

Name of the project:

The Gender Responsive School Pilot Model Project

Locations of the evaluation conducted: [Ha Noi, Viet Nam](#)

Period of the project covered by the evaluation: [1 December 2013 - 30 November 2016](#)

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Abbreviations and acronyms

CCCD	Child-centred community development
CCIHP	Centre for Creative Initiatives in Health and Population
CSAGA	Centre for Studies and Applied Sciences in Gender - Family - Women and Adolescent
CSO	Civil society organization
DoET	Department of Education and Training
GBV	Gender based violence
GEM	Gender equitable men
GRS	Gender Responsive School
GSO	General Statistics Office
ICRW	International Centre for Research on Women
ICT	Information and communication technology
IDI	In-depth interview
LGBT	lesbians, gays, bisexuals and transsexuals
MoET	Ministry of Education and Training
MoLISA	Ministry of Labour – Invalids and Social Affairs
FGDs	Focus group discussion
SD	Standard Deviation
SDG	Sustainable Development Goal
SRGBV	School related gender based violence
UNTF	United Nations Trust Fund
YTLC	Youth Team Leaders Club

Executive summary

Background of the project and its context: Plan International Vietnam in collaboration with the Ha Noi Department of Education and Training (DoET) developed the Gender Responsive School (GRS) model project to facilitate conditions for greater protection of adolescent girls from school related gender based violence (SRGBV) that includes the acts of sexual, physical or psychological violence inflicted on children in and around schools largely due to gendered identity and societal stereotypes. The project sought to build capacities of 20 schools in Ha Noi for SRGBV prevention and response, provide adolescents, especially girls, with requisite knowledge and skills, and engage and influence the policies of Ha Noi DoET and other government authorities and elicit their support for upscaling of the model. The United Nations Trust Fund (UNTF) provided major financial assistance for the implementation of project from December 1, 2013 to November 30, 2016 in 20 schools in urban and peri-urban districts of Ha Noi, Viet Nam.

Purpose and objectives of evaluation: The GRS model project is significant because of the paucity of comprehensive interventions to prevent and respond to SRGBV, which is a serious but less explored issue in Viet Nam and across the world. In accordance with the project document, a team of external consultants evaluated the project before it ended formally in November 2016 to measure the resulting changes and to assess the relevance, effectiveness, efficiency, sustainability and knowledge generation for wider learning. The evaluation assessed compliance of the project execution with the agreed project design, analyzed the process and outcomes through the course of the project, and the role of interventions in informing decisions regarding replication, adaptation and up scaling.

Methodology: The evaluation involved desk review of project and subject related documentation and employed quantitative and qualitative research methodologies. The evaluation team conducted the end-line survey with 3,002 students from 30 schools, including 20 intervention and 10 control schools, following the baseline survey format and conducted a total of 37 focus group discussion (FGDs) and 38 in-depth interviews (IDIs) with girls and boys, teachers, counselors, school administrators, parents, government partners, technical partners and the Plan International Viet Nam staff. The evaluation report was drafted on the basis of the document review the recent literature on SRGBV prevention and reduction, analysis of the data from the baseline and end line surveys, qualitative inputs from the respondents, and discussions on initial findings and drafts with the steering group for the evaluation.

Intended audience: The report is addressed primarily to the implementing and funding organizations, viz. the Ha Noi DoET, district DoETs, Plan International Viet Nam, UNTF, the Ministry of Education and Training (MoET) and the Ministry of Labour – Invalids and Social Affairs (MoLISA). The documentation of the experiences of SRGBV in urban and peri-urban settings and lessons from the project could also be used to promote wider learning.

Key findings of the evaluation of the GRS pilot project

Effectiveness: School has been recognized as one of the settings where children experience violence but the project also demonstrated that it can be a crucial site for prevention and response. An important

catchment for children in Viet Nam due to high enrolment rates at primary and secondary levels, schools have the mandate and organizational structure for establishing effective prevention and response mechanisms and processes. Utilizing these advantages, the project calibrated the roles, responsibilities, capacities and competencies of relevant stakeholders and reinforced the mutually complementary approaches for reducing SRGBV.

The GRS pilot project demonstrated the effectiveness of its complementary strategies in delivering planned outputs and their potential for replication and expansion and provided useful insights to inform child protection policies and programmes. It achieved its main objectives of increasing the capacity of 20 schools in Ha Noi to promote gender equal norms, and prevent and respond to gender-based violence in and around their schools, engaging adolescent girls and boys in SRGBV prevention and response, and eliciting official recognition of the GRS model by Ha Noi DoET required for the continuation of the project activities and scaling up in the education system.

The project trained 2,158 teachers and school staff, 40 counsellors and 48,788 parents. A pool of 34 master trainers was created and the teachers improved their understanding of SRGBV prevention and response and about 80 per cent of them successfully completed the test on knowledge, skills on SRGBV. The teachers with high scores in the test of desirable attitudes (measured through the “Gender Equitable Men” scale) increased from 60 per cent in 2014 to 89 per cent in 2016. Employing this sizeable corpus of human resources in promoting SRGBV prevention and response with the subsequent cohorts of students and other stakeholders is both an imperative and a post-project challenge.

The project informed and educated 25,912 girls and 22,876 boys on SRGBV prevention and response through 13,083 class sessions, trained 578 girls and 222 boys as youth team leaders for communication and advocacy, provided counselling service to 7,746 students (including 4,329 girls) and engaged with 30,569 parents in the project schools.

Commending the relevance and effectiveness of the GRS project, Ha Noi DoET has indicated its interest in continuing with the project components in 20 schools and scaling up of some of them. The central ministries, namely MoLISA and MOET, recognized the potential of the GRS model while formulating the National Action Plan on GBV prevention and control, the Circular on implementation of school-counselling service in all schools and the Decree on Friendly, Safe School and Prevention of School Violence.

The end-of-project evaluation focused on the effectiveness of project design and implementation of the proposed interventions found that the GRS project outputs were commensurate with the stated objectives of establishing certain critical components of a protective environment for children. Although positive changes in terms of positive attitudes and behaviors accruing from the project can be more meaningful indicators, the project duration of three years appears to be inadequate for addressing the complexities of violence against children. Nonetheless, the project raised awareness about SRGBV and gender issues as well as prevention and response among the project participants.

Impressive increase in the gender equitable men (GEM) scores of teachers and boys between 2014 and 2016 indicates gradual improvement in attitudes and behavior. High GEM score increased from 44.5 per

cent to 62.5 per cent, which included 52.4 per cent among boys. Students who reported the experience of SRGBV to their parents increased from 19.6 per cent to 45 per cent and those who approached teachers, school staff and counsellors increased from 14.7 per cent to over 30 per cent. Three in four of students who received counselling expressed their satisfaction with the service and felt respected in school. Nonetheless, the feeling of insecurity among students is still high and they are facing newer threats and challenges, including cyber bullying. Significant number of students mentioned experiencing cyberbullying, and in many instances boys rather than girls.

Students' perceptions and experiences of SRGBV needs to be monitored and explored further not only because it is an under-researched phenomenon but also because of its dynamic nature.

Relevance: The GRS project is aligned with Plan's strategic priorities that seek child protection for all through effective and gender-sensitive community based child protection system. It draws upon Plan's Child-Centre Community Development (CCCD) approach, which entails working with children as rights holders, social actors and active citizens, and communities as duty bearers and critical enablers, tackling exclusion and gender inequality, engaging with civil society, influencing government and promoting accountability for achieving lasting changes in the lives of children.

The project introduced the "state-of-the-art" of programming to respond to the issues of violence, abuse and exploitation that have serious impact on children, women, public health and security in Viet Nam and globally. The synergy of interventions was in accordance with the evolving discourse on protective environment, the systems approach and changes in social norms for achieving results. The model is specifically geared towards capacity enhancement of the Ha Noi DoET for addressing SRGBV in areas under its jurisdiction, which is significant in view of the capacity deficits that hamper national efforts to address violence against children and women.

Selection of schools as the project site is significant as research has identified the school as an important setting for addressing violence, and provides an important catchment area due to high rates of school enrolments of both girls and boys in Viet Nam. The potential of schools in addressing GBV featured in policy discussions and the National Survey on Domestic Violence against Women in 2010 had specifically recommended school based models as a sustainable approach for creating awareness, and changing attitudes and practices of students.¹ The project design was also calibrated with the national action plan on gender equality and Government's priorities and strategies to use the school setting to address GBV. The project site was also well considered as Ha Noi is the seat of the national government and district administrations that have under their ambit both urban and peri-urban areas.

The project employed methodologies that are aligned with MoET's education reform and promote students' participation through the Youth Team Leaders Clubs, which can add value to Viet Nam's sustained commitment to engage with children and young people through Young Pioneers and Youth

¹ GSO, 2010. National Survey on Domestic Violence against Women. pp 115.

Groups, the engagement with students. The content of classroom lessons has connected with the needs and concerns of students in various age groups.

The partnership with civil society organizations (CSOs) was significant in view of the limited space available for them in Viet Nam. Plan drew upon the potential of CSOs, which are few, small in size and with limited outreach and provided them an opportunity to test their innovative practices with a project that had to be up-scaled. The project engaged with the mass media to spread the messages related to SRGBV, which resulted in a total of 36 reportages and 15 news on Ha Noi television, 48 issues of Ha Noi Moi newspaper and approximate 159 articles on 50 online press units.

Efficiency: The comprehensive design of the GRS project drew upon Plan International Viet Nam's experience, expertise and partnerships. Regular communication between the implementing agencies, ongoing review of the processes and interventions and prompt response to potential impediments the design contributed to efficient implementation. The partnership with Ha Noi DoET was an investment in institutional capacities of the public school system for child protection, and school authorities and teachers were provided with well-designed training manual and IEC materials and detailed guidelines for class sessions and communication activities, which could be used beyond the project. The youth team leaders drew upon the technical resources for their communication events, which were received with enthusiasm by their peers who also received key messages on SRGBV prevention and response. However, the available mechanism of parents' meetings did not capture the interest of parents and guardians who were keen to discuss their children's academic performance rather than listen to the school administrators and master trainers talk about SRGBV.

Instead of relying upon their internal technical capacities that could be limiting for an endeavor of this scale, Plan drew upon the expertise and specialization of national and international partners. The approach contributed to the project but the technical partners were not very active towards the conclusion of the project and in the discussions on the follow-up probably due to the pressure of project implementation and management. Efficient budget utilization was made possible through an elaborate system of guidelines, training, mentoring and handholding for capacity development, monitoring, supervision and cross verification with clarity on the roles and responsibilities.

Sustainability: The GRS project prepared Ha Noi DoET and the intervention schools with training and resource materials for teachers and classroom sessions with students, and experience of implementing various activities notwithstanding the limited period of three years. Although Ha Noi DoET has indicated that implementation of the entire package of interventions could be difficult, it has shown its commitment to expanding the counseling service by allocating funds for training counselors for 800 schools. Sustaining the interest and motivation among stakeholders is the immediate challenge as the project has ended, followed by advocacy for institutionalizing the model. The interest, inclination and motivation of the school administrators and teachers will determine the continuation of the activities while the credibility and ability of the implementing partners to develop the narrative on SRGBV prevention and response and the accrued experience will be crucial for policy advocacy.

Impact: Plan's insights based on the GRS model in was included in MOLISA policy discussions national thematic project and document, contributed to the inclusion of safe, friendly, violence free model comprising of a comprehensive set of interventions in the National Thematic Project on Prevention and Response to GBV period 2016-2020 and Vision for 2030 which the Prime Minister approved on July 22, 2016. A lasting impact of the GRS project can also be expected from the 50,000 girls and boys who were involved in various interventions, be it through increased awareness of different types of violence, measures to prevent and respond, readiness and preparedness to intervene in cases of SRGBV, and to serve as communicators.

Knowledge generation: The GRS project reiterated the effectiveness of schools as promising venues for SRGBV prevention and response as an important catchment for children at various stages of development and a space for innovation and flexibility. It provided several lessons as well.

- **Importance of individuals as facilitators of change:** Identifying, engaging with and seeking support of motivated individuals in key institutions is crucial. Some officials in MoET were highly sensitized and motivated and their guidance and support was crucial for effective implementation of the GRS project.
- **Diversity in approaches:** The complementary strategies of class room sessions, teachers' trainings, peer engagement through youth team leaders, school-based counseling and parental education addressed the project constituents appropriately but the experiences during project implementation raised issues that required mid-course corrections. Real-time monitoring could improve effectiveness, relevance and efficiency of the interventions.
- **Synergies and connections:** The project orchestrated the synergies between its different components effectively in the 20 schools but for wider coverage the strategies need to be adapted and respond to variations in the local socio-economic context, the institutional agenda, and the diverse needs of students, teachers, administrators and other staff.
- **Multiplicity of partnerships based on objectives and critical capacities:** Close cooperation between Ha Noi DoET and Plan was vital for the success execution of the GRS pilot project. Ha Noi DoET guided schools and facilitated cooperation between sub-DoETs and school management boards while Plan mobilized financial and technical resources.
- **Children's empowerment for violence prevention and civic engagement:** Meaningful participation and intergenerational communication enabled girls and boys to emerge as effective change agents. There is considerable scope for tapping their potential for sensitization and self-protection, peer communication and parental engagement.
- **Understanding violence:** The experiences of girls and boys need to be explored consistently over a period of time for understanding their evolving concerns and awareness levels, familiarity with new terminologies and narratives, which impact their perceptions and articulation of experiences. The problem of articulation in the Vietnamese socio-cultural context where students are learning about SRGBV through the binaries of physical, sexual and emotional violence but which are often interrelated cannot be ruled out.
- **Multidisciplinary research:** Capturing the nuances of complex causes and manifestations of GBV in the various socio-cultural contexts through conventional research methodologies is difficult. The key drivers of violence and their interface with socio-economic and technological advances,

perception and internalization of messages by children, and the challenges of multi-disciplinary efforts to mitigate risks and threats of violence within the established structures and regimens of Viet Nam's education system are key concerns that need to be explored and addressed.

