after this project ends?

12. What steps have been taken toinstitutionalize the project, build capacity of stakeholders or secure benefits for rightsholders through accountability and oversight systems to ensure continuity of project benefits beyond donor funding?

13. Did the project have an <u>exit strategy</u>? What does that exit strategy entail? Which <u>sustainability</u> mechanisms or options did the project put in place to ensure the beneficiaries continue enjoying their rights regardless of the project cessation?

14. What are the possible factors that you can say <u>enhance or inhibit sustainability,</u> including ownership/commitment, economic/financial, institutional, technical, socio-cultural and environmental sustainability aspects?

15. Would you say the project has contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)? To what extent has the project done so?

16. Which changes in the situation for women and girls has the project brought in relation to specific forms of violence *(domestic violence, denial of property rights, denial of educational and economic*

rights, denial of access to healthcare, rape including statutory rape, early marriage, forced marriage, sexual exploitation and abuse, psychological violence, forced prostitution, abduction,dowry related violence, sexual assault and sexual harassment? Which ones were intended and which were unintended change for both women and girls targeted by the project?

17. To what extent has the project generated new and innovative knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners?

18. Is the generated knowledge, promising or emerging practices in the field of EVAW/G new, innovative, builds on evidence from other projects or has potential for replication or scale up in other projects or contexts? Explain?

19. Would you say that monitoring mechanisms were effective in providing timely data to inform project decisions? Were there challenges in achieving this?

20. What would you say about the EVAWG - UNTF programme collaboration and networking with partner organizations? What were the challenges and success factors in networking and collaboration?

21. What would you suggest to see in the next phase of the project or in case the project is to continue or to be replicated to other counties?

Note: Specific reference will be made to available documentation with regard to the discussion questions.
Thank you for taking time to respond to my question. Do you have any questions?
End

B: SIHA Project Staff

1. May you provide an overview of **EVAWG - UNTF** activities in this project?

2. In your opinion, how appropriate/relevant were the inputs and activities to the local socio-cultural, political and economic context?

3. How was the project targeting (beneficiary selection done)?Would you say the project effectively reached the most vulnerable girls and addressed their priority needs?

4. What changes would you say the project has made in the lives of the vulnerable girls and their households? Which changes/effects are these? Were they intended or unintended*(Give examples)*?

5. In your opinion, would you say the project design was appropriate? How appropriate was the design and implementation strategies to the target beneficiaries?(Explain how)?

6. Would you say the implementation of the actions lead to the achievement of the expected results (explain how)?

7. In your opinion and based on the project documents, would you say the project outcomes were achieved? Which ones were achieved and which ones were not achieved? What were the enabling and hindering factors?

8. Were the quality and quantity of the produced outputs and outcomes in accordance with the proposed project plans and inputs? Was the project budget used and planned *(Explain)*?

9. In your opinion, to what extent would you say the project achieved its purpose?

10. Was the project sufficiently adaptable to a fluid and insecure context especially during COVID-19 to deliver outputs in a timely manner and sufficiently achieve targets? Which project elements were mostly affected by COVID-19?

11. Would you say that monitoring mechanisms were effective in providing timely data to inform

programming decisions? Were there challenges in achieving this?

12. To what extent was the <u>community involved</u> in the project from design to implementation? What would you say about community participation during the project lifecycle?

13. What are the possible factors that you can say <u>enhance or inhibit sustainability</u>, including ownership/commitment, economic/financial, institutional, technical, socio-cultural and environmental sustainability aspects?

14.   What would you suggest to see <u>improved in the next project phase</u> or incase the project in replicated to other counties?

Note: **Specific reference will be made to available documentation with regard to the discussion questions.**

Thank you for taking time to respond to my question. Do you have any question?

End

C: UNTF (Management and Staff)

1. What would you say about the design of the EVAWG - UNTF Project? Was the design relevant and is it still relevant to the needs of women and girls? Was the project design in line with your (donor) policies?

2. Did the project management adequately meet the donor requirement in terms of management systems, timely implementation, monitoring and evaluation, quality reporting (progress and financial)?

3. What support did you (donor) give the project to adequately deal with the effects of COVID-19? Was the support adequate? In your opinion, were the effects of COVID-19 handled well and appropriately by the project management?

4. What would you say were the successes and challenges you (donor agency) met in dealing with the project management?

5. What would you suggest to see improved in the future programming?

Thank you for taking time to respond to my question. Do you have any question?

End

D: State Ministry of Education, Science and Technology and State Ministry of Gender, Child, and Social Welfare

1. How would you explain your partnership with SIHA through EVAWG- UNTF Project?

2. How did you as a ministry collaborate with SIHA in engagement of the five (5) targeted schools?

3. Would you say that the project design was relevant and aligned to the government policies and priorities? *Explain*

4. How did you ensure the quality of the SIHA Curriculum integration into secondary curriculum used in the five (5) targeted schools? (*SMoEST*)

5. To what extent have you ensured that the staff of your ministry increase sensitivity around SVAWG and prioritize SVAWG awareness as a central component of education reforms? Are you implementing practices to reflect this? (*SMoEST*)

6. As a key implementing partner of EVAWG- UNTF Project, have you prioritized SVAWG in policy

agendas and platforms? Which policy reforms have you put in place to help drive this to achieve the project goals? *(SMGCSW)*

7. Which challenges did you face during this partnership? How did you address the challenges? Where the challenges addressed jointly or separately? *(Explain).*

8. How did the impact of COVID-19 affect your collaboration / partnership with SIHA in terms of project implementation? How have you individually or jointly addressed the COVID-19 challenges?

