'Safe School Safe Community' Project, Bangladesh

Project Period: January 2014 to December 2016

Funded by:

United Nations Trust Fund to End Violence against Women

Project Implemented by:

Bangladesh Nari Progati Sangha (BNPS)

Final Evaluation Report

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Final Evaluation of 'Safe School Safe Community' Project, Bangladesh

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Acknowledgment

Acronyms and Abbreviations

AIT	Asian Institute of Technology
BBS	Bangladesh Bureau of Statistics
BCC	Behavior Change Communication
BINAD	Biddaloi Natto Dol
BNPS	Bangladesh Nari Progati Sangha
CSOs	Civil Society Organizations
CU	Chittagong University
DR	Documents Review
DTTC	Dhaka Teachers' Training College
EVAW	End Violence against Women
FGD	Focus Group Discussion
GBV	Gender-based violence
GDS	Gender and Development Studies
GO	Government Organizations
GoB	Government of Bangladesh
ICDDR,B	International Centre for Diarrheal Disease Research, Bangladesh
INGOs	International Non-Governmental Organizations
KII	Key Informant Interview
MDGs	Millennium Development Goals
MEJNIN	Meyeder Jonno Nirapad Nagorikotta
MPPG	Master's in Public Policy and Governance
MSc	Master of Science
MSS	Master of Social Science
NGOs	Non-Governmental Organizations
NSU/NOMA	North South University/Norwegian aid agency
NCTB	National Curriculum and Textbook Board
PhD	Doctor of Philosophy
PRA	Participatory Rural Appraisal
QS	Questionnaire Survey
RA	Research Associate
RU	University of Rajshahi
SMC	School Management Committee
SSSC	Safe School Safe Community
SP	Superintendent of Police
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNTF	United Nations Trust Fund
UNTFVAW	United Nations Trust Fund to End Violence against Women
VAG	Violence against Girls
VAW/G	Violence against Women/Girls

EXECUTIVE SUMMARY

Background

All over the world women and girls encounter gender-based violence (GBV), one of the most widespread but least recognized, human rights abuses in the world. In a conservative and male-dominated society like Bangladesh, gender-based violence is one of the critical areas of concern, profoundly affecting women and girls in every aspect of their life, despite having a relevant legal and policy framework in this country. Recent BBS survey in 2015 on Violence against Women revealed that almost two thirds (72.6%) of ever-married Bangladeshi women experienced one or more forms of violence (e.g., physical violence, sexual violence, economic violence, emotional violence, and controlling Behavior) by their husband at least once in their lifetime, and 54.7% experienced violence during last 12 months. Further, more than one quarter (27.8%) of women reported lifetime physical violence by someone other than the husband (non-partner) and 6.2% reported experiencing such violence during the last 12 months. Rates were highest among adolescents for both lifetime (30.9%) and last 12 months (11.2%) non-partner physical violence (BBS, 2016). Recent evidence and observations further highlight that young girls encounter more sexual harassment and other forms of violence, such as eve-teasing in educational institutions and on their way to their institutions. For example, research reveals 32% of the 'eve teasers' are male students[1]. The rights and needs of adolescents who constitute 21% of the total population are still largely unaddressed in Bangladesh. This is particularly true for the 13.7 million girls who are not informed about their rights, health and gender equality, and have limited mobility and opportunities to exchange ideas and knowledge[2]. This knowledge gap remains a major challenge for combating VAW/G both collectively by community or family and individually by the adolescents and youth.

In this context, Bangladesh Nari Progati Sangha (BNPS), a leading national women rights organization in Bangladesh, undertook a project titled "Safe School Safe Community" (SSSC) through funding from and in collaboration with the United Nations Trust Fund to End Violence against Women (UNTFVAW) from 1stJanuary 2014 to 31stDecember 2016. The SSSC project aimed to achieve this goal by improving the knowledge, capacity, attitude and outlook of teachers and students in schools along with community members and government officials to create safe and violence-free environment by addressing the following forms of violence: (i) violence in the family, including violence against girl child, harmful practices, early/child marriage and forced marriage (ii) violence in the community, including sexual harassment and violence in public spaces or institutions, schools and public spaces.

This report is resulted out of the final external evaluation of the project with the overall goal of making the girl students of 80 schools in four districts experience safer, empowered and violence-free environment in their schools.

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[1] Cited in http://www.lawyersnjurists.com/articles-and-assignment/time-eve-teasing-sexual-harassment-major-concern-bangladesh-law-government-successful-combating-issue-eve-teasing-explain-illustrate/

[2] http://www.unicef.org/infobycountry/bangladesh_bangladesh_statistics.html#109 and http://www.unicef.org/bangladesh/children_4865.htm).

Evaluation Objectives and Methodology

According to the terms of reference, the main objectives of this external evaluation were to (a) evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability, impact and knowledge generation of the project in line with the project goals and outcome indicators; (b) generate key lessons and identify promising practices for learning; and (c) provide recommendations for future program and strategies.

To address the objectives of the evaluation, the primary data were drawn from two districts –Dhaka and Netrakona -- through a questionnaire survey of 40 girls and 34 boys, 12 focus group discussions (groups of girl and boy students), 31 key informant interviews (with parents, SMC members, community members, and relevant government officials at local and national levels), and BNPS organization staff. Preliminary findings were discussed during a debriefing presentation with the BNPS management committee on 12 January 2017. In addition, written feedback was consolidated and commented upon by UNTF and BNPS's senior staff, and incorporated in the final evaluation report.

Evaluation Findings

Overall, the evaluation findings revealed that the project is very successful in addressing the need to sensitize and educate girls and boys to prevent gender-based violence. It also meets the specific need of girls to be empowered and protected from gender-based violence in their schools and community. Analysis of the primary and secondary data demonstrated that the projected achievements/results were very realistic, and in line with the project's objectives. By adopting a holistic approach and designing trainings to reflect both prevention and response to GBV in schools, the project also addressed the personal knowledge, attitudes and behaviors of students, teachers in schools along with stakeholders, with a view of increasing their understanding about the importance of creating a safe and violence-free school environment.

The evaluation confirmed that BNPS successfully carried out all the planned project activities that made a significant contribution in terms of introducing a systemic change in preventing and responding to gender-based violence in Bangladesh. The project is highly promising and useful, in terms of its effectiveness, relevance, efficiency, sustainability, impact, and knowledge generation, as highlighted below

- **Effectiveness**

The project employed a holistic approach to improve the state of knowledge, attitude and practices of main beneficiaries and stakeholders of GBV prevention, girls' empowerment and gender equality.

The capacity development activities and BCC materials had a crucial role to play in identifying and dealing with gender-based violence. The good strategies of the project, which changed the state of knowledge, attitude and practices included active involvement of primary target groups (students and teachers) and other stakeholders of the project (SMC members, government officers, parents, community people and media). The project was successful in ensuring enriched information sharing, along with employing effective communication and advocacy strategies for a variety of stakeholders and target groups. The project brought about a change in the state of

knowledge and behavior of target groups and all stakeholders with numerous public awareness raising activities, including those that challenge traditional gender roles and masculine norms (e.g. martial art training), various cultural events (e.g., creativity day) and peer-to-peer learning, activism and networking, etc. Though it is too early to assess a full impact of such activities, the project succeeded in raising the visibility of GBV issues and availability of protection mechanisms.

The project made people more aware about GBV and its implications, gender equality, and rights of women and girls. However, more time is required to ensure gender knowledge building and gender equality in families and communities. The diffusion of good practices and gender knowledge building at the local and national level helped to promote the understanding of GBV among men and women, and the importance of creating a safe and violence-free environment.

- **Relevance:**

The project was successful in addressing the issue of gender-based violence, including violence against girl child, harmful practices, early/child marriage, forced marriage, sexual harassment, etc. both in schools and in the family. There is a need for more such projects and mechanisms to ensure the safety and rights of girls and women. All project activities, including training, aimed at VAW/G prevention and GBV awareness creation in schools were relevant. The stakeholders, when interviewed, admitted the need for strengthening their capacities and knowledge on the issue of gender-based violence and empowerment of girls. They also underlined the need for technical support to craft strategies for future program and capacity building initiatives to help them work systematically to combat gender-based violence, misbeliefs and stereotypes.

- **Efficiency**

The evaluation finding on the efficiency criterion for this outcome relates to aspects of timeliness of the project interventions and the overall project management and steering structure to ensure efficient project implementation. The project was implemented in a timely and efficient manner. The achievement of results has been cost-effective, and funding has been spent in strict accordance with the original budget and work plan. The evaluation team was not made aware of any delays and carry-overs of activities that could be caused by the project management and steering structure.

- **Sustainability**

The evaluation team found a gap in advocacy in the context of good practices. The project generated many good practices, but could not disseminate them. This could be because of the project design and weak communication system. There is a possibility to negotiate with government officials and to share these good practices with other development partners to obtain funds for its sustainability. The visibility of such good practices was missing, and BNPS should overcome this weakness (see Recommendation 2). Overall, the project is very promising and its activities should not be stopped.

While the current findings on gaps and weakness in advocacy in the context of good practices pose challenges to the sustainability of the results, the project has created a solid foundation for continued progress in this field. The evaluation noticed some positive factors, which might be helpful to sustain the activities of the project after its end, such as strategic planning, macro-micro level policy change, peer to peer learning, activism, networking, and mainstreaming. Regarding strategic planning, the selected schools have taken different types of institutional and personal initiatives such as counseling, gender awareness raising cultural events, co-curricular activities

(martial art/self-defense skill), which might be helpful in continuing the activities of the project after its end. Likewise, macro-micro level policy changes, where decision makers are committed to take policy steps to advance the good practice and learning generated from the project (such as Sanitation Policy for all Schools in Bangladesh and school-level sexual harassment protection policy). These policy changes and commitment of policy makers might be helpful in sustaining the good practices of the project. Networking and activism by students and teachers played a significant role in awareness raising against sexual violence and gender-based discrimination in their neighborhood. In addition, for future sustainability, the results of the project are good evidence for BNPS to advocate a violence-free environment in at least 10,000 other secondary schools in Bangladesh.

- **Impact**

The project has made significant progress in promoting the confidence and capacity of students and teachers in tackling gender-based violence in schools, families and communities. Girls are now capable of identifying mental, physical and sexual violence as well as reporting such incidents to school authorities and law enforcing agencies. The project has also promoted activism and networking among the students and teachers who are now working to reduce gender-based violence. Likewise, the advocacy aspects of the project influenced micro-macro level policy change, which includes the implementation of new activities, changes in textbooks and formulation of new policies.

It is noteworthy to mention that the project incorporated a challenging component with this project: the introduction of "martial art" to girl students for self-defense. This is challenging in the context of the masculine culture of Bangladesh where the community does not easily accept "martial art" as an activity for girls. The participatory and holistic approach of project design contributed a lot in breaking some gender norms, such as "martial art is not suitable for girl", "males cannot be the martial art coaches for girls".

Internal and external factors such as experience of BNPS, strategies of the project and support from the local administration, media and schools, etc. contributed significantly in bringing these positive changes. The project might have achieved more positive results were it not for some negative aspects such as the patriarchal norms and values, barriers from schools and higher authorities, remoteness, poor monitoring and documentation process, lack of context-specific strategies, high ambition in terms of managing a large number of schools with limited staff, and weak advocacy in presenting good practices.

- **Knowledge Development**

The project effectively contributed to the development and documentation of new knowledge and practice, and ensured a comprehensive distribution of project outputs and results. For example, developing BCC materials targeting students and teachers of schools for knowledge generation to end the violence against girls is unique in the context of Bangladesh. Also, the use of traditional media and social media to disseminate the news about its events and learnings is another good initiative. However, there is room for improvement with regard to the dissemination of project achievements at the regional and international level.

To sum up, the SSSC project was successful in generating many effective and promising good practices, which include effective use of BCC materials to bring changes in knowledge, attitude and practices; a holistic approach in terms of diversified activities and involvement of various stakeholders in designing VAW/G prevention; traditional norm-breaking activities (martial art training); gender awareness-raising cultural events led to "heightened GBV awareness and breaking of the silence" and shattering the "masculine/gender norms"; informal networking and activism among students and teachers for reducing gender-based violence, and partnership approach in policy advocacy to bring about policy changes. These good practices can be replicated in other projects and in other countries with similar interventions.

Recommendations

The evaluation team submits the following recommendations to sustain the project based on its achievements and outcomes:

1. BNPS should use the learning materials and good practices of this project to advocate it at the national, regional and international level to create a violence-free environment. These materials and practices can also be incorporated in other BNPS programs to sustain the project.

2. The good practices must be well disseminated, especially among development partners to ensure the sustainability of the project. It is evident that the good practices were not disseminated widely due to poor advocacy, although the project had many good outcomes. It is vital to have a strategy to promote good practices and visibility of the project. It is recommended that BNPS should build alliances with the working groups/organizations like Global Working Group to End School-Related Gender-Based Violence. This working group, co-hosted by UNGEI and UNESCO, was formed in 2014, and has over 40 members representing the health, child protection, and education sectors, including INGOs, CSOs, UN agencies, and academic institutions and researchers. The group engages in advocacy and promotes good practice on SRGBV, including the new Global Guidance on SRGBV being launched today.

3. The project must strengthen its monitoring system, which has hampered its documentation process. In order to tackle this challenge, a documentation strategy can be adopted by BNPS and school management committees. For instance, to monitor the progress of the project it is important to keep a record of the number of complaints pertaining to abuses or violence (see: log-frame of the project 1.3). The team found that only one school among the selected schools had kept a record of such complaints.

4. Schools should carry on with trainings and other relevant activities to bring about a social change for students (boys and girls) and teachers that would ultimately result in GBV prevention among them. The deeply-rooted gender norms need to be addressed continuously and systematically at the school level.

5. SMC must ensure the safety of girls in places such as its entrance, playground, and canteen which the girls continue to find unsafe.

6.   BNPS must develop separate operational designs for rural and urban areas in future to ensure better outcomes.

7.   The project should ensure that students are able to use the helpline. As of now, this facility is available only on paper.

8.   Boys continue to stereotype girls and follow masculine norms. Schools must offer gender sensitization programs to boys with a view to changing their mindset.

9.   The schools must play a pivotal role in monitoring and ensuring that gender equality policy is being implemented.

10. Each school can provide martial art training to their physical education teachers, who can in turn train students (6 -10 grade).

11. BNPS must bridge the gap between teachers and School Management Committee.

12. The National Curriculum and Textbook Board has been undertaking a project "Secondary education sector investment program" this year (2017), which includes gender and adolescent issues. Approximately 200,000 teachers (both govt. and non-govt.) will be trained under it. Teachers must disseminate this information to the students to make them aware of their rights and the need for a violence-free environment.

13. BNPS should scale up the learning materials through one on one discussions with stakeholders to sustain project goals.

14. Educational institutions and NGOs shouldconduct further research, and report their findings to the ministries through knowledge sharing workshop and conferences.

1. INTRODUCTION

1.1 Background and Context of the Project

Women are encountering different kinds of violence in their everyday lives all over the world. To end the violence against women, "the UN Trust Fund to End Violence against Women (UNTF)" has been providing active support to inspiring initiatives in order to eliminate gender-based violence around the world in 20 years. As part of this initiative, Bangladesh Nari Progati Sangha (BNPS), a leading national women rights organization in Bangladesh, undertook a project titled, "Safe School Safe Community" by establishing a partnership with The UN Trust Fund to End Violence against Women (UNTFEVAW) from January 2014 to December 2016. This assignment was a final external evaluation of the project. The inception report provided details of revised framework of the review, methodology, including data collection tools, and work plan of the evaluation.

Women are the worst sufferers of gender-based violence around the world. One of three women in the world has faced either physical and/or sexual intimate partner or non-partner sexual violence. Apart from this, around 7% women have been sexually assaulted by people who are not their partners (UNTF, 2015: 4). Bangladesh, where BNPS has been implementing the project, was not an exception given its patriarchal society. A woman's life usually starts out on a weak footing in the Bangladeshi society. Generally speaking, discrimination against women starts even before they are born and continues throughout their lives (Panday &Rabbani, 2017, forthcoming). Recent BBS survey in 2015 on Violence against Women revealed that almost two thirds (72.6%) of ever-married Bangladeshi women experienced one or more forms of violence (e.g., physical violence, sexual violence, economic violence, emotional violence, and controlling Behavior) by their husband at least once in their lifetime, and 54.7% experienced violence during last 12 months (BBS, 2016). More than one quarter (27.8%) of women reported lifetime physical violence by someone other than the husband (non-partner) and 6.2% reported experiencing such violence during the last 12 months. A large proportion (41.7%) of women experiencing lifetime partner physical or sexual violence suffered from injuries as a result of that violence, while 12.9% reported injuries during the last 12 months. Despite high rates of partner violence, most women (72.7%) never reported their experience to others. The main reason for not informing others was they did not consider it necessary to report it (39.3%). This was followed by concern about family honor (15.6%); being afraid of the perpetrator (12.0%); and shame or embarrassment (7.7%). Rates were highest among adolescents for both lifetime (30.9%) and last 12 months (11.2%) non-partner physical violence (BBS, 2016). Alam, Roy and Ahmed (2010) conducted a nationwide survey to explore sexually harassing behavior against adolescent girls in rural Bangladesh and found that gendered harassment was experienced by 35% of the girls, unwanted sexual attention by 34%, and sexual intimidation by 14%, yielding prevalence of sexual harassment of any type at 43%. Higher girls' education and household economic status heightened their risks of being harassed. Perpetrators were male young spoilt bullies (64%), neighborhood youths (30%), students (22%) and hoodlums (6%). High prevalence of sexual harassment demonstrates the vulnerability of adolescent girls in the community and deserves to be tackled to achieve the millennium development goals (MDGs) of gender equality in health and social development.

Very few development organizations, more specifically NGOs, employ school-based intervention to reduce gender-based violence in public places after 2010. MEJNIN (2010-11) was one of

prominent BRAC projects to raise awareness amongst young people about sexual harassment of girl students at public places. The project covered 160 schools of Dhaka and rural areas. This project took necessary initiatives to generate awareness that any kind of sexual harassment is a punishable crime. To end the gender-based violence at schools and other public places it tried to build the confidence of the students and motivate them to act as change-makers both as individuals and collectively, to protect, protest and resist sexual harassment at public places[3]. "The Hunger Project of Bangladesh" has been implementing another project since 2015 entitled "Safe Schools for Girls: A Way to Ensure Girls Feel Safe in School". This project is an "advocacy" oriented project. The objectives of the project include: to increase girls' attendance in school, reduce dropouts, improve the quality of education available to girls and promote additional opportunities for girls in and out of school[4].

1.2   Description of the Project

The overall goal of the SSSC project was to make the girls students of 80 schools in four district experience safer, empowered and violence-free environment in their schools. The project aimed to achieve this goal by improving the knowledge, capacity, attitude and outlook of teachers and students in schools along with community members and government officials to create safe and violence-free environment, and address the following forms of violence:

1) Violence in the family, including violence against girl child, harmful practices, early/child marriage and forced marriage.
2) Violence in the community, including sexual harassment, and violence in public spaces/institutions, schools and public spaces.

