Draft Final Independent Evaluation Report of the Project

"Integration of Gender and Gender Based Violence Subject into Educational Curriculum in the frames of National 2011-2015 Strategic Plan"

Evaluation done for the period of

1/2014 – 12/2016, Armenia

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I.   LIST OF ACRONYMS AND ABBREVIATIONS

ER1   Expected Result 1
ER2   Expected Result 2
ER3   Expected Result 3
EQ   Evaluation question
ET   Evaluation team
GBV   Gender-based violence
KI   Key informant
KII   Key informant interview
MES   Ministry of Education and Science of the Republic of Armenia
MLSA   Ministry of Labor and Social Affairs of the Republic of Armenia
NIE   National Institute of Education of the Republic of Armenia
PP   Project Proposal
SWV   Society Without Violence NGO
ToR   Terms of Reference
UNTF   United Nations Trust Fund to End Violence Against Women

II.   EXECUTIVE SUMMARY

This is the final Independent Project Evaluation of the project "Integration of Gender and Gender Based Violence Subject into Educational Curriculum in frames of National 2011-2015 Strategic Plan" (the Project). The Project spanned three years: 1 January, 2014 to 31 December, 2016. This is a summative evaluation to assess internal processes as well as progress and performance of the Project focusing on results, outputs, and outcomes of the intervention. The evaluation is also intended to develop recommendations and lessons learned to inform potential future programming.

Armenia as known for having a high amount of gender-based discrimination. While Armenia's laws are generally non-discriminatory, there are rampant social stereotypes. Domestic violence, especially intimate partner violence, is prevalent in Armenia. The Armenian government acknowledges there is a problem and is working to develop an anti-domestic violence law. However, the government walked away from an earlier draft law in 2013. The primary barriers to combat gender-based discrimination and violence are the general lack of interest in government and traditionalists' hostility towards gender equality. Traditionalists claim that women's rights activists are trying to destroy the traditional Armenian family. The situation of gender and GBV education in Armenia is that while some goals exist on paper, there has been little implementation.

The goal of the Project is to empower female pupils to understand and prevent intimate partner and non-partner gender-based violence (GBV). The Project is designed to educate pupils regarding physical, sexual and psychological violence from intimate partners and sexual violence from non-partners. The primary beneficiaries are female pupils aged 13-18, secondary beneficiaries are male pupils, social studies teachers, and government officials involved in the implementation. The project has three Expected

Results: (1) coordination with the government to develop a Module on gender and GBV for integration into the professional training of social science teachers, (2) the development of a more in-depth Guidebook and providing 2-day training to 80 social science teachers, (3) monitoring and evaluation of how well the government implemented its own goals of gender education established in the 2011-2015 Republic of Armenia Strategy to Combat Gender Violence.

The specific objectives of the evaluation are to assess the Project on the criteria of relevance, validity of design, added value, efficiency, effectiveness, impact orientation and sustainability. The evaluation also has the objective of providing recommendations. The evaluation team (ET) draws conclusions based on triangulation of evidence from different data collection methods and primary/secondary data sources. The methods of data collection are: desk review, individual in-depth key informant interviews (KII), group discussions with trained teachers and a field visit. The ET conducted 19 KIIs aimed at eliciting stakeholders' opinions on the relevance, effectiveness, and sustainability of the Project results. The ET conducted 2 group discussions with teachers to assess the effectiveness for and impact of the Project on the main group of people taking part in the Project activities. Five of the criteria, relevance, validity of design, effectiveness, impact orientation and sustainability are scored on a 1-5 scale according to a rubric. The limitations of the evaluation are (1) selection bias, from key informants declining or not being available for interview; (2) recall bias, as some questions relate to activities three years ago; (3) halo bias, as there is a known tendency among respondents to under-report socially undesirable aspects.

Despite challenges, the Project was achieved its development objective and was successful in increasing awareness on gender and GBV related issues. The Project was designed with close understanding of the national context. Its relevance to Armenian gender policy is strongly satisfactory, to stakeholders and beneficiaries is satisfactory, and to the Donor and Implementer is strongly satisfactory. The effectiveness of the Project's Expected Results 1, 2 and 3 were respectively satisfactory, strongly satisfactory, and strongly satisfactory. SWV was consistently prudent with its spending and completed the Project underbudget. There were a number of positive impacts from the project, with the two most prominent being the Module and Guidebook. It's uncertain how much of the project will be sustainable without further intervention, but one laudable accomplishment was the incorporation of the Module into the standard professional training of social science teachers. Overall, SWV provided a unique set of attributes and it's uncertain whether any other Armenian NGO could have successfully completed this project due to the challenge of cooperating with a government hostile to the concept of gender.

The primary recommendations for SWV are to continue to conduct its "watchdog" role and to consider new avenues to further develop this gender and GBV education. Some agents of change that could be targeted in a future project are: media outlets, journalists and editors; opinion-leaders in each community; boys for their effects on girls' opinions; and younger children that have yet to internalize gender stereotypes. Considering SWV's succeed in developing cooperation with a hostile government, assess whether the method used in this project could be generalized and applied in future projects.

III.   INTRODUCTION

This is the final Independent Project Evaluation of the project "Integration of Gender and Gender Based Violence Subject into Educational Curriculum in frames of National 2011-2015 Strategic Plan" (the Project). The evaluation was initiated by the Society Without Violence NGO (SWV) in line with Final External Project Evaluation Guidelines of the United Nations Trust Fund to End Violence against Women (UNTF) and the project document (ToR). This is a summative evaluation to assess internal processes as well as progress and performance of the Project focusing on results, outputs, and outcomes of the intervention. The evaluation is also intended to develop recommendations and lessons learned to inform potential future programming.

3.1.   Background and Context of the Project

The Social Institutions and Gender Index classifies Armenia as having a high amount of gender-based discrimination.[1] The analysis points out that while Armenia's laws are generally non-discriminatory, not enough is done to combat rampant social stereotypes. The specific issues the analysis raises are Armenia's strong son preference (as demonstrated through prevalent amounts of sex-selective abortion), lack of political participation and the government's non-response to the issue of domestic violence.

Domestic violence, especially intimate partner violence, is prevalent in Armenia. In 2008, Amnesty International estimated that a quarter of Armenian women experience physical violence from a family member and two-thirds experience psychological abuse[2]. A 2011 study conducted by Proactive Society NGO found that 45.1% of victims of domestic violence did nothing to try to stop the abuse, highlighting the powerlessness of victims.[3] It is considered shameful in Armenian culture to make public a familial issue, making it especially important that public services are available to survivors.

The Armenian government acknowledges there is a problem and is working to develop a solution. After many years of negotiation, the government intends to pass the first ever anti-domestic violence law. Currently, there is no domestic violence law in Armenia, meaning that the police do not effectively investigate nor rigorously collect data on incidents of domestic violence. While the development and anticipated passing of this law is commendable, one of the main drivers to develop this law is the European Union (EU). The EU has conditioned Armenia's budget support of 11 million Euros on the passing of this law,[4] imposing a significant financial incentive on the government. This contrasts in 2013 when Armenia was also considering passing an anti-domestic violence law, but without any financial incentive. Armenia had been discussing its draft domestic violence to international audiences since 2010[5] and had formed a working group with women's rights NGOs to create the final law. However, in January 2013, in

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1 http://www.genderindex.org/country/armenia
2 https://www.amnesty.org/download/Documents/56000/eur540042008en.pdf
3 www.osce.org/yerevan/88229?download=true
4 http://www.eurasianet.org/node/82331
5 http://www.ohchr.org/EN/HRBodies/UPR/Pages/AMSession8.aspx

a surprise even to members of that working group, the government decided that no domestic violence law was needed saying that the components of the draft law could be integrated into other laws.[6]

The primary barriers to combat gender-based discrimination and violence are the general lack of interest in government and traditionalists' hostility towards gender equality. In 2010, the Government of Armenia approved the Gender Policy Concept paper, which aims to guarantee equal rights and opportunities for men and women. One of the goals of the concept paper is the inclusion of a gender component into the state education policy. However, per the project proposal, by 2012 that goal had not yet been realized. This is not uncommon. There have been other incidences where the Government of Armenia passes a law promoting rights on the urging of international actors but then does not implementing them.

A worse barrier is that much of the Armenian populace is hostile to the promotion of gender equality. Armenia is a traditional culture that prioritizes conformity over individuality.[7] Gender stereotypes are very strong and challenging them is forcefully met. For example, in 2013, there was a huge campaign against gender education and women's rights. The oppositionists claimed that women's rights activists were trying to destroy the traditional Armenian family. SWV experienced this first hand when one of their events was disrupted by a crowd of anti-gender protestors. The protests were sparked by Parliament adopting a gender equality law. Because of this very aggressive pushback, Parliament renamed the law, removing the word "gender" and instead using "men and women". This change is symbolically meaningful as it shows that Parliament is not willing to challenge the hostile anti-gender crowd.

The situation of gender and GBV education in Armenia is similar to the discussion above: while some goals exist on paper, there has been little implementation. In 2010, the government developed the 2011-2015 Strategic Action Plan to Combat Gender-Based Violence.[8] Part of that strategy was to incorporate gender and GBV into educational systems. But that part of the strategy was essentially not implemented. Further, no NGO had no conducted any formal attempts to provide gender education in schools until this Project.[9] From 2012-2013 SWV implemented a project called Integration of Gender Component into the Secondary School Education in Armenia. The aim of that project was to review social science textbooks and develop recommendations to improve gender education. Some of those recommendations formed the basis for this Project.

The need for gender and GBV education in Armenia is still likely to be great for the foreseeable future. Armenia is likely to pass the domestic violence law this year, but there is no guarantee even with the financial incentive. An example of how ingrained anti-gender hysteria is in the government, the Ministry of Justice announced on 16 February 2017 at a meeting regarding the human rights action plan that the Ministry is prohibited from using the word *gender* and will exclude it in all future documents. There is no set date for the law to be passed, and some women rights activists below the government is delaying passing the law until after the April elections. The draft law's Article 9 calls for the MES to raise public

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[6] http://www.eurasianet.org/node/66484
[7] http://swv.am/attachments/article/537/SWV.pdf.
[8] http://www.un.am/res/Gender%20TG%20docs/national/2011-2015_GBV_strategic_plan-Eng.pdf.
[9] Determined from key informant interviews.

awareness and train teachers on domestic violence. However, the law provides no details on the content of the training or guidance on how to conduct public awareness raising. Developing the ensuing regulations for the law is one area where civil society can contribute its expertise in support of gender and GBV education. Another aspect missing from the draft law is an enforcement mechanism. This means the law, even if passed, could have limited implementation. Monitoring implementation and ensuring government agencies fulfill their duties would be another key contribute civil society can provide.