9. How would you want this partnership changed or improved in the subsequent engagements? Why do you think so?

10. **What are the possible factors that you can say will enhance or inhibit sustainability of the project?**

Thank you for taking time to respond to my questions. Do you have any question?

End

E: Community leaders (customary/traditional chiefs) and Religious leaders (Christian and Islamic communities)

1. What your take on the EVAWG- UNTF Project implemented by SIHA?

2. In your opinion, do you think the project was appropriate/ relevant to the needs of the women and girls within the prevailing local socio-cultural, political and economic context?

3. What is the community's perception of SVAWG?

4. What is the community's perception of SGBV?

5. As a community and religious leaders, what actions do you take about the perpetrators of SVAWG?

6. Would you say the project has contributed to EVAWG? *Explain*

7. What has this project achieved in terms of changing community practices of violence against women?

8. What is the church's/Mosque contribution to EVAWG?

9. What changes has the project made in the lives of women and girls?

10. What else do you think should be done in future programming?

Thank you for taking time to participate in this discussion and respond to my questions. Do you have any question?

End

C: Survey questionnaires – Students, Male Mentors, Women Groups, Community and Teachers

Survey Instrument for STUDENTS
SGBV in Wau Town

Interview Checklist

1. Introduce yourself and the translator (and anyone else present) *From SIHA- Strategic Initiative for Women in the Horn of Africa. Conducting baseline to understand people's knowledge and attitudes on women and men and about sexual violence.*

2. Describe how the information will be used (baseline) and who will have access to the information we are discussing. *The information is to be used to measure what people know and how they understand issues about men and women and gender based violence so that we can measure any changes after the project is complete.*

3. "…*All of this information is confidential, no names are used, and the results of the study will be presented in a respectful manner and no information that could enable anyone to identify you personally will be reported. If you would like to be kept up and informed on the progress of our project and will be happy to share any updates with you.*."

4. What types of questions are going to be asked.*The questions are about your attitudes relating to men and women, and your experience or knowledge of sexual and gender based violence.*

5. "...*It is your right to participate in this interview, but you can choose not to participate, do you wish to continue? You can choose to stop at any point of the interview, you can also refuse to answer any question you don't feel like answering, there is no need for explanation you are also welcome to take a break at any point…*" *If you wish to speak with a counsellor after the interview we will bring you to a counsellor*

6. "...*Could you confirm that I can proceed to interview you?...*"_____ *Agreed?*

ID Survey Number		___ - ___ - __ __ __ School Sex Respondent #	
1. Personal Identification			
P1. Interviewer: 1 = Amet 5= Stella 2 = David6=Paska 3= Michael 7=Juzella 4= Henrico 8=Lina/Christina	|___|	**P2**. .School: 1 = Bousri4=Standard 2 = Loyola 5=Wau Complex 3= Mbili	|___|
P3. RespondentSex: 1 = Female 2= Male	.|___|	**P4**. Respondent Number: — — — _____ .	
P5. Day/Month/Year of interview: __ __/ __ __/ __ __ __ __		**P6**.AGE ____	
P7. Current Class: 1 = S1 2 = S2	. |___|	**P8**. Marital Status 1 = Never Married 2 = Married 3= Divorced 4= Widowed 5 = Co-habitating	. |___|
P9. Did you choose to be married? 0= No 1 = Yes 2= Not Applicable	|___|	**P10**. Do you have children? If, yes, how many? 0 = No If yes, put number.	|___|
P11. Are you and your family currently displaced from your usual home? 0 = No	. |___|	**P12**. Household Identification 1= Dinka 2 = Fertit 3 = Nuer	.|___|