Key recommendations

1. A follow-up strategy to sustain the interest and ownership of the stakeholders, preserve the returns on investment and identify the nature and magnitude of support required in the short, medium and long term for programme enhancement and policy advocacy.
 - Guidance for continuing activities in the project schools, interactions between project and other schools through annual or biannual or monthly meetings, and online trainings
 - Dissemination of the GRS model among the DoETs, DoLISA, mass organizations and CSOs in the Plan programme areas and the north, south and central regions of Viet Nam, and discussions with psychologists and counselors.
 - Online dissemination of the materials from the project for potential users in other parts of Viet Nam and linking the child online protection materials on various digital platforms.
 - Assistance to Ha Noi DoET with fund raising for continuation, quality enhancement and phased expansion of the GRS project interventions.
2. Policy advocacy for comprehensive multi-sectoral programming for addressing SRGBV based on the experiences with the GRS model to facilitate implementation of the Law on Children, 2016, and the national agenda towards the SDGs.
 - Advocacy for continuing the interventions, development of standard protocols for reporting and a referral system to link with school based counsellors, and professionalization and certification of social workers for child protection.
 - Creation of a platform or mechanisms for sharing new developments and learnings between Government agencies, academia, research organizations and CSOs in collaboration with Ha Noi DoET, MoET and MoLISA, and UN Women
 - Engagement with the journalists' network on SRGBV reduction and response.
3. Strengthening of the GRS model with technical support, multi-sectoral partnerships, capacity development and inputs from the projects in Ha Noi and Da nang in Viet Nam, other initiatives in the region, and new research.
 - Adaptation of the GRS model to address the concerns of girls and boys with disabilities, the socio-economic and cultural environment of rural areas and remote areas populated by the ethnic minorities, and online risk reduction.
 - Knowledge partnerships with the academic and research institutions to draw upon their technical expertise for various dimensions of the interventions and with the ICT sector to draw upon their resources for quality enhancement and outreach of the interventions.
 - Mapping of specialized services (professional counsellors, psychiatrists, doctors, cyber security specialists, and lawyers) towards forging effective linkages with the medical services, legal aid, technical and psychiatric services for serious and complex cases.
 - Capacity development framework to support SRGBV prevention and response with clarification of the roles, responsibilities, capacities and competencies of the stakeholders.

- Age-appropriate communication strategies and gender equitable but nuanced communication to address resistance to key messages, open discussion on relationships and sexuality, and multiple approaches for parental engagement.

1. Introduction

The Gender Responsive School (GRS) model project in Ha Noi, Viet Nam, was developed by Plan International in collaboration with the Ha Noi Department of Education and Training (DoET), the Ministry of Education and Training (MoET) and the Ministry of Labour - Invalids and Social Affairs (MoLISA) and was implemented with financial assistance from the United Nations Trust Fund (UNTF) that was managed by UN Women Viet Nam over a period of three years from 2014 to 2016. A team of external consultants conducted the end-of-project evaluation before the project ended formally in November 2016. This report presents their findings to support decisions regarding the follow-up to the project and documents the experiences to contribute to the knowledge base on school related gender based violence (SRGBV) prevention and response.

2. Context of the project

Plan International Viet Nam with its partners piloted an evidence-based GRS model in 20 lower and upper secondary and high schools in 16 districts in five zones of Ha Noi over a period of three years. Recognizing that early experiences of violence, both as direct victims and as witnesses, contributes to later aggression, intimate partner violence, and health problems such as depression and anxiety in adulthood, the project sought to address gender based violence (GBV) by engaging with adolescents in the school setting.

The GRS model takes a holistic approach, effectively demonstrated in other contexts, to promote non-discriminatory practices in school and positive changes in attitude and behavior at the individual level by engaging with adolescents, teachers, school management, parents, media, and the community. It seeks to create an enabling environment within schools that could sustain these changes and influence societal norms.

The formulation, execution and evaluation of the project need to be viewed in the following context.

Imperative of addressing violence against children in Viet Nam: The growing body of research on violence against children and women in Viet Nam has highlighted high levels of physical, emotional and sexual violence experienced by children and young people.² Corporal punishment has for long been employed as a means of disciplining them and explicit threats or acts of physical violence, bullying, verbal or sexual harassment, non-consensual touching, sexual coercion and assault have also been reported. Over 1,600 cases of fights among student within and outside school were reported between 2013 and

² United Nations Children's Fund, Violence against Children in East Asia and the Pacific: A Regional Review and Synthesis of Findings, Strengthening Child Protection Series, No. 4, UNICEF EAPRO, Bangkok, 2014.

2015.³ Mass media and social media has also reported on the growth of reported cases of serious child abuse by caregivers in the kindergartens and care services.

The gendered nature of violence perpetrated and experienced by children with lasting impact on social and psychological health and well-being is increasingly being acknowledged globally as well as in Viet Nam. The country has made tremendous advances in achieving gender equality, especially in terms of key development indicators and access to various basic services but gender issues are far from being addressed. The persistence of GBV and adverse sex ratio at birth indicates the challenges in securing the rights of the girl child.

Viet Nam has also taken major steps to reiterate its commitment to protection of children. It was among the first few countries to ratify the CRC in 1989, which mandates governments to take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of violence (Article 19). The Sustainable Development Goals (SDGs) endorsed by all governments and in effect from 2016 to 2030 recognize the importance of ending violence as a pathway to improving educational outcomes and child well-being.

In the recent years, Viet Nam's 2013 Constitution recognized children's right to protection (Article 37) and the Child Law 2016 contains a separate chapter on child protection, with focus on prevention, support and intervention with accountability (Chapter IV). The National Strategy on Gender Equality (2011-20) has identified capacity building of girls and women to promote their active participation in cultural, social and economic activities and to strengthen their positions in social and political arenas, promote their access to public and social services, and raising societal awareness about gender equality and elimination of gender inequality behaviors and perceptions in the family and community through campaigns, mass media and capacity building projects.

Although a thrust on addressing violence, abuse and exploitation of children can be expected in policies, plans and interventions in Viet Nam, the search for effective approaches has not culminated. Governments, international organizations and human rights organizations, especially those working for women and children, are looking for effective ways and means of addressing the manifestations as well as the root causes of widespread but under-reported GBV.

Global recognition of violence against children: When Plan International Viet Nam conceptualized the project, the United Nations Secretary General's Study on Violence against Children in 2006 had already painted a detailed picture of the nature, extent and causes of violence against children. The global study identified the school as a major setting where girls and boys are exposed to violence but which also hold immense potential as spaces for primary prevention.⁴ Ever since, the school has been

³ MoET statistics, quoted by Dan online newspaper (Voice of MOLISA) dated May 5, 2015, Viet Nam Farmers Union online newspaper dated May 31, 2016, and Tien Phong newspaper on June 24, 2016.

⁴ United Nations General Assembly. Report of the Independent Expert for the United Nations Study on Violence against Children. 29 August 2006. Available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N06/491/05/PDF/N0649105.pdf?OpenElement>

recognized as an important arena for initiating measures for communicating and empowering the young and adolescents. Peer-to-peer approach, children's participation, life-skills education, active learning, and engaging with them towards influencing individual behaviors, inter-generational dialogue and social norms have all found an arena in the school.

Plan International's advocacy for the rights of the girl child: "Because I am a Girl", Plan International global campaign since 2007, has also being guided by the imperative of ensuring gender equality and upholding the rights of all girls and young women by 2030. It envisaged collaboration with children, communities, civil society, governments and other partners to implement long-term programmes that target the root causes of inequality.⁵ At the crux of such advocacy are feasible alternatives or actions that can convince decision-makers in relevant institutions by recognizing and addressing their concerns. Demonstration of the effectiveness of potential alternatives and actions will legitimize and strengthen advocacy is a widely held assumption.

Engaging with boys and challenging masculinities: The importance of engaging with boys and men is increasingly being recognized with two fold objectives - to involve them in combating violence against girls and women in view of their role as perpetrators and to address hitherto neglected violence against them. The phenomenon of violence is complex as it is built on the notions of masculinity, power and authority but stereotyping of the roles and responsibilities of males has marginalized their concerns. Although physical violence against boys is commonly acknowledged and at times condoned in the socialization processes, the evidence of sexual violence against boys is growing.

Emerging emphasis on systemic change for child protection: The child protection discourse has sufficiently evolved in the last 15 years to envisage a comprehensive systems-based perspective on addressing violence by responding to social norms, strengthening systems for social welfare and justice, inter-sectoral collaboration, and developing models that lent themselves for vertical and horizontal scaling up. The synergies of multi-disciplinary approaches, multi-sectoral engagement and effective coordination are deemed essential for gender responsive violence prevention and reduction.

Drawing upon Viet Nam's youthful demographic profile: With one in three Vietnamese below the age of 18 years⁶ and around 14.7 million school enrolments⁷, the school has become a promising setting for reaching girls and boys and engaging with them on social norms and issues that affect their lives in several ways. Children spend considerable time in school, which shapes their experiences and provides them with the opportunities to acquire life-skills that can help them improve the quality of their lives and deal with adversities.

⁵ Plan International. \h \h <https://plan-international.org/because-i-am-a-girl/girls-rights-and-gender-equality> \h \h

⁶ Nhan dan. November 23, 2015. In the 2016 population update, there were 22,746,768 children under the age of 15 and 30,497,357 under the age of 19 years (kehoachviet.com).

⁷ VnExpress, September 5, 2

School-based GBV prevention and response model: In view of high prevalence of various forms of violence in schools and the available evidence that it is easier to inculcate gender-equitable attitudes and promote alternatives to violence during adolescent socialization in learning environments, a pilot project across Ha Noi's 758 schools and reaching 529,116 adolescents was proposed that could be well-documented and evaluated for wider learning and application.

Institutional partnerships for implementation: Recognizing the role of the State as the duty bearer for the realization of children's rights, Viet Nam's international treaty obligations for the rights of children and women (including the CRC and CEDAW), the overarching role of the Government in delivery of basic services, and recognition of the capacity deficits that hinder implementation of non-conventional programmes, partnerships with State agencies was considered important. Fruitful discussions with Ha Noi DoET leaders led to common understanding and commitment to the initiative and paved way for a mutually supportive and successful partnership.

Pragmatic selection of Ha Noi for political advocacy: The selection of Ha Noi for the implementation of a pilot project was an astute measure as the capital city offers access to the governmental authorities at different levels, easier public outreach and availability of technical capacities and competencies. If a model can be shown to function effectively in the capital city, advocacy based on the evidence of demonstration for adaptation, replication and up scaling can be more effective.

3. Description of the project

3.1 Project duration

The GRS pilot model project began in Ha Noi on December 1, 2013 and ended on November 30, 2016. It needs to be noted that the project formally initiated the interventions in June 2014 following the process of obtaining approval of the Government of Viet Nam (December 2013 to May 2014).

3.2 Forms of violence addressed by the project

The GRS model pilot project seeks to address SRGBV, which broadly incorporates the acts of sexual, physical or psychological violence inflicted on children in and around schools due to stereotypes and roles or norms attributed to or expected of them on the basis of their sex or gendered identity. It refers to the ways in which experiences of, and vulnerabilities to, violence may be gendered.

3.3 Main goal of the project

The overall goal of the project was "Adolescent girls attending 20 schools in Ha Noi experience greater protection from gender-based violence and feel respected and safe in school".

3.4 Importance, scope and scale of the project

The GRS project in Viet Nam is significant in view of its coverage, the range of interventions and a sizeable budget of approximately US\$ 1.36 million. There are few projects similar to the GRS model pilot

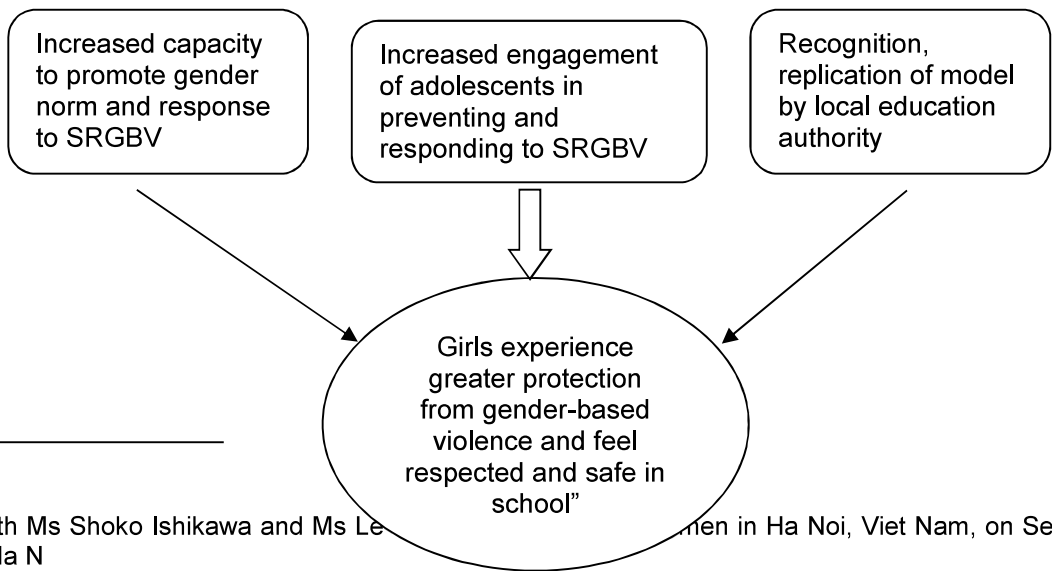
Viet Nam or even in Asia. In Viet Nam, the DoET in Da Nang has implemented a similar project “The Love Journey” with financial and technical support from Paz y Dessarallo in order to inform and educate students in 10 lower secondary schools in Da Nang city on gender equality and prevention of GBV and equip their teachers with skills for positive disciplining, participatory teaching and counseling.⁸

Information on similar projects: The UNTF funded two other school based violence prevention projects in Mongolia and Bangladesh along with the GRS model pilot project in Viet Nam. The pilot project in Mongolia developed and tested new curriculum with about 1,700 school children four schools in two districts of Baganuur, using participatory methodologies with robust monitoring and evaluation, while the Bangladesh project had a wider coverage with 32,000 students of 80 schools spread across four districts and sought to address physical harassment, early marriage and poverty related issues.⁹

3.5 Strategy and theory of change

The GRS project tested the following four principal strategies for SRGBV prevention and response within the urban and peri-urban milieu of Viet Nam as the basis for follow-up strategies for their scaling-up and institutionalization (See Annexure 2, Project log frame):

- (i) Changing the attitudes and behaviors of adolescent girls and boys, and teachers towards SRGBV using a gender transformative approach;
- (ii) Creating an enabling environment to help sustain individual change through engaging teaching and non-teaching staff and parents;
- (iii) Strengthening institutional response mechanisms by altering school processes and practices, establishing school based-counselling, and setting-up reporting, response, and referral system; and
- (iv) Employing evidenced-based advocacy for scaling the GRS model and institutionalization through coalition, media sensitization, evidence building, and knowledge management.