Box 1: Excerpts from the 2016 Concluding Observation on Armenia by the Committee for the Elimination of Discrimination Against Women[10]

Stereotypes

14.   The Committee is concerned about the negative perception of the concept of "gender", as well as the persistence of discriminatory stereotypes concerning the roles and responsibilities of women and men in the family and in society, undermining women's social status and their educational and professional careers. The Committee has been informed that such stereotypes and degrading images of women are conveyed through school textbooks and the media without sufficient monitoring. Moreover, the Committee is alarmed about the limited acceptance in Armenian society of provisions implementing the international and national framework for gender equality.

15.   **The Committee recommends that the State party:**

        (a)   Adopt a gender communication strategy that is adapted to the current use of technology in Armenian society in order to promote understanding of the concept of "gender" and the acceptance of the principle of equality between women and men;

        (b)   Sensitize the general public on the concept of gender, the principle of equality between women and men and the need to eliminate gender stereotypes, and ensure that the media promote positive images of women as active participants in social, economic and political life;

        (c)   Implement educational and awareness-raising measures aimed at the judiciary, law enforcement officials, health providers, social workers, community leaders and the general public to promote understanding that all forms of discrimination are unacceptable and contrary to the law;

        (d)   Introduce mandatory education on gender equality, women's rights and gender based violence in school curricula at the primary and secondary levels, as well as in legal training; *(emphasis added)*

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[10] CEDAW/C/ARM/CO/5-6, 25 Nov. 2016.

Gender-based violence against women

16.   The Committee notes the elaboration of a draft law in 2012 on domestic violence, as well as the establishment of an inter-ministerial Working Group in 2016 to develop a new draft on different forms of gender-based violence against women in the domestic sphere. The Committee also notes the recruitment of female police officers, the provision of training on gender based violence for civil servants, social workers and police recruits and the creation of a specialized police department to prevent and investigate cases of gender based violence. However, the Committee remains concerned about:

(a)   The delay in the adoption of a comprehensive law on the prevention, prohibition and prosecution of gender based violence against women;

(b)   Under-reporting of acts of gender based violence against women by victims and the resulting lack of data;

(c)   Persistent attitudes of police officers accepting and justifying gender based violence against women and perceptions that this type of violence, particularly in the domestic sphere, is a private matter;

(d)   Under-reporting of cases of femicide and lenience in the prosecution of perpetrators.

17.   **In accordance with the Committee's general recommendation No. 19 (1992) on violence against women, the Committee recommends that the State party:**

(a)   Expedite the adoption of a comprehensive law specifically criminalizing gender-based violence against women, including femicide and marital rape, in line with General Recommendation No. 19 (1992) on violence against women and with the Committee's previous recommendations (CEDAW/C/ARM/CO/4, para. 23), which employs a victim-centred approach, provides for civil and criminal remedies, defines the body responsible for its implementation and guarantees access to immediate means of redress and protection, including protection orders;

(b)   Ratify the Convention of the Council of Europe on preventing and combating gender based violence against women and gender-based violence against women in the domestic sphere;

(c)   Ensure the availability of a sufficient number of adequate shelters in all regions of the State party and that victims receive counselling, rehabilitation and support services for their reintegration in society;

> **(d)** Provide capacity building for the judiciary, the police and law enforcement personnel and health-service providers on a zero tolerance and gender-sensitive approach in dealing with cases of gender-based violence and providing assistance to victims;
>
> **(e)** Allocate adequate human, technical and financial resources to the recently established special police division to address gender-based and sexual violence against women and children;
>
> **(f)** Systematically collect statistical data on gender based violence disaggregated by sex, age, ethnic origin and relationship between the perpetrator and the victim and include such data in its next periodic report;
>
> **(g)** Take effective measures to prevent gender based violence against women, such as femicide and marital rape, study the phenomenon and guarantee that criminal charges are brought against perpetrators.

3.2. Description of the Project and Project Overview

The goal of the Project is to empower female pupils to understand and prevent intimate partner and non-partner gender-based violence (GBV). The Project's theory of change is that providing GBV education to pupils will be effective in teaching them about GBV and how to respond to it. The Project spanned three years and entailed introducing GBV education into social science (SS) classes in one region of Armenia as a test site for a national rollout.

The Project is designed to educate pupils regarding physical, sexual and psychological violence from intimate partners and sexual violence from non-partners. The primary beneficiaries are female pupils aged 13-18, secondary beneficiaries are male pupils, social studies teachers, and government officials involved in the implementation. The intervention was done in the Lori region of Armenia. Lori was selected because it has both urban and rural environments and because the region is viewed as conservative but open minded. Neighboring Tavush was selected as a comparison as it is similar to Lori.

The project has three Expected Results: (1) coordination with the government to develop a Module on gender and GBV for integration into the professional training of social science teachers, (2) the development of a more in-depth Guidebook and providing 2-day training to 80 social science teachers, (3) monitoring and evaluation of how well the government implemented its own goals of gender education established in the 2011-2015 Republic of Armenia Strategy to Combat Gender Violence.

Table 1: The Project's Intended Outcomes and Outputs

Outcomes	Outputs

Expected Result 1	Gender and GBV issues are integrated into social science classes.	Output 1.1: Establishing cooperation between SWV, NIE, MES and MLSA. Output 1.2: Developing a new supplementary guidebook for SS teachers to use as a teaching tool. Output 1.3: Training 80 SS teachers to increase their knowledge of gender and GBV.
Expected Result 2	Pupils, in particularly female pupils, receive information on gender and GBV issues in schools.	Output 2.1: Increasing the knowledge and understanding of the relevant experts from the MES, MLSA and NIE regarding gender and GBV subjects and for them to appreciate the importance of having such content in the classrooms. Output 2.2: Establishing a Working Group composed of stakeholders and experts to work on integrating gender and GBV into the national curriculum. Output 2.3: Developing and incorporating a new module on gender and GBV into the social science teachers' professional development courses.
Expected Result 3	The Government of Armenia implements goals related to the integration of GBV into the educational system	Output 3.1: Monitoring of the national Strategic Action Plan's Goals #1.4 and #1.5 and annual reporting on the realization of each goal through activities and outcomes. Output 3.2: Disseminating the reporting on the realization of Strategic Action Plan's Goal #1.4 and #1.5 to various international mechanisms and mass media and publicized in the national, regional and international levels.

Table 2: The main partners of the Project are:

Expected Result 1 (ER1)	National Institute of Education (NIE), Ministry of Education and Science of the Republic of Armenia, Regional Municipalities, Schools
Expected Result 2 (ER2)	Ministry of Labour and Social Affairs of the Republic of Armenia (MLSA), NIE, MES
Expected Result 3 (ER3)	MES, MLSA, Regional Municipalities, Open Society Foundation

For the evaluation purpose the words "output" and "outcome" will be used in a slightly different meaning from hereinafter in this report. With the word "output" we are going to refer to what the Project did (activities, products, publications, etc.) and who they reached (participants, stakeholders, etc.). With the word "outcome" we refer to the differences, changes, and shifts occurred in a result of the Project. The short-term outcomes will pretty much describe changes in learning, attitude, awareness, knowledge and skills, while the medium-term outcomes are related to changes in behavior, practice, and decision-making and the long-term outcomes to social, civic, and cultural changes.

IV. PURPOSE, OBJECTIVES, AND SCOPE OF THE EVALUATION

4.1. Purpose of the Evaluation

The objective of the end-of-project evaluation is to:

- assess the extent to which the project has attained its objectives based on indicators as defined in the Project Document;
- evaluate the efficiency of the project management set-up, including monitoring and reporting systems;
- evaluate the relevance of the intervention and its activities to support the National 2011-2015 Strategic Plan and related developments in Armenia;
- evaluate the added value and innovation of the Project compared to other national and international actors in the field in Armenia;
- assess the sustainability of project deliverables, as well as the implementation and follow-up of its recommendations by Armenian counterparts' to-date;
- Evaluate impact potential of the project, focusing on changes for beneficiaries and identifying best practices and lessons learned; and
- Recommend possible plan of action and further activities for future assistance and improved sustainability.

The specific objectives of the evaluation are to assess the Project's:

- ➢ **relevance** by examining the appropriateness of **project design** and its suitability with the overall reform process in Armenia, with the identified needs of beneficiaries of all project activities, and to the relevance of the SWV mission and priority areas of the Donor;
- ➢ **added value** and comparative advantage vis-à-vis other national/international actors and the areas in which the SWV can improve;
- ➢ **efficiency** in terms of whether the outputs achieved were reasonable for the resources spent;
- ➢ **effectiveness** in terms of achievement of expected results;
- ➢ **impact orientation** in terms of positive and negative changes produced by the intervention, directly or indirectly, intended or unintended;
- ➢ **sustainability** in terms of the possibility that the benefits of the intervention will continue after the end of the project;
- ➢ provide **recommendations** to further improve the project methodology, structure and management set-up in the future as well as outline priority areas for possible continuation of the project.

4.2. Scope of the Evaluation

The evaluation will cover the Project implementation since **January 1, 2014 until December 31, 2016**. Document review including reporting until **January 31, 2017**.

V.   METHODOLOGY

The evaluation will be conducted by a team of independent consultants (an international evaluation expert and a national evaluation expert). In planning and implementing this evaluation, the Evaluation Team (ET) will adhere to two guiding principles: triangulation and stakeholder consultation and engagement. The evaluation team will work with the SWV project team to build consensus around the evaluation's scope and process. The members of the ET are:

International evaluator: Gabriel Armas-Cardona
National evaluator: Hasmik Tamamyan

5.1.   Data Sources and Data Collection Methods

The Evaluation Framework below describes the data sources and data collection methods for each of the evaluation questions. The ET draws conclusions based on triangulation of evidence from different data collection methods and primary/secondary data sources.

Data collection methods
The following data collection methods were employed to conduct the evaluation:
1. **Desk Review/Document Analysis** of Project documents, including the main Project document, Working group minutes, activity plans/workplans, progress reports, trainings materials, stakeholders' contact lists, and all related documents;
2. **Individual in-depth interviews** with selected key informants from the Project implementers; Project partners, including representatives from Government agencies; Project experts, donor and other stakeholders;
3. **Group discussions** with Project beneficiaries, who participated in Project's activities: social science teachers; and
4. **Field visit** to the Project's target region of Lori.

These methods are further described below:

1.   Document Review
A thorough review and analysis of documents and Project records provides a wealth of evidence for this evaluation assignment. A list of such documents is located in Annex 9.4.

2.   Key Informant Interviews (KIIs)
In-depth interviews were conducted to get comprehensive information and opinions about the Project; its success, strengths and weaknesses as well as define possible lines of action for future projects and interventions in the field.

The ET conducted individual in-depth interviews (or group interview, where appropriate) with selected key informants and stakeholders. The KIIs elicit stakeholders' opinions on the relevance, effectiveness, and sustainability of the Project results. The ET developed a semi-structured interview guide (see Annex 8.5) for KI interviews. On top of the main general questions sets of questions were developed and

addressed only to a particular stakeholder group depending on the scope and intensity of their involvement in the Project.