The **primary beneficiaries** of the project were 32,000 students (girls and boys) from grade VI to X and 240 teachers in 80 secondary schools. **Secondary beneficiaries** were parents, community members and government officials of education, women and children affairs, administration and police department.

1.3   Purpose of the Evaluation

The evaluation had three-fold objectives:

a) To meet the ***requirement of the funding agency***. BNPS was committed to conduct an external evaluation to measure the result of the project by evaluating the project's effectiveness, impact, and sustainability. This evaluation effort is a reflection of the commitment. Relying on the existing evidence and new evidence to be collected by this final external evaluation, this report will highlight the extent to which the project has achieved its objectives.

b) To reveal the ***project's achievements in relation to its objectives*** agreed with the UNTF. In light of this, the evaluation team explored how the results of the project activities contribute to achieving the BNPS program objective of ending violence

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[3]http://brac.net/gender-justice- diversity
[4]http://www.thp.org/news/best-schools- for-girls-a- way-to- ensure-girls- feel-safe- in-school/

against women and girls in Bangladesh. The results of this final evaluation will also be shared with members of BNPS general body and executive committee and staff with a view to using the findings to better coordinate and strengthen the capacity of BNPS in addressing challenges of VAW/G.

c) To recommend *policy relevance*. The findings of this final evaluation may work as a guiding principle for BNPS, UNTF and other stakeholders to take evidence-based decisions. In this regard, the findings will be shared with BNPS, school authorities, parents, community members and government official stakeholders to obtain their feedback and discuss the lessons learned. Findings will also be used to identify any remaining needs and to inform strategies for future program and capacity building initiatives. The evaluation results will be used beyond the UNTF project from 2017 onward. After the evaluation is completed, BNPS will utilize the results and recommendations to improve, strengthen, and provide guidance for future adjustment, design and implementation of its program.

1.4   Evaluation Objectives

The overall objectives of the evaluation were:

a) To evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability and impact, with a strong focus on assessing the results at the outcome and project goals.
b) To generate key lessons and identify promising practices for learning.

The specific objectives were:

a) To assess whether the results and effectiveness of the project are in line with the goal and outcome indicators;
b) To measure the change based on the baseline findings;
c) To identify the strengths, weaknesses, opportunities and challenges of the program;
d) To assess the overall implementation process and draw recommendations for better management, and point out areas of improvement;
e) To find out the key learning and promising practices;
f) To draw recommendations for future programs and strategies.

1.5   Scope of the Evaluation

This final evaluation evaluated all project activities implemented from 1st January 2014 to 31th December 2016. Since the evaluation aimed to explore the results of the project, the final evaluation started immediately after the end of the project activities. The period of the field-level data collection started from 4th January 2017 in Dhaka and Netrakona districts. These two districts were selected to cover 50% of project districts and also to cover both rural (Netrakona) and urban (Dhaka) settings. Information was collected from primary beneficiaries, including girl and boy students and teachers in six schools (two in Dhaka district and four in Netrakona district), and secondary beneficiaries, including community members, parents and government officials.

1.6 Final version of Evaluation Questions with Evaluation Criteria

Relying on the general objectives of the project and three specific outputs, the following logical framework was developed (table 1). It was expected that the logical framework of evaluation will provide answers to the evaluation questions (provided in Annex-2). The framework will ensure the conformity or consistency among the project's Logical Framework (indicators) and baseline indicators.

Table-1
Logical Framework of the Evaluation

Indicators	Questions	Methods
Effectiveness	1. To what extent were the intended project goal, outcomes and outputs achieved and how? 2. To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached? 3. To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes. 4. What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How? 5. To what extent was the project successful in advocating for policy change? If it was not successful, explain why. 6. In case the project was successful in setting up new policies, is the policy change likely to be institutionalized and sustained?	DR.KII, QS,
Relevance	1. To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls? 2. To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?	DR.KII, QS
Efficiency	1. How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?	
Impact	1. What are the unintended consequences (positive and negative) resulted from the project?	DR.KII, QS
Knowledge Generation	1. What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls? 2. Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions?	DR.KII, QS

Note: The above logical framework of the evaluation has revised during data collection.

1.7 The Evaluation Team

Core team of the evaluation is formed by three members. Short description and responsibilities of team members are provided bellow:

1. **Lead Evaluator (International Consultant):** Dr. Julaikha B. Hossain (PhD in Gender & Development Studies) is an Affiliated Faculty & Senior Research Specialist of Gender & Development Studies (GDS) at the Asian Institute of Technology (AIT), Thailand. Over the past 18 years she has been pursuing a career within the development and research sector being employed with international academic institutes & developmental organizations in Asia.
Dr. Hossain was involved in supervising and coordinating various activities of this evaluation, including preparing instruments and tools; organizing the results, analyzing data and preparing reports; supervising the activities of AE.

2. **Associate Evaluator (National Consultant)**: Mr. Golam Rabbani (MSS from RU, MPPG from NSU/NOMA-Norway, and MSc from Sweden) is an Assistant Professor of Department of Public Administration, Rajshahi University, Bangladesh. He has been working in the field of livelihoods, women empowerment social change and community development for the last nine years.
Mr. Rabbani was responsible for preparing instruments and tools; organizing the results, analyzing data and preparing reports.

3. **Research Associate**: Mr. Mahbub Alam Prodip, (MSS from CU, MSc from Gender and Development Studies at AIT, Thailand) is an Assistant Professor of Department of Public Administration, Rajshahi University, Bangladesh. He has been working in the field of women empowerment and political participation for the last six years.
Mr. Alam was involved in translation of instruments/tools, field-level data collection, data compilation, and qualitative data transcription

1.8 Evaluation Design and Methodology

a) **Evaluation Design:** The design principle of evaluation followed the "pre-test and post-test without comparison group" approach of evaluation/research. In this evaluation, base-line survey and other national-level data was considered as the benchmark for evaluation, and findings of this evaluation will be taken as post-test result.

b) **Data Sources: Data Sources:** The field work was conducted in January 2017 in two districts – Dhaka and Netrakona (as discussed in 1.5). To address the objectives of the evaluation, the primary data were drawn from questionnaire survey with 40 girls and 34 boys, 12 focus group discussions (Students - girls and boys groups), 31 key informant interviews (Parents, SMC members, community members, and relevant government official at local and national level identified), and organization staff (Project staff in center and district level and BNPS senior management team) (The list is provided in Annex-2).

c) **Methods of data collection and analysis**:

A team of three members have worked to collect field-level data. Core team members and one Research Associate (RA) stayed seven days in the field for collecting quantitative and qualitative data. Here are the details of the data collection methods:

(i) Focus Group Discussion (FGD): A Participatory Rural Appraisal (PRA) approach was applied to measure the outcomes of the project. FGDs, participatory drawing, matrix ranking/scoring by percentage, symbol or picture, diagramming, calendar analysis, timeline, trend analysis and case analysis were used as PRA techniques. A total of 12 FGDs was organized (six with boys and six with girls).

(ii) Questionnaire Survey (QS): From every selected school, 15 respondents (8 girls and 7 boys) were interviewed. A semi-structured questionnaire was used for this purpose.

(iii) Key Informant Interview (KII): A pre-formulated KII was used for collecting information from the selected respondents, mentioned in Annex-4.

(iv) Both quantitative and qualitative data were analyzed. Secondary data such as project's baseline studies and progress reports, project documents, and relevant national strategy documents were collected from BNPS. In addition, a systematic analysis of background literature was carried out. Preliminary findings were discussed during a debriefing presentation with BNPS staff. In addition, written feedback was consolidated and commented on by BNPS's senior staff, and incorporated in the final evaluation report.

(v) During the data collection phase, the evaluation team gave the opportunity to beneficiaries and project stakeholders to freely express themselves on activity implementation, achievements, and difficulties encountered along the way.

1.9 Limitations of the Evaluation Methodology Proposed

- The evaluation used a number of theoretical aspects and concepts in the context of school-based gender analysis, which has been generated from the conceptualization process of broader area of gender studies. Such an application of a generalized concept in a specific context may create applicability related problems. To address this problem "pre-test" technique will be used.

- The data was collected from sample survey from the selected geographical locations. The selected geographical location may not be considered proper representation of whole country. To avoid this controversy, the study considered the representation or generalization issue in the context of the project area.

- The design approach has mostly adopted the top-down approach because it was designed on the basis of the given project documents, and theoretical understanding.

- Apart from the project, the others GO /NGO agencies have been implementing a large number of VAW/G related projects. Even some agencies (i.e. media, GoB) are still implementing their project in these working areas. These initiatives might have had an influence on the community. Thus, very little attention was paid to this issue while conducting the evaluation. Rather, an effort was made to explore the direct effect of the project from the perspective of before and after intervention.

- Quantitative data was collected from students only. However, qualitative data was collected from different stakeholders in order to substantiate the findings drawn from the quantitative data.

1.10   Ethical Considerations

a)   Safety and security (of participants and evaluation team):
- Guaranteeing confidentiality
- Considering safety
- Consideration of risks and benefits
- Protecting the organization's credibility

b)   Quality data collection techniques
- Informed consent: Participants in an evaluation were informed of the purpose, process, risks, and benefits of participation and be given the opportunity to decline to participate.
- Utility: Evaluations were address important and relevant questions, provide clear and understandable results, and include meaningful recommendations.

c)   Systematic inquiry and integrity/honesty:
- Evaluators conducted systematic, data-based inquiries about whatever is being evaluated.
- Evaluators ensured the honesty and integrity of the entire evaluation process.
- Accuracy: Information was collected, analyzed, reported, and interpreted accurately and impartially.

d)   Contention strategy and follow-up

1.11   Inception Stage

The inception stage started as soon as the evaluation consultants were engaged. During the inception stage, the evaluation team consulted all relevant management and monitoring documents to acquire a comprehensive knowledge of the project. Particular emphasis was placed on the analysis of the project's baseline studies. The evaluators then reviewed the Terms of Reference and the logical framework, and re-assessed the evaluation objectives and questions. The inception report is attached in Annex -2.

2.   MAJOR FINDINGS

This section presents the main findings and underlying evidence that emerge from the evaluation questions under six selected criteria, i.e., effectiveness, relevance, efficiency, impact, and knowledge generation. Every criteria provides the answers of a question/questions.

2.1   EFFECTIVENESS

In light of the effectiveness of the project, six questions were developed and the findings are presented in the following section:

Evaluation Question 1: To what extent were the intended project goal, outcomes, and outputs achieved and how?

Outcome-1: Improved capacity and attitude of teachers and students (both male and female) in 80 schools to ensure the safety and empowerment of girl students in schools.

Key Findings:

- **Various initiatives taken by the schools to ensure the safety and empowerment of girl students**

During its field survey, the evaluation team conducted interviews with the beneficiaries (both students and teachers), which revealed that82.50% of the girls and 70% of the boys received advice and counseling services from the project. Figure-1 further presents details of students' participation in the key activities of the project.

Figure-1
Student Participation in the Activities of the Project
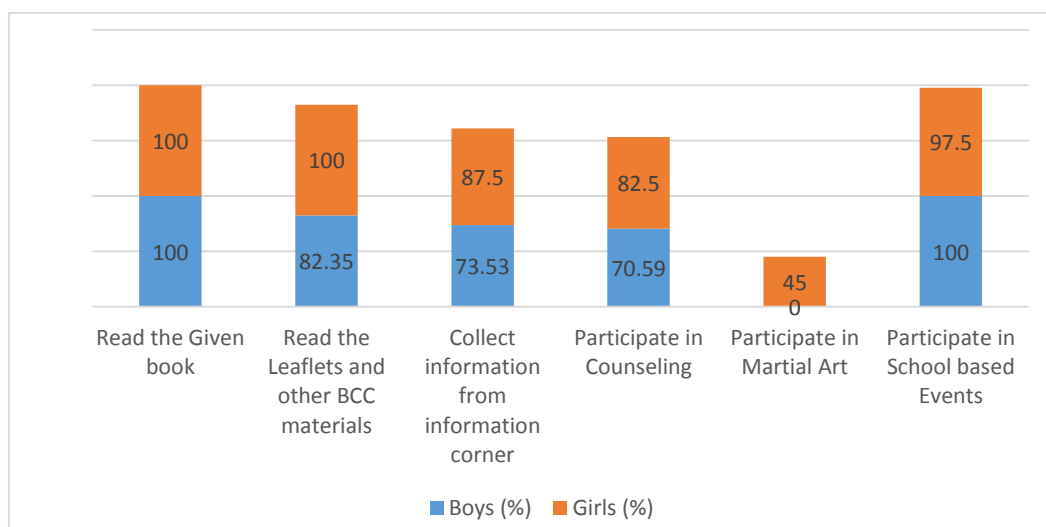
[Source: Field Survey, 2017]

Apart from the project-level activities, a number of schools took initiatives, including some related to awareness-raising actions in the regular co-curricular activities. For instance, Rajur Bazar Collegiate School in Netrokona provided orientation to the members of Biddaloi Natto Dol (BINAD)/School Drama Team for addressing the gender-related issues. After receiving the orientation on gender-related issues, the drama team organized dramas at the community and street level to increase awareness regarding gender related issues and gender-based violence among people in the areas adjoining the school (Source: Interview with Principal, 2017).

After reviewing the documents of the project, it was found that 25 schools have adopted anti-sexual harassment policy; teachers of 24 schools have taken the responsibility to patrol the areas adjacent to the school, two schools have arranged police patrolling in adjacent roads and eight schools have taken the initiative to remove obscene writings and pictures from the school premises (Document Review, 2016).

- **Number of instances where students made complaints to create safe and violence-free environment, and more girls reported violence against them than past.**

The finding reveals that though there is no formal initiative to keep the records of complaints made by the students in most of the schools, schoolteachers, including head-teacher reported receiving verbal complaints from the students and taking immediate action to solve the problems. The evaluation team found that only one among the six selected schools maintained a register to record complaints and the outcome of the grievance handling procedure (Table-2).

Table-2
Reporting of Gender-based Violence

Year	No	Description of Complaints	Responses of School Authorities
2015	1	A boy forced a girl of ninth grade to receive a written proposal to be engaged in a relationship with him.	After receiving counseling service, the boy understood his mistake and committed that he would not do it in future.
	2	A boy of ninth grade tried to force a girl of sixth grade to have a relationship with him. He threatened to pester her on the way to school if she rejects his proposal.	One of the assigned schoolteachers informed the boy about the punishment for sexual harassment, and the boy promised not to harass any girl in future.
	3	A girl of eighth grade requested a female schoolteacher to protect her from child-marriage.	After receiving the counseling service, the parents understood their mistake and continued the education of the girl cancelled the proposed marriage.
	4	A boy was forcing his classmate to receive a written proposal to make a relationship with him.	The boy was questioned by school teachers and he sought an apology for his mistake.
	5.	A Hindu boy in tenth grade proposed to have a relationship with his classmate who is a Muslim girl.	The boy refuted the allegation but teachers warned him against such activity in future.

2016	6.	A female student complained that one of her classmates called her names.	The teachers of the school coached the boy against the habit of name calling.
	7	A boy of tenth grade slapped a girl in the same class	The school authority asked his parents to come to the school. The boy and his parents apologized for his misconduct.
	8	A girl of ninth grade complained that a boy of 11th grade pestered her and her friends.	After investigating the case, the school authority warned him against such activity in future.
	9	A girl of seventh grade noted that a boy took her photo without her permission using the camera of his mobile phone.	The school authority seized the mobile phone from the boy and deleted the photo of the girl. Apart from this, they also circulated a notice among the students asking them not to bring mobile phones to school.
	10	One of the girls asked the school authority to save her, as her father was planning to arrange a marriage for her	The school authority called her father and made him understand the law to prevent child marriage and the actual age of marriage for women. The school authority was successful in stopping the marriage.
	11	One girl of the school complained that she was verbally abused by a local delinquent on the way to school.	The school authority has provided the number of "help line" to the victim. And, one of the assigned schoolteachers warned the local delinquent not to do this again.
	12	A girl complained that she was sexually harassed by a local delinquent on the way to school.	The school authority summoned the boy and educated him about the law regarding sexual harassment. The boy never harassed the girl again.

[Source: Field Survey, 2017]

Outcome-2: Community and government taking active roles to create safe and violence-free environment for girls in schools and public places.

- **Initiatives taken by the community people to create safe and violence-free environment for girls in schools and community.**

One of the praise-worthy strategies of the project was to involve the local people. They actively participated in the orientation meetings. This orientation program played a vital role in increasing awareness among the people in both the districts, and in reducing the negative role of the community in violence against girls. In this regard, parents of students of a school at Barhatta sub-district of Netrokona said,

"*When the project supported the school to start a martial art (self-defense skill camp) camp, a large number of people argued that this activity is 'not for girls'.*

They argued that NGOs are undertaking these activities to make them "open". We found such comments echoed in public places, such as tea stalls, local markets, and bus/train stands of our locality. We, along with a few other parents of our locality tried to convince the locals that the activities of the project aimed to improve the confidence of girls. We were able to change their perception/understanding and get them interested in the activities of the project. Now the people who used to criticize the activities of the project admit that these are good for the girls" (KII, January, 2017).

The project has been successful in ensuring the safety and security of girls on the way to school as well. The project engaged local people prior to starting the activities in the schools. The locals got together and discussed ways to make the way to school safe for girls. Their collective strength worked as a strong force to reduce eve teasing and other forms of violence, including physical, mental, and sexual violence in the community. By reviewing documents, the evaluation team found that at least 27 communities adjacent to schools were now actively involved in ensuring the safety and security of girls on their way to schools (Document Review, December 2016). This finding is further reflected in the statement of the chairman of one of the schools the evaluation team visited. To quote his statement:

"Every day I stand across the road to prevent 'bokhate polapain' (bad boys) from disturbing girls of my school. If I see anyone I shout and ask them to get out from the place. As I have strong personal and social identity, no one can deny my voice. However, I am now receiving more support from the parents than before because they are now well aware of gender-based violence after participating in a number of events organized in our school with the support of this project" (KII, January 2017).

Communities are now engaged in tackling new forms of gender-based violence, which are perpetrated through the social media. One of the guardians of Rayer Bazar School in Dhaka district shared her experience regarding the active role of community in solving violence against girls. She said,

"One schoolgirl of our locality fell in love with a boy on Facebook. When the girl went to meet the boy, she was physically abused by the boy. The girl told us about this incident. We organized a meeting and called the guardians of that boy. First, we warned the guardian to take action against their son. However, they refused. Finally, we informed the police and handed him over to the law enforcing agency. Now, the girl is safe and can go to school without any fear [KII, January, 2017].

The project has also received support from district and sub-district level offices of education department, women affairs office, and law enforcing agency (i.e. police stations). For example, a member of School Management Committee (SMC) said that after this project they had requested local police to patrol the way to the school once a month to protect students, especially girls. Members of the police force have been patrolling the way to the schools regularly. They think the level of violence against female students has reduced significantly (KII, January, 2017).