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⁸ Interview with Ms Shoko Ishikawa and Ms Le ... men in Ha Noi, Viet Nam, on September 29, 2016, in Ha N
oi.
⁹ Interview with Ms Nuntana Tangwinit, UN Women in Bangkok, Thailand, on October 11, 2016, in Bangk

3.6 Key assumptions

Certain assumptions were implicit in the project design that remain valid but need to be unpacked to bring out aspects that are important but neglected.

Measurement of attitudinal changes: The project proposal conceived of a set of interventions that were feasible within a period of three years but the expectation of behavioral and attitudinal change was implicit in the project documents and the evaluation's terms of reference. While an assessment of the relevance, efficiency and sustainability of the project is possible, the measure of effectiveness needs to be qualified due to limited interface of project activities with societal norms and institutions. A complex interface of socio-cultural, historical, geographic and economic factors and unique circumstances of individuals, at times over generations shape attitudes and behaviors, which a project of three years duration cannot reasonably influence.

Focus on addressing the concerns of girls but boys also matter: The project focused on SRGBV prevention and response with girls as a target group based on the assumption that females have fewer opportunities at every stage in their lives and face more barriers than males. But the interventions involved boys as well in view of their role in the ecosystem within which violence occurs. A growing body of research has highlighted the issues faced by girls but is beginning to take cognizance of the concerns of boys.

Offline and online violence, abuse and exploitation: The project design recognized the issue of cyber bullying but it had not envisaged the extent to which cyberspace would lend itself to GBV. Many girls as well as boys reported experiencing cyberbullying and online harassment. Research being undertaken in other countries has also highlighted that information and communication technologies (ICTs), including the internet, are perpetuating prevalent societal norms regarding conduct, sexuality and conflict, acting as a force multiplier of the positive as well as negative phenomenon, and fostering newer dynamics between the offline and online spaces.¹⁰

3.7 Targeted primary and secondary beneficiaries

Girls and boys: The emphasis of the GRS pilot project in Ha Noi is particularly on girls, who are recognized as particularly vulnerable due to deep rooted gender based norms. Although women and girls have made considerable progress in different arenas in Viet Nam, they are still vulnerable to

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¹⁰ See Byrne, J.; Kardefelt Winther, D.; Livingstone, S.; Stoilova, M., 2016. Global Kids Online Research Synthesis, 2015-2016, Innocenti Research Report no. IRR_2016_01, UNICEF Office of Research - Innocenti, Florence

violence, abuse and exploitation. Nonetheless, boys are also vulnerable to physical, emotional and even sexual violence in different settings. In the school, they are in close contact with their peers and teachers and where they can be perpetrators as well as victims of violence. The power dynamics due to gender, age, physical appearance and strength affects them while societal notions of masculinities inhibit the expression of vulnerability and reporting of the cases of violence.

Teachers and school administrations: In a school based intervention, teachers and school administrators have a crucial role in informing, educating and supporting girls and boys. The scope of their role and function is immense ranging from orientation, information, support (including mediation, referral and reporting) and value formation.

Counselors: Children and young people need to discuss their concerns with a third person who can hear them with patience and empathy, and counsel them. The project design envisaged children's access to counseling services where they could be heard in confidence without being judged or blamed and receive optimal support for relieving stress and negativity. As the difficulties in learning, academic performance and relationships, and pervasive violence in and around school and on social networks could be particularly stressful or traumatic for students, school-based counselors could provide counseling either on a one to one basis, in a group, on phone or through email, engage if appropriate with teachers and parents, and if need be link students and even parents with professional services.

Parents: The project envisaged parental engagement through the available platform of parents' meetings in schools. A dialogue with them through key teachers sought to ensure that parents are familiar with their own role as the first line of protection for girls and boys. By inculcating human values, listening to them with patience and open mind, encouraging them to form and express their opinions on matters concerning them, and providing them opportunities and guidance for participation, life-skills and resilience, they can contribute significantly to prevention and response to gender-based violence, abuse and exploitation.

3.8 Key implementing partners and stakeholders

The project was implemented through partnership between the Ha Noi DoET and Plan International. The UNTF contributed about 73.3 per cent of the total budget while the remaining 26.7 per cent was provided by the Plan Finland National Office and Plan France National Office. The in-kind contribution of the government partners, viz. the Ha Noi DoET, through the work of the Project Management Board, infrastructure and human resource is significant but difficult to monetize.

UN Women Viet Nam, the UNTF fund manager, contributed considerable technical know-how at various stages of the project. Various other international and national organizations also contributed academic, technical and practical support to the project. The International Centre for Research on Women (ICRW) contributed to the project design and provided technical assistance on M&E and capacity building. The Centre for Studies and Applied Sciences in Gender - Family - Women and Adolescent (CSAGA) also provided inputs to the project design and supported the project with gender sensitization with parents and journalists. The Faculty of Psychology and Pedagogy of the Ha Noi University of Education provided technical expertise for building capacities of counselors and teachers. The Centre for Creative Initiatives

in Health and Population (CCIHP) were contracted for their technical support for the formation and development of the Youth Team Leaders Clubs.

3.9 Budget and expenditure

The project has been implemented with the total budget of US\$ 1,348,700, inclusive of US\$ 988,699 from the UNTF and US\$ 360,001 from the Plan national offices of Finland and France.

Table 1. Financial and other resources to the project

Key contributors	Nature of contribution	Contribution
United Nations Trust Fund to End violence against Women (UNTF)	Funding	US\$ 988,699
Plan Finland National Office and Plan France National Office.	Funding	US\$ 360,001
Total budget		US\$ 1,348,700
Ha Noi DoET	Organizational, infrastructural and human resources	Work of the Project Management Board, infrastructure and human resources

4. Purpose, scope and methodology of the evaluation

4.1 Purpose and objectives

The project design and proposal to the UNTF envisaged an end-of-the-project evaluation for gauging changes made by the GRS model as well as the relevance, effectiveness, efficiency and sustainability of the strategies. An evaluation is crucial for a pilot model that seeks to test and advocate the ways and means of bringing about social change and more so when few projects have been undertaken to prevent and respond to SRGBV in Viet Nam, a serious but less explored issue in the country as well as elsewhere.

The evaluation accordingly focused on the project implementation and results as well as generating knowledge regarding SRGBV in Viet Nam, lessons from the interventions and good practices. The lessons and best practices may guide the decisions regarding suitability, cost-effectiveness and scalability of the model and/or its components by stakeholders in the GRS project and donors interested in SRGBV. The report is also expected to serve as a reference for others who are interested in the issue.

Ha Noi DoET is expected to refer to the evaluation while taking decisions regarding replication and/or expansion of the GRS model. It is anticipated that Ha Noi DoET will formulate a plan for all secondary schools in Ha Noi 2016-17 school year onwards, and advocate for the allocation of financial resources in the State budget for contracting full-time school counselors. The intervention schools may draw upon the lessons and good practices while deciding on implementing the entire model or some of its components in view of the limited available resources within the allocated state budget.

The evidence may also be used by the MoET in advocating with the National Assembly for financial and human resource allocation in the budget for full-time contracted school counselors. The MoET may wish to advocate for sufficient allocation of financial and human resources towards the appointment of school counselors on full-time contracts with the relevant institutions of the State (including the Ministry of Finance and the National Assembly).

Plan International Viet Nam seeks to use the evaluation for informing its own programmes and advocacy in various fora. Together with governmental and non-governmental partners will reflect on the overall impact of the strategies employed in the project and to explore how the interventions could be continued with, expanded or adapted and the nature and quantum of resources that would be required. It may engage with potential donors for financial support and/or advocacy for investing in a similar approach.

4.2 Context and setting of the evaluation

The Plan International Viet Nam team was closely involved in the evaluation process and mediated between the Government partners and the evaluation team. The evaluation process required the involvement of all project partners (viz. Ha Noi DoET, 20 project intervention schools, ICRW, CSAGA, CCIHP, Faculty of Psychology and Pedagogy). An effort was made to actively involve the students, teachers and parents in the project evaluation. UN Women which has acted as manager of UNTF funding provided periodic inputs in the course of the evaluation.

4.3 Evaluation criteria and questions

The ToR identified effectiveness, relevance, efficiency, sustainability, impact and knowledge generation as the evaluation criteria and listed mandatory questions for each of them. [See Annexure 1: Term of Reference.](#)

4.4 Methodology

The end-of-the-project evaluation employed complementary methodologies for generating and validating qualitative and quantitative information. The consultants reviewed the available project documentation including the project proposal, mid-term review, annual reports, work plans, IEC materials and handbooks, Government documents and publications and research on GBV to gain understanding of the expectations and experiences with the project. The desk review was followed by an end-line survey employing a questionnaire, approved by Boards of Ethical Review, with students in intervention and control schools who had been identified through sampling. The questionnaire repeated most questions from the baseline survey to ensure comparability but added a few questions in response to the ToR.

The survey was followed by focus group discussions (FGDs) with four target groups (viz. the students, parents, Youth Team Leaders and key teachers) and semi-structured interviews with counselors and school administrators in eight project (treatment) schools representing good, medium and poor implementation, urban and peri-urban areas, and lower and upper secondary schools and in-depth discussions with government officials (viz. Ha Noi DoET, the MoET and MoLISA), funding and technical partners, and the programme staff of Plan International Viet Nam.

The review of project documentation and survey helped in generating sex-disaggregated data, the FGDs teased out the perspectives of students, parents and teachers on violence, discrimination and protection, and the semi-structured interviews were employed to elicit the views of officials at different levels of authority on the approach and experiences with various interventions. Based on the interactions during the questionnaire survey and FGDs, a few case studies were undertaken to explore in-depth some experiences of the stakeholders during the implementation of the project.

4.5 Sampling and survey areas

Stratified random sampling was applied for the quantitative survey while purposive sampling was used for qualitative component in the evaluation. See [Annexure 4: Sampling strategy](#). The total sample size of 3,078 included 3,002 quantitative interactions and 78 qualitative interviews with students, teachers, counselors and stakeholders. About 66.65 per cent of the respondents from the project schools.

Table 2. Sample and size

Methods	Project schools			Control schools	Other stakeholders	Total
	Teachers/ counselors/ school staff	Parents	Students	Students		
Questionnaire in 20 project schools and 10 control schools	-	-	2,001	1,001	-	3,002
FGDs in project schools (students, teachers and parents)	8	8	20		-	36
In-depth interviews	18	-	4		14	36
Case studies (GBV lesson, counselor, school, student)	2	-	2			4
Total	28	8	2,027	1,001	14	3,078

The end-line survey was conducted with 3,002 students (1,476 boys, 1,493 girls and 33 who identified themselves as “others”¹¹) drawn from the 20 project intervention schools and 10 control schools. Among the students who were selected, at least 156 were from Grades 8 to 9 from each lower secondary school (including 132 students for the survey and 16 students and 8 youth team leaders for the FGDs) and about 112 were from Grades 11 to 12 from each upper secondary school (including 88 students for the survey and 16 students and 8 youth team leaders for the FGDs). Lower secondary students mainly in the 13-15 years age group accounted for 60 per cent and upper secondary school students aged 17-18 accounted for the remaining 40 per cent of the sample (See Annexure 6, [Table 1: Demographic characteristics of the sample](#)).

Most students (88 per cent) lived with both parents, 5.9 per cent lived with their mothers and 1.3 per cent with their fathers. Fathers were the main bread winners in the families of 88.6 per cent of the students while the mothers of 84 per cent students also earned. In terms of education, 40 per cent of the parents had received higher education, around 20 per cent had completed high school (i.e. upper secondary level) and 5 per cent had completed primary school. Nearly 70 per cent of the students lived in 1-3 km away from home and mostly rode a bicycle to school while the parents or guardians dropped 13 per cent of the students to school.

Of the 70 per cent of the students who owned a mobile phone, 80 per cent were connected with the internet and spent on an average about 3.61 hours daily accessing internet. There was hardly any difference in the time spent on the internet by students of intervention and control schools. Most of them claimed that they used the internet for study (80 per cent), 75 per cent for entertainment (i.e. watching movies or listening to music), about 60 per cent for chatting, and less than 50 per cent for information searches (See Annexure 6, [Table 1: Demographic characteristics of the sample](#)). Following the trend noted in the baseline survey, students in urban areas were better connected and more active on the internet. They spent about 4 hours daily on the internet compared with about 3 hours by students in the peri-urban areas. About 54 per cent of urban students used internet for non-academic purposes compared with 35 per cent in peri-urban areas.