The semi-structured interview guide derives from the logical framework of the key evaluation questions and where appropriate responses were double-checked and document-verified.

19 face-to-face or Skype interviews (Annex 8.5) were conducted based on purposive sampling technique, where the key informants were selected based on the level of their expertise and involvement in project activities:

- Semi-structured interviews with researchers and local experts (3-f)
- Semi-structured interviews with journalists (2-f)
- Semi-structured interview with the MLSA representative (1-f)
- Semi-structured interview with the NIE representative (1-f)
- Semi-structured interviews with NGO representatives (4-f/1-m)
- Semi-structured interviews with the other donor and international organizations involved in gender/GBV field in Armenia (2-f/1-m)
- Semi-structured interviews with the Project management team at the SWV and UNTF (4-f)

3. Group discussions with Project stakeholders – social science teachers

Use of this method aims at assessing the effectiveness for and impact of the Project on the main group of people, who directly took part in the Project activities. The ET explored and identified how the Project had contributed to any significant shifts/changes at an individual, institutional, and policy levels by moderating discussions among SS teachers that participated in the trainings. Group discussions (GD) Guideline is included in Annex 6.3.

Table 3: GD participants

Place	Type of participants	Number of GDs	Number of participants per GD	Type of sampling	Selection criteria
City of Alaverdi, Lori	SS teachers	1	6	Purposive sampling	3-f/3-m 3-rural/3-urban
City of Vanadzor, Lori	SS teachers	1	5	Purposive sampling	4-f/1-m 3-rural/2-urban

4. Field visit to Lori region

The ET had a field trip to Project's target region of Lori on 3 February 2017.

5.2.   Data Analysis

For a credible evaluation, a scoring rubric for making judgments about different levels of performance and relative success is essential and should be defined in advance. It is especially important when the project undergoing evaluation has multiple components and disparate interventions. The ET came up with the following rubric to be employed for the assessment of various components of the evaluation.

Table 4. Performance scoring rubric with rating scale

Scale	Relevance and Design	Effectiveness	Impact orientation	Sustainability
5- Strongly Satisfactory	Needs and policy linkages were properly identified and the design was clearly right to meet them	Outputs and outcomes were exceeded	Impact exceeded the expected results	Satisfactory level of positive changes in the field. There is no risk for sustainability.
4- Satisfactory	Needs and policy linkages were properly identified and the design was basically right to meet them	Outputs and outcomes were achieved	Net positive impact equivalent to planned impact	Positive changes will be sustained. There is nevertheless slight risk that can affect sustainability.
3- Moderately Satisfactory	Needs and policy linkages were properly identified, but not prioritized; and the design was basically right to meet them, but could have been improved	Outputs and outcomes were mostly achieved	Net positive impact in most areas	Positive changes are likely to be sustained with possible extra inputs. There are moderate risks affecting sustainability.
2- Unsatisfactory	Needs and policy linkages were mentioned and the design would/did address them; but there is/was something wrong with the design or setting (e.g. resources, institutional setting, timing, political will)	Outputs and outcomes were more or less achieved	Some positive impact, but much less than planned in some areas; or some significant negative consequences as well	Positive changes might be sustained with modest effect in the environment. There are significant risks affecting sustainability.
1-Strongly Unsatisfactory	Needs and policy linkages were low priority; the design was inappropriate; the setting was not right for an intervention at the time	Little or no outputs and outcomes were achieved	Little to no positive impact slightly outweighing negative impact	Most positive changes are unlikely to be sustained. There are severe risks affecting sustainability.

5.3.   Limitations to the Evaluation

Every evaluation poses its own inherent limitations as to what can realistically be carried out within the scope of the assignment, and this one is no exception. Below are some of the issues that may affect the course of this evaluation assignment and its results:

- ✓ **Selection Bias:** Some key informants may decline or not be available to be interviewed, which leaves a room for *selection* bias, i.e. opinions of respondents who agree or disagree to be interviewed might be different.
- ✓ **Recall Bias:** Since a number of questions raised during the interviews will deal with activities that took place in the last 3 years, *recall* bias should be taken into account as well. Some respondents may find it difficult to accurately compare situations before and after the Project.
- ✓ **Halo Bias:** There is a known tendency among respondents to under-report socially undesirable aspects/behaviors and alter their responses to approximate what they perceive as the social norm (*halo* bias). How honest and open a respondent is also depends on the respondent's role, relationships, and status in the context of the issue in the subject matter. To mitigate this limitation the ET will provide the respondents with confidentiality guarantees and conduct the interviews in the settings where respondents feel comfortable. Group interviews/discussions will be conducted among small peer groups to encourage free expression and exchange of ideas.

The evaluation methodology has been developed under the following assumptions:

- o Full documentation is available to the ET and is of appropriate quality to enable the ET to make objective assessments on the achievements of each of the evaluation criteria (relevance, effectiveness, impact, sustainability and added value);
- o The ET is able to interview a range of key stakeholders, including relevant ministries and governmental agencies, representatives of the donor organisation, partner NGOs, Project experts and journalists, other local and international actors active in the field in Armenia as outlined in the methodology section of this report. Key stakeholders give their consent to be interviewed and are willing to discuss sensitive evaluation issues;
- o The ET will have full freedom to conduct impartially the evaluation and will be able to freely express their opinion;
- o The Project implementer, SWV, will provide the ET with administrative assistance and support to smoothly and effectively carry out the evaluation assignment;
- o The SWV and UNTF will provide a single set of consolidated comments (at a single point in time) on the draft evaluation report.

5.4.   Stakeholder involvement, quality control, and conflict of interest

1. **Stakeholder involvement**

The Project stakeholders will be provided with opportunities to participate meaningfully in the evaluation process. Partners and key stakeholders will be involved at the data collection stage of the evaluation and will be consulted throughout the evaluation process.

2. Quality control

Upon receipt of written comments from the SWV and UNTF about the draft evaluation report, the ET will correct all documented factual errors and inaccuracies and make changes related to the report's structure, consistency, analytical rigor, validity of evidence, and requirements in the ToR. After making the necessary changes, the ET will submit a final evaluation report.

3. Conflict of interest

The ET members have no known or potential conflicts of interest that would affect their judgment or ability to provide a credible and independent evaluation. The ET is independent and has no prior involvement with the design or implementation of the Project.

5.5. Evaluation Matrix

The evaluation methodology framework described in greater detail above was developed to address the issues and themes outlined in the ToR, based on the evaluation criteria. The evaluation matrix expands on the proposed evaluation questions (EQ) and subquestions, providing a wider examination and interpretation of the issues. The matrix also indicates the proposed data source (assuming this is available and accessible) and the specific evaluation methodologies (document review, key informant interview, etc.) to address each evaluation question. Finally, the matrix attempts, where possible, to provide a set of measurable performance indicators/standards of performance/benchmarks against which the attainment of results will be assessed.

Table 5: Evaluation Matrix

Evaluation Criteria	Key evaluation questions	Sub-questions	Measures/Indicators	Data Sources	Data Collection Methods
Relevance	EQ1: To what extent have the interventions been aligned and supportive of the overall reform and policy processes of Armenia in responding to the needs of women and girls?		Credibility of intervention logic. Degree of convergence of the Project design with country's priorities, policies, and the National Action Plan.	Project documentation; Project Implementing agency/partners	Document review; Interviews/group interviews with the relevant ministries (MES and MLSA) and NIE; Interviews/group interviews with the representatives from the SWV and the Donor organisation
	EQ2: To what extent do the intervention objectives address identified needs of the beneficiaries/stakeholders?		Degree of convergence of the Project with the needs of key stakeholders (initial vs throughout project implementation)		
	EQ3: To what extent is the intervention design relevant to the mandate of the SWV and priority areas of the Donor?		Coherence between Project design and needs of the mandate of the SWV and priority areas of the Donor		
Validity of design	EQ4: To what extent was the project design logical and coherent? Were the objectives/outcomes, targets and timing clearly established and realistically set?	EQ4.1: How appropriate and useful are the indicators described in the project document in assessing the project's progress? Is the Project's performance monitoring plan practical, useful, and sufficient for measuring progress toward achieving project objectives? How is the gathered data used	Credibility of intervention logic. Congruence between the Project strategy and root causes. Time availability for implementation. Quality of indicators. Availability and quality of M&E system.	Project documentation; Project Implementing agency/partners; Donor	Document review; Interviews/group interviews with the SWV; Interviews/group interviews with the relevant ministries; Interviews/group interviews with representatives from the Donor organisation

Evaluation Criteria	Key evaluation questions	Sub-questions	Measures/Indicators	Data Sources	Data Collection Methods
Added value		EQ4.2: Which risks and assumptions were identified and to what extent have they affected the project?	Existence of risk analysis in project design and implementation.		
Added value	EQ5: To what extent has the SWV a clear comparative advantage vis-à-vis other local and international actors in terms of the implementation of the intervention?	EQ5.1: In which areas can the SWV improve compared to other actors in the field?	Analysis of stakeholder opinions on SWV comparative advantage and shortcomings compared to other implementers	Stakeholders at national and local (regional) levels; Donor; Project Implementing agency; other donors and IOs involved in the field	Interviews/group interviews with the SWV; Interviews/group interviews with the relevant ministries; Interviews/group interviews with the Donor; Interviews/group interviews with US Embassy, UNFPA, etc.
Effectiveness	EQ6: What progress has been made towards the achievement of the expected results, outputs, and outcomes of the Project?	EQ6.1: What are the reasons for the achievement or non-achievement of the expected results, outputs, and outcomes of the Project?	Level and quality of achievements against the targets outlined in the Project document. Contextual enabling factors and constraints affecting the Project achievement of set objectives.	Project documentation including Progress reports and publications; Project implementing agency/partners; Donor; Stakeholders that were directly involved in the Project activities	Document review; Interviews/group interviews with the SWV; Interviews/group interviews with the relevant ministries and the NIE; Interviews/group interviews with the Donor; Group discussions with the Stakeholders (SS teachers)
Effectiveness		EQ6.2: To what extent the Project has produced results with the potential of positive changes for its beneficiaries directly or indirectly improving their lives?			
Efficiency	EQ7: Have the resources/inputs in terms of funds, expertise, time etc. been converted economically to results?	EQ7.1: The extent to which management capacities and arrangements put in place to support the achievement of results?	Extent of resources used to achieve particular outputs/outcomes.	Project documentation; Project Budget; Financial Reports; Project implementing agency; Donor	Document review; Interviews/group interviews with the SWV; Interviews/group interviews with the Donor
Efficiency		EQ7.2: Did the Project management facilitate good results and efficient implementation?	Level of appropriateness of the project management/execution structure.		
Efficiency		EQ7.3: Have project funds and activities been delivered in a timely manner?	Timeliness of funds delivery and project implementation.		