- **Number and type of lessons incorporated in the School Curriculum and Textbooks to create gender-sensitive education system**

One of the goals of the Bangladesh Nari Progati Sangha (BNPS) is to organize various advocacy events regularly, so that decision makers are able to take initiatives to include the issues of gender sensitivity in the textbook curriculum. The aim of these advocacy initiatives is to create a gender-sensitive education system while establishing equality of men and women. As a part of the SSSC project, BNPS also organized an event in Dhaka city with the national-level policymakers on 28 November 2016 (KII, January 2017). Earlier, the BNPS organized a roundtable titled "We want a gender-sensitive education system in establishing equality of men and women" at the National Press Club in Dhaka on 25 November 2010 (Source: The Daily Star, November 26, 2010). BNPS organizes these events frequently as a number of "reactive" groups create obstacles in the way of gender equity based development. Mostly, these groups try to play on people's religious beliefs and social values to perpetuate gender stereotypes in the society. One of the key decision makers of NCTB, who is responsible for taking decisions on revising textbooks, mentioned that NCTB also encountered challenges from the religious groups when they took the initiative to incorporate gender and sexual rights related issues in textbooks. To quote the Director of NCTB of Bangladesh:

> "*Gender related issues have been included in the new curriculum textbook (2017), suggested by BNPS. Initially, the board faced problems on including gender and sexual education related issues in textbooks, and this was reported in newspapers in 2014. However, these issues were resolved. We have included these issues in textbooks and given instructions to teachers to discuss these issues in the class at least twice a week. But we learned that teachers (both male and female) in some schools did not discuss these at all*" (KII, January, 2017).

The project, under the auspices of Bangladesh Nari Pragoti Sangha (BNPS), prepared "teacher training manuals" and "student guidelines". It was expected that these documents would be helpful in developing the capacity in tackling gender-based violence at schools. The project aimed that students' handbook would contribute in widening the understanding of students about gender equality. The manuals and handbooks have played a critical role in changing the knowledge and attitude of students and teachers in the project areas. In order to incorporate gender-based learning in the mainstream training process, BNPS approached the Principal of Dhaka Teachers' Training College (DTTC), who assessed the appropriateness of the teachers training manual. After the primary evaluation, the principal has committed to integrate these issues in the teachers' training curriculum (KII, January 2017).

- **Number and types of Government initiatives to address gender violence and women's rights within the education system that resulted from advocacy carried out by BNPS during the course of the project**

The findings reveals that many offices of Government of Bangladesh, such as law enforcing agency (police departments), department of women and child affairs, national curriculum textbook board (NCTB), etc. have adopted a number of initiatives which resonate with the advocacy issues of the SSSC project. Following sections provide the details of their initiatives:

(i) The Police Department of Bangladesh has set up a Child Help Desk at sub-district level police stations for helping children and girls to prevent gender-based violence and discrimination. But the police department does not have enough women force, and the male police staff are not well trained to manage gender-based violence in a gender-friendly manner. These factors influence the activities of the Child Help Desk negatively. In a happy development, one of the Policy Officers of the project area disclosed that the Police Department is recruiting more women officers to serve as in-charge of Child Help Desk. Apart from this, police officers attended various events organised by the SSSC project and distributed their mobile numbers among the students. Sub-district and district-level police officers provided the guarantee that if anyone faces any kind of violence s/he would receive redressal from the police department. It was found that girl students used the given number to complain about local miscreants harassing them on the way to school. After receiving the complaints, the police station and non-judicial magistrate held mobile courts. These mobile courts are helping a lot to pave the way for a violence-free schooling of girls (KII, January 2017).

(ii) Department of Women Affairs has taken several initiatives to organize martial art camps at the grass-root level. The Deputy Secretary and Additional Director of Department of Women Affairs, disclosed that their office is currently working on a project (2017) under which 4800 students (11-17 years) will be trained in martial art (KII, January 2017).

(iii) National Curriculum Text Book board (NCTB) has also been involved in an initiative to incorporate gender equality related issues in the training programs of the Secondary Education Sector in Bangladesh. In this regard, NTCB (Director) noted, "*Secondary Education Sector Investment Program has incorporated the component of gender and adolescent related issues in the curriculum of master trainers organized on 10th January 2017. This is an extensive training program, with six days for master trainers and three days for field-level trainers. Under this training program, approximately 200,000 teachers will be trained. At this moment, the total number of teachers in Bangladesh is 350,000. Our feedback is if teachers disseminate the information properly to the students, they will be more aware about their rights and surrounding situations.*" (KII, January 2017)

Evaluation Question 2: To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached?

Key Findings:

- **Majority of primary and secondary beneficiaries benefited from the project**

This project has reached a number of direct and indirect beneficiaries, including students, teachers, school management committee, and community members. For example, a total of 32,000 students were the direct beneficiaries of the project, 240 teachers received training about "gender equality" related issues. Stakeholders of the project also received books, leaflets, trainings, counseling, and other relevant information during the project tenure. They also received martial arts training with a view to enhancing their confidence to counter violence in

the family, community, and schools. In order to widen its influence in ending gender-based violence in schools and communities, the project organized various events with stakeholders in schools, sub-districts and districts. The following table (Table 3) highlights the activities organized for the primary (direct) and secondary beneficiaries under the project

Table-3
Direct Beneficiaries/Participants of the Project

Activities	Number
Trainings for Teachers*	240
Students*	32000
Sixteen Day Events	5000
Creativity Day Observation (160)	16000
Participants of martial arts (students)	320
Distribution of books (students)	33600
Media Visit	33 (15 Daily Newspapers, 13 TV Channels, 5 Online Media)

[Source: Official Document Review, December2016-January, 2017] (* Direct Beneficiary)

Evaluation Question 3: To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes.

Key Findings:

- **Changes in knowledge, attitude and capacity practices of students to create safe and violence-free environment and empowerment of girls**

The activities of the project had a profound influence on improving the state of knowledge of students on gender-related issues. They can now verbalize the basic issues of gender based discriminations and VAW/G. The evaluation revealed that female students are more knowledgeable than male students (Annex – 3, Figure 1.1 & 1.2). Boys from rural areas are more knowledgeable than the boys in urban areas. The reason might be that both boys and girls received orientation on gender related issues in one class in rural areas. Co-education in rural area provides an opportunity for the students to discuss gender-related issues among themselves. In this regard, students of Barhatta C K P Pilot High School, Netrokona mentioned,

"After the gender-related class sessions, we discussed gender-related issues among ourselves. Such discussion among ourselves plays a vital role in improving the relationship between boys and girls. Now, most of the students have friendly

relations with each other. However, few boys still show their "negative attitude[5]"
to girls" (FGD, January, 2017)

On the contrary, Dhaka-based schools conducted their sessions in two shifts. Girls attend it the morning shift while the boys attend the day shift. It was seen that most of the boys still harbor a masculine/patriarchal attitude.

In addition, improvement in the level of knowledge of students helped them to identify physical, mental, and sexual violence. More girls are now capable of identifying, reporting and preventing gender-based violence than the boys (Annex – 3, Table-2). The team revealed that 100% girls mentioned that they gained confidence in protecting themselves from gender-based violence as compared to the past because of their participation in various activities initiated by the project. The evaluation team found a number of examples which showed that girls were confidently warding off gender-based violence on their way to school. These incidents also received attention from the national media. As an example:

> In 2014, 12 female students from Khalilur Rahman High School and Abdur Rahman Govt. High school challenged a local muscle-man. The girls collectively caught the boy. After being informed, the police arrested the offender. Later, the offender was produced before a mobile court. The court sentenced him to one-year jail [*Prothom Alo*, 12 June 2016].

The capacity development activities and BCC materials under this project not only play a significant role in enhancing the knowledge and changing the attitude of students but also play a noteworthy role in creating more awareness among teachers besides improving their attitude. The evaluation team conducted a total of 15 KIIs with teachers. The findings of these KIIs lead us to conclude that the project brought about a positive change in the knowledge and attitude of all the teachers as well. A head teacher of a Dhaka-based school surmises her experience,

> "*I am a female university graduate. Even though I have been teaching in a high school for a long time, I did not have in-depth knowledge on gender-based violence and discrimination at school and family level. The trainings offered in-depth orientation on gender-based discrimination to us. I am, now applying this learning in managing day to day activities of school administration and in my family, also. As an example, I advised and warned my son not to behave badly with my "domestic helper" who is a young girl*" (KII, January, 2017)

Although the majority of boys and girls found a marked change in the attitude and behaviors of students, teachers and SMC members, FGD with students revealed that few students, teachers and SMC members (including females) also criticized the activities of the project. This is not unusual given the conservative Bangladeshi patriarchal culture.

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[5]When the team asked the students about the meaning of negative attitude, they noted that few students still tease the girls by throwing balls of papers at them, and by trying to spread fake rumors about them

- **Changes in school-level practices: The safety of girls in school improved after the implementation of the project and less number of women experienced gender-based violence in schools and on the way to schools as compared to the baseline survey.**

The evaluation captured the perception of students regarding their safety in different areas of their schools. During the field survey, a good number of girls (45%) mentioned that "entrance" of schools is moderately safe. And 37% of the girls mentioned that play-grounds are not fully safe (Annex – 3, Table 3). FGD findings revealed that a small number of girls were subject to gender-based violence at the entrance of the schools. Mostly, it was perpetrated by outsiders who tried to touch the sensitive parts of the girls. In the playgrounds, female students were subject to eve-teasing (FGD, January, 2015). Further, this survey found that a few girls were still being subjected to gender-based violence in the form of verbal or written threats, proposals, and annoying or sexually-charged calls/sms/picture though phones/social media.

Apart from the collection and analysis of the data of final evaluation, an attempt was made to draw a comparison between the baseline and final evaluation. The findings of the evaluation suggested that the girls were safer in schools after the implementation of the. A total 49% of the girls had stated that they felt completely safe in the school before the launch of the project; this number went up to 62.9% at the end of the project activities project (Figure-2).

Figure-2
Safety at School: Comparison between Base-line and Final Evaluation
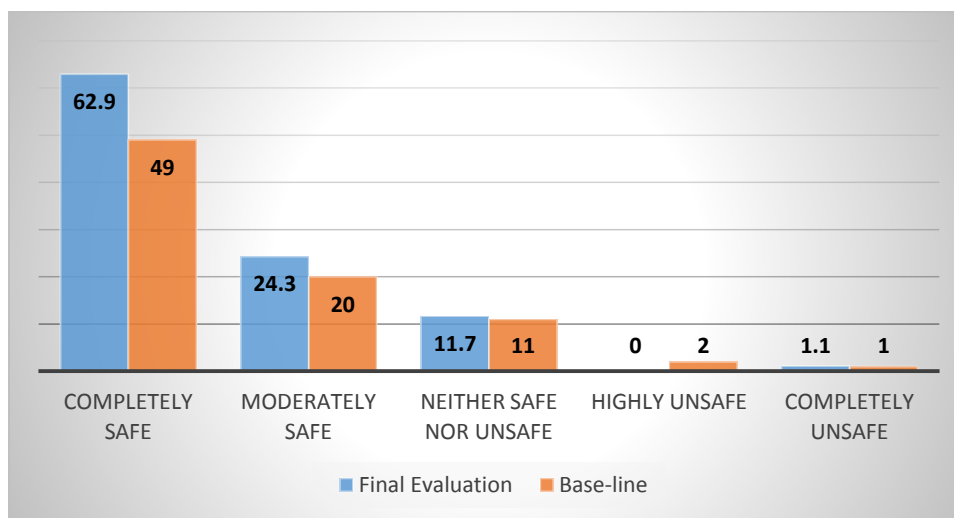
[Source: Field Survey, 2017]

Data presented in Annex – 3, Figure2 and 3further provides a comparison between VAG at school during the baseline survey and during the final evaluation. The comparison seems to suggest that more girls were witnessing gender-based violence at school now. Does it mean that this violence has increased? The answer is "no", because the girls are more aware about different types of violence now.

- **Changes in families and communities to ensure girl students' safety and empowerment in schools**

At the initial stage, parents and community members did not show a positive attitude toward the activities of project, especially the martial art camp. Both the project staff and trained schoolteachers found it a challenge to mobilize 20 girls for the first martial art/self-defense skill camp. But after the first phase of the martial art training, both parents and locals rallied behind it. A guardian described her realization as,

> *"[…] but realized the importance of martial art. I've observed the change in her life, mostly in her confidence. I found that her participation in martial art played a significant role in developing her capacity in protecting herself from violence. Very often she told me that if she ever has to face any tricky situation, she is ready to face it"* (KII, January 2017).

Staff of the project said that the martial art camp in the second year drew more participants than the number of allocated positions (KII, January 2017). Apart from the interest shown by the students, the evaluation team found that parents and community leaders were equally keen on it. One of the community leaders (SMC member) explained why this activity should be continued. She noted,

> "*Girls can identify the types to harassments, including physical, mental, and sexual after receiving the training from the project. They know how to protect themselves by learning this martial art. I urge to continue the activity of the project*" (KII, January, 2017).

- **Project played a significant role in reducing Gender-Based Violence in schools and communities**

The findings showed that the activities of the project played a significant role in reducing gender-based violence. The following cases show how the activities of the project helped in reducing this form of violence:

Case 1: *Reduced physical violence against girls at school*

A student of ninth grade in Rajur Bazar High School was harassed by her classmate in 2016. To quote her:

> "*One of my classmates proposed to me in front of my classmates. I could not understand why I should have to reply to him. When I rejected his proposal, he slapped me. I was shocked and immediately complained to my teachers and school managing committee. The teachers and SMC arranged a meeting between our parents. His parents unconditionally said sorry to me and my parents. My parents said that the boy should get an opportunity to reform himself. After that, the boy never disturbed me. I am fine now. I am so grateful to my teachers and SMC*" (FGD, 2017).

Case 2: *Miscreant handed over to the police*

Tania was sexually harassed by her classmate. The boy frequently disturbed her in and outside the class. One day she was chatting with her friend at the west corner of the field. The boy came to her and wanted to know whether she would agree to have a relationship with him or not. When Tania refused, the boy hugged her and kissed her on the lips. He also touched the sensitive parts of her body. She and her friends went to their head teacher's office to complain. The head master cancelled the boy's admission to the school and did not allow him to take the SSC examination. Later, he called the police and handed him over to them (FGD 2017).

Case 3: *Influence in reducing eve teasing and child marriage*

Eve-teasing has been identified as a major problem for girls and young women in Bangladesh. Many parents in the rural areas of Bangladesh are forced to go for child marriage to save their daughter from eve teasing. It was also found many victims of eve teasing end up committing suicide. This project played a crucial role in reducing eve teasing at schools and on the way to school by developing the capacity of school going girls to protect themselves, and by changing the attitudes of males in schools and communities. One of the activities of the project was martial arts training program for girls, which was found to contribute significantly to the reduction in eve-teasing at school and on the way to school. Both girls and boys called it one of the best options for children's self-defense and confidence. Boys said this kind of program should be offered to both girls and boys. The girls said it gave them confidence to protect themselves from eve teasers. For instance, Pria (in grade 10) reported that by learning martial art, she was able to protect one of her friends from a bully while returning from a private tutor one evening in 2016. Since then, all the boys in her school are afraid to talk to her and her friends dote on her.

The project has also been successful in reducing child marriage in the target area. Students (boys and girls) of schools have formed small committees to protest against child marriage. These committees collect information regarding child marriage and take action to stop such marriages. They liaison with the teachers, school managing committee, community members, local politicians, and members of law informant agencies to cancel such marriage ceremonies. A student (in grade 9) reported that earlier her parents were thinking of marrying her though she wanted to study. Last year, her marriage was almost fixed but she confided in her friends who informed their class teacher. Later, her class teacher and some school managing committee members (women) spoke to her parents, and told them about the bright future of their daughter, a topper in academics. Now her parents are very supportive of her education.

Case 4: *Influence in Reducing Violence against Girls in Family*

Beating girls is a common practice in Bangladeshi families. If girls make any mistake, parents, especially mother, beat them up. If the sons make the same mistake, mothers excuse their behavior. Girls are also habituated to endure this practice of violence. The project has, however, changed this scenario. One of the parents said,

"My *daughter raised her voice against physical violence. She told me about her mental situation when she is beaten by me. She also pointed out that I am violating her rights. She cannot concentrate on any work if she is physically bogged down. I realized her situation and made my wife understand. Now, I do not beat her frequently for any silly matter or mistake*".

Case 5: *Decreased Gender Based Discrimination in the Family*

The project has changed the attitude of boys toward girls. Boys have been speaking to their parents about discrimination between the two genders. Boys now feel girls should have equal opportunity to eat, study and wear whatever they want. In most of the cases, mothers tend to provide more food to sons than the daughters. Sometimes parents also stop a daughter's education as they consider it a poor investment as daughters seldom tend to their parents after marriage. Consequently, parents prefer to continue the education of their son. Moreover, family members usually do not want girls to wear jeans, t-shirt, and other western clothes. The boys now support the girls in their quest for equal nutrition and education. They also encourage girls and their parents to permit them to dress up the way they please.

Evaluation Question 4: What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How?

Key Findings:

- **Achievements in relation to project goals, outcomes, and outputs**

BNPS has been working since 1986 for eradicating violence against women in Bangladesh. In this long journey, BNPS has developed its organizational capacity to deal with the issues of violence against women. This kind of organizational learning and capacity helped BNPS design a project which tries to address the VAW/G related challenges from a holistic perspective. For instance, the project has adopted a holistic approach in tackling the societal, school-level, administrative and policy related problems to make the community and schools safe for girls. This holistic approach is innovative in the context of Bangladesh because of the following reasons:

(a)   The project has developed a number of guidelines/hand books/manuals for the students and teachers which are new and innovative in the context of Bangladesh (Document Review, 2016).

(b)   This project ensures the participation of community as well as policy-makers. One of the important aspects of the project is that it has included teachers, parents, local administration and elected representatives. Indicator 2.1 of logical framework of this project describes how and to what extent community has played a critical role in attaining the objectives of the project.

(c)   Policy advocacy initiatives of the project include field-level decision makers and national-level policy-makers considering the policy making dynamics of Bangladesh. It selected the policy-making actors (i.e. bureaucrats/administrators) instead of selecting the Members of Parliament or Ministers.

(d)   One of the salient strategies of the project was to build rapport with stakeholders. When the team visited the schools and other government and local government offices, it found that most of the key officials were well informed about the activities of the project. This kind of rapport building is a successful strategy of policy advocacy (Field Level Observation, January, 2017).

(e)   To increase the confidence of girls, it organized "martial art camps" at school level which might be considered a "norm breaking strategy" of the project. It is true that it played a vital role in bringing about changes in the societal norms, but the component of the project also invited some challenges.

Also, this project received support from field administration, schools and community. Key actors of the field administration, including the law enforcing agencies, actively participated in the activities of the project. Please see an instance in the following paragraph:

> The law enforcing agency, such as Office of the Superintendent of Police (SP, head of district-level police administration) of Netrokona considered the activities of the project as supportive to maintain law and order, which at the end plays a significant role in reducing violence, and extended their support in attaining the objectives of the project. For instance, in an event organized by the project, the SP office distributed leaflets of the project containing information about the services of the police and contact numbers (KII, January 2017).