	1 = Yes		4 = Sudanese 5= Luo Other…			

<table>
<tr><th colspan="7" style="text-align:center">GENDER EQUITY SCALES</th></tr>
<tr><td></td><td colspan="6">For the following series of statements, please answer whether you agree with the statement, disagree with the statement, or somewhat agree with the statement.</td></tr>
<tr><td></td><td></td><td>Agree</td><td>Somewhat</td><td>Disagree</td><td></td></tr>
<tr><td>W1</td><td>It is okay to get married before the age of 18.</td><td>1</td><td>2</td><td>3</td><td></td></tr>
<tr><td>W2</td><td>It is okay if a woman does not choose her husband.</td><td>1</td><td>2</td><td>3</td><td></td></tr>
<tr><td>W3</td><td>It is okay to marry a woman without paying brideprice (dowry).</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>W4</td><td>If a woman chooses her husband, it is okay if he doesn't pay brideprice.</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>W5</td><td>A woman must try to earn as much bridewealth as she can for her family</td><td>1</td><td>2</td><td>3</td><td></td></tr>
<tr><td>W6</td><td>Men have more than one wife or lover because it is in their nature to do so</td><td>1</td><td>2</td><td>3</td><td></td></tr>
<tr><td>W7</td><td>Men are always ready to have sex</td><td>1</td><td>2</td><td>3</td><td></td></tr>
<tr><td>W8</td><td>A woman who carries a condom on her is easy</td><td>1</td><td>2</td><td>3</td><td></td></tr>
<tr><td>W9</td><td>A woman who has sex before marriage does not deserve respect</td><td>1</td><td>2</td><td>3</td><td></td></tr>
<tr><td></td><td>Gender equity</td><td>Agree</td><td>Somewhat</td><td>Disagree</td><td></td></tr>
<tr><td>G1</td><td>A woman can do the same job as a man</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>G2</td><td>Women should own/inherit land and property the same as men</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>G3</td><td>In general, men are smarter than women</td><td>1</td><td>2</td><td>3</td><td></td></tr>
<tr><td>G4</td><td>Men and women should have equal decision-making power in the household</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>G5</td><td>Men and women should have equal decision-making power in the community</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>G6</td><td>Men and women should have equal decision-making power in the government</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td></td><td>School</td><td>Agree</td><td>Somewhat</td><td>Disagree</td><td></td></tr>
<tr><td>C1</td><td>Children have a right to education</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>C2</td><td>Children have the right to express their ideas and thoughts in the classroom</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>C3</td><td>Children have the right to disagree with teachers</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>C4</td><td>It is important for girls to be educated</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>C5</td><td>Girls and boys should be educated equally</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>C6</td><td>It is more important for a boy to be educated than a girl if there are limited resources to pay school fees.</td><td>1</td><td>2</td><td>3</td><td></td></tr>
<tr><td>C7</td><td>Female teachers are as good as male teachers</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>C8</td><td>It is okay for a teacher to have sexual relations with a student</td><td>1</td><td>2</td><td>3</td><td></td></tr>
<tr><td>C9</td><td>Girls should return to school after having a baby</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>C10</td><td>Children have the right to say no to a teacher who wants to touch their thighs, breasts, buttocks or private parts.</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>C11</td><td>If a teacher in a school hears about a case of sexual violence against a student, they have a responsibility to report it to police</td><td>3</td><td>2</td><td>1</td><td></td></tr>
<tr><td>C12</td><td>If a student in a school hears about a case of sexual violence against another student, they have a responsibility to tell a parent, or teacher</td><td>3</td><td>2</td><td>3</td><td></td></tr>
<tr><td></td><td>Violence Domain</td><td>Agree</td><td>Somewhat</td><td>Disagree</td><td></td></tr>
<tr><td>V1</td><td>There are times when a woman deserves to be beaten.</td><td>1</td><td>2</td><td>3</td><td></td></tr>
<tr><td>V2</td><td>A woman should tolerate violence to keep her family together</td><td>1</td><td>2</td><td>3</td><td></td></tr>
</table>

V3	Sometimes it is okay to use force to have sex.	1	2	3	
V4	A man using violence against his wife is a private matter that should not be discussed outside the couple.	1	2	3	
V5	A wife can never refuse to have sex with her husband	1	2	3	
V6	If a woman is dressed in revealing clothing, she deserves to be subjected to sexual violence	1	2	3	
V7	Forcing your wife to have sex is rape	3	2	1	
V8	It is possible to rape/commit sexual violence against a man.	3	2	1	
V9	There are some situations where someone who commits rape should not be punished	1	2	3	

	Knowledge of SGBV	**YES**	**Some**	**NO**	
K1	Have you ever heard of the term "sexual and gender-based violence	2	1	0	
K2	Can you describe what it means? *Enumerator: Circle yes if the respondent can describe SGBV correctly, circle no if they answer incorrectly, and somewhat if they answer partially correct. If they do not know, explain.*	2	1	0	
K3	Have you received any trainings, or participated in activities, for instance, with NGOs, or Ministries that address SGBV?	2	1	0	
K4	Have any of your school classes discussed human rights or SGBV?	2	1	0	
K5	Have any of your school classes discussed sexual and reproductive health issues?	2	1	0	
K6	Do you know where you can go to get medical, psychosocial, and legal assistance in case of SGBV?	2	1	0	
K7	At what age can a person legally consent to sexual activity? (*18 is correct*)	**Correct** 2	**Incorect** 0	**DK** 0	

	Reporting	**Yes**	**Not sure**	**No**								
R1a	If you or one of your friends or relatives experienced sexual violence by another student would you report the incident?	2	1	0								
R1b	To whom would you report the incident? (Circle all that are mentioned)											
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or School Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid	Local Gov't	Military
	1	2	3	4	5	6	7	8	9	10	11	12
		Yes	**Not sure**	**No**								
R2a	If you or one of your friends or relatives experienced sexual violence by a teacher would you report the incident?	2	1	0								
R2b	To whom would you report the incident? (Circle all that are mentioned)											
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or School Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid	Local Gov't	Military
	1	2	3	4	5	6	7	8	9	10	11	12
		Yes	**Not sure**	**No**								
R3a	If you or one of your friends or relatives experienced sexual violence by a stranger would you report the incident?	2	1	0								
R3b	To whom would you report the incident? (Circle all that are mentioned)											
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or School Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid	Local Gov't	Military
	1	2	3	4	5	6	7	8	9	10	11	12
		Yes	**Not sure**	**No**								
R4a	If you or one of your friends or relatives experienced sexual violence by a member of an armed group would you report the incident?	2	1	0								

R4b	To whom would you report the incident? (Circle all that are mentioned)											
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or School Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid	Local Gov't	Military
	1	2	3	4	5	6	7	8	9	10	11	12

	Safety For the following questions, report how safe (free from threat of sexual or physical violence) you feel on a scale of one to five, with one being very unsafe and 5 being very safe. How safe do you feel….	Very Safe	Somewhat safe	Neutral	Somewhat unsafe	Very unsafe	
S1	At Home	5	4	3	2	1	
S2	In your neighbourhood?	5	4	3	2	1	
S3	Walking to school?	5	4	3	2	1	
S4	At school?	5	4	3	2	1	
S5	In the town or market?	5	4	3	2	1	
S6	Traveling between towns	5	4	3	2	1	
S7	In your country	5	4	3	2	1	