Three main differences in demographic characteristics of baseline and end-line sample were noted.

1. The students in end-line survey were older than in the baseline. The baseline involved students of Grades 6,7, 10 and 11 while the end-line by design engaged with students of Grades 8, 9, 11 and 12 to elicit information from students with longest association with the project interventions.
2. More students in the end-line survey were from single parent families. The percentage of students living with either father or mother was 4 per cent higher than in the baseline.

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¹¹ The category of “others” was provided in case the students preferred to identify themselves as LGBT – lesbians, gays, bisexuals and transsexuals. Of the 33 students in the “others” category, 20 from project schools and 9 from control schools identified themselves as “others” while 4 did not select any category. Those who identified themselves included 17 gays, 10 lesbians and two transsexuals

3. More students in the end-line survey used internet for entertainment and chatting. Since the baseline, there was a 10 per cent increase in respondents watching movies, listening to music and chatting on the internet.

4.6 Ethical considerations

The evaluation team followed all regulations or guidelines governing research ethics, beginning with respect for the participants in the evaluation process. A clear statement of the purpose of the research, the information being sought, the anticipated duration and the expectations from the respondent preceded the interaction. Recognizing that the children and adults in various spheres have the right and capacity to make their own choices and decisions, informed consent was sought from the students and their parents. The brief emphasized the voluntary nature of participation in the process and confidentiality of the information shared.

The respondents were given the choice of agreeing or refusing to participate in the survey, before and during the survey, and their decision would not attract any penalties or loss of benefits to which he or she is otherwise entitled. The information shared by the respondents was considered confidential. The consultants sought their permission and protected their identity before quoting them for sensitive information. The interviews were conducted at a place where the researchers and respondents were visible to but not within the hearing range of their peers and teachers in order to reduce disturbance and discomfort about discussing sensitive matters.

The lead surveyor visited every selected school several times to familiarize all sampled and back-up students with the evaluation objectives and processes. They provided the students with an assent form and their parents with a consent form for participation in the survey, FGDs and interviews. A student's assent and his or her parents' consent was mandatory for participation in the evaluation process. If the parental consent was not forthcoming, students listed as back up were approached.

4.7 Evaluation team

A team of three independent consultants, two of them national and one international, were vested with the responsibility of the evaluation. Each one brought knowledge base and skills-sets that were mutually compatible and responded to the outcomes expected from the evaluation. They were assisted by a team of field researchers. See [Annexure 8: Evaluation Team](#) for a brief description of the roles and responsibilities of the team members, the evaluation work plan and the CVs.

4.8 Limitations

Difficulties in research with adolescents and parents: High rate of refusal by students (15 per cent) to participate in research impeded and delayed the field work. The surveyors shared forms for seeking parental assent and students consent before the fieldwork but many parents and students excused themselves from participation in the research after having agreed earlier. To deal with such issues, future researchers should consider beginning the process of seeking informed consent at least a month before the main fieldwork and increasing the sample size by 25 per cent as back up for those who withdraw or abstain later. Indeed, the sample size in the end-line survey was extended by 15 per cent.

Limited capacity of the surveyors was both a limitation and a lesson learned: Social work student volunteers were trained for the evaluation and entrusted with the task of administering the questionnaires for quantitative surveys. Their lack of commitment or inexperience became evident when some questionnaires did not meet the expected standards. Thereafter, the consultant responsible for quantitative survey checked all questionnaires instead of 50 per cent that was planned earlier and administered the questionnaires to the back-up respondents to replace the filled up questionnaires that were of particularly poor quality.

Insufficient time gap between the survey and FGDs: The quantitative and qualitative research was conducted one after the other in order to keep disruption to the schedule of schools and students to the minimum. As a result, some of the issues that emerged after the analysis of the survey data could not be explored sufficiently. A broader time-frame should be considered in future research to enable quantitative data processing and analysis before qualitative enquiry.

Difficulties in capturing behavioral and attitudinal changes: The three-year duration of the project is clearly inadequate for bringing about visible or measurable changes in behaviors and attitudes of the project participants, and the project did not set unrealistic objectives. Nonetheless, its scope and ambition do require evidence of such change. Following the project goal statement, the evaluation methodology was primarily built around the perceptions of the project participants. A sizeable number of students were hesitant or diffident about responding to questions in the FGDs that they deemed could reflect negatively on their school.

Non-availability of some key informants: The perspectives of the Ha Noi DoET leader and the officials of MoET could not be sufficiently reflected as they were not available to meet with the evaluation team. It is expected that they would be able to provide their comments either during the dissemination meetings or in response to the draft report. Some key staff (e.g. Education officer at district level) retired a few months before the evaluation and their successors did not have full insight into the project so information provided might be insufficient.

5. Findings and Analysis

5.1 Effectiveness

To what extent were the intended project goal, outcomes and outputs achieved and how?

The overall goal of the project was “Adolescent girls attending 20 schools in Ha Noi experience greater protection from gender-based violence and feel respected in school”. The outcomes expected were that 20 schools in Ha Noi would have increased capacity to promote gender equal norms, and prevent and respond to gender-based violence in and around their schools. The project has been effective in delivering its three main outcomes.

The project achieved its first outcome of increasing the capacity of 20 schools in Ha Noi to promote gender equal norms, and prevent and respond to GBV in and around their schools by creating a sizeable corpus of human and technical resources for SRGBV prevention and response, comprising of key teachers, counselors, school staff, and youth team leader club members, and establishing school-based counseling service for students facing difficulties or distress.

The project trained 34 master trainers, 701 key teachers and 2,158 teachers and school staff on SRGBV prevention and response. All trained key teachers improved their understanding of the phenomena and the ways and means of dealing with cases, and about 80 per cent of them successfully completed the test on knowledge and skills. The Table 5 below shows that the proportion of teachers with high score on attitudinal scale (GEM)¹² increased consistently from 60 per cent in 2014 to 94 per cent in 2016, although male teachers continued to lag behind female teachers.

Table 3. Gender Equitable Men (GEM) scale

	2016			2015			2014		
Level	Male	Female	Total	Male	Female	Total	Male	Female	Total
N	50	430	480	59	466	525	41	348	389
GEM									
Low group (16 - 26)	-		-	-	0.4 (2)	0.4 (2)	0	0.60(2)	0.5
Mid group (27 - 37)	10.6	5	5.6	44.1	25.8	27.8	56.1	37.6	39.6
High group (38 - 48)	89.4	95	94.4	55.9	73.8	71.8	43.9	61.8	59.9
Mean GEM	42.45	43.18	43.04	38.42	39.5	39.37	36.97	38.59	38.42

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¹² The Population Council and Promundo developed the Gender Equitable Men (GEM) Scale to measure attitudes toward gender norms in intimate relationships or differing social expectations for men and women.

df" <http://promundoglobal.org/wp-content/uploads/2015/01/Measuring-Gender-Attitude-Using-Gender-Equitable-Men-Scale.pdf>

	2016			2015			2014		
Level	Male	Female	Total	Male	Female	Total	Male	Female	Total
SD	3.5	3.4	3.51	3.26	3.6	3.58	3.72	3.92	3.93

Source: Plan International Viet Nam. Report on Training of Key Teachers. June 2016. Page 6

An assessment of 15 training courses for key teachers in 2016 found that more than 85 per cent trainees had sound knowledge and understanding of gender equality, SRGBV and positive disciplining and those who could apply active teaching methodology increased from 74 per cent before the course to 91 per cent after the course.¹³

Table 4. Cumulative results of the tests of key teachers before and after 15 training courses

Knowledge/skills	Pre-test		Post-test	
	Correct answers	Wrong answers	Correct answers	Wrong answers
	%	%	%	%
Gender and GBV	73	27	88.5	11.5
Skills to deal with cases of violence and process	72.5	27.5	85	15
Participatory teaching methods	75	25	94	6

Source: Plan International Viet Nam. Report on training for key teachers, June 2016, page 6.

Trained teachers have drawn upon their training and resource materials in the class sessions on gender and SRGBV, and communication activities. At least 12,131 class-sessions on gender equality, prevention and responding to SRGBV were conducted in 20 schools. According to the teachers and school managers, the project provided them with knowledge and skills but also influenced their attitudes and behavior. They reported better anger management, more time spent talking with students after classes, encouraging those with difficulties to speak with counselors and proactively engaging with their parents, and less physical and emotional punishment as some of the outcomes of their training and orientation.

“While teaching the lesson on emotion control, I was touched to read “the Nails in the Fence”. I reflected on my own actions and realized how wrong I had been. I shout at my children. I shout at my students. I shout when I am stressed. I realized that I need to change. I no longer scold my children when they make mistakes. I talk to them and try to learn about their problems. My husband also says that I have changed. I have learnt a lot from this project”

FGD with teachers at the lower secondary school in Ba Vi district

“Knowledge on GBV provided by the project is very useful. We understand that girls and boys should be given equal opportunities but we used to think that some games (e.g. football, kick boxing and badminton) were only for boys and discouraged the girls who were interested. Now

¹³ Plan International Viet Nam. Report on training

we let them do what they want to do. They feel comfortable, are more cooperative and our task is easier.”

FGD with teachers of Co Loa school

The project offered school counseling rooms and counselors as a promising mechanism to engage with students in need of emotional support and to facilitate interactions between them and teachers, peers and specialized services. By the end of October 2016, counseling rooms were functioning in all the 20 project schools and had conducted a total of 2,486 individual counseling and 5,260 group counseling sessions.¹⁴ About 14 per cent of the students who participated (n=1,064) in the end line survey reported that they had availed of the counseling service. About 78 per cent of them felt comfortable or very comfortable using the service. About 80 per cent of them reported that their stress levels were reduced and 43 per cent were able to achieve reconciliation in strained relationships with others.

A higher proportion of girls availed of the counseling service (56 per cent) and expressed satisfaction (86 per cent of girls compared with 68 per cent of boys). Girls appeared to appreciate the school counseling services due to its content and their relative ease in conversing with female counselors and teachers about gender relationships and inner-most feelings. Some schools had male counselors, yet boys felt inhibited discussing their feelings and matters concerning sex. It may be hypothesized that gender ascribed roles and experiences prepare girls better for counseling while notions of patriarchy and masculinity hold boys back from revealing their fears and vulnerabilities.

Teachers, counselors and the students state that they are in a better position to respond to SRGBV and feel accountable for sustaining the activities in school.

“We did not know until now that we should respect the privacy of our client. We used to phone the parents to discuss the problems shared by our students. Now we do differently.”

Interviews with school counselors, Tay Ho district

“Teachers are different now. Key teachers proactively seek support from the school counselor in dealing with children’s issues. If they cannot resolve study related problems, they come to me and I provide them with advice”.

Interview with School counselor, Soc Son district

“The programme is good and it is a pity that the earlier batches of students could not benefit. Children learn to find solutions to conflicts and adapt their behavior without giving headaches to teachers. We used to feel particularly stressed in September-October, the first two months of the school year but now we are at ease”.

FGD with School staff of Nhan Chinh School

The second outcome of the GRS project was that the adolescent girls and boys engage in SRGBV prevention and response. It succeeded in increasing awareness of students on SRGBV prevention and

response through classroom sessions, and communication activities organized by especially trained youth team leaders.

Trained teachers conducted classroom sessions on GBV and gender equitable norms in Grades 6-12 in the 20 project schools to enable students to bring about necessary changes in their own lives and influence others. The project also trained select students for youth team leaders clubs (YTLCs), which organized communication activities to engage with their peers. A total of 771 youth team leaders were trained in facilitation, presentation and persuasion skills and development of communication materials such as video clips, newsletter, posters and murals. As the rigorous selection process required the students to apply and demonstrate their aptitude and talent, those with high levels of motivation, interest and talent were appointed as youth team leaders and entrusted with the responsibility for communication activities and events to raise awareness of their schoolmates on SRGBV.

With the skills and knowledge acquired through trainings followed by practical experience, youth team leaders found a platform to demonstrate their creativity and talent for peer communication. Their advocacy for gender equality and violence free society through various communication events promoted the understanding of risks, preventive and response measures among their peers. The evaluation team witnessed one such well-attended event at a school, where the young and adult audience received various performances with enthusiasm. The contemporary themes chosen by the youth team leaders reflected socio-economic changes taking place in society and dynamics of adult-child communication very well, and their performances drew frequent applause from the audience.¹⁵

Many students indicated that they had acquired valuable life skills from the training and active participation in the YTLC.

"I feel that I am growing every day. I feel confident and I have more friends due to my involvement with the Youth Club."

A male high school student in Thuong Tin district

"I am so happy having joined the youth club. I really like its activities. My time management has improved since I joined the club as I have to study and also find time for the club. When I graduate I will really miss school and my youth club friends."

A female secondary school student in Dong Anh district

Various communication events and publicity materials also informed students about Ask14, an online information and counseling portal.¹⁶ However, only six per cent of students in the project schools and about four per cent of students in the control schools reported ever accessing Website Ask 14.vn in the

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¹⁵ Nhan Chinh High School. September 26, 20

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¹⁶ The service was developed in conjunction with CSAGA to provide online counseling as well as useful information on dealing with SRGBV, including bullying and sexual abuse, safe use of the internet, issues regarding relationships and body image

survey. In the FGDs, most of the boys and girls expressed their ignorance and expressed surprise when they were shown the website. Nonetheless, over 50 per cent of the users reported that the website helped them in recognizing forms of violence and finding ways of preventing and responding but over 60 per cent of the users were irregular in accessing the website.

The third outcome was that Ha Noi DoET recognizes the GRS model, continues with its implementation in project schools, and takes action to scale it up in the education system. The project managed to place the issue of SRGBV higher on the agenda of the Ha Noi DoET and generated considerable interest among the stakeholders.