- **Challenges in relation to project goals, outcomes, and outputs**

The project had to face some challenges while implementing its activities and in achieving its goals. For example, since the features of masculinity influence the activities of formal and informal institutions of Bangladesh, common people along with the decisions makers of the formal and informal institutions do not easily accept reforms, which challenge the historically settled masculine norms. Practices of masculine norms brought some challenges for this project. At the initiation level, stakeholders of the project were unwilling to accept the proposal from the project staff, especially with regard to "martial art". A number of   school authorities argued that the community will not take kindly to "martial art" training for girls. One of the staff members of the project noted that he communicated with around 55-60 schools even though he had to include only 20 schools in his working area (Interview, January 2017).

Under this project, 40 girls from every district received counseling and martial art trainings every year during the project period. At the initial stage, the project staff faced problems in starting the martial art camps in schools. Teachers and parents were not interested in enrolling their children (girls) in this physical activity because they did not consider it appropriate for girls. Take the following instance:

The instructors of the martial art camps were men. School authorities argued that male instructors are not well suited to training women. The staff of the project had to convince the school authorities that if a male teacher could teach girls at school, why a male instructor could not teach them martial art. Even though the field staff of the project were successful in convincing most of the school authorities, key decision makers of a school were not convinced with this argument. The project staff finally tackled this problem by bringing a female instructor along with the male instructor (Interview, December 2016).

Another challenge was geographical remoteness. The project selected few schools in remote areas where women and girls experience more discrimination and violence than in the urban or sub-urban areas. It is noteworthy to mention that attention should be given to these remote locations. This kind of remoteness brings challenges for the field staff of the project. Sometimes it becomes very hard for the staff to visit the selected schools. For instance, one of the selected schools in Netrokona district is *Borwari* school in *Kolmakanada* sub district. It takes around four hours to reach the school by bus from the district headquarters. The journey is not only time consuming but uncomfortable due to the bad condition of roads and transport (i.e. bus/engine-boat) (Experience from Field Visit, January 2017).

- **Poor monitoring and documentation process**

One of the weaknesses of the project was poor monitoring of its activities. Weak monitoring mechanism affects the documentation process of the project. For instance, to monitor the progress of the project it is important to keep a record of the number of complaints of abuses or violence. The team found that only one school among the selected schools had kept a record of complaints.

Similarly, on counseling sessions of students by teachers, the findings revealed that more girl students reported having received counseling or information from their teachers than boys. They could also describe what they had learnt, while boys did not seem aware of these services even after receiving them. The local staff of the BNPS should monitor this in order to achieve their project goals.

The evaluation team further discovered in one case that the concept of 'protection from assaults and harassment' did not seem very clear to both boy and girl students. In order to gain self-confidence, girls sometimes have fun with boys by using their martial art skills, which was found to generate misunderstanding about harassment among boys. For instance, one student of class nine in Rajur Bazar School in Netrokona district reported that he was assaulted by his girl classmates. To quote his statement:

> "*One day I was passing through the classroom. I saw some girls of my class verbally abusing one of my friends. They used slang language to harass him. I went forward and asked them to stop that. They became angry and asked me to leave the place. I refused to leave the place without rescuing my friend. No sooner had I done this that a girl started to beat me. As they were five and I am not physically strong*

enough it was difficult for me to escape. She beat me a lot. As I am a boy and it is a matter of my prestige, I did not report to my teachers, school managing committee and my parents.

Though this seems to be an exception, the local staff of the BNPS should monitor whether the concept of gender-based violence is clear to the beneficiaries in order to avoid such occurrences among the students.

- **Lack of context-specific strategies**

The project used the same strategies for both urban and rural areas. The design of the project did not consider the dynamics of social differences between urban and rural areas of Bangladesh (i.e. network and connectivity, administrative procedure, school shifts, etc.). Such differences adversely influence the output of the project. For instance, the findings of the study uncovered that boys and community members in urban areas had limited participation in the activities of the project. However, boys in rural area have better understanding of GBV and gender equality than the boys in urban area. The nature of school shifts, time allocation of schoolteachers in this project and 'connectivity' within the community are the critical factors which contributed to the different outcomes in urban and rural areas.

- **Ambition of the project**

The project deployed a limited number of employees to look after 40-oddschools in two districts. This strategy is highly ambitious in terms of selecting the number of schools. During the field visit, it was revealed that there was no designated staff of the project at the sub-district level. District-level staff implemented the activities of the project at the grass-roots in a challenging context characterized by poor communication and transportation system and challenging social situation. It was to some extent ambitious to implement the activities of the project in 80 schools with limited financial and non-financial resources. The project might have been more successful, had it focused on a limited number of schools.

- **Slow advocacy in presenting Good Practices**

The project generated many good practices but did not take the initiative to disseminate information and advocacy. This could be because of the project design. The visibility of such good practices was missing.

Evaluation Question 5: To what extent was the project successful in advocating policy change? If it was not successful, explain why.

- **Success in advocating policy change**

SSSC project implemented a number of policy advocacy activities. These included decision making actors of schools, field administration and central government. The policy advocacy

activities encompassed wide range of ministries or departments directly linked with the women empowerment related issues. The following section highlights the policy success of the project.

(i) Recognition of Policy Issues and Policy Recommendations

Key decision makers in the education sector of Bangladesh recognized the policy problems (i.e. gender-based violence at schools and on the way to school) highlighted by BNPS. For instance, Director General of Secondary and Higher Education Directorate of Bangladesh (2016) mentioned,

"[...] violence against girls at schools is totally unacceptable. Government has already taken a number of initiatives to reduce gender-based violence in schools. The government attempted to incorporate the lessons on gender equality and gender-based violence in text-books with an aim to increase awareness of all. My request to everyone is to take immediate action for improving the capacity of school teachers so that they can offer counseling service and self-protection related trainings to students".

(ii) Influence in Policy Formulation

One of the advocacy issues of the project was to improve the sanitation facilities for girls. Ministry of Education, Government of People's Republic of Bangladesh published a circular entitled, "To improve the toilet and sanitation conditions in secondary and higher secondary schools, madrasas and technical & vocational institutions" (No-37.00.0000.071.05.001.04-529, Date: 23 June 2015). The ministry gave special attention to "sanitation, reproductive health and hygienic related issues". The policy document noted, "The poor management of toilets in educational institutions adversely impact on female student's health and attendance. During menstruation, most of the female students miss the school and they miss out opportunities of stipends as they cannot meet the pre-requisite of 80 percent attendance of their classes" (Source: Unofficial Transcript of the Document).

(iii) Commitment of Field Administration

Commitment of key decision-makers might be considered as a success of policy advocacy. District-level officers of different departments expressed their commitment to supporting the activities of the project after its conclusion. One of the key decision-makers of the district-level police administration promised to take some initiatives to ensure the continuation of the project:

The police department has decided to station a small police posse near schools during the opening and closing of schools once a week. Police officers will also present a short 5-10 minute long presentation about legal issues related to gender-based violence at schools or other public places to increase awareness among boys and local youths (KII, January, 2015).

As a result, girls will have the confidence of police support, while boys will be scared of indulging in any form of violence against women that could get them arrested. Finally, both girls and schools will be safer.

(iv) Changes in School-Level Policies and Decisions

Among the six selected schools, one school formulated a "Gender based Discrimination and Sexual Harassment Policy". The school also adopted an action plan to implement the policy. Document review revealed that 25 schools have adopted an anti-sexual harassment policy to prevent sexual violence against girls in schools.

Evaluation Question 6: In case the project was successful in setting up new policies, is the policy change likely to be institutionalized and sustained?

- **Institutionalization and Sustainability of Policy Change**

Leadership and Commitment
National-level actors and field administration recognized the importance of the project. Field-level decision makers (i.e., officers) are now planning to incorporate the activities of the project with their regular activities. In this connection, a District Education Officer mentioned,

> "*We will try to help in sustaining these activities. For instance, if teachers come to me for continuing some of the activities e.g., need more books to print which the school received from this project, organizing an event that they learned from this project, etc., I will help in all this, and will even monitor these activities. We will even think of further initiatives if we see progress of our students and schools*" (KII, January 2015).

Obligation of Compliance
Since the government of Bangladesh has formulated a number of polices, the office or department concerned bears some sort of obligation to implement the policies. It is well known that the compliance rate of policy is not high in Bangladesh. To ensure the compliance of these policies, regular monitoring and advocacy might play a significant role in institutionalizing the policy change and its implementation.

Action Plan
The SSSC project supported the schoolteachers and head-teachers to prepare an action plan. This action plan contained detailed planning to tackle the gender-based violence in schools and on the way to school. It was expected that this action plan would ensure the continuation of the policy success in ending gender-based violence in community and schools.

2.2   RELEVANCE

Evaluation Question 1: To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls?

Key Findings:

- **The prevalence of gender-based violence is comparatively higher among adolescent girls and young women but there is limited legislative frameworks for preventing and responding to violence, and less reporting of incidences of gender-based violence due to social stigma. This project strategies and activities are very relevant to reduce gender-based violence of school-going girls.**

Research has shown that adolescent girls and young women are subjected to higher physical, sexual and psychological violence as compared to older women in their everyday lives. For instance, a nationwide survey revealed that adolescent girls have five times more probability of being abused than women aged between 40 and 49 (ICDDR, B & Population Council, 2013: V). However, the issue of violence against adolescent girls is not given the attention it deserves due to limited legislative frameworks for preventing and responding to violence.

Further, this finding revealed that girls are generally more likely than boys to experience sexual violence while travelling to and from school, It also found that the perpetrator is usually someone the victim knows and that, very often, the victim does not report the assault due to social stigma. Highlighting the need for adequate measures to enable girls to attend school safely, this project gave more attention to reduce gender-based violence of school-going girls who are the worst victim of VAW/G. The project's overall goal was to ensure that the girl students of 80 schools in four districts experience safer, empowered and violence free environment in their schools. In order to contribute to the project's overall goal, this project planned to address two major needs as demonstrated in its outcomes. The project's two outcomes are related to (i) improving the capacity and attitude of teachers and students (both male and female) in 80 schools to ensure girl student's safety and empowerment in schools; and (ii) communities and government playing an active role to create safe and violence-free environment for girls in schools and public places.

- **Men's discriminatory attitudes toward girls' education**

Girls have been treated as inferior to boys and this further influences gender discrimination in education, as it perpetuates the myth that education is of no help to the girl and her primary job will be to look after the household work, get married early, have children and then raise them. In Bangladesh, 20%-29% men demonstrated highly gender discriminatory attitudes toward the education of girls (ICDDR, B, 2011:3). In order to make a gender discrimination free society, it is important to take some initiatives to change the prejudice/discriminatory attitudes of men toward women and girls. This project has taken some initiatives to change the attitude of young boys who are the future adults. The findings of the evaluation reveal that it influenced the knowledge and behavior of young boys. More boys showed respect for girls than in the past.

- **Strategic Policy Advocacy to make the schools and community safe for girls.**

The strategic change of policy advocacy is a noteworthy initiative in the policy making context of Bangladesh. Little attempt has been made in Bangladesh to make the schools and community safe for girls. Key stakeholders are mostly the school authorities, and the government authorities are reluctant to allocate funds to make the schools safe for girls and to develop the capacity of the schools to deal with the challenges of VAW/G in schools and community. In this regard, the project implemented advocacy activities in the field administration level and central level. However, the project did a context-specific targeting in policy advocacy, and targeted bureaucrats and experts, who play a more significant role in policy making as compared to the political executives or leaders. This project conducted advocacy with the bureaucrats and experts. This strategy yielded successful policy advocacy in Bangladesh.

- **Increased knowledge and confidence to create safe and violence-free environment**

The field survey showed that a good number of girls and boys are at the receiving end of mental and physical violence at schools. It does not mean that gender-based violence has increased. The interventions of the project played a vital role in increasing the knowledge and confidence of students and other stakeholders besides improving their attitudes. Increased knowledge and confidence played a critical role in breaking the silence shrouding the gender-bases violence. Thus, girls are, now, more capable of identifying and reporting VAGs. To quote a student:

> "*My confidence increased. I can freely talk and discuss with my parents, teachers and friends about gender issues, our rights and how we can be free from all kinds of violence. I don't think I had ever discussed these issues with others, even with my family earlier before this project, as we felt it is not good to discuss such things.*"

The evaluation team further noticed that teachers also have limited knowledge about gender issues and gender-based violence in general and its prevention in particular. To quote a teacher in Netrokona district: "*Not only students, we teachers also have limited knowledge about these issues, especially how to solve/prevent violence. Now students come to us, share their problems. They are more aware and confident about themselves. Through books and trainings, they are learning, they have increased their knowledge, which was not the case before. We got very good support from BNPS.*"

Evaluation Question 2: To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?

Key Findings:

- **Networking and activism among students and schoolteachers**

Activities of SSSC project played a significant role in forming informal networks among the students. These students are now working as activists to prevent gender-based violence in their neighborhood. Pakhi Akhter of Mohongonj Public School, for instance, has formed a network

with her friends and juniors to stop the violence against girls, and takes initiatives to protect the victims (KII, January 2017).

Further, after receiving training from this project a large number of teachers are also working as activists. Among them, some are working as activists to break the "silence" regarding gender-based violence. For instance, one of the female teachers of a school mentioned the following example from her life:

> "*My confidence increased. I can freely discuss gender issues with students, our rights and how we can be free from all kinds of violence. I don't think I had ever discussed these issues with others, even with my family. I was also harassed by one of the male teachers (Religion) during my student life. He often used to touch my hand, stomach, but I was not able to complain due to the fear that people would not believe me. Though nothing more serious happened at that time, I had to hide this experience. Now I shared it with my parents and even with my students. I have told them how to prevent and protect themselves from such harassment. We are also eager to help students facing this kind of harassment*".

- **Involvement of Cultural Groups**

Cultural groups and co-curricular activities of different schools are playing a significant role in raising awareness regarding the rights of women and girls. A theater group of a school in Netrokona District did street plays to raise awareness about child marriage among parents and other community members.

- **Peer-to- peer Learning**

The activities of the Safe School and Safe Community encouraged peer learning. The findings of the evaluation suggested that \participants in the project activities shared their acquired knowledge with peers and family members. A female teacher and guardian of a student of Shahid Nabi High School of Tikatuli stated her experience,

> "*My elder son studies in eighth grade. He actively participated in various activities of the project. He has gathered knowledge about the rights of children and rights of girls by participating in the class and reading books. He disseminated his knowledge to his younger sister. Sometimes I beat my younger daughter when she does not want to study or watches too many cartoons. Last month, I was running after her with a stick and intended to beat her. Suddenly, she said, 'Mom, it does not look good when you beat me. I am so little. When you beat me I cannot concentrate on my study or other work. If you do not beat me, I will be so happy'. I asked her, who gave her the power to argue with me. She replied, 'vaiya' (brother) told me that children have the right to protect themselves from physical violence. I did not say anything. In the evening I asked my son about it. He told me, 'I told my sister what I learned from the activities of the project'. Now I understand the situation. I try to discuss issues with them instead of beating them for making a mistake*".

- **Advocacy of BNPS and Other Organizations**

BNPS and other CSOs are actively involved in the advocacy activities for ensuring the rights of women and girls. It is expected that BNPS and other CSOs will continue their advocacy activities to attain their organizational mission and vision. These advocacy activities might be helpful in continuing the activities of the project.

2.3   EFFICIENCY

Evaluation Question 1: How efficiently and timely has this project been implemented? Was it managed in accordance with the Project Document?

Key Findings:

The project has been implemented in a timely manner, and most activities have been completed in accordance with the project proposal and work plan.

The project is efficient because of the following reasons:

- The project completed its activities within the project period i.e., 01 January 2014 to 31 December 2016. BNPS has a good and committed staff, who worked hard to complete the project within the timeframe.

- The project managed to touch the targeted number of beneficiaries in the project areas.

- The project conducted its monitoring and evaluation activities within the timeframe despite a large number of external actors.

- The project efficiently organized the national and district or sub-district level events by ensuring the participation of decision-making actors within the time frame of the project. Ensuring the engagement of policy-makers in advocacy events in the policy making context is not easy because they are busy with their official work. Apart from this, officials tend to avoid advocacy events.

- The financial management was efficient and effective to ensure the implementation of the project. The project efficiently maintained the financial transactions of the project in strict accordance with the original budget and project plan. For example, for auditing, BNPS used a separate software (Tally) to do audit reporting.

2.4   SUSTAINABILITY

Evaluation Question 1: How will the achieved results, especially the positive changes generated by the project in the lives of women and girls, be sustained after this project ends?

<u>**Key Findings:**</u>

- **Strategic Planning**

In the selected schools, the evaluation team found different types of institutional and personal initiatives, which might help in continuing the activities of the project after its end. Some schools have taken the initiative to include the "orientation" and "counselling" activities as part of their regular activities. The chairman of one of these schools noted,

> "*The SMC of our school decided to organize six parents' meeting in 2017. In these events we will present to what extent our school is safe for children, more specifically for the girls. We will rope in the guardians to reduce the gender-based violence in schools and community. We have an additional plan to form a committee of teachers who will be responsible to train other teachers and students on gender issues*" (KII, 04.01.17).

A head-mistress of the school we interviewed had the same opinion. She mentioned,

> "*As a leader of this school I would like to continue the activities of this project for two specific reasons: firstly, as a woman I should take some initiatives to protect the girls from all kinds of violence and discrimination; secondly, the trainings offered by BNPS gave me new insights into gender-based discrimination. With this sort of understanding. I am going to form a committee in this school which will hold necessary activities to increase awareness regarding gender-based violence among teachers and students*" (KII, January, 2017).

All teachers and SMC members were not active as the above mentioned school. A head-teacher among the sample schools mentioned "*I and the school do not have any plan to continue the activities of this project due to non-availability of financial resource. If BNPS extends their project, I will support them" (*KII, January 2017*).* Even though the headmaster and SMC of the school did not have any plan to continue the project activities, assistant head-teacher and sports teacher of the school are taking initiatives to continue the project activities.

- **Macro-micro level Policy Change**

Field investigation found that advocacy activities of the project brought some policy success such as Sanitation Policy for all Schools in Bangladesh and school-level sexual harassment protection policy. The decision makers are committed to take policy steps to advance the good practice and learning generated from the project. These policy changes and commitment of policy-makers might be helpful in sustaining the good practices of the project.

- **Learning, Networking, and Mainstreaming**

Learning and awareness raising led to activism against sexual violence and gender-based discrimination. To end the gender-based discrimination, students and teachers formed new networks and used the existing forums. Apart from this, Department of Women Affairs and Directorate of Secondary and Higher Education took a number of initiatives to incorporate the good practices of the project in their regular activities.

2.5 IMPACT

Evaluation Question 1: What are the unintended consequences (positive and negative) resulting from the project?