	Changes in Safety Thinking about the same places, has your sense of safety improved, stayed the same, or worsened in the last 12 months?	IMPROVED	Remained the same	WORSENED	
H1	At Home	3	2	1	
H2	In your neighbourhood?	3	2	1	
H3	Walking to school?	3	2	1	
H4	At school?	3	2	1	
H5	In the town or market?	3	2	1	
H6	Traveling between towns	3	2	1	
H7	In your country	3	2	1	

Questionnaire for Male Mentors

P1 NAME:					

P2 Age Group	Under 18	18-25	26-35		
	1	2	3		
P3 Marital Status	Never Married	Married	Widow	Divorced	Cohabiting
	1	2	3	4	5
P4 Education Level (highest completed)	None	Literacy Class	Primary	Senior	College or University
	1	2	3	4	5
P5 Employment	No income		Self-employed		Employed (salary or wage earner)
	1		2		3
P6 Occupation	House	Agriculture	Trade	Service	Professiona	Studen

	work	Livestock	(selling goods)	(selling services)	l (wage earner)	t
	1	2	3	4	5	6

	Please answer the following questions:	YES	Some	NO
K1	Have you ever heard of the term "sexual and gender-based violence" or SGBV?	Yes 3	Some 2	No 1
K2	Have you received any trainings, or participated in activities, for instance, with NGOs, or Ministries that address SGBV?	Yes 3	Some 2	No 1
K3	Have you ever had any training on human rights?	Yes 3	Some 2	No 1
K4	Have you ever had training on sexual and reproductive health issues?	Yes 3	Some 2	No 1
K5	Have you ever had training or awareness sessions on gender or gender sensitisation?	Yes 3	Some 2	No 1
K6	Do you know where you can go to get medical, psychosocial, and legal assistance in case of SGBV?	Yes 3	Some 2	No 1
K7	Can a man legally have sex with a women who is 16 years old?	Yes 3	Some 2	No 1

Q1. Please name 3 types of SGBV:

_____

Q2. Please name 2 international treaties or conventions ratified by South Sudan related to women's rights and combatting violence.

_____

		Agree	Some what	Disagree
W1	It is okay to get married before the age of 18.			
W2	It is okay if a woman does not choose her husband.			
W3	It is okay to marry a woman without paying brideprice (dowry).			
W4	If a woman chooses her husband, it is okay if he doesn't pay brideprice.			
W5	A woman must try to earn as much bridewealth as she can for her family			
W6	Men have more than one wife or lover because it is in their nature to do so			
W7	Men are always ready to have sex			
W8	A woman who carries a condom on her is easy			
W9	A woman who has sex before marriage does not deserve respect			
		Agree	Some what	Disagree
G1	A woman can do the same job as a man			
G2	Women should own/inherit land and property the same as men			
G3	In general, men are smarter than women			
G4	Men and women should have equal decision-making power in the household			

G5	Men and women should have equal decision-making power in the community			
G6	Men and women should have equal decision-making power in the government			
	Violence Domain	Agree	Some what	Disagre e
V1	There are times when a woman deserves to be beaten.			
V2	A woman should tolerate violence to keep her family together			
V3	Sometimes it is okay to use force to have sex.			
V4	A man using violence against his wife is a private matter that should not be discussed outside the couple.			
V5	A wife can never refuse to have sex with her husband			
V6	If a woman is dressed in revealing clothing, she deserves to be subjected to sexual violence			
V7	Forcing your wife to have sex is rape			
V8	It is possible to rape/commit sexual violence against a man.			
V9	There are some situations where someone who commits rape should not be punished			

Questionnaire for Women's Groups

P1 NAME:					
P2 Age Group	Under 18	18-25	25-40	41-60	Above 60
	1	2	3	4	5
P3 Marital Status	Never Married	Married	Widow	Divorced	Cohabiting
	1	2	3	4	5
P4 Education Level (highest completed)	None	Literacy Class	Primary	Senior	College or University
	1	2	3	4	5
P5 Employment	No income		Self-employed		Employed (salary or wage earner)
	1		2		3
P6 Occupation	House work	Agriculture Livestock	Trade (selling goods)	Service (selling services)	Professional (wage earner)
	1	2	3	4	5

	Please answer the following questions:	YES	Some	NO
K1	Have you ever heard of the term "sexual and gender-based violence" or SGBV?	Yes 3	Some 2	No 1
K2	Have you received any trainings, or participated in activities, for instance, with NGOs, or Ministries that address SGBV?	Yes 3	Some 2	No 1
K3	Have you ever had any training on human rights?	Yes	Some	No