Evaluation Criteria	Key evaluation questions	Sub-questions	Measures/Indicators	Data Sources	Data Collection Methods
		EQ7.4: To what extent is project reporting accurate, timely and satisfactory?	Level of satisfaction with the Project's progress reporting by donor.		
Impact orientation	EQ8: What are the short- to medium-term results produced by the Project whether directly or indirectly intended or unintended, and positive or negative?	EQ8.1: Are there any noticeable or tangible benefits of the Project to date?	Documentation and analysis of stakeholder opinions on the Project's achievements, strengths, shortcomings, intended and unintended short-term and medium-term outcomes.	Project documentation; Articles/news covering the Project and related developments in the field; Project implementing agency/partners; Stakeholders	Document review; Interviews/group interviews with the SWV; Interviews/group interviews with the relevant ministries and the NIE; Group discussions with the Stakeholders
	EQ9: What is the anticipated long-term impact of this Project?		Documentation and analysis of stakeholder opinions on the Project's possible long-term impact (positive or negative).		
Sustainability	EQ10: What is the likelihood that the benefits from the intervention especially the positive changes generated by the Project in the lives of women and girls, will be maintained after the project ends? What are the most important factors?	EQ10.1: Were steps taken to ensure there will be the necessary human and financial resources and key stakeholder support to ensure the continuation of activities?	Extent to which measures have been taken to built local ownership of the Project's results. Availability of resources (human and financial) necessary for continued implementation of activities from national or international sources.	Project documentation; Project implementing agency/ partners; Stakeholders	Document review; Interviews/group interviews with the SWV; Interviews/group interviews with the relevant ministries and the NIE; Stakeholders
		EQ10.2: Has the project communicated effectively with national stakeholders? Do the stakeholders feel that their concerns have been sufficiently addressed?	Documentation and analysis of the degree to which national stakeholders involved in the Project implementation/informed about the Project activities. Responsiveness of the Project team to stakeholders' needs and requests.		

Evaluation Criteria	Key evaluation questions	Sub-questions	Measures/Indicators	Data Sources	Data Collection Methods
Knowledge generation	EQ11: What are the main lessons learned and recommendations that can be shared, replicated, and multiplied in the future.		Analysis of opinions and recommendations of the Project national stakeholders and those, who were directly involved in the Project activities	Project documentation; Project implementing agency/ partners; Stakeholders	Document review; Interviews/group interviews with the SWV; Interviews/group interviews with the relevant Ministries and the National institute of Education; Stakeholders

VI. FINDINGS AND ANALYSIS

6.1. Relevance

Relevance to policy development of Armenia

Armenia established its gender education goals in its 2011-2015 Strategic Action Plan to Combat Gender-Based Violence. The Strategic Action Plan incorporated gender education in goals 1.4 and 1.5. Per KI interviews, those goals remained unimplemented by the time of the development of the Project.

The spark for the Project was when the (now former) director of SWV read the Strategic Action Plan and wanted to monitor its implementation. Growing from that germ, SWV decided to utilize its expertise in gender education to cooperate with the government in fulfilling goals 1.4 and 1.5 in a region of Armenia. The initial monitoring idea became Expected Result 3 of the Project while the government cooperation became Expected Results 1 and 2.

Governmental stakeholders, including those able to reform policy or procedure vis-à-vis gender education, were involved in each output in Expected Results 1 and 2. Output 2.1 specifically aims for increasing those governmental stakeholders' knowledge of gender and GBV. While Output 2.1 was aimed at increasing those stakeholders' ability to implement Expected Result 2, the benefit directly supports governmental decision makers aiming to reform relevant policy.

The Project's relevance to developing gender and GBV policies in Armenia is strongly satisfactory. The Project was highly aligned with the overall policy development of Armenia. The high-level structure of the Project was developed around Armenia's purported strategy to combat gender-based violence, and relevant governmental stakeholders gained knowledge on gender and GBV that can help them develop effective policy.

Relevance to beneficiaries and stakeholders

The Project satisfactorily addressed the identified needs of stakeholders and beneficiaries as the content of the module and guidebook, the primary publications, from a list of recommendations generated with stakeholder involvement.

Much of the content and structure of the Project's publications stem from a previous project of SWV on incorporating gender education into Armenia's secondary school system. This previous project included conducting round table discussions with social science teachers, school headmasters, government officials involved in education and government officials involved in promoting family and children. There were five round table discussions with 140 participants. The aim of the discussions was to develop suggestions from these stakeholders on how to integrate gender into the social science curriculum. Those recommendations were developed into a document called Recommendation Package: Integration of Gender into Social Science Subject. Some of the recommendations include:

- Add a separate component to the core content introducing what is gender;
- Add a separate component to the core content introducing domestic violence;

- Using a gender-based perspective to better articulate certain themes like discrimination, family relations, and leadership (i.e. including examples of female leaders); and
- Provide practical exercises including studying women's and men's occupations in the community, visiting local government offices and assessing the prevalence of women and what roles they are in, and the difference of women's and men's perceptions of and solutions to community problems.

Without having fully reviewed the content of the Module and the Guidebook, the publications appear to almost entirely include the four bullet points above. Based on interviews, the publications fully include the first three bullet points listed above. Regarding the first two bullet points, multiple KIs expressed satisfaction with the theoretical content, finding that it is sufficiently informative, gender sensitive and not replicating stereotypes. Regarding the third bullet point, SWV went even further by ensuring the material was localized and included examples of Armenian women. Regarding the fourth bullet point, it's unknown to what degree the outputs include such in-depth exercises. Conducting class field trips is always logistically challenging, especially for schools in villages. What is known is that the teachers expressed satisfaction with the exercises provided for them in the outputs.

Ideally, input from the primary beneficiaries, girls aged 13-18, would have also been included in the design process. Their input would help ensure that the theory and examples incorporated into the main publications and taught in classes were relevant to their lives. The more relevant the lessons, the higher chance of changing beneficiaries' opinions. However, as far as the ET is aware, research with children regarding gender and GBV has not been done in Armenia.

Relevance to the Donor and Implementer

The Project relevance to the mandate of SWV and the priority areas of UNTF is strongly satisfactory.

The mandate of SWV is assessed from their mission statement and "four pillars". An abridged version of SWV's mission statement is "[o]ur mission is to educate and empower girls and women… [and] contribute to the elimination of gender based stereotypes, discrimination and violence….". Of their four pillars, one of them is titled Gender Education and its focus is on educating women and girls to raise awareness and to empower them. The Project is based around gender education with a goal of eliminating gender-based stereotypes and violence. Thus, the Project adheres to the mission statement and would fall within the Gender Education pillar.

The Donor's priority areas are assessed through the call for proposals. The call provides an objective method to determine the Donor's priority areas and assess how closely the Project matches them. The three priority programmatic areas of the UNTF are:

(1) Improving access for women and girls to essential, safe and adequate multi-sectoral services to end violence against women and girls;

(2) Increasing effectiveness of legislation, policies, national action plans and accountability systems to prevent and end violence against women and girls; and

(3) Improving prevention of violence against women and girls through changes in knowledge, attitudes and practices.[11]

The Project could qualify under either #2 or #3 above. Expected Result 2's integration of the gender and GBV module into the standard training of social science teachers could qualify under #2. Educating children 13-18 years of age on gender and GBV strongly fits within #3 as it will result in changes in knowledge, is likely to result in changes in attitude, and can reasonably be believed to result in preventing violence against women and girls.

6.2. Validity of design

In the frames of the Project the SWV NGO intended to cooperate with relevant government agencies and officials in charge of the implementation of the 2011-2015 Strategic Action Plan to integrate gender component into the teachers' professional development course. The theory of change of the Project is self-explanatory - this would ensure wider awareness on gender and gender based violence related topics among pupils through more competent and efficient teaching. The Project built on the achievements of the SWV's previous activities and evidence-based recommendations, namely the Recommendation Package (2011-2013) on Gender and gender based violence component integration into national curriculum developed in partnership with Kvinna Till Kvinna Swedish Fund and submitted to the MES.

Overall, the Project Proposal (PP) contained strong analysis of the national context and strategic action plan in which the project intended to operate. It clearly elaborated on the main Project goal and objectives and provided sufficient justification for the intervention with properly identified needs and policy linkages. The expected results were clearly defined and the planned activities were by and large relevant for the fulfillment of the stated objectives and expected results. The project work plan was relevant, logical, cohesive, and practical. The strength of the Project was the deliberative approach to engage main stakeholders, experts, and actors from state agencies and civil society into the development of the main instrument (the Module and the Guidebook), which had been largely used and disseminated throughout the project cycle. The Project also benefited from the pre- and post-test design planned for some of the activities implemented during the last 3 years.

Assumptions and risks were thoroughly described in the Project Proposal with detailed explanation of steps to be taken and the contingency plan to ensure smooth implementation of the project activities while risks might still be there. The main risks identified were (1) overall stereotypical attitude of teachers and low level of interest amongst the teachers to take an extra workload to learn and practice new concepts and approaches; (2) Lack of interest for government agencies and public officials to be accountable for the SAP implementation and make it more visible and transparent; (3) the so called "Anti-gender" activists and campaigns spreading hate messages and taking actions to prevent the Project from achieving its full set of objectives/expected results in time.

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[11] Language taken from 2016 UNTF call for proposals. From a KII, we have been told that the 2016 call is effectively the same as when SWV applied.

The project Proposal outlined a well-developed Results Chain of the Project providing details on the Project goals, expected results, and activities along with the timeline and budget to sum up the sequence and work plan of the Project. However, the project design suffered from some shortcomings:

1. Primary beneficiaries and secondary beneficiaries are vaguely defined. According to the PP, the primary beneficiaries of the Project were female pupils aged 13-18 (grades 8-12; N=83798 as of 2013). As stated further in the same document, the secondary beneficiaries were teachers delivering Social Sciences course at school as well as male pupils aged 13-18 (grades 8-12; N=83825 as of 2013). Nonetheless, the main group targeted by the Project and involved in the core project activities were Social Sciences teachers and particularly from the rural and urban areas of Lori region in Armenia, which makes this group the only group of direct beneficiaries of the Project.

2. Lack of an efficient Monitoring plan to be carried out throughout the Project cycle. The Project Proposal outlined specific Expected Results (Outcomes as defined in the PP) and Activities (Outputs as defined in PP), however there is no baseline evidence with indicators specific to each outcome/output, against which it would be possible to measure changes that occurred in a result of the intervention on a regular basis throughout the Project cycle.

3. Expected Result 3 – the Strategic Action Plan Monitoring component – was developed separately and there is little evidence of synergy between this and other components of the Project, especially regarding the Project's outcomes and outputs. Expected Result 3 only targets a subset of the primary beneficiaries (10-12th graders) and has initially different duration from the overall project duration, which allowed less time for the Project team to make best use of the Research findings.