Key Findings:

- **Replication of Martial Art in Police Force**

Some government agencies have adopted the good practices of the project. For instance, office of Superintendent of Police, Netrokona, organized a martial art training for 150 staff members of the police force (KII, January, 2017)

- **Heightened GVB awareness and Breaking of the silence**

The evaluation team found that the project was successful in raising GVB and breaking of the silence. Many girls and women in Bangladesh fail to report violence committed against them because a stigma surrounds harassment, rape, abuse, and domestic violence in the country. The police are also likely to blame the victim and favor the abuser. The project activities played a significant role in heightening GVB awareness and breaking of the silence regarding the rights of women and girls at the family and community level. A girl of Shahid Nabi School reported that she was trying to protect her mother from the physical abuse of her father. Having learned about the importance of preventing gender-based violence in her school, she protested when her father tried to beat up her mother. As she said:

> "*My mother used to be often beaten up by my father, we were not able to protect her earlier. We used to ask our relatives and neighbors for help. But they told us it's a family matter and it will be stigmatized if we raise this issue in public. But after this project, we learned to protect not only ourselves, but also our family members who are experiencing GVB. Now, we (both my brother and me) are trying to protect our mother from our father's abuses, but since we are still small, we need the help of others to solve this issue. I did not discuss this matter with our teacher, as my friends will know this, which I don't want. But I want BNPS's help to solve this problem. I don't want my parents' separation as it will affect our life, but I hope BNPS will find a way to solve this problem*".

The evaluation team informed BNPS about this case and urged it to find a way to solve this matter.

- **Insecurity among boy students**

It is noteworthy to mention that the project incorporated a challenging component with this project, such as "martial art". This is challenging because boys and their parents did not easily accept "martial art" as an activity for girls. Both boys and girls, mostly the boys, often found it difficult to draw a line between innocent fun and sexual harassment. Few boys reported feeling a sense of insecurity, as girls gained confidence from this project to protect themselves by using martial art techniques. But sometimes, this confidence generated misunderstanding and physical violence. An FGD with boys of Rajur Bazar School had boys complaining of physical assault by girls. One of the students of grade nine stated:

> "*One day I was passing through the classroom. I saw some girls of my class verbally abusing one of my friends. They were using slang language to harass him. I went forward and asked them to stop that. They became angry and asked me to leave the place. When I refused to do so, a girl started beating me. As they were five and I am not physically strong enough, it was difficult for me to escape. As I am a boy and it is an issue of my prestige, I did not report to my teachers, school managing committee or to my parents*.

Though this might be an exception as only one such case was reported, the local staff of BNPS should monitor such complaints.

2.6   KNOWLEDGE GENERATION AND INFORMATION DISSEMINATION

Evaluation Question 1: What are the key lessons learned that can be shared with other practitioners for Ending Violence against Women and Girls?

Key Findings:

- **Knowledge Generation**

The project developed a number of manuals, book for students, leaflets and compendium of laws. Developing BCC materials targeting the students and teachers of schools to end violence against boys and girls is unique in the context of Bangladesh.

- **Information Dissemination using Media**

The traditional media and social media were used to disseminate the news of events and learnings from the project. We analyzed the news coverage of the events in Netrokona district and found a total of 57 reports in 22 national newspapers (20 Bangla and 2 English) and 35 regional/local newspapers, covering the activities of the SSSC project in this district (Annex – 3, Table 6). Apart from the traditional media, the activities of the project received the attention

of social media as well. The news of "martial art" published by the Daily Star was shared by 14K (i.e. 14000) social media users.

Evaluation Question 2: Are there any promising practices? If yes, what are they and how can these be replicated in other projects and/or in other countries that have similar interventions?

Key Findings:

The project generated many promising practices, which include effective use of BCC materials to bring changes in knowledge and practices; a holistic approach in terms of diversified activities and involvement of various stakeholders in designing VAW/G prevention; traditional norm-breaking activities (martial art training);gender awareness-raising cultural events; informal networking and activism among students and teachers for reducing gender-based violence, and partnership approach in policy advocacy to bring about policy changes.

Overall, the project is very promising and there are many effective good practices, which can be replicated in other projects and in other countries with similar interventions. Some of the effective and promising practices are highlighted below:

- The project has developed a number of guidelines/hand books/manuals for students and teachers, which are new and innovative in the context of Bangladesh.

- Holistic approach (in terms of diversified activities and involvement of many stakeholders from different fields) in designing VAW/G prevention can be considered an effective strategy. The holistic approach sometimes invites complexity. It is important to identify and manage these complexities in an effective and efficient manner.

- Traditional norm breaking activities (i.e. martial art training as a co-curricular activity), bring some challenges for project management. Though the martial art training played a vital role in changing societal norms, it also invited some challenges. If it can be managed in an effective way, it will help to open up avenues in making a gender-equal society by eliminating discriminatory norms;

- Gender awareness raising cultural events (e.g., street plays against child marriage, GBV prevention) in many schools played a significant role in heightening GVB awareness and breaking of the silence regarding the rights of women and girls at the family and community level.

- Informal networking and activism among students and teachers played an important role in preventing and reducing gender-based violence in their neighborhood;

- Partnership approach in policy advocacy might be helpful in bringing about policy changes such as Sanitation Policy for all Schools in Bangladesh and school-level sexual harassment protection policy.

3.   CONCLUSIONS AND RECOMMENDATIONS

3.1   ACHIEVEMENTS OF THE PROJECT GOAL

Overall, the evaluation findings revealed that the project is very successful in addressing the need to sensitize and educate girls and boys in gender equality and gender-based violence, and the specific need of girls to be empowered and protected from gender-based violence in their schools. By adopting a holistic approach and designing trainings to reflect both prevention and response to GBV at schools, the project also addressed the personal knowledge, attitudes and behaviors of students, teachers in schools along with stakeholders, with a view to increasing their understanding of a safe and violence-free environment.

Analysis of the primary and secondary data further demonstrated that the projected achievements/results were very realistic, and in line with the project's goals, as highlighted below:

- All girls in this evaluation mentioned that they gained confidence to protect themselves from gender-based violence unlike the past by participating in different activities of the project.
- 80% of the girls and 55.9% of the boys strongly believe that "discrimination between boys and girls is not acceptable".
- Both girls (95%) and boys (97.1%) mentioned that they witnessed more respectful behaviour than past from each other.
- A good number of girls (45%) mentioned that "entrance" of schools is moderately safe. However, 37 % girls said that playgrounds are not fully safe for them.
- The interventions of the project seems to have played a vital role in breaking the silence regarding gender-based violence. Because of this change, more girls have started reporting violence against them than in the past.
- 62.9% of the girls reported feeling completely safe in school at the end of the project as compared to 49% before the beginning of the project
- Various departments of the Government of Bangladesh have been undertaking a number of initiatives, such as new projects and polices.

The above mentioned changes in the knowledge, attitudes and behavior of the important actors of the society played a critical role in reducing gender-based violence. The evaluation found following changes: (1) less number of women witnessed gender-based violence in schools and on the way to schools compared to the baseline survey; (2) it helped in reducing the number of child marriages; and (3) it played a critical role in starting the practice of gender equality in families and communities

3.2   ACHIEVEMENTS IN RELATION TO THE PROJECT OUTCOMES

The project demonstrated commendable achievements in terms of activities. The direct project beneficiaries and stakeholders have acknowledged their satisfaction with the project outcomes in terms of project's effectiveness, impact and sustainability, as highlighted below:

- 82.50% of the girls and 70% of the boys have received counseling services from the project.

- 95% of the girls and 85.29% of the boys had participated in class-room related orientation program conducted by school teachers.
- The study found that a school in Netrokona recorded 12 instances of complaints. After reviewing the documents, the school authority dealt with different types (eve-teasing, threatening, physical assaults, child marriage etc.) of gender-based violence in schools and on the way to schools.
- The community is aware of and engaged in putting an end to the gender-based violence, especially engaged in preventing the gender-based violence (e.g., child marriage).
- Some individuals played a significant role in reducing the negative perception of common people regarding the gender equality and justice.
- Gender related issues have been included in the new curriculum text books (2017).
- Member of the Police department of Bangladesh are taking initiatives to start a Child Help Desk.
- The Department of Women Affairs has started taking initiative to start martial art camp at the grass-root level.
- An initiative has been taken to incorporate gender-equality related issues in the training programs of the Secondary Education Directorate in Bangladesh.
- Some non-project schools in Netrokona have also been started the training after seeing the success at project schools.

3.3   CONCLUDING REMARKS

Overall, the evaluation team found that UNTF-funded BNPS implementer successfully carried out all the planned activities to achieve project outcomes. The project made a significant contribution in terms of introducing a systemic change in preventing and responding to gender-based violence in schools in Bangladesh, although it is clear that the short period of only three years is not sufficient for the desired change of a violence-free society for girls/women throughout the country. The project is highly promising and useful, particularly in terms of its effectiveness, sustainability, and knowledge generation.

- **Effectiveness**

By adopting a holistic approach, the project effectively improved the state of knowledge, attitude and practices of main beneficiaries and stakeholders of GBV prevention, girls' empowerment and gender equality.

The capacity development activities and BCC materials played a significant role in identifying and dealing with gender-based violence. Active involvement of primary target groups (students and teachers) and other stakeholders of the project (SMC members, government officers, parents, community people and media) was one of the good strategies of the project which profoundly changed the state of knowledge, attitude and practices. The project has also successfully implemented enriched information sharing, along with employing effective communication and advocacy strategies for a variety of stakeholders and target groups. The numerous public awareness raising activities, including norm-breaking activities (e.g. martial art training), various cultural events (e.g., creativity day) and peer-to-peer learning (i.e. students to students and brother/sister, parents to community members etc.) played a crucial role in bringing about changes in the state of knowledge and behavior of all stakeholders. For example, orientation regarding

gender issues increased mutual respect between boys and girls; their self-confidence also increased. As a stakeholder put it: "*The way students' portrayed gender related issues, it won't be possible to do without knowledge. They had learned, understood and then performed (e.g., child marriage, eve-teasing)*".Though it was too early to assess a full impact of the engagement in such activities,   the evaluation team did assess that the project managed to raise the visibility of GBV issues and availability of protection mechanisms.

The evaluation confirmed that this proactive project made people more aware about GBV and its implications, gender equality, and rights of women and girls. However, gender knowledge building and mainstreaming toward greater gender equality in families and communities requires more time to be effective. The documentation and dissemination of comprehensive good practices and gender knowledge building both at the local and national level were instrumental in increasing the understanding of women and men about GBV and the importance of creating a safe and violence-free environment.

Relevance
The project clearly addressed a widely underserved issue of gender-based violence both in the family, including violence against girl child, harmful practices, early/child marriage and forced marriage, etc., and in the community, including sexual harassment and violence in public spaces or institutions and schools. There is a continued need of projects and mechanisms to ensure that girls and women can enjoy and exercise their human rights.

The evaluators confirmed the relevance of all project activities, including training and relevant activities aiming at VAW/G prevention and GBV awareness in schools. The interviewed people, including school authorities, parents, community members and stakeholders, admitted the need for strengthening their capacities and knowledge on the issue of gender-based violence and girl empowerment. In addition, they expressed the need for technical support to design strategies for future program, and capacity building initiatives that would enable them to work systematically to overcome the prevailing gender-based violence, misbeliefs, and stereotypes.

Efficiency
The evaluation finding on the efficiency criterion for this outcome relates to aspects of timeliness of the project interventions and the overall project management and steering structure to ensure efficient project implementation. The project was implemented in a timely and efficient manner. The achievement of results has been cost-effective, and funding has been spent in strict accordance with the original budget and work plan. The evaluation team was not made aware of any major delays and carry-overs of activities that could be caused by the project management and steering structure

Sustainability
The evaluation team found a gap in advocacy in the context of good practices. The project generated many good practices, but could not disseminate them. This could be because of the project design and weak communication system. There is a possibility to negotiate with government officials and to share these good practices with other development partners to obtain funds for its sustainability. The visibility of such good practices was missing, and BNPS should

overcome this weakness. Overall, the project is very promising and its activities should not be stopped.

While the current findings on gaps and weakness in advocacy in the context of good practices pose challenges to the sustainability of the results, the project has created a solid foundation for continued progress in this field. The evaluation noticed some positive factors, which might be helpful to sustain the activities of the project after its end, such as strategic planning, macro-micro level policy change, peer to peer learning, activism, networking, and mainstreaming. Regarding strategic planning, the selected schools have taken different types of institutional and personal initiatives such as counseling, gender awareness raising cultural events, co-curricular activities (martial art), which might be helpful in continuing the activities of the project after its end. Likewise, macro-micro level policy changes, where decision makers are committed to take policy steps to advance the good practice and learning generated from the project (such as Sanitation Policy for all Schools in Bangladesh and school-level sexual harassment protection policy). These policy changes and commitment of policy makers might be helpful in sustaining the good practices of the project. Networking and activism by students and teachers played a significant role in awareness raising against sexual violence and gender-based discrimination in their neighborhood.

For future sustainability, the evaluation team received feedback and suggestions from the key informants. For example, the project has worked very well with government officials in many districts. It also managed to have national consultation with education department, which led to the proposal to integrate this curriculum in text books. This is one way to sustain the project. Also, the results of the project are good evidence for BNPS to advocate a violence-free environment in 10,000 other schools.

Impact
The project has made significant progress in promoting the confidence and capacity of students and teachers in tackling gender-based violence in schools, families and communities. Girls are now capable of identifying mental, physical and sexual violence as well as reporting such incidents to school authorities and law enforcing agencies. The project has also promoted activism and networking among the students and teachers who are now working to reduce gender-based violence. Likewise, the advocacy aspects of the project influenced micro-macro level policy change, which includes the implementation of new activities, changes in textbooks and formulation of new policies.

It is noteworthy to mention that the project incorporated a challenging component with this project: the introduction of "martial art" to girl students for self-defense. This is challenging in the context of the masculine culture of Bangladesh where the community does not easily accept "martial art" as an activity for girls. The participatory and holistic approach of project design contributed a lot in breaking some gender norms, such as "martial art is not suitable for girl", "males cannot be the martial art coaches for girls".

Internal and external factors such as experience of BNPS, strategies of the project and support from the local administration, media and schools, etc. contributed significantly in bringing these positive changes. The project might have achieved more positive results were it not for some negative aspects such as the patriarchal norms and values, barriers from schools and higher

authorities, remoteness, poor monitoring and documentation process, lack of context-specific strategies, inadequate ambition and weak advocacy in presenting good practices.

Knowledge Development
The project effectively contributed to the development and documentation of new knowledge and practice, and ensured a comprehensive distribution of project outputs and results. For example, developing BCC materials targeting students and teachers of schools for knowledge generation to end the violence against girls is unique in the context of Bangladesh. Also, the use of traditional media and social media to disseminate the news about its events and learnings is another good initiative. However, there is room for improvement with regard to the dissemination of project achievements at the regional and international level.

To sum up, the holistic approach of the project was successful in changing knowledge, attitude and practices of primary and secondary stakeholders. The changes in capacities and attitudes led to "heightened GBV awareness and breaking of the silence" and shattering the "masculine/gender norms". Apart from these, the project is successful in doing policy advocacy and in stating some good practices (activism, networking and mainstreaming). Even though the project brought about some changes, many girls are still encountering VAG at schools and on their way to school. The following suggestions of the evaluation team might be helpful in tackling gender-based violence at school and on the way to school.

3.4   LESSON LEARNED

Box-1
Key Learning and Promising Practices

- To find out the appropriate BCC materials and effective use of these materials bring changes in knowledge, attitudes and practices among target groups and stakeholders.
- Holistic approach (in terms of, diversified activities and involvement of a wide gamut of stakeholders) in designing VAW/G prevention can be considered as an effective strategy. The holistic approach sometimes invites complexity. It is important to identify and manage these complexities in an effective and efficient manner.
- Norm breaking (i.e. martial art) activities bring some challenges for project management. But if it can be managed in an effective way, it could help to open up avenues in making a gender equal society by eliminating discriminatory norms.
- Gender awareness raising cultural events (e.g., street plays against child marriage, GBV) in many schools played a significant role in heightening GVB awareness and breaking of the silence regarding the rights of women and girls at the family and community level.
- Informal networking and activism among students and teachers played an important role in preventing and reducing gender-based violence in their neighborhood.
- Partnership approach in policy advocacy might be helpful in bringing about policy changes.

3.5 RECOMMENDATIONS: PROSPECTS FOR SUSTAINABILITY

1. Knowledge products/ Learning materials and good practices of this project are a good evidence for BNPS in advocating a violence-free environment at the national, regional and international level. These materials and practices can also be incorporated in other BNPS programs to sustain the project.

2. It is evident that the good practices were not disseminated widely due to poor advocacy, although the project had many good outcomes. It is vital to have a strategy to promote good practices and visibility of the project. It is recommended that BNPS should build alliances with the working groups/organizations like Global Working Group to End School-Related Gender-Based Violence. This working group, co-hosted by UNGEI and UNESCO, was formed in 2014, and has over 40 members representing the health, child protection, and education sectors, including INGOs, CSOs, UN agencies, and academic institutions and researchers. The group engages in advocacy and promotes good practice on SRGBV, including the new Global Guidance on SRGBV being launched today.

3. It is also evident that the project had a very weak monitoring system which hampered its documentation process. In order to tackle this challenge, a documentation strategy can be adopted by BNPS and school management committees. For instance, to monitor the progress of the project it is important to keep a record of the number of complaints pertaining to abuses or violence (see: log-frame of the project 1.3). The team found that only one school among the selected schools had kept a record of such complaints.

4. Trainings and relevant activities aiming at VAW/G prevention and GBV awareness in schools should continue in order to bring about a social change among students (boys and girls) and teachers, which will ultimately result in GBV prevention. Deeply rooted gender norms need to be addressed in a systematic and persistent manner at the school level, by school teachers and school management committee with the support of government.

5. Some places in schools, including the entrance, playground, and canteen are not highly safe for girls. The girls are often harassed by boys at these places. In order to ensure their safety, the SMC must set up a security system at these places by with the support of Government.

6. The project has developed same operational design for urban and rural areas. The outcomes of the project were adversely affected due to lack of a context-specific design. In order to get a better outcome, BNPS should develop a different operational design for rural and urban areas in future.

7. In some schools, students are not allowed to use mobile during school time. However, students are encouraged to seek help and support from the helpline if they face any problem in the school. The schools do not also offer any facility to students to make phone call to the helpline. This implies that the students cannot ask for assistance from

the helpline in case of trouble. The schools should have an official phone call center for students where they can seek support from the helpline.

8. It is evident that boys are still promoting masculine norms and fostering stereotyping of girls. In order to provide a safe and secure environment for girls, schools must offer gender-sensitization training to more boys with a view to changing their biases about girls. BNPS is recommended to monitor such programs.

9. The school teachers and school management committee need to take a leading role in monitoring and ensuring that gender equality policy is in place. All teachers must be required to promote gender equality in the school and zero tolerance for violence.

10. With the help of Government, each school can take the initiative of providing martial art training to their physical teacher, through which all students will benefit. Physical teacher can train students (6 -10 grade) once/twice a week.

11. It is evident that there is a gap between school teachers and School Management Committee. Sometimes teachers feel sidelined due to political influence in the School Management Committee. This need to be monitored by BNPS from time to time.