			3	2	1
K4	Have you ever had training on sexual and reproductive health issues?		Yes 3	Some 2	No 1
K5	Have you ever had training or awareness sessions on gender or gender sensitisation?		Yes 3	Some 2	No 1
K6	Do you know where you can go to get medical, psychosocial, and legal assistance in case of SGBV?		Yes 3	Some 2	No 1
K7	Can a man legally have sex with a women who is 16 years old?		Yes 3	Some 2	No 1
E1	Circle all the groups that you belong to or participate with:	Women's Group	1		
		Savings/Credit Group	2		
		Mutual/Self-Help Group	3		
		Professional or Labour Association	4		
		Civic Group (community support)	5		
		Political Group	6		
		Religious Group	7		
		OTHER			
E2	How much control do you feel you have in making decisions that affect your everyday activities?		A Lot	Some	None
E3	Do you feel that you have the power to make important decisions that change the course of your life?		A Lot	Some	None
E4	Overall, how much impact do you think you have in making this village/neighborhood abetter place to live?		A Lot	Some	None
	In the past 12 months, have you done any of the following?				
E5	A. Attend a village/neighborhood council meeting, public hearing, or public discussion group		Frequently	Once or Twice	Never
E6	B. Met with a politician, called him/her, or sent a letter		Frequently	Once or Twice	Never
E7	C. Participated in a protest or demonstration		Frequently	Once or Twice	Never
E8	D. Participated in an information or election campaign		Frequently	Once or Twice	Never
E9	E. Alerted newspaper, radio or TV to a local problem		Frequently	Once or Twice	Never
E10	F. Notified police or court about a local problem		Frequently	Once or Twice	Never
E11	g. Given a presentation or training on gender issues?		Frequently	Once or Twice	Never
E12	h. Campaigned or spoken publicly against gender based violence?		Frequently	Once or Twice	Never

	For the following series of statements, please answer whether you agree with the statement, disagree with the statement, or somewhat agree with the statement.			
		Agree	Some what	Disagree
W1	It is okay to get married before the age of 18.	1	2	3
W2	It is okay if a woman does not choose her husband.	1	2	3
W3	It is okay to marry a woman without paying brideprice (dowry).	3	2	1
W4	If a woman chooses her husband, it is okay if he doesn't pay brideprice.	3	2	1
W5	A woman must try to earn as much bridewealth as she can for her family	1	2	3
W6	Men have more than one wife or lover because it is in their nature to do so	1	2	3
W7	Men are always ready to have sex	1	2	3
W8	A woman who carries a condom on her is easy	1	2	3
W9	A woman who has sex before marriage does not deserve respect	1	2	3

Questionnaire for Community Members

Survey Instrument for Community Members

SGBV in Wau Town

Interview Checklist

1. Introduce yourself and the translator (and anyone else present) *From SIHA- Strategic Initiative for Women in the Horn of Africa. Conducting baseline to understand people's knowledge and attitudes on women and men and about sexual violence.*

2. Describe how the information will be used (baseline) and who will have access to the information we are discussing. *The information is to be used to measure what people know and how they understand issues about men and women and gender based violence so that we can measure any changes after the project is complete.*

3. *"…All of this information is confidential, no names are used, and the results of the study will be presented in a respectful manner and no information that could enable anyone to identify you personally will be reported. If you would like to be kept up and informed on the progress of our project and will be happy to share any updates with you.."*

4. What types of questions are going to be asked. *The questions are about your attitudes relating to men and women, and your knowledge of sexual and gender based violence.*

5. *"...It is your right to participate in this interview, but you can choose not to participate, do you wish to continue? You can choose to stop at any point of the interview, you can also refuse to answer any question you don't feel like answering, there is no need for explanation you are also welcome to take a break at any point…"* If you wish to speak with a counsellor after the interview we will bring you to a counsellor

6. *"…Could you confirm that I can proceed to interview you?..."* _____ *Agreed?*

ID Survey Number	___ - ___ - __ __ __
	Cluster Sex Respondent #
1. Personal Identification	
P1. Interviewer: 1 = Amet 5= Stella 2 = David6=Paska 3= Michael 7=Juzella 4= Henrico 8=Lina/ Christina	**P2**. .Neighbourhood/Cluster No.: ___ ___ |___|

	P3. RespondentSex: 1 = Female 2= Male	.|___|	P4. Household Number: __ __ _____ .	
	P5. Day/Month/Year of interview: __ __/ __ __/ __ __ __ __		P6.AGE of Respondent ____	
	P7. Education: 0= None/Illiterate 1 = Literacyclass 2 =P1-P3 3=P4-P8 4 =S1 -S4 5 = Diploma/Degree	. |___|	P8. Marital Status 1 = Never Married 2 = Married 3= Divorced 4= Widowed 5= Co-habiting	. |___|
	P9. Did you choose to be married? 0= No 1 = Yes 2= Not Applicable	|___|	P10. Do you have children? If, yes, how many? 0 = No If yes, put number.	|___|
	P11. Are you and your family currently displaced from your usual home? 0 = No 1 = Yes	. |___|	P12. Household Identification 1= Dinka 2 = Fertit 3 = Nuer 4 = Sudanese 5= Luo Other…_____	.|___|

	GENDER EQUITY SCALES				
	For the following series of statements, please answer whether you agree with the statement, disagree with the statement, or somewhat agree with the statement.				
		Agree	Some what	Disagr ee	
W1	It is okay to get married before the age of 18.	1	2	3	
W2	It is okay if a woman does not choose her husband.	1	2	3	
W3	It is okay to marry a woman without paying brideprice (dowry).	3	2	1	
W4	If a woman chooses her husband, it is okay if he doesn't pay brideprice.	3	2	1	
W5	A woman must try to earn as much bridewealth as she can for her family	1	2	3	
W6	Men have more than one wife or lover because it is in their nature to do so	1	2	3	
W7	Men are always ready to have sex	1	2	3	
W8	A woman who carries a condom on her is easy	1	2	3	
W9	A woman who has sex before marriage does not deserve respect	1	2	3	
	Gender equity	Agree	Some what	Disagr ee	
G1	A woman can do the same job as a man	3	2	1	
G2	Women should own/inherit land and property the same as men	3	2	1	
G3	In general, men are smarter than women	1	2	3	
G4	Men and women should have equal decision-making power in the household	3	2	1	
G5	Men and women should have equal decision-making power in the community	3	2	1	
G6	Men and women should have equal decision-making power in the government	3	2	1	
	School	Agree	Some what	Disagr ee	
C1	Children have a right to education	3	2	1	
C2	Children have the right to express their ideas and thoughts in the	3	2	1	