Commending the relevance and effectiveness of the GRS project in all interactions, Ha Noi DoET indicated its interest and plans of continuing with all components in 20 schools and scaling up some of its components. It has consolidated a plan and instructed 20 project schools to maintain project activities, viz. the class sessions, YTLCs, school based counselling offices, communication in parent teacher meeting in SY 2016-17 from their own budget or from socialization (i.e. contribution from parents, local communities and other sources).

The central ministries, namely MoLISA and MoET, recognized the potential of the GRS model. MoLISA's National Thematic Project on GBV prevention and control adopted key interventions of the project to address SRGBV and highlights the importance of capacity development of teachers, students and parents school based activities for prevention of SRGBV ([See 5.5 Impact for more discussion](#)). MoET officials have indicated that GRS model served as a reference in the formulation of the Decree on Friendly, Safe School and Prevention of School Violence.

The GRS pilot model project ended at a juncture when the knowledge base on addressing the root causes, manifestations and dynamics of GBV is still inconclusive. Meaningful responses to SRGBV do not lend themselves to conventional measurement but require standards or benchmarks against which practice can be measured and audited. The project's outcomes were in accordance with the plan but its value essentially lies in its strategies that address several elements of the framework for a protective environment for children.¹⁷ Utilizing the advantages that the school offers (viz. access to children of various age groups, and the organization and structure for establishing processes and mechanisms), the project engaged with various stakeholders through mutually complementary approaches. It galvanized the commitment and support of the Ha Noi DoET, focused on children's life skills, knowledge and participation, succeeded to a certain extent in generating open discussion on SRGBV, put in place an essential protection service (viz. counselling), sought to develop the protective capacities of parents, and attempted to engage with the media.

But ultimately it is a pilot, which should provide the evidence of a promising concept for policy and public advocacy with institutions of state and society. Political commitment, resource allocation and sustained

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¹⁷ See Landgren, K., 2005. The Protective Environment: Development Support for Child Protection. Human Rights Quarterly, 27(1), 214-248. Retrieved from 84" <http://www.jstor.org/stable/200697>

public interest shall remain critical for SRGBV prevention and response. Accordingly, conventional practices in school, value addition by the proposed set of measures (based on the lessons from GRS project), and the costs that would entail would have to be factored in the follow-up strategy.

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

The project surpassed the number of beneficiaries envisaged in the project proposal by reaching a total of 48,788 students (including 25,912 girls and 22,876 boys) through 13,083 class sessions on SRGBV and numerous communication events by the end of October 2016. The original plan was to reach 30,000 students (including 15,000 girls) in the 11-18 years' group who were studying in Grades 6 to 12. Furthermore, a total of 800 young team leaders (including 578 girls and 222 boys) were trained as advocates for gender equality and violence prevention and response, and encouraged to design, develop and conduct the communication events that allowed them to display their creativity and innovation.

The project however delivered beyond the targeted beneficiaries by creating conditions for open discussion, which is one of the features of a protective environment for children. Students felt encouraged to discuss their views and concerns regarding gender issues, relationships and SRGBV with their teachers and peers and can now be expected to build upon their awareness, sensitivity and skills in their own lives and in their social environment. Open discussion can ease cultural and social barriers around sexual topics within families and preventing misconceptions among adolescents. A qualitative study of parent–adolescent communication on sexual topics in Thai Binh province of Viet Nam¹⁸ found that parents either provided warning or moral advice but were apprehensive about discussing sexual topics. Real-life examples coupled with media coverage of AIDS, unwanted pregnancy and abortion motivated parents to initiate sexual conversations with their children. The study identified embarrassment among parents and adolescents, parents' misconception that talking about sex would encourage sexual experimentation among adolescents, and assumption that they lacked sexual knowledge and communicative skills as common barriers to parent-adolescent communication.

Such communication gap hinders acquisition of correct information and adds to the propensity to risky behavior. The role of repressive morality and limited spaces for adolescents to seek answers to their genuine concerns in undue reliance on often ill-informed peers and the internet, and risky experimentation for self-learning has not been sufficiently explored. The parameters of healthy communication between children, parents and teachers need to be strengthened. The project has opened doors for open communication but it will take time to shed inhibitions. Students will continue to focus on problems faced during their studies with their teachers and employ self-censorship with parents. The dynamics of communication is rapidly changing with the rapid diffusion of smart phones and the internet, which are opening new and rather risky spaces for children and young people.

As mentioned earlier, the project provided 34 resource teachers (basically trainers of teachers and contact points for the project with coordinating function), 701 key teachers (viz. the class teachers trained through the project) and 2,158 teachers and school staff with knowledge on gender and SRGBV. Through 60 workshops (20 per year), 2,158 subject teachers, school management boards and school staff were provided with orientation and training. A total of 220 experience sharing sessions for key teachers, and 20 cross-sharing sessions for school management boards, master teachers, key teachers, school counselors and Youth Team Leaders were organized. Engaging with and utilizing this corpus for enhancing awareness among the forthcoming cohorts of students and other stakeholders will be a post-project opportunity as well as a challenge.

A total of 48,788 parents (20,979 fathers and 27,809 mothers) took part in 3,690 parents meetings, and 7,746 students (4,329 girls and 3,417 boys) received counseling through the counseling mechanism established in the project schools. Initially one counsellor per school was envisaged but in response to the feedback from students and teachers an additional counsellor was appointed. As girls and boys were not always comfortable sharing their personal concerns with a counsellor of opposite sex, an effort was made to ensure that every school had a female as well a male counsellor.

To what extent has this project generated positive changes in the lives of targeted beneficiaries in relations to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those girls?

The GRS pilot project demonstrated improved understanding of the gender norms and SRGBV among the teachers and students alike. The proportion of teachers with high GEM score increased significantly from 60 per cent in 2014 to 94 per cent in 2016 in the 20 project schools. Teachers noted that they demonstrate less gender discriminatory attitudes and behaviours, spend more time with students out of the classroom, attempt to understand their issues and recommend counselling in case students are particularly troubled. And students conceded a decline in physical punishment by teachers.

It also heightened sensitivity and the ability to discuss hitherto taboo topics among students. Both students as well as parents mentioned in the FGDs that they were more open and comfortable with discussions on gender and sex. Students also shared they feel more comfortable to talk about gender related issues and express satisfaction over their parents' willingness to listen to them. While a large number of students preferred to share information with parents, especially about sexual violence, they are now more forthcoming approaching teachers and counsellors with their problems. These findings demonstrated that the attitude and behaviors related to SRGBV among beneficiaries have been changed.

Overall 30 per cent of the students expressed their willingness to act against SRGBV, and proportion of boys willing to take action against SRGBV increased significantly from 15 per cent in 2014 to 36 per cent in 2016. This findings conform with data collected from qualitative study.

Albeit the outputs were essentially commensurate with the project objectives, the effectiveness of the project was in enhancing awareness about SRGBV and gender issues among the project participants,

and understanding of the efforts that need to be undertaken by duty bearers to prevent and respond to SRGBV.

Heightened sensitivity to SRGBV among students: Increased awareness of SRGBV among students through project has paradoxically led them to identify and express the feeling of insecurity in and around the schools. Compared with 54 per cent in 2014, about 53 per cent of students in intervention and control schools reported feeling safe in schools in 2016. The feeling of being unsafe increased by 3 per cent from 9.2 per cent to 12.4 per cent. The percentage of boys and girls who feel that school is very unsafe increased by 1.5 per cent among boys and 2 per cent among girls. While students listed the use of offensive language, harassment and physical fighting (27.5-37 per cent), bullying, attacking and robbing (25-28 per cent), offensive and inappropriate comments and sketches on the walls, especially of toilet, door-less toilets, and corporal punishment by teachers (15-27 per cent) as the main reasons for their insecurity.

About 50 per cent of the students in both intervention and control schools reported feeling safe on the way to their schools but the proportion of students feeling unsafe also increased. Between 2014 and 2016, the proportion of lower secondary school students who felt unsafe increased from 11.8 per cent to 14 per cent and almost doubled in the upper secondary school students from 5.4 per cent to 9.5 per cent. Outside the school, the experiences of obscene or offensive comments about their body and appearance (10 per cent) and physical assaults (7 per cent) contributed to their sense of insecurity. There was 1.8 per cent difference in the ratio of students in the intervention schools (11.8 per cent) and in control schools (13.6 per cent) who reported feeling unsafe ($p < 0.001$).

Table 5. Feeling about school safety before and after the project

Level	End line			Baseline		
	Boys	Girls	Total	Boys	Girls	Total
Very unsafe	4.7	4.6	4.7	3.2	2.6	2.9
Unsafe	8.2	7.1	7.7	7.3	5.4	6.3
Moderate	35.8	34.5	35.2	37	37,5	37.2
Safe	34.8	34.5	34.6	32.7	37.9	35.4
Very safe	16.4	19.3	17.9	19,8	16.6	18.2
Mean (SD)	3.5 (1.01)	3.57 (1.02)	3.53 (1.02)	3,6± 0,03	3,6± 0,02	3,6± 0,02

Students' expression of insecurity is significant but may be viewed in conjunction with their reported experiences of violence. Just as the increase in cases of violence and abuse are viewed as improved reporting rather than actual incidents, the feeling of insecurity among students may be seen as an acknowledgement of certain acts of SRGBV that were socially condoned or overlooked in the past.

The project facilitated increased awareness through open discussions on the issues through various activities and encouraged students to recognize and articulate their experiences in a better way. The evaluation team is of the view that students' perceptions of safety and security need to be monitored and explored frequently as they are likely to be dynamic in view of the efforts to influence social norms, assuage the fear of humiliation and reprisal, and overcome the difficulties in complaints redressal.

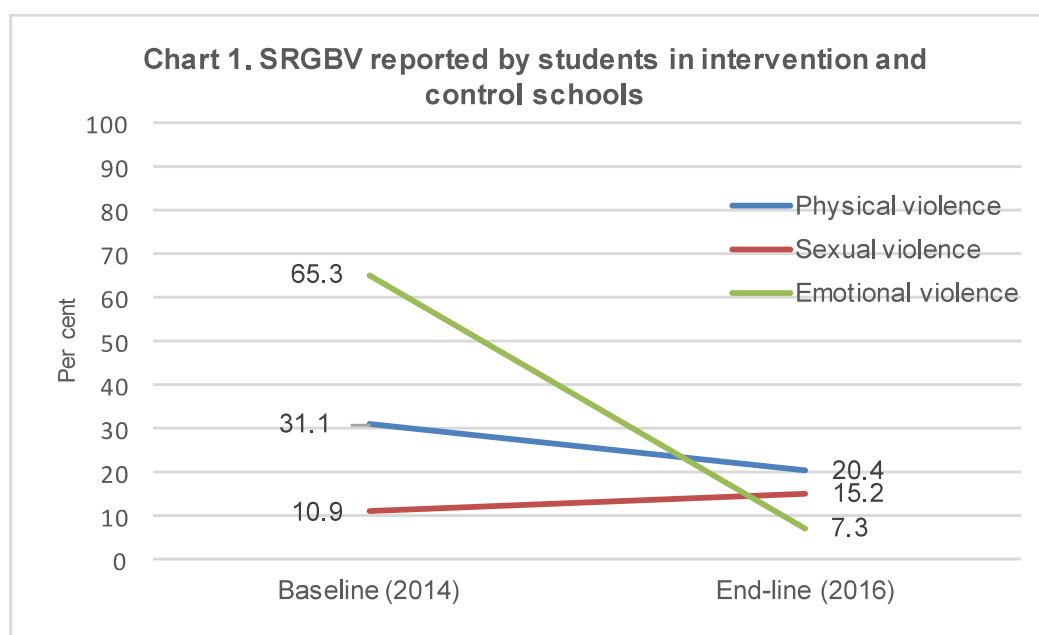
Meanwhile, their personal experiences and their response in terms of reporting and seeking help could provide a measure of the effectiveness of project interventions.

Table 6. Children's awareness about safety around school by level (lower/secondary)

Level	End-line		Baseline	
	Lower secondary school	Upper secondary school	Lower secondary school	Upper secondary school
	n=1770	n = 1170	n=1775	n=1166
Totally Unsafe 1	5.5	3.3	3.8***	1.5
2	8.6	6.2	8.0	3.9
3	36.2	33.6	37.5	36.7
4	33.1	37	32.1	40.3
Totally Safe 5	16.6	19.8	18.6	17.6
Mean (SD)	3.46 (1.04)	3.64 (0.98)	3,5±0.02	3.7±0.03

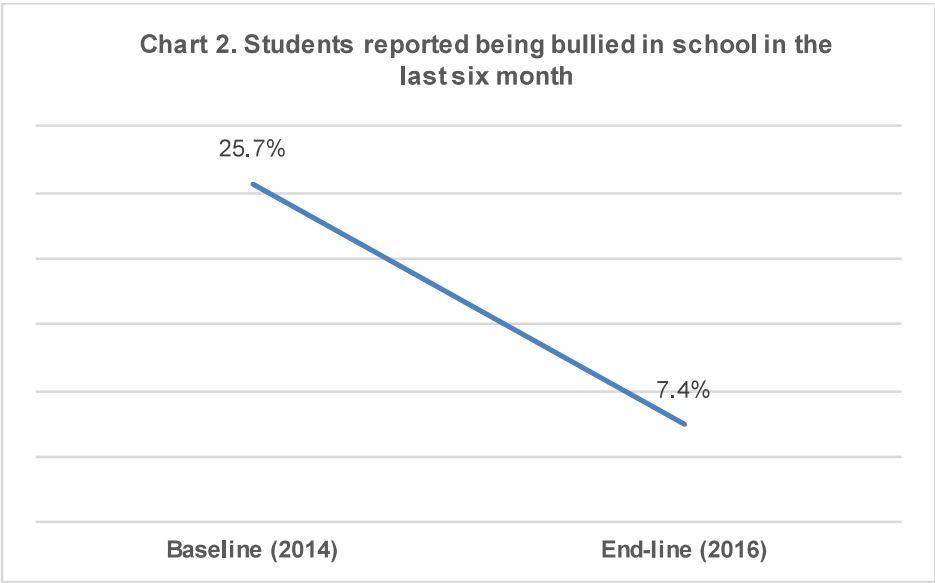
Note: *** p<0.001

There was a decline in the proportion of children experiencing physical violence from 31 per cent to 20.4 per cent and emotional violence from 65.3 per cent to 7.3 per cent but the experience of sexual harassment and violence increased from 10.9 per cent to 15.2 per cent between 2014 and 2016 (See Chart 1 below). The narrative and conversations promoted by the project could have reduced physical violence but the increase in sexual violence in the context of reduction in reported experiences of emotional violence needs further exploration.