12. The National Curriculum and Textbook Board has been undertaking a project "Secondary education sector investment program" this year (2017), which includes a component on gender and adolescent issues to train master trainers. Under this training program, approximately 200,000 teachers (both govt. and non-govt.) will be trained. If teachers disseminate this information properly to students, they will be more aware about their rights and about the need to create a violence-free environment. BNPS and the National Curriculum and Textbook Board should monitor this program regularly.

13. BNPS should scale up learning materials through small discussions/one-on-one discussions with stakeholders to sustain project goals as well as for future program and strategies.

14. Communication and networking with stakeholder need to be strengthened. BNPS should strengthen their collaboration with other NGOs, research and educational institutions for further research, and report the mini-stories through knowledge sharing workshop/conferences.

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Safe School Safe Community
Result Chain

Goal: Girl students in 80 schools of 4 districts experience safer, more empowered and violence free environment in their schools.					
Outcome 1				**Outcome 2**	
Improved capacity and attitude of teachers and students (both male and female) in 80 schools to ensure girl student's safety and empowerment in schools.				Community peoples and government taking active roles to create safe and violence free environment for girls in schools and community.	
Output 1.1	**Output 1.2**	**Output 1.3**	**Output 1.4**	**Output 2.1**	**Output 2.2**
Teachers, parents and School Management Committees are convinced to necessity of endorsing initiatives to make the schools safe for girl students.	Enhanced knowledge, skills and encouragement of teachers to translate ideal of women's equal rights, relevant national laws and policies (which promote equality, protect women, girls and children from violence) into actions through planned activities, and empower both male and female students to become active to end VAW/G.	Enhanced knowledge, skill of male and female students on women's equal rights, relevant laws, information on supports they can get from teachers and other sources; respectful and responsible attitude of male students towards female students and inspiration to prevent VAW/G	Girl students who participated in skill camps gained self-confidence and self-defense skills.	Increased awareness of guardians, community members, local administration and relevant government official on preventing violence against girls in schools and community.	National policymakers, officials of Education, Women and Children Affairs ministries are informed and conscious about working with schools on preventing VAW and gender equality.
Activities	**Activities**	**Activities**	**Activities**	**Activities**	**Activities**
1.1.1 Project Induction Meetings in 80 schools to reach in a common	1.2.1 Develop teachers and counselors' manual	1.3.1: Need assessment and material development for	1.4.1: Organize Skill Camps for girls (8 camps in 4 districts)	2.1.1: Organize yearly "Safe School Experience Sharing " and "Day of Creativity to EVAW/G' in each school	2.2.1: National level Sharing /Consultation on project experience and to advocacy for policy action in participation of policymakers, officials

understanding on project followed by signing MoU and implementation of rest of joint activities that will enhance school's ownership to the project.	1.2.2 Teachers training on imparting lesson on EVaW/G in classroom and Counseling skills. 1.2.3 Refreshers trainings for teachers	classroom lesson and Handbook 1.3.2: Publish Handbook on End VaW/G for students 1.3.3: Impart lessons in classrooms and counseling by trained teachers. 1.3.4: Install Information Corner in each school.		2.1.2: Observation of 16 days of activism against gender violence with schools in 4 districts through rallies, leaflet distribution. 2.1.3: Local level consultations with schools, community stakeholders to obtain their views, opinion about project activities for rapport building with stakeholders and sensitizing them towards the violence occur in respective communities and ways to curb those through their active support. 2.1.4: Consolidation and sharing of findings and views of local level consultation (activity 2.1.3) with a broader audience including relevant government departments (Education, Women and Children, Police, Administration), civil society and media of the respective districts. 2.1.5: District level convention in participation of schools, community members, civil society, administration and other stakeholders to pursue collective support on safe school safe community initiatives.	of Education, Women and Children Affairs ministries, national school curriculum and textbook board and leadership of women and child rights movement. 2.2.2: Advocacy seminar for budget allocation for teachers training on preventing VAW, support schools for counseling service and skill building activities for girls students in participation of policymakers, officials of Finance, Education, Women and Children Affairs ministries and Departments. 2.2.3: Publish Bulletin on promising practices of the schools under this project to disseminate with policy makers, ministries, schools itself and other stakeholders. 2.2.4: Organize media visit in project areas for wide dissemination of good and promising practice of safe school safe community initiative.

Inception Report

of

Final Evaluation of 'Safe School Safe Community' project
Project Period: January 2014 to December 2016

Funded by:
United Nations Trust Fund to End Violence against Women

Project Implemented by:
Bangladesh Nari Progati Sangha (BNPS)

Submitted by:

Dr. Julaikha Bente Hossain
Asian Institute of Technology (AIT), Thailand

&

Mr. Golam Rabbani
Rajshahi University, Bangladesh

Date: 15 December 2016

1.   Background and Context of the Project

Women are encountering different kinds of violence in their everyday lives all over the world. To end the violence against women, "the UN Trust Fund to End Violence against Women (UNTF)" has provided active support to inspiring initiatives in order to eliminate gender-based violence around the world in 20 years. As part of this initiative, Bangladesh Nari Progati Sangha (BNPS), a leading national women rights organization in Bangladesh, has undertaken a project titled, "Safe School Safe Community" by establishing a partnership with The UN Trust Fund to End Violence against Women (UNTF) since 1 January 2014. This assignment is a final external evaluation of the project. The inception report draws details of revised framework of the review, methodology including data collection tools and work plan of the evaluation.

Women are the worst sufferers of gender-based violence around the world. One of three women in the world has faced either physical and/or sexual intimate partner or non-partner sexual violence. Apart from this, around 7% women have been sexually assaulted by people who are not their partners (UNTF, 2015: 4). The statistical data only show the physical violence. Women also witness different kinds of non-physical violence along with gender-based discrimination. Bangladesh, where BNPS has been implementing the project, is not an exception given its patriarchal society. A woman's life usually starts out on a weak footing in the Bangladeshi society. Generally speaking, discrimination against women starts even before they are born and continues throughout their lives (Panday &Rabbani, 2017, forthcoming). Research found that 77% women reported to be victims of gender-based violence in the past 12 months, 65% have experienced physical violence in their life with nearly 50% of that in the last 12 months. Almost 25% of Bangladesh women have experienced physical violence from a non-partner and about 4% have been victims of sexual violence in their lifetime. Alam, Roy & Ahmed (2010) conducted a nationwide survey to explore sexually harassing behavior against adolescent girls in rural Bangladesh and found that gendered harassment was experienced by 35% of the girls, unwanted sexual attention by 34%, and sexual intimidation by 14%, yielding prevalence of sexual harassments of any type at 43%. Higher girls' education and household economic status heightened their risks of being harassed. Perpetrators were male young spoilt bullies (64%), neighborhood youths (30%), students (22%) and hoodlums (6%). High prevalence of sexual harassments demonstrates the vulnerability of adolescent girls in the community and deserves to be tackled to achieve the millennium development goals (MDGs) of gender equality in health and social development.

2.   Description of the Project

The overall goal of the project is to make the girls students of 80 schools in four district experience safer, empowered and violence-free environment in their schools. The project aims to achieve this goal by improving the knowledge, capacity, attitude and roles of teachers and students in schools along with community members and government officials to create safe and violence-free environment, and addresses the following forms of violence:

   3) Violence in the family, including violence against girl child, harmful practices, early/child marriage and forced marriage.

4) Violence in the community, including sexual harassment, and violence in public spaces/institutions, schools and public spaces.

The **primary beneficiaries** of the project are 32000 students (girls and boys) from grade VI to X and 240 teachers in 80 secondary schools. **Secondary beneficiaries** are parents, community members and government officials of education, women and children affairs, administration and police department.

3.   Purpose of the Evaluation

The evaluation has three-fold objectives:

d) To meet the *requirement of the funding agency*. BNPS is committed to conduct an external evaluation to measure the result of the project by evaluating the project's effectiveness, impact and sustainability. This evaluation effort is the reflection of this commitment. Relying on the existing evidence and new evidence to be collected by this final external evaluation, this report will highlight the extent to which the project has achieved its objectives.

e) To reveal the *project's achievements in relation to its objectives* agreed with the UNTF. In light of this, the evaluation team will explore how the results of the project activities contribute to achieving the BNPS program objective of ending violence against women and girls in Bangladesh. The results of this final evaluation will also be shared with members of BNPS general body and executive committee and staff with a view to using the findings to better coordinate and strengthen the capacity of BNPS in addressing challenges of VAW/G.

f) To recommend *policy relevance*. The findings of this final evaluation may work as a guiding principle for BNPS, UNTF and other stakeholders to take evidence-based decisions. In this regard, the findings will be shared with BNPS, school authorities, parents, community members and government official stakeholders to obtain their feedback and discuss the lessons learned. Findings will also be used to identify any remaining needs and to inform strategies for future program and capacity building initiatives. The evaluation results will be used beyond the UNTF project from 2017 onward. After the evaluation is completed, BNPS will utilize the results and recommendations to improve, strengthen, and provide guidance for future adjustment, design and implementation of its program.

4.   Evaluation Objectives and Scope

The overall objectives of the evaluation are:

c) To evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability and impact, with a strong focus on assessing the results at the outcome and project goals.
d) To generate key lessons and identify promising practices for learning.

The specific objectives are:

g) To assess whether the results and effectiveness of the project are in line with the goal and outcome indicators;
h) To measure the change based on the baseline findings;
i) To identify the strengths, weaknesses, opportunities and challenges of the program;
j) To assess the overall implementation process and draw recommendations for better management, and point out areas of improvement;
k) To find out the key learning and promising practices;
l) To draw recommendations for future programs and strategies.

5.   Scope of the Evaluation:

This final evaluation will evaluate all project activities implemented from 1st January 2014 to 31th December 2016. Since the evaluation aims to explore the results of the project, the final evaluation will start immediately after the end of the project. The tentative period of the field-level data collection will start from 4th January 2017 in Dhaka and Netrakona districts. These two districts were selected to cover 50% of project district and also to cover both rural (Netrakona) and urban (Dhaka) settings. Information will be collected from primary beneficiaries, including girl and boy students and teachers in six schools (two in Dhaka district and four in Netrakona district), and secondary beneficiaries, including community members, parents and government officials.

6.   Final version of Evaluation Questions with Evaluation Criteria

Relying on the general objectives of the project and three specific outputs, the following logical framework was developed. It is expected that the logical framework of evaluation will provide answers to the evaluation questions (see Annex-1). The framework will ensure the conformity or consistency among the project's Logical Framework (indicators) and baseline indicators.

Table-1: Logical Framework of Evaluation

Objectives	Objectively Verifiable Indicators (OVIs)	Means of Verification	Methods
To explore the level[6] of capacity and attitude of teachers and students (both male and female) in 80 schools to ensure the safety and empowerment of girl students in schools (Ob-1).	(i)Attitude of teachers, parents and SMC members regarding *necessary initiatives* for making schools safe for girls.	Inception meeting, MoU, meeting minutes	Document Review (DR), Key Informant Interview (KII)
	(ii) Knowledge of teachers on women's equal rights, national laws and policies of gender equality and prevention of gender-based violence, and safe school for girls. (iii) Skills of teachers to identify gender-based violence in schools and community, make a plan and implement the plan in order to make a school safe for girls and to take necessary initiatives to *empower* (make the students aware about the issues of gender rights, improve their confidence to avert gender-based discrimination and violence) girls. (iv) *Encouragement* (frequency and promptness to take necessary initiatives) to empower the students so that they can take necessary initiatives and implement the activities to end the gender-based violence and make the school safe for girls.	Training manual; number of trainings and participants; perception of both teachers and students; planning and initiatives to identify gender-based violence and protect girls from this violence; initiatives to ensure gender equality.	DR.KII, Questionnaire Survey (QS) and participatory observation (PO)
	(v) Knowledge of boys and girls on women's rights, national laws and policies of gender equality and prevention of gender-based violence, and safe school for girls. (vi) Skills of students for identifying gender-based violence in schools and communities, make a plan and implement the plan in order to make schools safe for girls.	Perception of male and female students, need assessment report, materials and handbook, status of information corners, participation in counselling and	DR.KII, Questionnaire Survey (QS) and participatory observation (PO)

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[6] Level is synonymous with "existing situation" or "present state" of knowledge and capacity of the students and teachers "regarding safe school" and "safe community"

	(vii) Availability of information on the kind of support which they (students) can get from teachers and other sources. (viii) Respectful and responsible attitude of male students toward females (treating female students as human beings, equal to males; no bullying and harassment, both physical and psychological),and motivation (attitude and activity to raise voice against and protect VAW/A) to prevent VAW/G.	discussion in class rooms.	
	(ix) *Self-confidence* (capability to identify rights, discrimination and VAW/G; ability to raise voice against discrimination and VAW/G); and self-defense (state of raising voice against VAW/G and protection of VAW/G) skills of girl students who participated in skill camps.	Perception of students and other stakeholders, state of gender equality and VAW/G, number of participants in martial art camps and success stories and externalities (both positive and negative examples).	DR.KII, QS, PO
To find out the role of community, people and government to create safe and violence-free environment for girls in schools and community (Ob-2).	Level of *awareness (*knowledge on gender-based violence at school and community, laws and policies regarding women's equal rights and gender-based violence; initiatives to make the school and community safe for women)* of guardians, community members, local administration and relevant government official on preventing violence against girls in schools and community.	Experience sharing, day observation, consultations, conventions and perception and initiatives of all stakeholders.	DR.KII, QS,
	National policymakers, officials of Education, Women and Children Affairs ministries are *informed (availability* of information regarding the status of gender equality, gender based violence and initiatives to end VAW/G) *and conscious (Initiatives to ensure gender equality and preventive measures to end gender-based violence)* about working with schools on preventing VAW and gender equality.	National-level sharing, advocacy, bulletin, connection with media and state of changes in policies.	DR.KII, QS,

To assess the effectiveness, relevance, efficiency, sustainability, impact and knowledge generation of the project (Ob-3)	Effectiveness: Results of the project (ob-1 &2), beneficiary profile of the project, contributing factors, individual, community and policy-level changes [policy making and implementation (ob-1&2)].	Findings of objectives-1&2 & project documents.	DR.KII, QS,
	Relevance: Need of women and girls, appropriateness of the activities to meet the needs and affinity between project goals and results (output and outcome).	Findings of objectives-1&2, project documents, including need assessments	DR.KII, QS
	Efficiency: project life-cycle and resource analysis (cost-benefit analysis/Unit cost per direct and indirect beneficiary/Target group).	Project documents	DR
	Sustainability: Level of awareness and activism of the key decision makers (parents, SMC and teachers and government officials), changes in policies and decisions and institutionalization of good practices (frequent spontaneous practices without active support from others, i.e. this project).	Findings of objectives-1&2 & policy documents	DR.KII, QS
	Impact: Unintended consequences (policy changes without advocacy, adaptation of similar initiatives in other schools and changes in VAW/G.)	Documents and perceptions	DR.KII, QS
	Lesson learned: positive and negative lessons, leaning on contextual issues, policy-level learning and leaning about social changes.	Findings of objectives-1&2	DR.KII, QS

7. Description of the Evaluation Team

Three members form the core evaluation team. Given below is a short description and responsibilities of team members:

Table-2: Description of Evaluation Team

Position	Affiliation & Experience	Responsibility
Lead Evaluator (International Consultant)	Dr. Julaikha B. Hossain (PhD in Gender & Development Studies) is an Affiliated Faculty & Senior Research Specialist of Gender & Development Studies (GDS) at the Asian Institute of Technology (AIT), Thailand. Over the past 18 years, she has been pursuing a career in the development and research sector, being employed with international academic institutes & developmental organizations in Asia.	• Supervising and coordinating various activities of this evaluation; • Preparing instruments and tools; • Organizing the results, analyzing data and preparing reports; • Supervising the activities of AE.
Associate Evaluator (National Consultant)	Mr. Golam Rabbani, MSS (RU), MPPG (NSU/NOMA-Norway), MSc (Sweden, con.) is an Assistant Professor in the Department of Public Administration, Rajshahi University. He has been working in the field of livelihoods, women empowerment, social change and community development for the last nine years.	• Preparing instruments and tools; • Organizing the results, analyzing data and preparing reports.
Research Associate	Mr. Mahbub Alam Prodip, MSS (CU), MSc in Gender and Development Studies (AIT) is an Assistant Professor in the Department of Public Administration, Rajshahi University. He has been working in the field of women empowerment and political participation for the last six years.	• Translation of instruments/tools • Field-level data collection • Data compilation • Qualitative data transcription

8. Evaluation Design and Methodology

d) **Evaluation Design:** The design principle of evaluation will follow the "pre-test and post-test without comparison group" approach of evaluation/research. In this evaluation, base-line survey and other national-level data will be considered as the benchmark for evaluation, and findings of this evaluation will be taken as post-test result.

e) **Data Sources:** Both primary and secondary data (list is provided in Annex-3) will be collected for attaining the objectives of the evaluation.

f) Description of **data collection methods**:

(vi) Focus Group Discussion (FGD): A Participatory Rural Appraisal (PRA) approach will be applied to measure the outcome of the project. FGDs, participatory drawing, matrix ranking/scoring by percentage, symbol or picture, diagramming, calendar analysis, timeline, trend analysis and case analysis will be used as PRA techniques. A total of 12 FGDs will be organized (six with boys and six with girls).
Apart from the PRA tools, some supporting techniques, such as Key Informant Interview (KII) and content review will be applied. The methodology of the review includes the following stages:

(vii) Questionnaire Survey (QS): From every selected schools, 15 respondents (8 girls and 7 boys) will be interviewed. A total 90 (15X6=90) respondents will be selected randomly. A semi-structured questionnaire will be used for this purpose.

(viii) Key Informant Interview (KII): A pre-formulated KII will be used for collecting information from the selected respondents, mentioned in Annex-4.

8.1 Data collection Procedure:

A team of three members will work to collect field-level data. Core team members and one Research Associate (RA) will stay seven days in the field for collecting KIIs and conducting FGDs.

8.2 Limitations of the evaluation methodology proposed:

- The evaluation will use a number of theoretical aspects and concepts in the context of school-based gender analysis, which has been generated from the conceptualization process of broader area of gender studies. This kind of application of generalized concept in specific context may create applicability related problems. To address this problem "pre-test" technique will be used.
- The data will be collected from sample survey from the selected geographical locations. The selected geographical location may not be considered proper representation of whole country. To avoid this controversy, the study would like to consider the representation or generalization issue in the context of the project area.
- The design approach has mostly adopted the top-down approach because it was designed on the basis of the given project documents, and theoretical understanding.
- Apart from the project, the others GO/NGO agencies have been implementing a good number of VAW/G related projects. Even some agencies (i.e. media, GoB) are still implementing their project in these working areas. These initiatives might have had an influence on the community. Thus, very little attention was paid to this issue while conducting the evaluation. Rather, an effort will be made to explore the direct effect of the project from the perspective of before and after intervention.
- Quantitative data will be collected from students only. However, qualitative data will be collected from different stakeholders in order to substantiate the findings drawn from the quantitative data.