	classroom				
C3	Children have the right to disagree with teachers	3	2	1	
C4	It is important for girls to be educated	3	2	1	
C5	Girls and boys should be educated equally	3	2	1	
C6	It is more important for a boy to be educated than a girl if there are limited resources to pay school fees.	1	2	3	
C7	Female teachers are as good as male teachers	3	2	1	
C8	It is okay for a teacher to have sexual relations with a student	1	2	3	
C9	Girls should return to school after having a baby	3	2	1	
C10	Children have the right to say no to a teacher who wants to touch their thighs, breasts, buttocks or private parts.	3	2	1	
C11	If a teacher in a school hears about a case of sexual violence against a student, they have a responsibility to report it to police	3	2	1	
C12	If a student in a school hears about a case of sexual violence against another student, they have a responsibility to tell a parent, or teacher	3	2	3	
	Violence Domain	**Agree**	**Some what**	**Disagree**	
V1	There are times when a woman deserves to be beaten.	1	2	3	
V2	A woman should tolerate violence to keep her family together	1	2	3	
V3	Sometimes it is okay to use force to have sex.	1	2	3	
V4	A man using violence against his wife is a private matter that should not be discussed outside the couple.	1	2	3	
V5	A wife can never refuse to have sex with her husband	1	2	3	
V6	If a woman is dressed in revealing clothing, she deserves to be subjected to sexual violence	1	2	3	
V7	Forcing your wife to have sex is rape	3	2	1	
V8	It is possible to rape/commit sexual violence against a man.	3	2	1	
V9	There are some situations where someone who commits rape should not be punished	1	2	3	
	Knowledge of SGBV	**YES**	**Some**	**NO**	
K1	Have you ever heard of the term "sexual and gender-based violence	2	1	0	
K2	Can you describe what it means? *Enumerator: Circle yes if the respondent can describe SGBV correctly, circle no if they answer incorrectly, and somewhat if they answer partially correct.*	2	1	0	
K3	Have you received any trainings, or participated in activities, for instance, with NGOs, or Ministries that address SGBV?	2	1	0	
K4	Have any of your school classes discussed human rights or SGBV?	2	1	0	
K5	Have any of your school classes discussed sexual and reproductive health issues?	2	1	0	
K6	Do you know where you can go to get medical, psychosocial, and legal assistance in case of SGBV?	2	1	0	
K7	At what age can a person legally consent to sexual activity? (*18 is correct*)	**Corect** 2	**Wrong** 0	**DK** 0	

	Reporting		**Yes**	**Not sure**	**No**							
R1a.	If you or one of your friends or relatives experienced sexual violence by another student would you report the incident?		2	1	0							
R1b	To whom would you report the incident? (Circle all that are mentioned)											
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid	Local Gov't	Military
	1	2	3	4	5	6	7	8	9	10	11	12
						Yes	**Not sure**	**No**				
R2a	If you or one of your friends or relatives experienced sexual violence					2	1	0				

	by a teacher would you report the incident?											
R2b	To whom would you report the incident? (Circle all that are mentioned)											
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or School Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid	Local Gov't	Military
	1	2	3	4	5	6	7	8	9	10	11	12
									Yes	**Not sure**	**No**	
R3a	If you or one of your friends or relatives experienced sexual violence by a stranger would you report the incident?								**2**	**1**	**0**	
R3b	To whom would you report the incident? (Circle all that are mentioned)											
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or School Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid	Local Gov't	Military
	1	2	3	4	5	6	7	8	9	10	11	12
									Yes	**Not sure**	**No**	
R4a	If you or one of your friends or relatives experienced sexual violence by a member of an armed group would you report the incident?								**2**	**1**	**0**	
R4b	To whom would you report the incident? (Circle all that are mentioned)											
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid	Local Gov't	Military
	1	2	3	4	5	6	7	8	9	10	11	12
									Yes	**Not sure**	**No**	
R5a	If you or one of your friends or relatives experienced PHYSICAL violence by a SPOUSE would you report the incident?								**2**	**1**	**0**	
R5b	To whom would you report the incident? (Circle all that are mentioned)											
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid	Local Gov't	Military
	1	2	3	4	5	6	7	8	9	10	11	12

Questionnaire for Teachers

Survey Instrument for TEACHERS
SGBV in Wau Town

Interview Checklist

7. Introduce yourself and the translator (and anyone else present) *From SIHA- Strategic Initiative for Women in the Horn of Africa. Conducting baseline to understand people's knowledge and attitudes on women and men and about sexual violence.*

8. Describe how the information will be used (baseline) and who will have access to the information we are discussing. *The information is to be used to measure what people know and how they understand issues about men and women and gender based violence so that we can measure any changes after the project is complete.*

9. "…*All of this information is confidential, no names are used, and the results of the study will be presented in a respectful manner and no information that could enable anyone to identify you personally will be reported. If you would like to be kept up and informed on the progress of our project and will be happy to share any updates with you..*"

10. What types of questions are going to be asked. *The questions are about your attitudes relating to men and women, and your knowledge of sexual and gender based violence.*