6.3. Added value

SWV contributes to Armenian women's rights NGO community by bringing gender expertise, experienced advocacy, passion and a sense of pragmatism. An example of expertise is SWV's Rapid Response Unit. This Unit monitors through a hotline and a website reports of DV or GBV. They are then quickly able to provide advice to the victim and help prepare a strategic response. An example of advocacy is SWV's "four pillars" foundation. The four pillars form the core focus areas of SWV and are: gender education; women, peace and security; rapid response unit; and non-discrimination. These four related themes prompt SWV to aim for comprehensive policy change. An example of passion is SWV's regularly creating novel events, such as by facilitating the first ever public performance of Vagina Monologues in Armenia on 27 February, 2017. An example of SWV's pragmatism is its cooperation with government for this Project as discussed below.

There are a number of women's rights NGOs in Armenia, with a number of them doing good work to make change on the ground. Seven NGOs, including SWV, have joined to form the Coalition to Stop Violence Against Women. The Coalition is the most significant entity combating gender-based stereotypes and violence in Armenia. However, none of the seven members of the Coalition can quite compare to SWV.

None of the other organizations in the Coalition possess the same mix of expertise, experienced advocacy, passion and pragmatism that SWV has. Of the seven members, half of them are primarily direct services organizations and don't have much experience in advocacy. Of the remaining half, a few don't primarily focus on gender, some lack passion and prefer to not rock the boat, and some have so much passion that they'd refuse to work with the government. There is nothing objectively wrong with how those other organizations operate; they are still some of the best organizations in Armenia. But in terms of this project, it's not evident to the ET that any other organization could have achieved Expected Results 1 and 2 as they wouldn't have been able to thread the needle of cooperating with the government while challenging it. It requires reiteration that no Armenian NGO has done a project similar to this before.

The most similar project is the Healthy Lifestyles course organized by UNICEF and UNFPA, but there are still important differences compared to the Project. Healthy Lifestyles is a mandatory course taught in grades 8-11. It consists of 14 class hours (each class hour being 45 minutes long) throughout the school year covering the topics of: reproductive health, sexual behaviour, interpersonal relations, cooperation and tolerance, social cohabitation, and understanding mental health. The course was created jointly by UNICEF and UNFPA. The incorporation of the course into the mandatory curriculum can be considered a success that had to overcome similar governmental barriers. A KI told us that when one government official heard about the sexual and reproductive health component they asked "Are you going to make whores out of our girls?" Not to dismiss the achievements of this course, but the course only spends a small portion of its time on topics relevant to the Project. The course focuses more on sex, and it's not clear if the course explains what is gender and how it differs from sex. It's also unknown if the course discusses GBV. Further, the teacher of the course is often the physical education teacher, and teachers have reported that they are not comfortable or don't feel competent to teach the course. UNFPA is currently developing an online module with an objective of making the course online only, avoiding the need for a trained teacher in each school.

Potential weaknesses of SWV

An arguable weakness of SWV is its lack of experience in dealing with the government, but it's unclear that a more sophisticated organization would have done better. One of the challenges SWV faced was the heads of the NIE and MES not wanting to cooperate with SWV. SWV's pragmatic solution was to find lower-level people that would be willing to cooperate with SWV with a hope that the heads would accept the final product. An example of that was SWV not seeking an MOU with the MES or NIE at the beginning of the project. A more sophisticated approach aimed at currying favour from the heads may have failed while SWV's approach ultimately succeeded. Gender is a controversial issue in Armenia and undoubtedly seeking an MOU with a Ministry would have been difficult and taken time. This would have delayed the start of the project, assuming an MOU was even possible. Even worse, a MOU is not a guarantee that the Ministry will continue to cooperate with SWV. In 2013, when the government scuttled the draft domestic violence law, it effectively turned its back on an established working group and months of work. The reason given, that the elements of a DV law could be integrated into other laws, didn't justify the abrupt

change in policy. Keeping the project off the radar of the higher-ups in the government offices until the publications were essentially final may be the better strategy.

Another potential weakness of SWV is that it needs to do more work on visibility. Like the issue stated above, this possible criticism is not likely apt vis-à-vis this project. Again, due to the controversy of gender in Armenia, it's quite possible that increasing visibility could have jeopardized the project. Increasing visibility among the public could have caused the skittish government officials to decide to end cooperation. Increasing visibility among the NGO community could have resulted in one of those organizations publicly pressuring the government, also potentially resulting in an end to the cooperation.

6.4. Efficiency

Resource efficiency

UNTF was the sole grantor for the Project, and SWV the sole grantee. As shown in Table 6, UNTF provided $138,018 and SWV provided $11,970 over the span of the three-year project.

SWV's operational expenses were consistently underbudget due to careful spending by SWV. Reviewing the expenditures for each output, i.e. the sum cost of an output's collected activities, finds that no output was over budget. Some individual activities were overbudget but those were balanced by other activities in the same block that were underbudget. Further, all activities, outputs and Expected Results were fully achieved. There is no reason to believe that the anticipated budget was inflated; the project design stage was multi-staged and thorough. A better explanation for being underbudget is that SWV attempted to save money when possible. The end-of-project expenditure rate is 87%. UNTF has told SWV that they are satisfied with the financial reporting and will not require an audit of project expenses.

Table 6: Project budget information

	Initial budgets	Expenditures			
		Year 1	Year 2	Year 3	Total
Expected Result 1	$48,806	$0	$12,408	$17,546	**$29,954**
Expected Result 2	$45,596	$8,296	$3,122	$0	**$11,419**
Expected Result 3	$55,586	$7,915	$6,070	$18,871	**$32,856**
Management costs	$0	$20,532	$11,971	$24,209	**$56,712**
Total	**$149,988**	**$36,744**	**$33,572**	**$60,626**	**$130,942**
Expenditure %					87%
Amount provided by UNTF					**$138,018**
Amount provided by SWV					**$11,970**

Note: The data provided by SWV incorporated management costs into the Expected Results lines. Disaggregated data was not made available to the ET.

SWV requested a reallocation of funds to distribute the guidebook to every school in Armenia. The original budget allocated no money for the distribution of the guidebook; the distribution would have been done organically by SWV and was to be an in-kind contribution. However, that form of dissemination would have taken a long time and would have been a patchy distribution scheme. Instead, SWV asked to

reallocate some of the saved money to print and mail copies of the guidebook to every middle and high school in Armenia, a total of 1,358 schools. Due in part to UNTF's processing time for reallocations and problems with the grant managing system, the final approval for this reallocation came after the activity was done and even after the scheduled end of the project. Note that the final expenditure rate of 87% includes this reallocation.

The example of the reallocation is demonstrative of SWV's proactive approach to utilize whatever resources are available to achieve its goal. A similar example occurred when planning the endline research project. The MES refused to provide permission for SWV to engage in endline research. Rather than fruitlessly continue to ask MES for permission, SWV reached out to contacts in the Lori regional government who were willing to give SWV permission to conduct the research. Both this example and the reallocation request demonstrate SWV seeking the efficient and creative use of resources, whether financial or not, to achieve the project goals.

Note that the ET is limited in its ability to assess efficiency due to limited financial information and project indicators. The design of the project did not include indicators, baseline and endline data for each output or outcome. This makes it impossible to complete a Results Monitoring Plan and to assess the efficiency of each output and outcome.

Delays

The worst inefficiency in the project's implementation came from unnecessary delays, however only some of the delays were caused by SWV. Year 1 of the Project only saw one notable delay, where presentation of the module was postponed to Year 2. Year 2 saw a series of delays. The first delay stemmed from the previous SWV director's abrupt departure from SWV. The second from SWV deciding to increase the scope and scale of the guidebook. The third came from the MES taking 5 months to approve the guidebook. These delays pushed the finalization of the guidebook from the planned Spring 2015 to 2 March, 2016. These delays also delayed two of the teacher trainings.

The Year 2 delays are partially attributable to SWV. The first transition is when the current director of SWV took over from the previous director. The current director took over after her return to SWV from her studies. The previous director left on short notice. SWV had 1 or 2 staff members involved with the project, leading to no loss of institutional memory, but the quick departure caused a delay until SWV was at full capacity again. Relatedly, UNTF's managers changed during the project development stage, resulting in delays as each manager requested changes, resulting in SWV undoing changes it had made on behalf of the request of a previous UNTF manager. The second delay stemming from increasing the scope and scale of the guidebook was also a delay within the control of SWV, even if expanding the guidebook may have created a better publication. As this was the only unplanned change SWV did to the implementation, it's not demonstrative of their general capabilities in implementation. These two delays resulted in SWV submitting the guidebook to MES on 1 October, 2016 rather than in Spring. The following five-month delay for approval is not the fault of SWV but of internal dynamics within MES caused by the anti-gender sentiment in the Ministry, government and the public. Likewise, the delay in the teacher trainings

stemmed from MES as SWV needed MES's authorization to conduct the trainings and to convince school heads that the trainings were supported by the government.

There were no delays due to communication. Communication between UNTF and SWV was prompt and constructive. Reports were submitted on time. Likewise, SWV was accessible to project partners and provided insistence when needed.

6.5. Effectiveness

Based on the information collected from the KIs and project beneficiaries and the analysis of the triangulated data, the Project successfully completed most of the initially planned activities and carried out some additional activities in 2016. The Project adopted a cooperative strategy to facilitate the dialogue and ensure long-term partnership between its all stakeholders and partners.

Throughout the Project cycle under the Expected Result 1 the following outputs were achieved:

1. Formal meetings with the representatives from MES, MLSA, and NIE were organised to develop a strong partnership and ensure collaboration for an effective implementation of the Project;
2. A supplementary Guidebook on Gender and GBV was developed for Social Sciences teachers;
3. 2500 copies of the Guidebook were printed and disseminated to Social Sciences teachers, the NIE, public schools (N=1358) and public libraries (N=16) all over the country;
4. Follow-up on-line survey, phone interviews and group discussions were conducted to collect feedback from SS teachers and school administrations on the relevance, content, and effectiveness of the Guidebook.
5. Four 2-day Skill trainings on GBV were conducted for SS teachers (95 in total) from Lori region in Armenia.

Delivery of outputs and outcomes under the Expected Result 1 can be assessed as satisfactory. While in most cases outputs and outcomes were achieved as planned, in some cases they were even exceeded. For instance, the number of printed and disseminated Guidebook exceeded the initially planned number of copies by 1500. Nevertheless, one of the most significant outcomes in terms of smooth implementation of the Project and the utmost and large-scale impact of the intervention and its sustainable future would be strong collaboration with MES/NIE colleagues in charge of the gender and GBV related policy development. Mainly due to the political context and the slow development of the gender/GBV related reform in Armenia this outcome had not been fully achieved in the course of the Project implementation. At the very initial stages and by the end of the second year of the Project the SWV's efforts to establish a sound cooperation with the MES/NIE were successful enough to get the green light to start the module development and incorporate it into the teachers' professional development course as well as get an official opinion/recommendation for the Guidebook to be used as a supporting teaching material in Armenian public schools. At the later stage of the Project, however, the SWV team struggled to garner sufficient support from the MES and the NIE to efficiently carry on with the planned activities and follow up on the project outcomes. Despite all efforts, the ET could not interview anyone from the MES during the field work and is not able to offer a comprehensive and all-round assessment of the situation. One

possible explanation, however, could be the generally evasive attitude of some state agencies and public officials towards gender and GBV-related issues in the light of the expanding anti-gender movement and rhetoric of the recent years in Armenia. The ET acknowledges external factors causing delays and jeopardising the success of the Project and appreciates all continuous efforts the SWV put into building partnership and a more collaborative environment with the MES.