9.   Ethical Considerations

e)   Safety and security (of participants and evaluation team):
- Guaranteeing confidentiality
- Considering safety
- Consideration of risks and benefits
- Protecting the organization's credibility

f)   Quality data collection techniques
- Informed consent: Participants in an evaluation will be informed of the purpose, process, risks, and benefits of participation and be given the opportunity to decline to participate.
- Utility: Evaluations will address important and relevant questions, provide clear and understandable results, and include meaningful recommendations.

g)   Systematic inquiry and integrity/honesty:
- Evaluators will conduct systematic, data-based inquiries about whatever is being evaluated.
- Evaluators will ensure the honesty and integrity of the entire evaluation process.
- Accuracy: Information will be collected, analyzed, reported, and interpreted accurately and impartially.

h)   Contention strategy and follow-up

10.   Work plan

Considering the scope of work and the given time frame of BNPS's prescribed TOR, the team would like to propose the following timeframe:

Activities /Weeks	08-12/12	08-12/12	15-20/12	04-20/1	21-29/1	29-30/1	23/2
Inception meeting and methodology finalization	██	██	██				
Document collection and review, tools and instrument finalization	██	██	██				
Training and field test			██				
Data collection and data entry				██			
Draft preparation					██		
Sharing with BNPS						██	
Feedback incorporation and finalization							██

Evaluation Matrix

Evaluation Criteria	Mandatory Evaluation Questions
Effectiveness	1) To what extent were the intended project goal, outcomes and outputs achieved and how? 2) To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached? 3) To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes. 4) What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How? 5) To what extent was the project successful in advocating policy change? If it was not successful, explain why. 6) In case the project was successful in setting up new policies, is the policy change likely to be institutionalized and sustained?
Relevance	1) To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls? 2) To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?
Efficiency	1) How efficiently and timely has this project been implemented and managed in accordance with the Project Document?
Sustainability	1) How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?
Impact	1) What are the unintended consequences (positive and negative) of the project?
Knowledge generation	1) What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls? 2) Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions?

Quantitative Questionnaire
For Final External Evaluation of 'Safe School Safe Community' Project

Informed Consent Form

The purpose of the study is to conduct the "Final Evaluation of Safe School Safe Community Project". As part of this evaluation, we would like to conduct an interview with you because you are one of the key stakeholders of the project. Your answers will be recorded for only the study purpose.

You will be asked a number of questions regarding your perception and experience on VAW/G and its protection at family, school and community. Your participation in this interview is voluntary. You can take any decision regarding refusal to participate or withdraw your consent or discontinue participation in the interview. Your decision relating to participation in this interview is not linked to any penalty or loss of benefits.

If there is any question posed to you during the interview that causes discomfort, embarrassment or is in conflict with your privacy and thinking, you can refuse to answer it.

The findings of the evaluation will be presented anonymously, without disclosing your identity and will be solely for academic, policy and project related use. The collected data and study findings will be available to the study team, BNPS and UNTF.

Should you require any questions about this evaluation, please feel free to contact the following during the interview or later:

Bangladesh Nari Progati Sangha (BNPS)
13/14, Babar Road, Mohammadpur
Dhaka
Phone: (880-2) 9142110, 9143477; Fax: (880-2) 9104693
Email: bnps@bangla.net.bd; Website: www.bnps.org

Do you agree to participate in this interview?   □ Yes   □ No

Date, time and place:

Quantitative Questioners

Quaternary No:

1. Background Information

1.1 Sex: 1.3 Class:

1.2 Age: 1.4 Name of School:

1.5 District:

2. Did you participate any one of the following activities of the project?

Indicators	**Response**
2.1 Read the given book	□ Yes (1) □ No (2) □ No Answer (9)
2.2 Read the leaflets and other BCC materials	□ Yes (1) □ No (2) □ No Answer (9)
2.3 Collect information from information corner	□ Yes (1) □ No (2) □ No Answer (9)
2.4 Participate in counseling	□ Yes (1) □ No (2) □ No Answer (9)
2.4 Participate in martial art	□ Yes (1) □ No (2) □ No Answer (9)
2.5 Participate in school based events	□ Yes (1) □ No (2) □ No Answer (9)
2.6 Participate in sub-district and district level events	□ Yes (1) □ No (2) □ No Answer (9)
2.7 Others (specify) ….	□ Yes (1) □ No (2) □ No Answer (9)

3. Did you find any change in your knowledge, attitude and practice regarding VAW/G after participating with the activities of the project?

Indicators	**Response**	**How and why?**
3.1 Changes in my knowledge	□Positive change (1) □Negative change(2) □Same as before (3) □No Answer(9)	A spare sheet will be used to collect the qualitative answer
3.2 Changes in identifying physical violence	□Positive change (1) □Negative change (2) □Same as before(3) □No Answer(9)	
3.3 Changes in identifying mental violence	□Positive change (1) □Negative change (2) □Same as before(3) □No Answer(9)	
3.4 Changes in identifying sexual violence	□Positive change (1) □Negative change (2) □Same as before(3) □No Answer(9)	
3.5 Changes in reporting VAW/G	□Positive change (1) □Negative change (2) □Same as before(3) □No Answer(9)	
3.6 Changes in confidence to protect VAW/G	□Positive change (1) □Negative change (2) □Same as before(3) □No Answer(9)	
3.7 Changes in protecting violence independently	□Positive change (1) □Negative change (2) □Same as before(3) □No Answer(9)	

3.8 Changes in protecting violence collectively	□Positive change (1) □Negative change (2) □Same as before (3) □No Answer(9)
3.9 Changes in free movement	□Positive change (1) □Negative change (2) □Same as before (3)□No Answer(9)

4. Perception on Sex and Gender Issues

Indicators	**Response**
4.1 Sex is a natural identity	□Strongly agree (1) □Agee (2)□Neither agree nor disagree (3) □Disagree (4) □ Strongly Disagree (5)□Don't Know (0) □No Answer (9)
4.2 Gender identity is created by family/society /institutions	□Strongly agree (1) □Agee (2)□Neither agree nor disagree (3) □Disagree (4) □ Strongly Disagree (5)□Don't Know (0) □No Answer (9)
4.3 Discrimination between boys and girls is not acceptable	□Strongly agree (1) □Agee (2)□Neither agree nor disagree (3) □Disagree (4) □ Strongly Disagree (5)□Don't Know (0) □No Answer (9)
4.4 Primary responsibility of a mother is to do the domestic work and take care of children and other family members	□Strongly agree (1) □Agee (2)□Neither agree nor disagree (3) □Disagree (4) □ Strongly Disagree (5)□Don't Know (0) □No Answer (9)
4.5 "Good girls" do not face any kind of harassments	□Strongly agree (1) □Agee (2)□Neither agree nor disagree (3) □Disagree (4) □ Strongly Disagree (5)□Don't Know (0) □No Answer (9)
4.6 Boys are naturally better than girls in sports/physical activities,	□Strongly agree (1) □Agee (2)□Neither agree nor disagree (3) □Disagree (4) □ Strongly Disagree (5)□Don't Know (0) □No Answer (9)
4.7 Men need more care as they work harder than women	□Strongly agree (1) □Agee (2)□Neither agree nor disagree (3) □Disagree (4) □ Strongly Disagree (5)□Don't Know (0) □No Answer (9)

5. Violence and Safety Related Issues at School

5.1 Did you witness any one of the following types of violence within last six months in your school?

Indicators	**Response**	**If yeas, how many times**
5.1.1 Slapped or shoved or someone pulled my hair	□ Yes (1) □ No (2) □ No Answer (3)	□ 1-2 (1) □ 3 & more (2) □ 4 & more (3)
5.1.2 Beaten or hit or kicked	□Yes (1) □ No (2) □ No Answer (3)	□ 1-2 (1) □ 3 & more (2) □ 4 & more (3)
5.1.3 Threatened with knife/weapon	□Yes (1) □ No (2) □ No Answer (3)	□ 1-2 (1) □ 3 & more (2) □ 4 & more (3)

5.1.4 Someone passed comments / jokes on me (because of things such as my looks, religion or economic status)	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ 4 & more (3)
5.1.5 Labelled based on my body, character or background	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ 4 & more (3)
5.1.6 Threatened verbally or by written note (sms, letter, email)	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ 4 & more (3)
5.1.7 Received annoying calls/sms/picture though phones/social media	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ 4 & more (3)

5.2 Did you witness any one or more types of violence of the following categories within last six months in your school?

Indicators	Response	If yeas, how many times
5.2.1 Passed Sexual Comments	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
5.2.2 Whistled/made obscene gestures	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
5.2.3 Sent message with sexual contents	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
5.2.4 Touched body/kissed	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
5.2.5 Showed sexual photo /other visual things	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
5.2.6 Asked to touch the sensitive parts of body	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
5.2.7 Asked to do sexual acts	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
5.2.8 Spread bad sexual rumor	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)

5.2.9 Raped /Forced to do sexual activities	□Yes (1) □ No (2) □ No Answer (3)	□ 1-2 (1) □ 3 & more (2) □ NA (3)

5.3 What did you do after witnessing violence in school in the last 6 months?

□Did Nothing (1) □Tried to stop (2) □Reported to teacher/head teachers (3)

□Reported to teacher/head teachers (3) □Sought help from Helpline (4) □No Answer (0)

5.4 Do you think following places are safe for you? (1-5 scale/negative to positive)

Places	Response
5.4.1 Classroom	□Completely safe (5) □Moderately Safe (4) □Neither safe nor unsafe (3) □Highly unsafe (2) □Completely Unsafe (1)
5.4.2 School Lobby/Veranda	□Completely safe (5) □Moderately Safe (4) □Neither safe nor unsafe (3) □Highly unsafe (2) □Completely Unsafe (1)
5.4.3 School Entrance	□Completely safe (5) □Moderately Safe (4) □Neither safe nor unsafe (3) □Highly unsafe (2) □Completely Unsafe (1)
5.4.4 Playground	□Completely safe (5) □Moderately Safe (4) □Neither safe nor unsafe (3) □Highly unsafe (2) □Completely Unsafe (1)
5.4.5Canteen	□Completely safe (5) □Moderately Safe (4) □Neither safe nor unsafe (3) □Highly unsafe (2) □Completely Unsafe (1)
5.4.6 Toilets	□Completely safe (5) □Moderately Safe (4) □Neither safe nor unsafe (3) □Highly unsafe (2) □Completely Unsafe (1)
5.4.7 Other places at school	□Completely safe (5) □Moderately Safe (4) □Neither safe nor unsafe (3) □Highly unsafe (2) □Completely Unsafe (1)

5.5 Did you take part any class-room related orientation of "safe-school, safe community" project?	□Yes (1)	□No (2)

If yes, how often?

5.6 Did you receive any counseling/information related services from any teacher?	□Yes (1)	□ No (1)
5.7 Do you think that your teacher/s are capable (and trustworthy) to deal with instances of harassment, VAW/G and complaint made by girl students?	□Yes (1)	□No (2)
5.8 Do you think that your teacher/s are capable (and trustworthy) to deal with instances of harassment, VAW/G and complaint made by girl students?	□Yes (1)	□No (2)

5.9. Did you find any change in the attitude and behaviour of teachers and staff of your school after implementing the project?

Indicator	Response
Boys of school	☐Witnessed respectful behaviour than past (1)☐Remain same as before (2)☐Negative Change (3)☐No Answer (4)
Male teachers	☐Witnessed respectful behaviour than past (1)☐Remain same as before (2)☐Negative Change (3)☐No Answer (4)
Female teachers	☐Witnessed respectful behaviour than past (1)☐Remain same as before (2)☐Negative Change (3)☐No Answer (4)
Male Staff at school	☐Witnessed respectful behaviour than past (1)☐Remain same as before (2)☐Negative Change (3)☐No Answer (4)
Female Staff at school	☐Witnessed respectful behaviour than past (1)☐Remain same as before (2)☐Negative Change (3)☐No Answer (4)
Behaviours of boys/males in the way to school /community	☐Witnessed respectful behaviour than past (1)☐Remain same as before (2)☐Negative Change (3)☐No Answer (4)

6. Community Related Issues

6.1Did you witness any one of the following types of violence within last six months on your way to school?

Indicator	Response	If yeas, how many times
6.1.1 slapped or shoved or someone pulled my hair	☐ Yes (1) ☐ No (2) ☐ No Answer (3)	☐ 1-2 (1) ☐ 3 & more (2) ☐ 4 & more (3)
6.1.2Beaten or hit or kicked	☐Yes (1) ☐ No (2) ☐ No Answer (3)	☐ 1-2 (1) ☐ 3 & more (2) ☐ 4 & more (3)
6.1.3 Threatened with knife/weapon	☐Yes (1) ☐ No (2) ☐ No Answer (3)	☐ 1-2 (1) ☐ 3 & more (2) ☐ 4 & more (3)
6.1.4Someone passed comments / jokes on me (because of things such as my looks, religion or economic status)	☐Yes (1) ☐ No (2) ☐ No Answer (3)	☐ 1-2 (1) ☐ 3 & more (2) ☐ 4 & more (3)
6.1.5 labelled based on my body, character or background	☐Yes (1) ☐ No (2) ☐ No Answer (3)	☐ 1-2 (1) ☐ 3 & more (2) ☐ 4 & more (3)
6.1.6 threatened verbally or by written note (sms, letter, email)	☐Yes (1) ☐ No (2) ☐ No Answer (3)	☐ 1-2 (1) ☐ 3 & more (2) ☐ 4 & more (3)
6.1.7Received annoying calls/sms/picture though phones/social media	☐Yes (1) ☐ No (2)	☐ 1-2 (1) ☐ 3 & more (2)

☐ No Answer (3) ☐ 4 & more (3)

6.2. Did you witness any one or more types of violence of the following categories within last six months on the way to your school?

Indicators	Response	If yeas, how many times
6.2.1 Passed sexual comments	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
6.2.2 Whistled/made obscene gestures	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
6.2.3 Sent message with sexual contents	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
6.2.4 Touched body/kissed	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
6.2.5 Showed sexual photo /other visual things	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
6.2.6 Asked to touch the sensitive parts of body	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
6.2.7 Asked to do sexual acts	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
6.2.8 Spread bad sexual rumors	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)
6.2.9 Raped /forced to do sexual activities	☐Yes (1)	☐ 1-2 (1)
	☐ No (2)	☐ 3 & more (2)
	☐ No Answer (3)	☐ NA (3)

6.3 What did you do after witnessing violence on way to school in the last 6 months?

☐Did nothing (1)	☐Tried to stop(2)	☐Reported to teacher/head teachers (3)
☐Reported to teacher/head teachers (3)	☐Sought help from helpline (4)	☐No answer (0)

6.4 Do you think way to school is safe for you? (1-5 scale/negative to positive)

☐Completely safe (5) ☐Moderately safe (4) ☐Neither safe nor unsafe (3)
☐Highly unsafe (2) ☐Completely unsafe (1)

FGD Questionnaire (Boys/Girls)

1. Did you go through the given book, titled "Nirapod School, Nirapod Semaj"? What did you learn from the book? What is gender and sex?
2. Do you find any gender difference in your family, school and society? Please give examples.
3. Do you know anything about (the UN Convention on) the Rights of the Child (1989)?
4. What is physical /mental /sexual violence?

     [A. At this stage female students will be requested to take part in a short drama named "School-school *khela"*. In this drama girl students (grade 8-10) will be requested to show what changes they found in their school, community and family after the implementation of this project]

     [B. At this stage boy students will be requested to take part in a short drama named "School-a *jai"*. In this drama boy students (grade 8-10) will be requested to show what changes they found among the boys and males in their school, community and family after the implementation of this project]

5. Why do you think your school is safe or unsafe? [with participatory drawing]
6. How often do your teachers give orientation on "Nirapod school, Nirapod Semaj" in classrooms?
7. Did you witness any kind of physical violence at school? What is physical violence? Who did this /these?
8. Did you witness any kind of verbal abuse at school? What are the abuses? Who did this /these?
9. Did you witness any kind of sexual abuse at school?
10. What was your response to witnessing violence in school in the last 6 months?
11. Did you report it to your teachers/parents/drop box /help-line?
12. What do they (parents, teachers and others) after receiving the complains?
13. Do you think school authority is trust worthy to report gender based violence? Why or why not?
14. Do you know anything about "gender based violence prevention policy" in your school?
15. Do you think they (parents, teachers and others) are trustworthy to report your violence?
16. Did you witness any kind of physical violence on way to school? What were the kinds of physical violence? Who did this /these?
17. Did you witness any kind of verbal abuse in the way to school? Who are the abusers? Did you witness any kind of sexual abuse on way to school?
18. Do you know what are the important laws relating to the gender-based violence prevention in Bangladesh?
19. What should we do to prevent VAW/G? What are you doing now?
20. Did you find any change in your life, family, community and school?
21. Give your suggestions to make the school and community safe for girls.

**Questionnaire
for
Teachers who Received Trainings (Including Head Master)**

1. What are the basic components (of the trainings) of Nirapod School, Nirapod Semaj? How often did you organize orientation activities of "Nirapod school, Nirapod Semaj" in your school/class?
2. What was your own perception regarding the "gender and safe-school related issues" while BNPS initiated discussion with you or your school /higher authority? Did you find any change in your perception at the end of the project?
3. Was the headmaster/ SMC/higher authority supportive while you organized "safe school" related project?
4. Did you encounter any challenge from school (including the colleagues) /community/ higher authority while you implemented the activities of the project?
5. Did you take any personal initiative to implement "safe school" related activities?
6. To what extent the activities of the project is linked to the objectives of an educational institute?
7. Did the project have any positive/negative effect on the education of girls and/or over-all education system?
8. Did the project activities play any role in increasing the knowledge of students, teachers and staff regarding gender-based violence and its prevention related issues?
9. Did the project play any role in making the school and community safe for children, more specifically for girls?
10. How did martial arts camp help girls to increase their confidence?
11. Do you think that school is safe for girls? Why or why not?
12. Do you think the way to school is safe for girls? Why or why not?
13. Does your school have any "Sexual/Gender based violence prevention policy "? Does your school follow the principles of the policy?
14. Did you find any new government initiative to address gender violence and women's rights within the education system?
15. Do you have (your school) any plan to continue the activities of the project after its completion?
16. Please give your suggestions to make such activities more effective.

    Required information from teachers
- Number of instances where students complained about abuse, harassment, early marriage and other forms of violence and rights violation to school authority in the last six months (half /yearly)

Questionnaire for Parents& Community Members

1. Did the project play any role in increasing knowledge and changing the attitude of your child/children on gender-related issues?
2. Do they talk about gender-based violence with family?
3. Do you think participation of children in counseling and martial arts increased their capability and confidence to protect VAW/G?
4. Do they find gender-based discrimination at family, school and community?
5. Did they report any violence/discrimination to you in the last six months?
6. What change do you find in the attitude of boys and males in your locality regarding VAW/G?
7. How do you see the girls' participation in martial art? Does it play any role in increasing the confidence of girls to end the VAW/G?
8. Are girls of your locality capable to protect VAW/G? Why or why not? Do your child/children protect VAW/G?
9. Do the activities of the project make the family, community and school safe for girls?
10. Please give your suggestions to make this kind of initiative more effective.