11. "*...It is your right to participate in this interview, but you can choose not to participate, do you wish to continue? You can choose to stop at any point of the interview, you can also refuse to answer any question you don't feel like answering, there is no need for explanation you are also*

welcome to take a break at any point..." If you wish to speak with a counsellor after the interview we will bring you to a counsellor

12. *"...Could you confirm that I can proceed to interview you?..."*_____*Agreed?*_

ID Survey Number	___ - ___ - __ __ __ School Sex Respondent #

1. Personal Identification			
P1. Interviewer: 1 = Amet 5= Stella 2 = David6=Paska 3= Michael 7=Juzella 4= Henrico 8=Lina/Christina	|___|	**P2**. .School.: 1 = Bursere4=Standard 2 = Loyola 5=Wau Complex 3= Mbili	|___|
P3. RespondentSex: 1 = Female 2= Male	.|___|	**P4**. Respondent Number: __ __ __ _____ ___ .	
P5. Day/Month/Year of interview: __ __/ __ __/ __ __ __ __		**P6**.AGE of Respondent ____	
P7. Number of Years Teaching: 1 = 1-5 3= 5-10 4 =10-15 5 = 15-20 6 = More than 20	. |___|	**P8**. Marital Status 1 = Never Married 2 = Married 3= Divorced 4= Widowed 5= Co-habiting	. |___|
P9. University Degree? 0= No 1 = Yes 2= Ongoing	|___|	**P10**. Did you take teacher training? 0 = No 1 = Yes.	|___|
P11. Are you and your family currently displaced from your usual home? 0 = No 1 = Yes	. |___|	**P12**. Household Identification 1= Dinka 2 = Fertit 3 = Nuer 4 = Sudanese 5= Luo Other…_____	.|___|

	GENDER EQUITY SCALES				
	For the following series of statements, please answer whether you agree with the statement, disagree with the statement, or somewhat agree with the statement.				
		Agree	**Some what**	**Disa gree**	
W1	It is okay to get married before the age of 18.	1	2	3	
W2	It is okay if a woman does not choose her husband.	1	2	3	
W3	It is okay to marry a woman without paying brideprice (dowry).	3	2	1	
W4	If a woman chooses her husband, it is okay if he doesn't pay brideprice.	3	2	1	
W5	A woman must try to earn as much bridewealth as she can for her family	1	2	3	
W6	Men have more than one wife or lover because it is in their nature to do so	1	2	3	
W7	Men are always ready to have sex	1	2	3	
W8	A woman who carries a condom on her is easy	1	2	3	
W9	A woman who has sex before marriage does not deserve respect	1	2	3	
	Gender equity	**Agree**	**Some what**	**Disa gree**	
G1	A woman can do the same job as a man	3	2	1	
G2	Women should own/inherit land and property the same as men	3	2	1	
G3	In general, men are smarter than women	1	2	3	
G4	Men and women should have equal decision-making power in the household	3	2	1	

		Agree	Some what	Disagree	
G5	Men and women should have equal decision-making power in the community	3	2	1	
G6	Men and women should have equal decision-making power in the government	3	2	1	
	School	**Agree**	**Some what**	**Dis agr ee**	
C1	Children have a right to education	3	2	1	
C2	Children have the right to express their ideas and thoughts in the classroom	3	2	1	
C3	Children have the right to disagree with teachers	3	2	1	
C4	It is important for girls to be educated	3	2	1	
C5	Girls and boys should be educated equally	3	2	1	
C6	It is more important for a boy to be educated than a girl if there are limited resources to pay school fees.	1	2	3	
C7	Female teachers are as good as male teachers	3	2	1	
C8	It is okay for a teacher to have sexual relations with a student	1	2	3	
C9	Girls should return to school after having a baby	3	2	1	
C10	Children have the right to say no to a teacher who wants to touch their thighs, breasts, buttocks or private parts.	3	2	1	
C11	If a teacher in a school hears about a case of sexual violence against a student, they have a responsibility to report it to police	3	2	1	
C12	If a student in a school hears about a case of sexual violence against another student, they have a responsibility to tell a parent, or teacher	3	2	3	
	Violence Domain	**Agree**	**Some what**	**Dis agr ee**	
V1	There are times when a woman deserves to be beaten.	1	2	3	
V2	A woman should tolerate violence to keep her family together	1	2	3	
V3	Sometimes it is okay to use force to have sex.	1	2	3	
V4	A man using violence against his wife is a private matter that should not be discussed outside the couple.	1	2	3	
V5	A wife can never refuse to have sex with her husband	1	2	3	
V6	If a woman is dressed in revealing clothing, she deserves to be subjected to sexual violence	1	2	3	
V7	Forcing your wife to have sex is rape	3	2	1	
V8	It is possible to rape/commit sexual violence against a man.	3	2	1	
V9	There are some situations where someone who commits rape should not be punished	1	2	3	

	Knowledge of SGBV	**YES**	**Some**	**NO**	
K1	Have you ever heard of the term "sexual and gender-based violence	2	1	0	
K2	Can you describe what it means? *Enumerator: Circle yes if the respondent can describe SGBV correctly, circle no if they answer incorrectly, and somewhat if they answer partially correct*	2	1	0	
K3	Have you received any trainings, or participated in activities, for instance, with NGOs, or Ministries that address SGBV?	2	1	0	
K4	Did any of your university or teacher training discuss human rights or SGBV?	2	1	0	
K5	Are you aware of a code of conduct for teachers?	2	1	0	
K6	Are you aware of any sexual harassment policy at the school?	2	1	0	
K7	Are you aware of any child safeguarding policy at the school?	2	1	0	
K8	If one of your students experienced sexual violence, do you know where to report it?	2	1	0	