The drastic decline in reported cases of emotional violence, which is less understood but can cause or have a high probability of causing harm to children’s holistic development, is interesting and merits further investigation. The acts of belittling, bullying, denigrating, scapegoating, threatening, scaring, discriminating, ridiculing or other non-physical forms of hostile or rejecting treatment often constitute emotional violence. The rapid diffusion of ICTs has established the cyberspace as another setting for GBV, including emotional violence. The defined scope and limitations of the evaluation process did not permit further exploration of the perception and articulation of offline and online emotional violence among students.

The reported cases of bullying and harassment of students declined from 25.7 per cent in 2014 to roughly 7.4 per cent in both intervention and control schools (See Graph 2 below). About 93 per cent of the students reported that they had not experienced bullying (including cyberbullying) in the last six months. There was hardly any difference between control (92.6 per cent) and intervention schools (92.8 per cent). Those who were bullied whether in intervention or control schools reported being sexually harassed through suggestive or explicit comments offline as well as online (through text messages on mobile phones and posts on the Facebook and confession pages).



More boys than girls reported being bullied and harassed through mobile phones and internet, which may reflect higher use of internet by boys in urban areas in particular (See [Table 5: Using internet and mobile phone by location](#)). About 1.7 per cent of boys but 0.5 per cent of girls were bullied and harassed on phone and 2.3 per cent through text messages and during chats compared with 1.5-1.7 per cent of girls (See Table 7 below).

Table 7. Students reporting experiences of bullying or harassment (N= 3,002)

	Intervention			Control		
	Boys	Girls	Total	Boys	Girls	Total
Valid	%	%	%	%	%	%

By phone call	1.7	0.5	1.1	1.8	1.4	1.6
Text message	2.3	1.5	1.9	2.0	0.9	1.4
By chat	2.3	1.7	2.0	1.5	1.2	1.3
By email	0.8	0.1	0.4	0.4	0.0	0.2
Picture/Video clip	1.5	1.1	1.3	0.7	0.4	0.5
By Blog/website	0.3	0.3	0.3	0.4	0.2	0.3
Posts of private images and information on social networks	2.5	0.9	1.7	0.7	1.8	1.3
Others	1.2	1.1	1.1	0.7	0.9	0.8
No, not in last six months	91.2	94.3	92.8	92.9	92.3	92.6

How students interpret and articulate emotional violence is important. It is likely that students did not give primacy to emotional violence or subsumed it within the categories of physical and sexual violence in their responses. While physical violence is often visible and fairly common, sexual violence is less evident and has for long been a taboo topic. Categorization can be problematic for the purpose of research or for that matter complaints with authorities for redressal as various forms of violence often occur together. Students may also have found a useful outlet for their problems in the counselling service. The socio-cultural environment, patriarchal and gendered social norms, and socialization processes that can shape children's perceptions of what is normal and acceptable, and arguably establish thresholds of discomfort, distress and trauma need further enquiry.

What changes have the project beneficiaries (students, teachers and school staff, parents, educational officials and journalists) made in themselves and in their spaces and in what ways?

The positive response of the DoET, intervention schools, school administrators, teachers, students and parents highlights improved awareness and positive outcomes of the activities.

"My school is located in a rural area where hitting and spanking are common as people believe that "spare the rod and spoil the child". The project helps parents reduce the use of corporal punishment with their children."

FGD with teachers of a lower secondary school in Dong Anh district

Primary groups of project beneficiaries (students, teachers and school staff, parents, educational officials) have changed their awareness, attitudes and behavior towards GBV. More than 50 per cent students demonstrated increased awareness of gender equality and GBV. The changes in teachers' attitudes are reflected in changed GEM scale, which has been discussed earlier, and their admission that increased awareness has influenced their conduct. If they blamed, yelled and humiliated the students for mistakes in the past, now they exercise self-control and use other ways of engagement (e.g. gentle reminders and one-to-one conversations with students).

"Students face many kinds of violence like physical violence, sexual violence, and emotional violence. Physical violence may have declined in schools but other forms of violence have increased. That is why our school has to consider everything."

FGD with teachers in a lower secondary school in Ba Vi district

“There are many kinds of violence like domestic violence, gender based violence... I think society is influenced negatively by the internet, movies and international movies. Adolescent will easily follow bad behaviors if parents and schools do not pay much attention. So now my schools have discipline monitors.”

Interview with school supervisor, in a lower secondary school in Tay Ho district

“The project has helped to raise the awareness of teachers, parents and children about violence. They associated violence with kicking and coming to blows but now they are able to make a distinction between physical, sexual and emotional violence. When children know better, they try to control themselves and protect themselves from violence.”

FGD with school staff of a lower secondary school in Hoan Kiem district

The school leaders and teachers observed that boys show more respect to girls but concede that change would take time especially among parents in the rural areas as gender discrimination is deep-rooted in the socio-cultural ethos. According to them, boys in peri-urban areas are often accustomed to indulgences, privileges and bullying of their female and younger siblings and are guided by their cultural values in engaging with school and classmates, especially the girls. They have shown signs of change and are more supportive to their female peers during the project. They show more respect and tolerance to girls and take care of the hard work during the project activities while letting the girls do lighter work. Girls who were resigned to their relegated position now speak up for their rights.

Perspectives of girls: Girls appeared relatively better than boys at verbalizing their experiences of violence, isolation and insecurities, including conflicts caused by jealousy, especially in urban areas. More than 50 per cent of the girls reported experiencing emotional violence (e.g. being shouted at or openly criticized by teachers, deprecated behind the back, or detracted on internet by peers). They recognized the project's role in changing the attitude and behavior of teachers in dealing with SRGBV.

“The school deals with violence in a better way. We were reprimanded in the past but now we are asked to explain and the teachers talk to parents. Key teachers are also better tempered”.

FGD with girls in a lower secondary school in Tây Hồ District

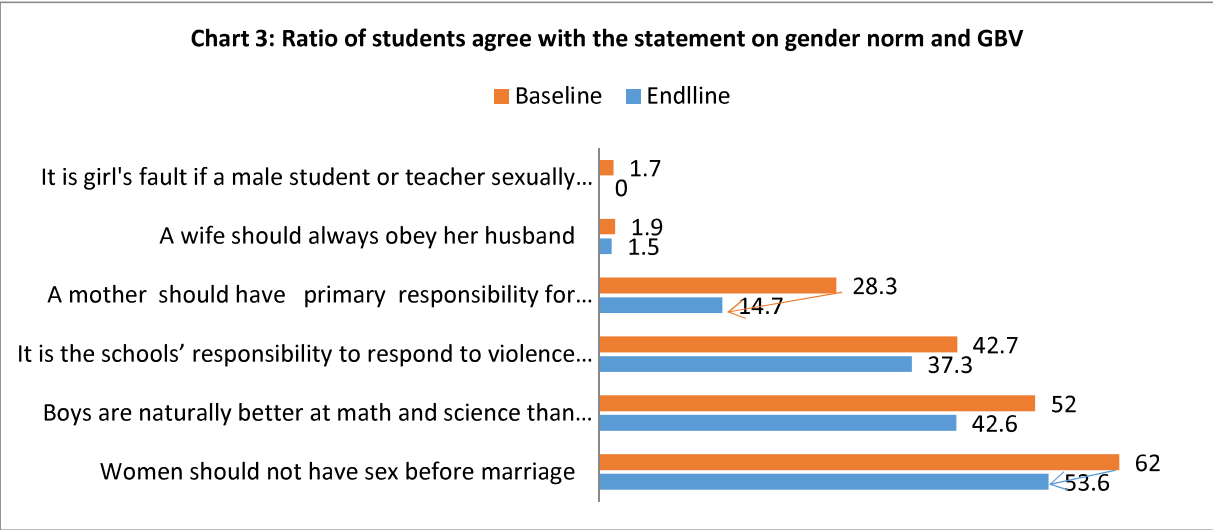
“Boys in my class often say bad things. We report to our teacher, who speaks with them. After a while the boys are fed up and give up.”

FGD with girls in a lower secondary school in Hoan Kiem district

Comments on their looks, bodies and clothes made them most uncomfortable. Indeed, “body shaming” is emerging as a serious problem faced by girls globally as the emotional impact is associated with depression, eating disorders, reduced self-esteem and low immunity to all sorts of chronic diseases.

Perspectives of boys: Although there is discernible increase in the awareness levels of both girls and boys on gender equality and GBV, a higher proportion of boys retain gender inequitable attitudes ([See Annexure 6. Table 6. Changing attitude of students towards gender norm and GBV](#)).

For example: 16 per cent boys and 13.5 per cent girls agreed with the statement that “A mother should have primary responsibility for house work and child care.” A significant 3.8 per cent of boys and 1.7 per cent girls supported the statement that “There are times when a boy needs to beat/hit his girlfriend”. About 5.8 per cent boys and 3.2 per cent girl ($p<0.001$) agreed with the statement that “Girls should not be sent for higher education after marriage but should take care of children and housework”, and 48 per cent of boys ($p<0.001$) and 58.4 per cent of girls disapproved of premarital sex among women.



Such views indicate the importance of conversations with both boys and girls on gender equity in social norms, including issues of identity, opportunities, relationships and marriage. The issues need to be taken up intensively in future communication events with students, with particular focus on conversing with and influencing boys who tend to retain gender inequitable attitudes. Males have occupied the dominant position in every sphere of Vietnamese society, and the patriarchal and gender biased socio-cultural norms are not easy to alter.

Changing Attitude of students towards gender norm and GBV¹⁹: More than 50 per cent students demonstrated positive change on their attitude of gender equality and GBV. The proportion of students who agreed with the statement “A mother should have primary responsibility for house work and child care”, which reflected traditional gendered perception of the role of women and girls almost halved from 28.3 per cent in the baseline to 15 per cent in the end-line. Those who disagreed with this statement increased from 14 per cent to 21 per cent. Similarly, there was a decline in the proportion of students who agreed with the statement that “Boys are naturally better at mathematics and science than girls”

. 4

¹⁹ The questionnaire provided 27 statements on gender roles, stereotypes and norms related to gender equality and GBV with three scales for measuring attitudes which are “agree, partly agree and disagree” in order to measure children’s awareness on gender equality and GBV. Compared with the baseline, the numbers of students who agreed with the traditional perceptions of gender roles in the family decreased and those who shared progressive views that respect women increased (See Annexure 6, Table A 6. Changing Attitude of students towards gender norm and GBV)

from 21.5 per cent in the baseline to 5.5 per cent in the end-line survey.

Attitude of students towards gender norms and GBV: Scores on attitudinal scale

In order to understand the attitude of students towards gender equality and SRGBV, 27 statements were presented and respondents were asked whether they agreed, partially agreed, or disagreed with the statements. Factor analysis was used to identify items that clustered together. Internal consistency was performed. A total of 27 items was included to form an attitudinal scale (Cronbach's Alpha = 0.66). The response indicating support for the level of a gender inequitable statement received a score of 1, moderately equitable received a score of 2, and equitable received a score of 3.²⁰ Total scores ranged from a low of 21 (inequitable) to 63 (equitable). The respondents were thereafter categorized into three categories: (i) those with low equality scores of 21-35; (ii) moderate equality scores of 36-49, and (iii) high equality scores of 50-63.

The mean of attitudinal score toward gender and GBV had increased to 50.2 from 48 in the baseline survey. The mean of score among girls in both intervention and control groups was higher than that among boys (49 versus 51). Indeed, the mean of score among boys did not change between the two surveys (49) $p < 0,001$). See Annexure 6, Table 4: Attitude of students towards gender norm and GBV- Score on attitudinal scale. These findings imply lower awareness of gender norms among boys, who tend to uphold traditional gender norms.

A comparison between the intervention and control groups show that high scores (50-63 in the scale) on gender norms and GBV of intervention school is 62.5, higher than control school (51.4 for control school). The difference is of statistical significance, $p < 0,001$). See Appendix 1, table 4: Attitude of students towards gender norm and GBV- Score on attitudinal scale. Similarly, high score on gender norms in urban schools is higher than peri-urban school by 20 scored (urban: 68, peri-urban: 47.4).

Direct and indirect communication through the Internet, explains the differences in scores on gender attitudes in the intervention and control groups, in urban and peri-urban areas. Children in intervention schools had increased access to communication events on gender norms and GBV and spent more time on internet than children in control school (urban: 4h/day; peri-urban: 3h/day). This observation is based on qualitative data and the frequency of quantitative data.

This evaluation did not examine the statistical correlation between the time on internet and attitude towards gender norms and GBV. However, the average score of attitudes towards gender norms and GBV of students in control school increased slightly from 48 in 2014 to 49 in 2016, especially, number of high score in the measuring scale 50-63 in control school is increasing considerably from 37 in 2014 to 52 in 2016 ($P < 0.01$).