Trainings delivered to SS teachers were the first attempt to introduce the Guidebook to the beneficiaries of the Project and equip them with relevant skills on how best to use the instrument in their day-to-day work. Group discussions with SS teachers showed a very high level of participants' satisfaction and revealed high relevance of these trainings as they presented all the theoretical, legal, statistical, and practical aspects of gender equality and combating GBV. The interviewed participants of the trainings highlighted the high level of expertise of the main trainer from the NIE and the Project team with whom they still stay in touch for further advice and exchange of information. A vivid network established among the training participants is another important outcome of the Project that provides them with a good platform to collaborate with each other and improve their teaching by consulting with their counterparts even after the training. As reported by the teachers during the group discussions in both Alaverdi and Vanadzor, the vast majority of them did not participate in any other training before. They further underlined that the training they took part in was very useful to them in terms of getting basic knowledge on topics like gender equality, women's empowerment, types and forms of gender based violence, etc. In addition, the interviewed teachers underlined the need for continuous training on gender and GBV related content and preventive measures, which would help them more efficiently incorporate these topics into the subjects they were teaching and the public education curricula in general.

The Guidebook developed and published during the Project is one of the most tangible and widely used outputs of the Project. Both the interviewed teachers and the Project partners familiar with the content of the Guidebook agreed that it was a well written teaching material covering conceptual, statistical, and historical aspects of the subject matter and providing with practical exercises to encourage discussion and debate amongst students. They suggested that the instrument could be used beyond the classrooms and a very diverse group of learners and practitioners could benefit from such a comprehensive and complete learning tool. The interviewed SS teachers confirmed that each of them had a personal copy of the Guidebook and there was an extra copy in each school usually placed at the teachers' common room and widely used by other teachers as well.

Under the Expected Result 2 the following outputs were achieved:

1. A round table was organised for representatives from MES, MLSA, and NIE to improve their knowledge and sensitivity toward gender and GBV issues;
2. Another round table with representatives from MES, MLSA, NIE, and local NGOs was organised to provide a platform for appreciation of gender and GBV content integration into classrooms and establish a Working group (WG);
3. Five Working group meeting were organised with objectives to (1) set priorities and learning outcomes for integration of gender and GBV module into the SS teachers' professional

development courses, (2) develop methodology for the module, and (3) work on the content of the module for the teachers' professional development course;

4. Draft module and related materials were finalised.
5. The Working group made a presentation on gender and GBV module integration into SS teachers' professional development course.

Delivery of outputs under the Expected Result 2 can be assessed as strongly satisfactory. The Project achieved all planned targets under this component by establishing a dynamic and efficient working group to develop the module for the SS teachers' professional development course. Gleaned from the desk review documents and from the interviews with the Working group members, the WG activities were effectively coordinated by the SWV project team enabling smooth exchange of information and open discussion on the content and structure of the module. The WG itself was a great success in terms of getting together at the same table a very diverse group of representatives from MLSA, NIE, NGOs and researchers, experts and practitioners in the field to brainstorm and agree upon a document that could be further included into the teachers' professional development course delivered by the NIE. Despite challenges in scheduling and disinterest, SWV was able to organize five meetings instead of the originally planned three meetings. The module was further developed into a Guidebook for teachers and trainers working with gender and GBV related subjects.

Under the Expected Result 3 the following outputs were achieved:

1. Conducted monitoring/evaluation of the implementation of the SAP Goals #1.4 and #1.5 in 2013-2015;
2. A round table with the SAP key implementers was organised to provide a platform for state officials and other stakeholders to deliberate on the SAP activities implemented in 2011-2015;
3. Developed and submitted reports as well as made a presentation on the SAP to combat GBV Goals #1.4 and #1.5 implementation in Armenia;
4. Articles and videos were produced and published through online news portals and social networks to ensure wider media coverage on the implementation of the SAP Goals #1.4 and #1.5;
5. The Project Summary Newsletter was developed, published and disseminated to wrap up the Project's key activities and achievements in 2014-2016.

The outputs achieved under the Expected Result 3 can be assessed as strongly satisfactory. The Project achieved all the outputs listed in the PP and went beyond the expected outputs by publishing the Project Summary Newsletter to highlight best practices and outstanding initiatives that occurred during the Project cycle. A comprehensive and in-depth study was conducted to assess the implementation of the 2011-2015 RoA Strategy to Combat Gender Violence, namely the educational component incorporated in points 1.4 and 1.5. The study was carried out in Yerevan and regions of Shirak and Tavush to ensure a wider outlook for monitoring the ongoing reform. The Monitoring report was published and disseminated to the Project stakeholders and Project partners in charge of the implementation of the Strategy. Articles covering the research findings and the overall reform as well as the Project Summary Newsletter

published in the end of the Project greatly contributed to public outreach and visibility of the project and the SWV in general.

6.6.   Impact Orientation

Based on the information collected from the KI and SS teachers as well as the analysis of the triangulated data, the ET identified several positive changes, which can be attributed to the Project's intervention and casually linked to its impact orientation.

Table 7: Impacts of the Expected Results at the individual, institutional and policy levels.

ERs	Area	Individual level	Institutional level	Policy level
Expected Result 1	Guidebook	A supplementary teaching toolkit that has been greatly used as a reference for gender and GBV related topics by individual teachers and students.	In some schools the instrument is used beyond the SS classes and the Guidebook topics and exercises are incorporated into the teaching of other subjects as well.	A well-written supplementary teaching tool in Armenian recommended by the NIE for SS teachers, school psychologists, head teachers and both individual and group work with pupils and parents.
	Training for SS teachers	Increased knowledge on gender and GBV related topics, provided with new teaching skills and techniques. Provided professional networking opportunities with counterparts and the SWV Project team	ToT Multiplier effect - trained teachers pass on the knowledge and skills they gained during the trainings onto their colleagues at school, thus somehow changing the institutional culture towards a more gender sensitive environment.	N/A
Expected Result 2	Working Group	Provided a platform for gender sensitization, and communication on the needs of different stakeholders vis-à-vis teaching gender and GBV, and established collaboration among public officials, experts, and practitioners in the field.	An exemplary cooperation between public officials, NGO representatives, and independent experts and strengthened institutional ties.	N/A

ERs	Area	Individual level	Institutional level	Policy level
	Module development	Exchanged state-of-the-art ideas and best practices with other teaching or gender experts in the field.	N/A	Module incorporated into the teachers' professional development course delivered by the NIE.
Expected Result 3	SAP Implementation Monitoring Report and Presentation	Increased knowledge on the SAP and the implementation of the Goals #1.4 and 1.5 among the Project stakeholders and partners.	Evidence-based recommendation package that can be used for further development of gender and GBV related projects and civil society efforts.	Evidence-based recommendation package that can be used for further improvement of gender and GBV related policies and development of national strategies.

However, there is still more work to do to create the long-term impact for visible and continuous improvement in the field of gender and GBV in Armenia in line with the international treaties and the national strategy adopted by the RoA government. The main goal of the Project was to improve the quality of life of women and girls in Armenia by raising awareness on gender and GBV related issues through incorporating the relevant content into the public education curricula. The improvement of the situation in Armenia is also sought by empowering young girls and providing them and their male classmates with knowledge on how best to address and prevent GBV. Activities implemented under the three Expected Results significantly contributed to the creation of a teaching toolkit and dissemination of relevant information.

The Project impacted on the practices of SS teachers by providing them with in-depth knowledge on the subject matter, improving their teaching skills, and increasing their confidence to question gender stereotypes in general. In a result of the 2-days trainings they participated, the teachers have become more aware of their roles as opinion leaders and strengthened their capacities to communicate gender sensitive discourse with their pupils and colleagues. Project activities resulted in the integration of gender and GBV related component into the public education curricula in Armenia, as well as into the teachers' professional development course. The network between SS teachers, experts and practitioners in the field as well as public officials in charge of the related policy making was reinforced through their participation in the various activities of the Project, thus enabling peer exchanges, best practices and innovative solutions to common problems.

6.7. Sustainability

Depending on the availability of financial and other resources, capacity and local ownership, the Project's outcomes and outputs can be sustainable and lead to long-term changes in the future. Gleaned from the desk review of the project documents and from interviews with the project team and partners, the Project undertook all necessary steps, which are under its control and within its mandate to promote sustainable development and positive changes in the field and follow-up on the project's outcomes. From the very

beginning the Project team recognized the importance of ensuring national ownership and engaging government partners to achieve higher level of sustainability; therefore, most of its activities have been designed and/or coordinated in close cooperation with the state agencies.

The main practices and outputs resulted in the course of the Project that may be sustainable include:

What	Why/How
Module	▪ The Module has been incorporated into the teachers' professional development course delivered by the NIE on a regular basis and will have a multiplier effect with each cohort of newly trained teachers. Due to periodic training of current teachers, it is expected that the MES or NIE will have trained all of Armenia's social science teachers on the module within five years.
Guidebook	▪ This well-written and already widely appreciated instrument can be further used in different contexts and by a diverse group of experts/practitioners to promote the idea of gender equality and offer measures to prevent GBV.
Trained teachers	▪ The 95 SS teachers that took part in the trainings organized by the SWV have already obtained in-depth knowledge on gender and GBV as well as skills to efficiently use the Guidebook and can further share the knowledge with their counterparts and through their professional networks. ▪ Trained teachers can pass on the knowledge gained in the Project to a wider group of stakeholders through their personal networks.
Professional networks	▪ Non-formal networks of trained teachers can further collaborate to work out solutions to common problems in their day-to-day teaching related to gender and GBV. ▪ The Working group can get back together to amend and edit the Module in case of any significant changes related to its content (for instance, adoption of the Law on Domestic violence, etc.). ▪ The trained teachers and those who received and were using the Guidebook would keep in touch with the trainers and the Project team through social media or other means for further advice and exchange of information.
SAP Monitoring research	▪ The Monitoring research findings and especially the recommendations can be widely used to design new projects

	and develop policies aiming at accelerating the reform and addressing challenges of gender-sensitive education.

However, it remains a question whether the Project created a critical mass to ensure imparting of knowledge to its partners and beneficiaries and other interventions may be required to give impetus to the long-term creation of lasting improvement in the field of gender equality and women's empowerment and the related policy making in Armenia.