K9	At what age can a person legally consent to sexual activity? *(18 is correct)*									Corect 2		Wrong 0		DK 0	
	Reporting									Yes		NotSure		No	
R1A	If one of your students experienced sexual violence by another student would you report the incident?									2		1		0	
R1B	To whom would you report the incident? (Circle all that are mentioned)														
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or School Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid		Local Gov't		Military	
	1	2	3	4	5	6	7	8	9	10		11		12	
										Yes		Not sure		No	
R2A	Ifone of your students experienced sexual violence by a teacher would you report the incident?									2		1		0	
R2B	To whom would you report the incident? (Circle all that are mentioned)														
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or School Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid		Local Gov't		Military	
	1	2	3	4	5	6	7	8	9	10		11		12	
										Yes		Not sure		No	
R3A	If one of your students experienced sexual violence by a stranger would you report the incident?									2		1		0	
R3B	To whom would you report the incident? (Circle all that are mentioned)														
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or School Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid		Local Gov't		Military	
	1	2	3	4	5	6	7	8	9	10		11		12	
									Yes		Not sure		No		
Q1A	If you experienced sexual violence by someone would you report the incident?								2		1		0		
Q1B	To whom would you report the incident? (Circle all that are mentioned)														
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or School Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid		Local Gov't		Military	
	1	2	3	4	5	6	7	8	9	10		11		12	
									Yes		Not sure		No		
Q2A	If you experienced physical violence by your spouse would you report the incident?								2		1		0		
Q2B	To whom would you report the incident? (Circle all that are mentioned)														
	Parent or relative	Friend	Traditional leader	Religious Leader	Teacher or School Admin	Police	Gender Focal Point	Camp Leader	Doctor	Legal Aid		Local Gov't		Military	
	1	2	3	4	5	6	7	8	9	10		11		12	

	Safety For the following questions, report how safe (free from threat of sexual or physical violence) you feel on a scale of one to five, with one being very unsafe and 5 being very safe. How safe do you feel….	Very Safe	Somewhat safe	Neutral	Somewhat unsafe	Very unsafe	
S1	At Home	5	4	3	2	1	
S2	In your neighbourhood?	5	4	3	2	1	
S3	Walking to school?	5	4	3	2	1	

S4	At school?	5	4	3	2	1	
S5	In the town or market?	5	4	3	2	1	
S6	Traveling between towns	5	4	3	2	1	
S7	In your country	5	4	3	2	1	

	Changes in Safety Thinking about the same places, has your sense of safety improved, stayed the same, or worsened in the last 12 months?	IMPROVED	Remained the same	WORSENED	
H1	At Home	3	2	1	
H2	In your neighbourhood?	3	2	1	
H3	Walking to school?	3	2	1	
H4	At school?	3	2	1	
H5	In the town or market?	3	2	1	
H6	Traveling between towns	3	2	1	
H7	In your country	3	2	1	

D: Consent to Interview Minors (Children below 18 years of age)

To

Head of Institution/Parent/Guardian:_____

Final Project Evaluation - "Challenging Patterns and Drivers of Sexual Violence against Women and Girls in Wau, South Sudan"

Subject: Consent to Conduct Individual Interviews and Focus Group Discussions for End of Project Evaluation of EVAWG Project

Dear (Sir/ Madam)

The Strategic Initiative for Women in the Horn of Africa (SIHA) Network has been implementing a three-year project from September, 2018 – August, 2021 through funding from United Nations (UN) Trust Fund in support on actions for the elimination of violence against women and girls (EVAWG) for a project entitled, *"Challenging patterns and drivers of sexual and gender-based violence (SGBV) in Wau State, South Sudan".* The goal of the project is to promote positive shifts in attitudes, behaviors and practices around sexual and gender based violence (SGBV) amongst internally displaced persons (IDPs), secondary school students, teachers and administrators and other stakeholders within Wau Town, resulting in an eventual end to the normalization of SGBV and increased condemnation of such violence amongst South Sudanese communities in the project site. Violent attitudes and behaviors are learned early in life and are continuously evolving through various influences, including family, peers, community institutions, media and other sources. Addressing the cultural, economic and socio-political contexts and root causes in which SGBV takes place in Wau Town, particularly amongst youth, is thus critical to the project's success.

We would like to get your consent to allow us have a brief discussion/interview with the girl(s) about the project. All the information given will be confidential and will not include any specific names of respondents but will only be used for future programming.

Signature: _____ Date: _____

Name: _____

Mobile number: _____

1. Overall Project proposal–SIHA Revised RRF_1_1(1),
2. Project Baseline Reports - Baseline Report SIHA UNTF Wau Final,
3. UN Trust Fund Final External Evaluation Guidance - September 2018. v1,
4. UN Trust Fund Grantee Handbook Section 7_Supplemental Guidance on Remote Data Collection (V.3.2021),
5. Project Document EVAWG_UNTF,
6. Developed curriculum and the training guides on VAW/G,
7. Annual narrative project reports - SIHA September 2021Report,
8. Project Work plan and Budget–Workplan EVAWG_UNTF,
9. Quarterly narrative project report,
10. Quarterly financial project reports,
11. Annual Financial Project Reports,
12. Final Project Evaluation –TOR,
13. Project Review Reports (Mid-term Evaluation).