Attitudes towards gender norms and GBV appear to be changing albeit slowly in all groups (intervention and control groups, lower secondary and upper secondary groups). The average scores on attitudes

²⁰ In the questionnaire, 1 represented agree, 2 partially agree, and 3 disagree. During data analysis, the scale for statements of equitable attitudes was reversed for consistency and comparability. Statements were made unidirectional for consistency and comprehension. For example, for a statement – *there are times when a boy needs to beat his girlfriend*: agree – which gets a score of 1 indicates low support for gender equality. Lower the total score, the more inequitable is the attitude

towards gender norms of lower and upper secondary schools increased from 48 in the baseline to 50.2 in end-line survey. As the Table 9 below shows, the lower secondary group scored higher in the higher range of 50-63 than the upper secondary groups (17.2 scores compared with 15), which may point to the relative ease in shaping attitudes at a younger age. There also seems to be a movement from the moderate to high equitable category.

Table 9 Students' attitude towards gender norms and GBV scored on attitudinal scale based on school and gender

Variables	Secondary school		Upper secondary school	
	End line (N=1,634)	Baseline	End line (N=1,064)	Baseline
Mean (\pm SD)	50.2 \pm 4.9	48.2 \pm 0.	50.2 \pm 4.8	48.5 \pm 0.1
Low score (21-35)	0.4	1	0.5	0.3
Moderate score (36-49)	41	57.6	41.7	56.7
High score (50-63)	58.6	41.4	57.8	42.9

Note: A total of 3,002 students participated in the end-line survey but only 2,698 students (1,634 in secondary schools and 1,064 in high schools) answered this question.

The awareness and attitudes of boys and girls have shown improvement with direct communication and improved access to information through the Internet playing an important role in making a difference on attitude scores. The end-line survey showed a higher ratio of boys in support of gender inequality. Their average scores on attitudes towards gender norms and GBV did not change before and after the project (49) while the scores of girls were higher overall (51 vs 49). Urban students also scored much higher on attitudes than peri-urban students (68 vs. 47.4), which reflects better exposure to newer ideas through improved channels of communication and relatively more open discussions in influencing attitudes.

The findings indicate the difficulties in altering deeply ingrained patriarchal norms that have provided primacy to boys, which explains their reluctance to imbibe the notions of gender equality. Immediate social environment and socialization processes contribute to the resistance of girls to change but their overall response is much better as they stand to gain from the attitudinal changes that the project seeks to foster. Future SRGBV prevention and response should focus on engaging with boys through in-depth conversations and activities on issues related to relationships, sex and sexuality and GBV.

Parents: The GRS project has nudged the parents to listen to their children and the latter to discuss their personal issues even if they may still feel uncomfortable about sexual communication. Parents' awareness, attitudes and behavior towards SRGBV show signs of positive change and they appear more open to discussing GBV related topics with children. Many parents reported that they pay more attention to what their children have to say and avoid blaming them for their mistakes and when they are in trouble.

"The project helps children understand better through age appropriate psychology, especially about equality. Now if I speak loudly to my wife, my son reminds me that I should not speak with

her like that. Well, if the child says so I have to change because children are now well-informed and want equality.”

FGD with parents in a Secondary school in Thanh Xuan district.

Common barriers to parent–adolescent sexual communication include embarrassment among parents and adolescents, the lack of knowledge and communicative skills, and misgivings that such discussions reflected promiscuity and could encourage adolescents to experiment and engage in undesirable or unsafe behavior. Vietnamese parents have been apprehensive about conversations around sex and sexuality although social change may have contributed to certain openness in discussions between parents and children in some urban families of certain socio-economic class and education levels, at least about heterosexual relationships and the risks of pregnancy and/or HIV/AIDS.

How has the project contributed to make these differences?

Comprehensive communication and awareness raising activities including capacity building for school staff, class sessions for students, communication events done for and by children, and meeting sessions and IEC materials parents contributed to the following:

Decrease in physical violence by teachers: The project appears to have influenced the practice of physical punishment with a decline in students reporting physical punishment by teachers. The end line survey showed 11.8 per cent of students experiences of SRGBV by teachers in the project schools as against 12.8 per cent in control schools. As the proportion of students experiencing punishment by teachers decreased slightly in both control and project groups between the baseline and end-line surveys, the growing narrative against corporal punishment in the policy discussions and public domain cannot be discounted.

Sexual harassment and violence perpetrated by teachers in Ha Noi was fairly low. Under 0.4 per cent of students reporting sexually harassment by teachers but more boys than girls reported experiencing sexual violence/harassment (0.5 v 0.1, $P < 0.05$) and there was little difference between project and control school (See Annexure 6, [Table 8. Students' experience of GBV in six months before the survey, by perpetrators and intervention/control schools](#) and [Table 8.1. Forms of GBV by perpetrators before and after the project, by intervention/control schools and gender](#)).

Table 10: Students' experience of SRGBV by perpetrators in the last 6 months (any violence by perpetrator), by intervention/control and by gender

Perpetrators of violence	Intervention			Control			Total		
	Boys (n=529) %	Girls (n=391) %	Total (n=920) %	Boys (n=331) %	Girls (n=280) %	Total (n=611) %	Boys (n=860) %	Girls (n=671) %	Total (N=1531) %
Teachers	13.8*	9.2	11.8	14.2	11.1	12.8	14.0*	10.0	12.2
Male	6.6*	3.3	5.2	7.3	5.4	6.4	6.9*	4.2	5.7
Female	9.1	6.1	7.8	10.0	6.4	8.3	9.4*	6.3	8.0
School staffs	3.2**	0.5	2.1	3.0	3.2	3.1	3.1	1.6	2.5

Male	1.9**	-	1.1	2.1	1.8	2.0	2.0	0.7	1.4
Female	1.7	0.5	1.2	1.2	2.5	1.8	1.5	1.3	1.4
	N=494	N=369	N=863	N=314	N=267	N=581	N=808	N=636	N=1444
Other students	49.4**	59.1	53.5	41.1*	50.6	45.4	46.2***	55.5	50.3
Male	42.1	43.4	42.6	33.3	34.8	34.0	38.7	39.8	39.2
Female	26.9**	37.9 ^{ren}	31.4	23.2**	33.7	28.1	25.5***	35.8	30.1
Boyfriends or girl friends	4.5*	1.6	3.2	1.6	2.2	1.9	3.3	1.9	2.7

(Or * $p < 0.05^{**}$ or ** $p < 0.01^{***}$ or *** $p < 0.001$)* Using square test when testing the differences between male and female in each intervention and control groups and in total sample: differences between control and intervention groups.

The ratio of students reporting being subjected to GBV by friends increased by 18 per cent from 38.4 per cent in the baseline survey in 2014 to 50.3 per cent in the end-line survey in 2016. The proportion increased from 37 per cent to 53.5 per cent in the project schools and from 41 per cent to 45.4 per cent in control schools during this period. More boys (39 per cent) than girls (30 per cent) were perpetrators in both project and control schools. The reported increase in GBV when viewed against the backdrop of reported decline in proportion of students experiencing physical and emotional violence may indicate improved recognition rather than increased incidence.

Peer violence showed an increase in both project and control schools. Particularly, GBV as male/female teachers or boys/girls in intervention school is always higher than that in control school. The findings coincide with the general question on experience of physical and mental violence, sexual violence at schools in the last 6 months as mentioned above.

Physical violence caused by friends was reported by 25 per cent of students in both project and control groups in urban and peri-urban areas. It is followed by sexual harassment and violence (8.4 per cent) and emotional violence (3.2 per cent) with not much difference between project and control groups (Annexure 6, [Table 8. Students' experience of GBV in six months before the survey, by perpetrators and intervention/control schools](#)).

Higher prevalence of SRGBV in the project schools can be explained by increased awareness levels due to communication and conversations on the phenomenon. It also needs to be noted that students provided information based on their own experience of GBV as victims rather than perpetrators of violence, which was informed by increased sensitivity and alertness to the manifestations, associated risks and consequences. Higher proportion of female perpetrators of SRGBV may be explained by the fact that there are more female than male teachers in these schools. Nonetheless, the role of females in perpetrating violence needs further exploration.

Whether the number of violence perpetrators is going down in the last three years? There has been a decline in cases with teachers as perpetrators of GBV from 13.5 per cent to 11.8 per cent in the project schools. On the contrary, the cases involving students (including girls) showed a significant increase from 37 per cent to 54 per cent. (See Table 11 below).

Table 11. Students' experience of SRGBV by perpetrators

Perpetrators of GBV	Intervention		Control		Total	
	End-line	Baseline	End-line	Baseline	End-line	Baseline
	n=920	n=1,961	n=611	n=981	n=1,531	n=2,942
Teachers	11.8	13.5	12.8	10.1	12.2	12.3
Male	5.2	5.9	6.4	4.2	5.7	5.3
Female	7.8	9.1	8.3	7.0	8	8.4
School staff	2.1	1.6	3.1	1.8	2.5	13.6
Male	1.1	1.1	2	1.4	1.4	1.2
Female	1.2	0.8	1.8	0,7	1.4	0.8
Other students	53.5	37.3	45.4	40.7	50.3	38.4
Male	42.6	31.3	34	33.7	39.2	32.1
Female	31.4	20.7	28.1	21.4	30.1	20.9
Boyfriend or girlfriend	3.2	2.7	1.9	2.0	2.7	2.5

Some observations based on survey data on the prevalence and perpetrators of SRGBV are pertinent.

Any increase or decrease in prevalence and perpetrators in intervention schools may be an impact of the project which challenges social norms that do not disapprove physical punishment, foster a culture of silence regarding sexual harassment and abuse, and have not sufficiently internalized the notion of emotional violence. Increased awareness of GBV in schools or even at home can result in improved identification and recognition of different forms of violence and thereby result in increased reporting by students.

About 45 per cent of students in non-project schools reported that the perpetrators of violence were other students and 12.8 per cent were teachers. This data can also not be ignored for the same reasons that explain an increase in reporting of SRGBV. Indeed, SRGBV can increase notwithstanding the level of awareness among the students in general, the victims and perpetrators of violence. Open communication and increased awareness are essential conditions for a protective environment for children, as they strengthen their resilience, ability to protect themselves, and if need be to seek help and help others. Thus, communication about SRGBV needs to be a priority for schools.

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

The project was designed in 2013 and its objectives were calibrated with the national action plan on gender equality and Government's priorities and strategies to use school setting to address GBV. The potential of schools in addressing GBV has featured in policy discussions and the National Survey on Domestic Violence against Women in 2010 had specifically recommended school based models on SRGBV as a sustainable approach for creating awareness, and changing attitudes and practices of

students.²¹

To what extent was the project successful in advocating for legal or policy change? Did we choose the right approach? If it was not successful, explain why?

The project has created a base from which advocacy for legal or policy change could be conducted. It is essentially a pilot project on the complex issue of SRGBV, which has no easy solutions. A wide range of stakeholders and duty bearers show attitudinal and behavioral changes and established institutions need to challenge established social norms that can take generations to come about.

The project has generated optimism among the stakeholders including school managers, resource teachers, teachers and parents. They are highly appreciative of the GRS model and expect this model to be rolled out to all schools at all level, from preschool to primary and secondary level.

“A humane project, providing students with knowledge on violence, GBV, friendship and love, and to protect themselves. Children are enthusiastic in the class sessions and more children should have access to this. The program should be continued in Chu Van An and other schools. Teachers feel they have also become more mature. Good, positive impact. The program should continue in schools which started and replicated in other schools.

FGD with teachers of a lower secondary school in Tay Ho district

“I find the project’s objective and spirit very good. It should be integrated in the education curriculum at primary level because children at lower secondary have certain understanding about sex and gender. Primary students might be abused out of ignorance. I think it would be helpful if knowledge is provided to primary school children, especially as many are at risk of abuse in the current social context.”

FGD with teacher of a upper secondary school in Bac Tu Liem district

In case the project was successful in setting up new policies, is the legal or policy change likely to be institutionalized and sustained?

The expression of appreciation and recognition of the effectiveness and relevance of the project by various stakeholders resulted in some promising developments. The achievements of the project, requirements for sustaining the activities, and challenges were discussed at a meeting held on August 30, 2016, that was chaired by DoET and attended by all project schools. In November 2016, Ha Noi DoET officially instructed the 20 project schools to continue with the project interventions and requested over 800 secondary and high schools and 30 district DoETs to study the project implementation kit and materials so that the model could be rolled out. The Student Affairs Unit, which managed the project, successfully advocated for budgetary allocation in 2017 for trainings teachers and school counselors of 800 secondary schools in Ha Noi on psycho-social counseling.

²¹ GSO, 2010. National Survey on Domestic Violence against Women. pp 1

Conforming with DoET's plan and guidance on the GRS project, all the 20 intervention schools incorporated class sessions, parents meeting, communication events, communication initiatives, YTLCS and the counseling office within their annual plans. Nonetheless, most school administrators while admitting their interest concede that the circumstances of each school in terms of leadership, staff strength and motivation, and the ability to mobilize resources would determine the continuation of these activities. Inconsistent or selective implementation of activities can be expected with the conclusion of the project as schools would have to either draw upon their own limited funds or raise additional funds. The ability of schools in poor neighborhoods and peri-urban areas are likely to have limited ability to generate resources.

"This is a project, not part of the curriculum. The school's Board of Managers and teachers discussed the plan for school year 2016-17. We shall encourage teachers to continue with the activities although communication activities might be limited. The Deputy Principal and the resource teachers are well-trained and aware of the benefits of various activities but other teachers will need more time to absorb."

School staff of lower secondary school, Hoan Kiem district

"We will organize the class sessions, counseling and parents' meetings as they are effective and replicable. Communication could be included in the Monday school plenary meetings."

School staff of secondary school, Thuong tin district

"The communication event often takes place in October so it can be split in smaller sessions and integrated in extra-curricular activities. Innovative communication could be integrated within quizzes and competitions. Other activities could also be integrated on the basis of instructions from DoET."

School staff of lower secondary school, Dong Anh district

The school managers and key teachers are unanimous in their view that for lasting impact the content should be integrated within the official education curriculum and taught as a regular subject (e.g. citizenship education at lower secondary level).