6.8. Knowledge generation

Developing effective cooperation with a government hostile to the project

One of the main challenges of this project was the struggle to cooperate with a government hostile to the project idea. Because of the anti-gender movement, governmental ministries are avoiding the use of the term gender as much as possible. One KI mentioned that the Ministry of Defence has instituted a policy—whether official or not—to not use the word gender under any circumstances. The Ministry has this approach despite, according to another KI, receiving a special award from NATO for being a regional champion on gender issues. This backdrop makes it understandable how difficult it is to implement a novel gender education project that requires cooperation with the government.

There is no one right way to approach for NGOs to interact with government. On one extreme you have NGOs that primarily approach is to shame the failings of the government hoping that the government will change its policy to avoid future criticism. On the other extreme you have NGOs that are willing to patiently work with government to slowly turn the behemoth of government in a new direction. The problem with the former approach is that the government will never invite a purely critical NGO into the decision-making process nor listen intently to their statements. The problem with the latter is that the NGO cedes authority of the project to the government's timetables and priorities.

Focusing on this project, there is no obvious ideal approach. The government has a history of engaging with NGOs merely to satisfy a procedural requirement. The government is willing to walk away if it decides it is no longer interested in the subject, as happened in 2013 when it abandoned the draft anti-domestic violence law after months of work. Likewise, Armenian NGOs often see the government as an impediment rather than a potential partner and a few KI criticized SWV for not being more critical.

As discussed in the Added Value section, SWV's approach worked and provides a model for future cooperation with the government. SWV's approach was to find partners interested in cooperating within key government agencies. If the heads were not willing to work with them, then someone lower. SWV would gender sensitize those key contacts while using their expertise to increase the quality of the output. As the output nears completion, SWV reaches out with their key contact to the gatekeepers. SWV uses a carrot or stick approach appropriate for a difficult partner. SWV reminds the governmental official of Armenia's international obligation and of any domestic requirement. SWV shows that SWV has effectively done all the work (with help from the key contacts), requiring minimal participation from the gatekeeper.

SWV reminds the government that if they don't cooperate, SWV could publish significant criticism of that fact. SWV is not willing to pay a price of not reporting critical news in order to guarantee governmental cooperation but is willing to change its tone, such as using *governmental challenges* rather than *governmental failures*. Finally, SWV creates a backup plan where the final output, which has already benefited from the expert contributions of key contacts, is published as an unofficial document.

Developing fruitful partnerships with teachers and other non-gender activist groups

The success of this project comes in major part because SWV reached out and developed a new set of partners: social science teachers. Armenian women's rights NGOs face significant hostility to their work, making it that they often reach out to the same partners: similar NGOs, international organizations, diplomatic missions or specific individuals that have already demonstrated their open-mindedness on gender. What these NGOs are looking for is someone they can rely on to combat stereotypical views. In contrast, SWV approached the situation thinking that a large enough percentage of social science teachers are open-minded, so the positive of a large amount of non-stereotypical gender education would outweigh the negative of a few teachers spreading stereotypical views. SWV developed the teacher trainings with a goal to build trust and have open discussion among the participants. SWV measured teachers' gender knowledge pre- and post-training and found an increase of 25% based on an instrument of their design. This non-trivial increase suggests the teachers were generally open minded. Also, some number of teachers were so enthused by the training that they created professional networks that will promote more gender teaching and can be an asset to future projects.

A perception of officialdom is beneficial for ensure participation from non-gender activists. The fact that the MES had approved of the trainings and the NIE participated in the training greatly increased teachers interest and involvement. The governmental presence also increased the interest of heads of schools as some of them had refused to cooperate with SWV without confirmation of approval from MES. Another way that SWV increased the perception of officialdom is by giving teachers certificates of completion at the end of the training. The certificates themselves have no value besides evidencing that the teacher attended the training, but the certificates made it that teachers attended all the sessions of the training.

Identification of knowledge gaps and implementation needs

While somewhat self-evident, the Project increased SWV's understanding on how to implement gender projects in cooperation with state institutions. As SWV's first gender education program that uses the formal education system to target pupils, it exposed SWV to a new array of stakeholders, interests, and challenges. Notably, SWV was also exposed to the challenges of other stakeholders, which could be opportunities for SWV. One example is that teachers stated their need for constructed lessons to ease the demands on them, especially when teaching a new subject. Expanding the scale and scope of the guidebook provided even more lessons and examples. Another example is recognizing the lack of interest in the MES and the lack of financial resources in individual schools meant that the onus of distributing the guidebook was fully on SWV. Rather than distribute the guidebook organically as included in the project proposal, SWV reallocated funds to distribute the guidebook to every middle and high school in Armenia.

VII. CONCLUSION

Evaluation Criteria	Conclusions
Overall	Overall, the Project achieved its development objective and was successful in increasing awareness on gender and GBV related issues. The UNTF expertise and funding was important to support the SWV to analyse the developments in the light of international standards, create a unique instrument for efficiently teaching gender and GBV related topics and initiate teachers' trainings to increase their knowledge and skills in the field. The Project was very useful and in spite of the challenges and was successful in terms of carrying out a vast number of the planned activities, but it has not yet generated models for replication under all Expected results and would tremendously benefit from a follow up cycle.
Added Value	SWV provides a mix of gender expertise, experienced advocacy, passion and pragmatism. No other NGO in Armenia possess all four attributes. It's unlikely the Project could have been concluded successfully without all four attributes.
	Possible weaknesses of SWV are lack of political sophistication and limited amount of visibility. However, due to the hostile anti-gender environment, it is not clear whether those aspects negatively impacted the project.
Effectiveness	Delivery of outputs and outcomes under the Expected Result 1 can be assessed as satisfactory.
	Delivery of outputs under the Expected Result 2 can be assessed as strongly satisfactory.
	The outputs achieved under the Expected Result 3 can be assessed as strongly satisfactory.

Efficiency	SWV's operational expenses were consistently underbudget due to careful spending by SWV.
	The worst inefficiency in the project's implementation came from unnecessary delays, however only some of the delays were caused by SWV.
Impact Orientation	The ET identified a number of positive changes, which can be attributed to the Project's intervention and casually linked to its impact orientation.
	The Project impacted on the practices of SS teachers by providing them with in-depth knowledge on the subject matter, improving their teaching skills, and increasing their confidence to question gender stereotypes in general.
	However, there is still more work to do to create the long-term impact for visible and continuous improvement in the field of gender and GBV in Armenia in line with the international treaties and the national strategy adopted by the RoA government.
Relevance	The Project's relevance to developing gender and GBV policies is strongly satisfactory.
	The Project satisfactorily addressed the identified needs of stakeholders and beneficiaries.
	The Project relevance to the mandate of SWV and the priority areas of UNTF is strongly satisfactory.
Validity of design	Overall, the Project Proposal (PP) contained strong analysis of the national context and strategic action plan in which the project intended to operate.
	Assumptions and risks were thoroughly described in the Project Proposal with detailed explanation of steps to be taken and the contingency plan to ensure smooth implementation of the project activities while risks might still be there.
	There are a few short comings of: vaguely defined primary and secondary beneficiaries, lack of monitoring plan, and minimal synergy between Expected Result 3 and Expected Results 1 and 2.
Sustainability	The main practices and outputs resulted in the course of the Project that may be sustainable include: the Module and its incorporation into the teachers'

	professional development, the Guidebook, 95 trained teachers, non-formal professional networks, and the SAP Monitoring research.
	However, it remains a question whether the Project created a critical mass to ensure imparting of knowledge to its partners and beneficiaries and other interventions may be required to give impetus to the long-term creation of lasting improvement in the field of gender equality and women's empowerment and the related policy making in Armenia.
Knowledge Generation	SWV's pragmatic approach to engaging a government hostile to the concept of gender provides a model for future cooperation.
	Engaging social science teachers—a group not known to be particularly gender sensitive—was an effective way to disseminate gender knowledge as the far majority were open-minded and willing to teach the information accurately while only a minority continued to teach stereotypical views. These overall positive results are likely reproducible with other categories of people (e.g. school masters). Having a perception of officialdom is effective at ensuring the participation of these groups.
	The Project increased SWV's understanding on how to implement gender projects in cooperation with state institutions.

VIII. KEY RECOMMENDATIONS

Evaluation Criteria	Recommendations	Relevant Stakeholders/ Beneficiaries	Suggested timeline (short-term, medium-term, long-
Overall	Target media outlets, journalists and editors as main change agents to make Armenian media more gender-sensitive as a key step to foster gender equality and prevent GBV.	Media outlets, journalists, and editors	Medium-term/ Long-term

	Continue with the organisation's watchdog role to monitor the developments in the field and ongoing legislative reform as well as the provision of expert support and evidence-based recommendations to partners form the RoA government and civil society sector.	The SWV partners in government agencies, civil society, and mass media	Long-term
Relevance	Assess the possibility of surveying girls aged 13-18 to gather data on what they consider important vis-à-vis gender and GBV education.	The Project implementer, girls aged 13-18 (the primary beneficiaries)	Short-term
Design	Re-visit the project design phase in case of a follow-up project(s). To set realistic priorities and results by taking into consideration the project duration and political/country context. To ensure greater involvement of national and local (community level) partners in the project planning and design to secure the national/local ownership of the project activities and the sustainability of the results and outcomes.		Medium-term
	To come up with tailor-made solutions for each group of stakeholders, the project team should allow more time for needs assessment. The Project design would benefit more, if a sound M&E plan was developed in the very initial stages of the Project.	The Project stakeholders, the implementer and donor	Medium-term
Value Added	In future program design, include an official "Plan B" that does not require cooperation with government. Use this Plan B in case the government stops cooperating during project implementation.	SWV and any other project implementers	Medium-term

	Consider developing and regularizing alternative methods of gender education that utilize SWV's advantages. For example, SWV could establish a "speaker tour" where expert speakers could travel and present at schools. Or, SWV could tap into its network of youth in the regions to coordinate events that augment the formal gender curriculum.	Gender experts, SWV's youth network	Medium-term
Effectiveness	To foster better outcomes and maximize the effect of such projects, community-based intervention approaches can be used to address the issue from different angles and involve all relevant actors in the field/communities and agents of change. On top of the main beneficiaries of the Project – pupils aged 13-18 and SS teachers – other teachers, parents, opinion leaders in certain communities, medical workers, etc. should be involved in further activities to ensure consistency and synergy of future interventions.	Community-based opinion leaders and change agents	Medium-term / Long-term
	Invest more time and human resources to identify, target, and cooperate with the SWV potential supporters in public offices, civil society, and mass media by sharing with the wealth of expertise the NGO already has and trying to involve them in designing and implementing future projects.	The SWV partners in government agencies, civil society, and mass media	Medium-term
Efficiency	Schedule activities that require governmental cooperation with sufficient lead time so that difficulties in establishing cooperation won't lead to implementation delays.	The Project implementer and partners	Short-term
	Brainstorm other groups of people besides social science teachers that could be quickly gender sensitized and then used to disseminate non-stereotypical information. Develop projects that utilize them to promote gender education.	Varies. Possible examples are librarians, heads of schools, healthcare providers, etc.	Short-term / Medium-term