Questionnaire for Officials/People's Representatives

1. What are the basic components of Nirapod School, Nirapod Semaj?
2. What was your own perception and perception of school authorities regarding the "gender and safe-school related issues" while BNPS initiated discussion with you or your school /higher authority? Did you find any change at the end of the project in your perception?
3. To what extent the activities of the project is linked to the objectives of an educational institute?
4. Did the project bring any positive/negative effect on the girls' education/ over-all education system?
5. Did the project activities play any role to increase knowledge of students, teachers and staffs regarding gender-based violence and its prevention related issues?
6. Do you think participation of children in counseling and martial art increased their capability and confidence to protect VAW/G?
7. What change do you find in the attitude of boys and males regarding VAW/G?
8. Did the project play any role to make the school and community safe for children, more specifically for girls?
9. Did you/any school take any similar initiatives in other schools during the project tenure?
10. Do you find any new government initiative to address gender violence and women's rights within the education system?
11. Do you (your office) have/has any plan to continue the activities of project after its completion?

List of documents reviewed

A. Relevant national strategy documents:
   - National Women Advancement Policy 2011
   - National Child Policy 2011
   - High Court's Guideline to Prevent Sexual Harassment, 2009
   - National Plan of Action against Sexual Abuse and Exploitation of Children including Trafficking, 2001

B. Strategic and other planning documents:
   - SSSC project proposal
   - BNPS organization profile

C. Project documents
   - Baseline survey report
   - Monitoring plans and indicators
   - Progress and annual reports of the project

   Project publications and knowledge products:
   - Student handbook(s) on gender and EVAW/G
   - Media clippings (print and electronic)

D. Similar literature

   - Plan & ICRW (2015). Are Schools Safe and Equal Places for Girls And Boys in Asia?: Research Findings on School-Related Gender-Based Violence

   - UNICEF (2006). Assessing Child-Friendly Schools: A Guide for Program Managers in East Asia and the Pacific, UNICEF, East Asia and Pacific Regional Office, 2006

   - USAID (2003). Unsafe Schools: A Literature Review of School-Related Gender-Based Violence in Developing Countries

List of Documents will be consulted

   - Monitoring plans, indicators and summary of monitoring data
   - Safe School Safe Community Bulletin(s)
   - Flip chart and flash card for classroom session material
   - Flyers and other campaign material

List of stakeholders/partners to be consulted (interview, focus group, etc.)

Types of Respondents	Number/Descriptions
Students	48 girls and 42 boys
Teachers of 6 schools in 2 districts	2 X6=12
Parents	12 (6 Female & 6 Male)
SMC members	6
Community members	6
District Education Officer, Netrakona	1
Upazila Education Officer, Kalmakanda	1
Upazila Women Affairs Officer, Netrakona sadar	1
Upazila Nirbahi Officer, Kalmakanda	1
Superintendent of Police, Netrakona district	1
Mayor, Netrakona municipality	1
ShahnewazDilruba Khan (Deputy Secretary), Additional Director, Dept. of Women Affairs	1
Chairman, National Curriculum and Textbook Board	1

Draft outline of final report

1. Title and cover page
2. Table of Content
3. List of acronyms and abbreviations
4. Executive summary
5. Context of the project
7. Purpose of the evaluation
8. Evaluation objectives and scope
9. Evaluation team
10. Evaluation questions
11. Evaluation methodology

12. Findings and Analysis per Evaluation Question

Evaluation Criteria	Effectiveness
Evaluation Question 1	To what extent were the intended project goal, outcomes and outputs achieved and how?
Response to the evaluation question with analysis of key findings by the evaluation team	
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	
Conclusions	
Others	

ANNEX 3

Supplementary Tables and Figures

Tables:

Table-1
Students Participation's in the Activities which were conducted by Teachers

Indicators /Options	Boys (%)	Girls (%)	Total (%)
Participated in Class-room related orientation program	85.29	95	90.54
Received any Counseling/Information Related Services from Teacher	64.71	82.5	74.32

[Source: Field Survey, 2017]

Table-2
Changes in Practices of Students

Indicators	Girls (%)			Boys (%)		
	Positive Change	Negative Change	Same as Before	Positive Change	Negative Change	Same as Before
Changes in identifying physical violence	97.5	0.0	0.0	82.4	8.8	2.9
Changes in identifying mental violence	92.5	0.0	0.0	91.2	0.0	2.9
Changes in identifying sexual violence	92.5	0.0	0.0	82.4	5.9	0.0
Changes in reporting VAW/G	92.5	0.0	0.0	82.4	5.9	0.0
Changes in Confidence to protect VAW/G	100.0	0.0	0.0	94.1	2.9	0.0
Changes in protecting violence independently	100.0	0.0	0.0	67.6	11.8	14.7
Changes in protecting violence collectively	97.5	0.0	2.5	67.6	8.8	11.8
Changes in free movement	97.5	0.0	0.0	79.4	11.8	0.0

[Note: No answer has not been presented in this table]

[Source: Field Survey, 2017]

Table-3
Safety Issues at School

Indicators	Girls (%)					Boys (%)				
	Completely Safe	Moderately Safe	Neither Safe nor Un Safe	Highly Unsafe	Completely Unsafe	Completely Safe	Moderately Safe	Neither Safe nor Un Safe	Highly Unsafe	Completely Unsafe
Class-room	85.0	2.5	12.5	0.0	0.0	91.2	5.9	2.9	0.0	0.0
School Lobby/ Veranda	65.0	25.0	10.0	0.0	0.0	55.9	32.4	8.8	0.0	2.9
School Entrance	42.5	45.0	10.0	0.0	2.5	64.7	20.6	11.8	0.0	2.9
Playground	55.0	37.5	7.5	0.0	0.0	55.9	29.4	11.8	0.0	2.9
Canteen	57.5	20.0	17.5	0.0	5.0	61.8	20.6	14.7	0.0	2.9
Toilets	100.0	0.0	0.0	0.0	0.0	82.4	17.6	0.0	0.0	0.0
Other places at school	35.0	40.0	25.0	0.0	0.0	55.9	32.4	11.8	0.0	0.0

[Source: Field Survey, 2017]

Table-4
Violence at School

Indicators	Sub-indicator	Girls (%)	Boys (%)
Physical Violence	Slapped or shoved or someone pulled my hair	5.0	23.5
	Beaten or hit or kicked	17.5	11.8
Mental Violence	Threatened with knife/weapon	15.0	0.0
	Someone passed comments / jokes on me (because of things such as my looks, religion or economic status)	25.0	11.8
	Labeled based on my body, character or background	22.5	14.7
	Threatened verbally or by written note (sms, letter, email)	27.5	5.9

	Received annoying calls/sms/picture though phones/social media	27.5	8.8
Sexual Violence	Passed Sexual Comments	25.0	2.9
	Whistled/made obscene gestures	12.5	5.9
	Sent message with sexual contents	7.5	0.0
	Touched body/kissed	10.0	0.0
	Showed sexual photo /other visual things	10.0	0.0
	Asked to touch the sensitive parts of body	2.5	0.0
	Asked to do sexual acts	10.0	0.0
	Spread bad sexual rumor	5.0	0.0

[Source: Field Survey, 2017]

Table-5
Witnessed Violence in the Ways School

Indicators	Sub-indicators	Girls %	Boys (%)
Physical Violence	Slapped or shoved or someone pulled my hair	2.5	8.8
	Beaten or hit or kicked	0.0	8.8
Mental Violence	Threatened with knife/weapon	0.0	2.9
	Someone passed comments / jokes on me (because of things such as my looks, religion or economic status)	5.0	5.9
	labeled based on my body, character or background	2.5	2.9
	threatened verbally or by written note (sms, letter, email)	7.5	2.9
	Received annoying calls/sms/picture though phones/social media	10.0	5.9
Sexual Violence	Passed Sexual Comments	10.0	0.0
	Whistled/made obscene gestures	20.0	5.9
	Sent message with sexual contents	10.0	0.0
	Touched body/kissed	2.5	0.0

	Showed sexual photo /other visual things	0.0	0.0
	Asked to touch the sensitive parts of body	0.0	0.0
	Asked to do sexual acts	5.0	0.0
	Spread bad sexual rumor	2.5	5.9

[Source: Field Survey, 2017]

Table-6
Media Coverage

National Newspaper	Number
Total News	57
National (Bangla)	20
National (English)	2
Regional/ Local	35

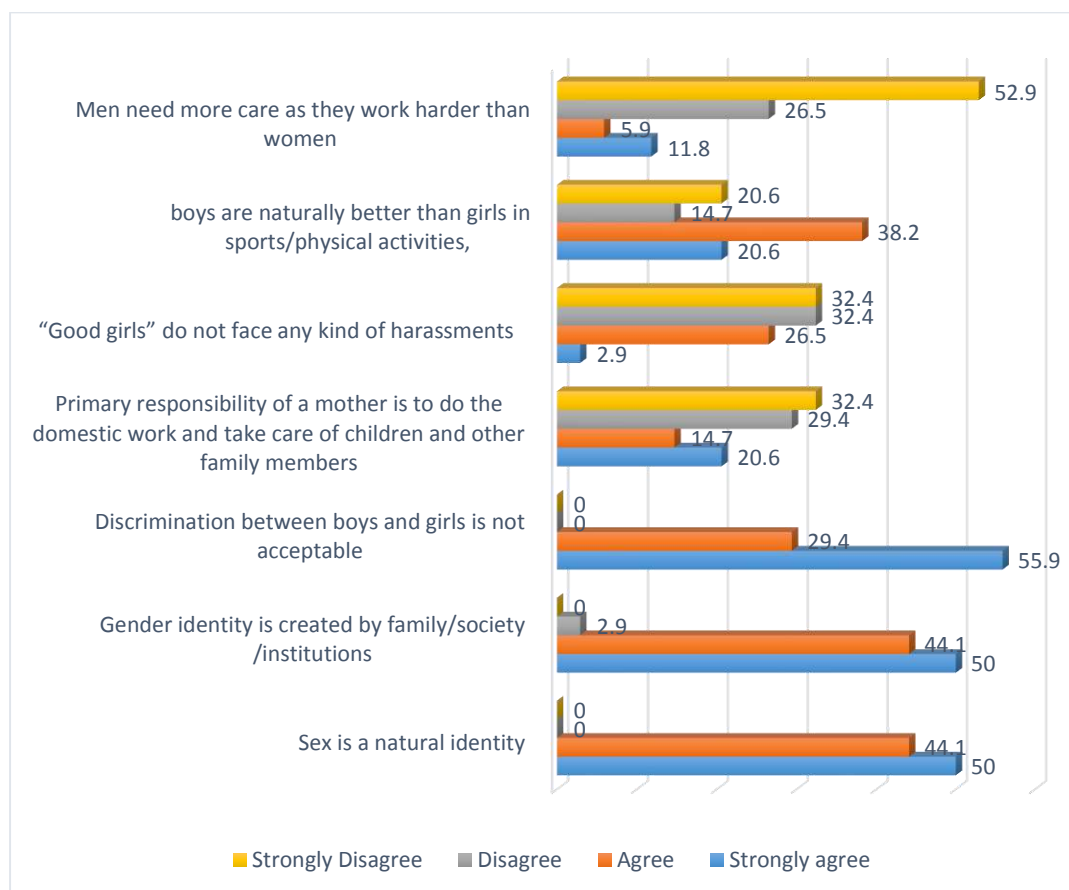[Source: Field Survey, 2017]

Figures:

Figure-1.1
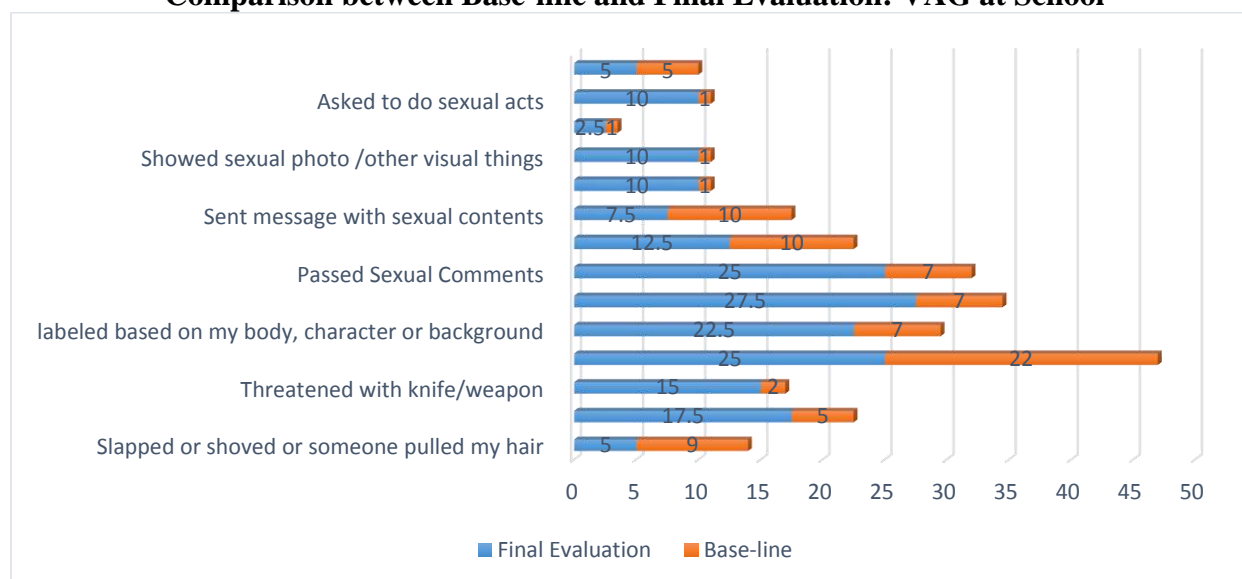**Changes in Knowledge (Girls)**
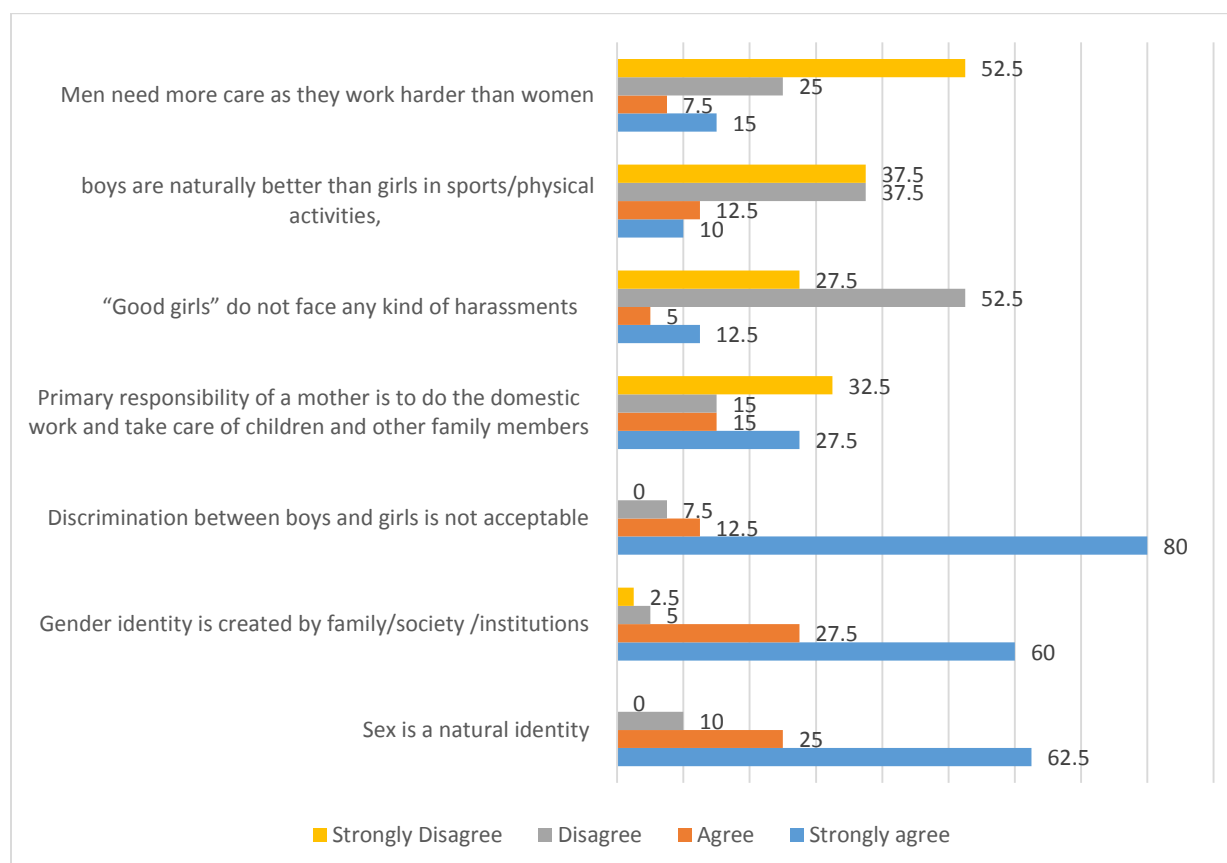
[Source: Field Survey, 2017]

Figure-1.2
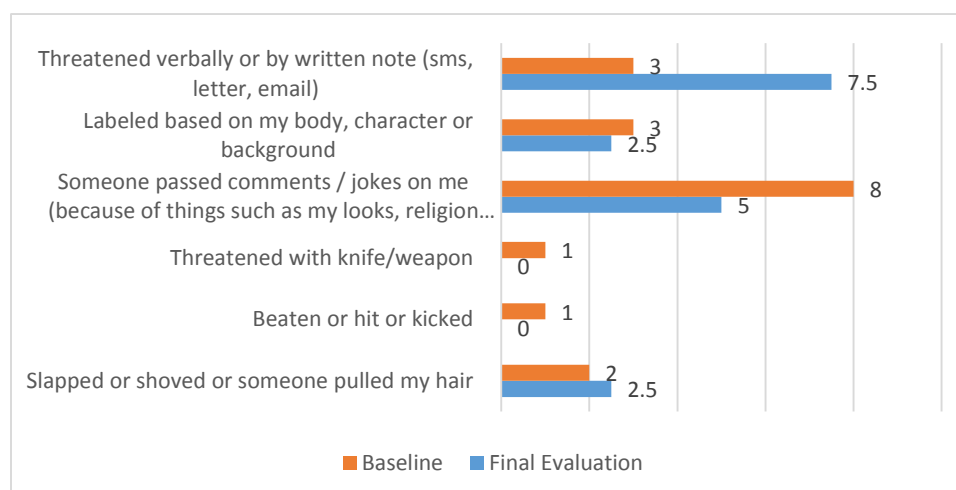**Changes in Knowledge (Boys)**

[Source: Field Survey, 2017]

Figure-2
Comparison between Base-line and Final Evaluation: VAG at School

[Source: Field Survey, 2017]

Figure-3
Comparative Statistics of VAG on the Way to School

[Source: Field Survey, 2017]

PHOTOGRAPHS FROM FIELD VISIT

Interview with NCTB Director

Interview with Govt. Official

Questionnaire Survey

FGD with Girls and Interview with Teacher, Dhaka

FGD with Girls, Netrokona

With Primary Beneficiaries in Netrokona

Interview with Members of Police Department, Netrokona

Interview with Parent and SMC member, Dhaka