Impact	The Project duration was quite short for leading to lasting impact and changes in culture and another project cycle will be required to ensure long-term impact of activities carried out by the intervention. More funds and more time should be allocated for greater impact and larger coverage.	Schoolchildren and teachers as main beneficiaries	Medium-term
Sustainability	The best practices of teaching gender and GBV related topics can be replicated in other regions of Armenia as well to ensure larger coverage and impact of the intervention.	Schoolchildren and teachers as main beneficiaries	Medium-term
	For the upcoming projects strategies that will lead to sustainability of core project outcomes and outputs should be identified and implemented as early as possible in the project cycle to provide the beneficiaries and main stakeholders with skills and tools to carry on with the positive changes the intervention resulted.	Project implementers and main beneficiaries	Medium-term
	Continuous updating and promotion of the Guidebook through new series of trainings and other activities can ensure sustainable transfer and exchange of the Project's know-how to newer groups of stakeholders.	The SWV partner organisations and stakeholders of their ongoing and upcoming projects	Short-term
Knowledge Generation	Assess whether a model of effective governmental cooperation can be created from the Project's successful conclusion.	The project implementers and partners	Short-term
	Consider boys as almost as high priority of beneficiary as girls. Boys' opinions affect the opinions of girls both through direct interaction and due to Armenia's communitarian rather than individualistic nature.	Youth: boys and girls aged 13-18	Medium-term
	Even the younger children among the primary beneficiaries had internalized gender stereotypes. Assess the benefits and challenges to integrate this material into the curriculum of even younger children.	Youth: girls and boys aged less than 13	Long-term

IX. ANNEXES

9.1. Final version of the Terms of Reference

Terms of Reference are included as a separate file.

9.2. Additional methodology-related documentation

1. KII consent form

Final Independent Evaluation of the Project "Integration of Gender and Gender Based Violence Subject into Educational Curriculum in the frames of National 2011-2015 Strategic Plan"

Interview Informed Consent Form

Respondent's name, organization, and position

_____

		Tick the box, please
1	*I confirm that I have been informed about the aim of the Evaluation Study and have had the opportunity to ask questions.*	☐
2	*I agree to take part in the Study/interview.*	☐
3	*I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.*	☐
4	*I agree to the interview being audio recorded. I know that the information I give is confidential and available only to the research team.*	☐
5	*I agree to the use of anonymised quotes in the Evaluation Report and/or the Project related publications and/or reports.*	☐

_____   _____   _____

Respondent's name   Date   Signature

_____   _____   _____

Interviewer's name   Date   Signature

2. KI In-depth Interview Guide

Date:	
Name(s) and function(s) of interviewee(s) (for evaluation data analysis only):	
Gender (f/m):	
Organization:	
Type of interview (f-2-f/skype):	

I. EFFECTIVENESS

Please describe your role in the Project

What is the Project history (only for the Project Implementers)?

Could you describe the main achievements of the Project during its implementation?

What factors were crucial for the achievements and/or failures?

In your opinion, which project's line of action was the most successful? Please explain your response.

What are the major challenges and obstacles that the project encountered? Was the project able to cope with them or may they prevent the project from producing the intended results?

What aspect of this project/activity did you find to be most valuable? Least valuable?

In your opinion, how effective was your collaboration? What were the main issues you tackled during the collaboration (if any)? How you addressed them?

Are you satisfied with the level of collaboration and coordination between the project and your institution? Please elaborate.

What were the key mechanisms used for communication? Were you kept informed on project progress?

In which areas did you collaborate with the project? Were there any synergies? *(only for other donors and IOs)*

Were you properly informed of the developments of the project?

II. RELEVANCE

How relevant is the project from your point of view to the needs of (1) recipient government and (2) respective beneficiaries' agencies?

Considering evolution of the context over time, to what extend did the project adapt to these changes?

III. ADDED VALUE

What, if any, was the competitive advantage/added value of the SWV in implementing the project in comparison with similar projects implemented by other donors and IOs in Armenia? *(only for Project implementer, implementing partners and donor)*

In which areas should the SWV improve if compared to other implementers?

IV. DESIGN (only for the SWV, the donor and the Project partners)

Was the project designed in a participatory manner? (Probe: How the needs of the target groups were assessed? Were needs assessment or diagnosis analysis conducted on the inception phase of the project?)

How was the Project Proposal developed/revised?

In your opinion, is the Project's theory of change clearly articulated?

To what extent are gender considerations included in the project development and implementation?

Are targets well specified in the Project Document, including clear and concise performance indicators? Is there a clear and logical consistency between the objectives, inputs, activities, outputs in terms of quality, quantity, time-frame and cost-efficiency?

Are prior obligations and prerequisites (assumptions and risks) well-specified and met?

Is the managerial and institutional framework for implementation well defined?

Is the work plan practical, logical and cohesive?

Is the planned project duration realistic?
Was the selection of beneficiaries for capacity building events based upon gender?

V. EFFICIENCY (Only for the SWV and/or the donor)

Is the management structure of the project enabling an efficient implementation of the project? Describe strengths and weaknesses.

Did the Working group provide sufficient support for effective project implementation?

In your opinion, how adequate is the funding allocated for the project compared with planned activities?

To what extent are you satisfied with reporting (progress and financial)? *(only for donor)*

What is the quality and timeliness of the monitoring, administrative and financial support provided by the Donor? *(only for the SWV)*
Were roles clearly defined?

Was communication/coordination within the SWV and with the Donor adequate?

Was project implementation sufficiently flexible to be able to deal with unforeseen events?

Were there any financial constraints (if any) in project implementation process?

Was the project budget under spent? If yes, please name the main reasons for that.

Describe the project monitoring plan and implementation, if any? How was it established? How was it used?

What tools did the Project use to collect information on its performance and outcomes?

What constraints did the project experience in tracking its performance (example, how did it track and verify how many/who was trained in various training programs?)

What constraints did the project experience in tracking/verifying its outcomes?

VI.   IMPACT

To what extent have the Project's development objective been reached? Evidence for that?

Have there been unforeseen impacts?

What was the nature of commitments of your institution?

To what extent have project national stakeholders fulfilled the obligations/responsibilities agreed upon in providing support towards the implementation of the Project?

Which challenges have project national stakeholders experienced that have prevented them from fulfilling their obligations/responsibilities to provide support to the project?

VII.   SUSTAINABILITY

Which project's activities are most/least sustainable?

What plans has the SWV put in place to sustain the results of the project (i.e. exit strategy)?

What are potential risks/constraints to these (mechanisms, programs, reforms) being sustained?

VIII.   LESSONS LEARNED/GOOD PRACTICES

What were the key lessons from this project?
What 'good practices" could be applied to future SWV projects?
ADDITIONAL QUESTIONS/COMMENTS: Is there anything more you would like to add?

3. Group Discussion Guideline

"Integration of Gender and Gender Based Violence Subject into Educational Curriculum in frames of National 2011-2015 Strategic Plan"

Implementing Partner: Society Without Violence NGO

Final Independent Evaluation of the Project

Group Discussions Guide

Facilitator:	Hasmik Tamamyan
Note taker/technical assistant:	**TBC**
Number of Groups:	**1-2**
Scheduled for:	**Week of 30 January 2017** *Time TBC*
Participants per group:	**4-6 (in case of 2 DGs) or 8-10 (in case of 1 DG)**
Selection criteria:	**Mixed groups of age, gender, type of residence (rural/urban)**
Venue:	**TBC**

Materials and supplies for group discussions
- Sign-in sheet
- Group Discussion Guide for Facilitator
- Consent forms to be distributed, signed and collected back
- 1 recording device
- Batteries for recording device
- Laptop for note-taking

INTRODUCTION

1. Names of the Facilitator (and the Note Taker) and who is doing what during the Group discussion session.

2. The purpose of the discussion:

   Your opinion and your experiences are of much importance to us and we would like you to be active and open during the session.

IX.   GROUND RULES

1. This session will last about 2 hours.

2. This session is being audio recorded and thanks everyone for giving your written consent to do so.

3. There are no wrong answers in what we are about to discuss; we are looking for different points of view and I am sure each of you has something to add to the discussion. So, I would encourage everyone to talk, but you don't have to answer each question.

4. Please talk one at a time and as clearly as possible, and please avoid side conversations. It is distracting to the group and I don't want to miss any of your comments.

5. Exchange points of view with each other – you don't need to address all answers to me.

6. Does anyone have any questions before we begin?

7. Last but not least, PLEASE turn off all mobile phones.

🎬START audio recording

X.   BACKGROUND (10 minutes)

Please, each of you make a brief introduction of yourself and tell us who you are and in what capacity you have been involved in the Project.

1. How did you learn about the project?
2. Why did you decide to take part in the project?
3. How were you selected for participation?
4. In which activities you took part?
5. What is your current involvement?

XI.   Knowledge/skills gained as a result of participation in the Project (20 minutes)

1. What did you gain as a result of participation in this project/activity?
2. How have you used/do you anticipate using the knowledge/skills that you gained as a result of your participation in this project/activity in the future? Please describe.
3. How did you like the training materials and the Module in particular?

XII.   Positive and Negative aspects of the Project (25-30 minutes)

1. What aspect of this Project/activity did you find to be most valuable? (Useful tools and approaches? Practices and behaviours?) Least valuable?

2. Thinking about your participation in the Project, what do you think are the most significant changes that may occur as a result of the Project at individual, institutional and policy levels? Please briefly list all the changes you know about.
3. Which if any best practices of your school/SS department have been replicated by other schools/teachers? Please describe.
4. What, if any, negative changes occurred as a result of the Project? Please describe.
5. What if any, were the challenges to put into use the knowledge/skills you gained by participating in the Project activities?

XIII. Further Support after the training, professional networks, etc. (10-15 minutes)

1. Did you get any advice and/or support after the training from the Project implementing NGO?
2. What are the other channels to communicate the issues that may arise during your teaching/professional activities in regard to the topics/techniques you covered during the training?

XIV. Lessons Learned and Recommendations (25-30 minutes)

1. What suggestions do you have for improving this project/activity in the future?
2. Would you recommend this project/activity to others? Please explain your response.

XV. CLOSING REMARKS   (5-10 minutes)

Many thanks for your time and active involvement. This has been a valuable session of brainstorming. Please, let me know, if you feel like adding anything relevant to what we have already discussed….Thank you again!

9.3. List of persons and institutions interviewed or consulted and sites visited

Final Independent Evaluation of the Project "Integration of Gender and Gender Based Violence Subject into Educational Curriculum in frames of National 2011-2015 Strategic Plan"

In-depth interviews with Key Informants

Final Agenda