5.2 Relevance

How consistent is the project with the local Plan strategy (CSP/regional strategy)?

The GRS project is aligned with Plan's strategic priorities that seek child protection for all through effective and gender-sensitive community based child protection system.

How consistent is the project with key aspects of Plan's CCCD approach?

The project draws upon Plan's Child-Centre Community Development (CCCD) approach, which is built on the foundations of universal and inalienable human rights of children, as articulated in international treaties, such as the CRC and inherent strength of communities when they act together and in the process support each other and build up their skills and confidence. The approach entails working with children

as rights holders, social actors and active citizens, and communities as duty bearers and critical enablers, tackling exclusion and gender inequality, engaging with civil society, influencing government and promoting accountability for achieving lasting changes in the lives of children.

Five ways of working envisaged in the CCCD approach:	
I.	Working with children and communities
II.	Tackling exclusion and gender inequality
III.	Engaging with civil society
IV.	Influencing government
V.	Strengthening Plan's accountability

National governments are primarily responsible for ensuring that all children enjoy their rights, especially in Viet Nam with its strong history of socialism. Plan has supported communities to tackle their own issues and unequivocally support children's rights to education, health care, protection and participation. In order to provide a context and cohesiveness to collective action to tackle immediate social issues, it has encouraged children and community members to organize themselves, think about their rights and the root causes behind their issues.

Against this backdrop, the GRS project design focused on mutually reinforcing strategies of working with children through schools, capacitating teachers and other school staff, and engaging with parents. It utilized the fairly defined and organized school setting for SRGBV prevention and response, provided training and teaching learning materials to teachers to enable them to discuss, inform and educate students, and drew parents too within the ambit of open discussion on GBV and gender equity. Students were informed and educated while being encouraged to discuss their concerns and experiences openly with teachers, counselors and peers, and provided with the opportunity to display their talents in communication activities. The assumption was that if they can feel a sense of ownership over their activities, they will continue and promote them.

The project resulted from consistent and fruitful engagement with Ha Noi DoET and during its course efforts were made to advocate directly, or through UNWomen, with MoET and MoLISA for prospective adaptation, replication and up scaling of the set of strategies being piloted. The project drew upon CSOs with shared interest, relevant technical expertise and experience to add value to the activities and in the process facilitated their engagement with government agencies and the public school system, what been rather difficult in Viet Nam. It also interacted with journalists to facilitate dissemination of messages about SRGBV prevention and response and the project to a wider audience.

To what extent was the project strategy and activities implemented relevant in responding to the needs of targeted beneficiaries?

The GRS project introduced the “state-of-the-art” of programming to respond to the critical issues of violence, abuse and exploitation that have serious impact on children, women, public health and security in Viet Nam and globally. The synergy of interventions is in accordance with the evolving discourse on protective environment, the systems approach and imperative of changing social norms for achieving results. It project adapted the approach and curriculum from the Gender Equity Movement in Schools

(GEMS) model that was being implemented at multiple sites in India by ICRW in collaboration with its partners at multiple site in India and was adapted by the Viet Nam Institute for Educational Sciences with support from Paz y Desarrollo and Partners for Prevention for their Love Journey programme in Da Nang.

The GEMS in India has been a school-based primary violence prevention programme for 12-14 year olds studying in grades 6 to 8 that seeks to reach out to all children as opposed to those who exhibit threatening or aggressive behavior.²² The model in Da Nang also included school-based learning with a series of campaigns to change attitudes and behaviors that contribute to violence in intimate partner relationships later in life. The GRS project could incorporate conceptual and practical dimensions from these projects while responding to the situation in Ha Noi.

As mentioned earlier in Section 2 of this report, the selection of schools as the project site was significant in view of their importance as a setting for addressing SRGBV and their ability to reach out to the majority of children as a result of high rates of school enrolments of both girls and boys in Viet Nam. The selection of Ha Noi as the project site was also well considered as it is the seat of the national government as well as the district administrations that have under their ambit both urban and peri-urban areas.

All stakeholders unanimously commended relevance of the project, which addresses girls and boys of lower secondary schools, when they have reached puberty and are curious about sex, increasingly aware of their sexuality, and begin exploring intimate relationships. At this stage in life when they are particularly vulnerable, provide them with knowledge on sex, gender and SRGBV through open and non-judgmental platforms is important for strengthening their core values and enabling them to protect themselves.

When school-based violence is a cause of public concern, the project informed and skilled teachers, and equipped them with substantial teaching, learning and reference materials for class sessions and other roles and responsibilities. This contribution of the project is significant in view of the deficits capacity and curriculum in the education system.

The government has been committed to addressing GBV but age-appropriate and interesting content and modes of dissemination that could challenge deep-rooted social behavior and attitudes of students on issues such as GBV have been lacking and most teachers have been ill-equipped. Although the schools recognize the importance of safeguarding students, how they should go about has been the challenge. For the first time school staff was provided with a comprehensive package to deal with various related issues. They were equipped with the knowledge of appropriate situation specific measures in the best interests of the child and who they should involve. Simultaneously, students were reached through

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²² A recent evaluation of the GEMS model in Jharkhand state of India noted positive results among students, including positive and significant shift in attitudes around gender and violence, a decline in support of corporal punishment and acceptance of violence among peers, increased comfort intervening and speaking out against actions like name-calling, improved communication between students, including between boys and girls, enhanced recognition of violence and bystander intervention of different forms of violence, and changes in reported perpetration of violence.. See Achyut P., Bhatla N., Verma H., Uttamacharya, Singh G., Bhattacharya S. and Verma R., 2016. Towards gender equality: The GEMS journey thus far. New Delhi, International Center for Research on Women

classroom lessons with content relevant to the needs and concerns of students in various age groups, and methodologies in line with MoET's education reform.

The project also contributed to the objectives of the "friendly school, active students" movement launched by MoET in 2010. The participatory project activities were commensurate with the MoET policy thrust on active teaching and learning, allowing teachers to practice and sharpen their skills during the class sessions while actively engaging with the students. Viet Nam has had a long tradition of Young Pioneers and Youth Groups but the engagement with children through the Youth Clubs added value to the practice of children's participation.

The project did not establish new positions in schools for the project, which would have held back its implementation and undermined its sustainability. New appointments would have had financial resource implications and in the post-project phase obtaining policy support and resource mobilization would have been problematic. The project activities were feasible as they utilized and developed the available capacities of Ha Noi DOET and schools within the available time frame.

"I do not see any unnecessary activities. All are very useful for the education community, for my school, and for my teaching."

FGD with teachers in a secondary school in Ba Vi district.

When the project began, each school was provided with one counselor, who were either teachers, school staff or Youth Union staff. With past experience of supporting counselling services (e.g., setting up of the child helpline and counselling services in reform schools) and in view of paucity of professional counsellors in Viet Nam, Plan proposed the appointment of Youth Union focal persons as school counselors with technical assistance from experts. The Youth Union staff as a matter of routine conduct extra-curricular, sports and organizational activities with students, and in some instances may support the school management board with oversight of students' routines.

The suitability of Youth Union staff for the role of a school counselor is arguable albeit the Plan staff insist that the Youth Union focal person can provide counselling and there is no scope for conflict in the two roles. When the project was initiated, two of the total 20 counselors were Youth Union staff. A year later in response to the feedback from girls and boys who preferred to open up to a counselor of similar gender, Ha Noi DoET and the school leaders facilitated the appointment of one more counsellor in every school and many of them were from the Youth Union.

All school counselors in the eight schools who were interviewed underscored the importance of empathy in effective counseling and discussed professional challenges and internal conflicts as they had to perform two functions. They referred to the issue of conflict in the role of Youth Union staff and counsellor, which was echoed by children in the FGDs, who expressed their unease with the Youth Union team leaders as school counsellors.

"I am so scared of him as he is always so strict. If I told him my mistakes I am not sure if he would sympathize or reprimand. So it is safer to tell friends."

FGD with girls in a lower secondary school in Ha Noi peri-urban area.

"I would prefer a female school counselor who is not the Youth Union Leader. In that case I feel more comfortable and neutral taking to the school counselor".

FGDs with girls in a lower secondary school in Ha Noi peri-urban area.

Case study: Youth Union staff as school counselors

Is the role of a counselor in conflict with the roles and responsibilities of the Youth Union staff? A total of eight counselors, including four Youth Union staff, were interviewed during the evaluation. All eight of them were of the view that Youth Union staff should not be engaged in counseling.

Mr. T had taught mathematics and physics for about five years when he was made a Youth Union leader. When the school joined the GRS Project in March 2016, he was given the additional role of school counselor without rationalizing his overall responsibilities as it was believed that he had time to spare. He underwent a four-day training on counselling skills to work with the current counsellors to fill the gap in case there is a boy want to have counselling session with male counsellors

He faced many difficulties as the new school counselor. With an academic background of mathematics and physics, he was much less familiar with psychology and social work. He had some experience of Youth Union activities where he had seen his role as a school policeman who had to be strict with children to ensure that they adhered with the rules and regulations. But as school counselor, he was expected to be a good listener, empathetic and a gentle advisor.

He complained: "I felt conflicted. One day I was pulling up a student for not wearing a helmet and the next day I was trying to counsel him. One day I had to be strict and the day after I had to be kind and nice listener and communicator. I found myself at odds as the student was not open to a conversation. He just about answered my questions."

He admitted that few students approach the school counselor on their own. In order to meet the assigned ratio, he proactively looked for students to provide counseling. He hid his identity while registering on the "Confession Page" to identify students with problems. "By chatting with children on the confession page, I know who was facing which problem. Recently a girl was abused by her friend with sex related comments on the confession page. I also observed that she was distressed so I made an appointment to meet her at the counseling room. When talking to me, she sobbed and told me she had felt suicidal. I encouraged her and tried to solve this issue and today she was back in school. This is my most successful case of the year. As you see, we have to be proactive as children would not come to see us. Probably they are scared that I might be critical and blame them."

After serving as the Youth Union Leader and school counselor, Mr. T is of the view that one person should not be vested with both functions. The Youth Union leaders tend to be viewed as in-charge of events and campaigns and are expected to maintain a strict profile while the school counselor needs to respect clients under all circumstances.

Nonetheless, there is another perspective which favors upgrading of the role of Youth Union staff by vesting in them the role and responsibility of school counsellor as students are familiar with them. While friendliness, openness and cheerfulness of some of the Youth Union staff is definitely an advantage, the discussion needs to dwell on their official position in performing according to the mandate of Youth Union. Clearly, the matter requires further discussion.

The school counseling model holds immense promise but requires a fairly high level of professionalization and linkages with referral services for dealing with serious and complex cases. However, there is a dearth of trained counsellors in Viet Nam and budgetary constraints also act as a deterrent. Teachers or school staff may have to be assigned the role of counsellors when financial resources are lacking or limited but without compromising on basic training of a certain level. Counseling requires non-negotiable attributes of empathy and communication in addition to approachability and flexibility.

The project improved awareness levels among parents and boys although gender discrimination is still prevalent, especially in peri-urban areas. Parental engagement is significant for bridging the gap between the messages children receive in school and at home. The end-line survey found that parents continue to be trusted by children, who confide in them about many SRGBV issues. But there is diffidence in conversations about bullying, relationships and sexuality which could be attributed to social norms that influence inter-generational communication.

The engagement with journalists was well-conceived as a means of informing public about GBV issues and the ways and means of addressing them. The association helped in generating considerable number of reports and programmes in different media. The quality of reporting and the response of audience could not be ascertained. Weak analysis in reporting and programming, according to informal feedback from some stakeholders, requires that the strategy should be revisited. With surfeit of channels, information overload, advent of internet activated media and narrowing attention spans among public, future endeavors could benefit from public communication experts.

However, children with disabilities appeared to be invisible in the GRS project. Viet Nam has about 1.2 million CWDs, of which 27 per cent have intellectual disabilities, 20 per cent have movement disabilities, 19 per cent have language disabilities, 12.43 per cent have hearing impairment, 12 per cent have vision impairment and 7 per cent have other types of disabilities. Inclusive education entails that they are provided with equitable access to protection services in addition to measures mitigating their impairments. The project design and implementation were not able to tease out their issues and test the appropriateness of the strategies.

To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs and expectations of the targeted beneficiaries?

Although the Government of Viet Nam has recognized the urgency in addressing violence against children and women, capacity deficits have hampered formulation and implementation of policies, plans

and programs. Against this backdrop, the GRS model sought to equip the Ha Noi DoET with tools that could be employed for addressing SRGBV in areas under its jurisdiction.

The project was designed in 2013 and its objectives were calibrated with the national action plan on gender equality and Government's priorities and strategies to use school setting to address GBV. The potential of schools in addressing GBV has featured in policy discussions and the National Survey on Domestic Violence against Women in 2010 had specifically recommended school based models on SRGBV as a sustainable approach for creating awareness, and changing attitudes and practices of students.²³

The content of classroom lessons has been found to be relevant to the needs and concerns of students in various age groups. The methodologies are also in line with MoET's education reform and promote students' participation. Viet Nam has had a long tradition of Young Pioneers and Youth Groups, the engagement with students through the Youth Team Leaders Clubs adds value to the practice of children's participation.

The partnership with CSOs in the project implementation is significant in view of the limited space available for them in Viet Nam. Mass organizations have traditionally played the role that CSOs have played in other parts of the world. While the mass organizations are able to work at scale, they have a defined mandate. The decision of Plan International Viet Nam was strategic as it sought to draw upon the potential of CSOs in Viet Nam, which are few, small in size and with limited outreach but hold the potential of testing innovative practices. The project also providing them an invaluable opportunity to work with a project that had to be up-scaled.

The project engaged with the mass media to spread the messages related to SRGBV, which resulted in a total of 36 reportages and 15 news on Ha Noi television, 48 issues of Ha Noi Moi newspaper and approximate 159 articles on 50 online press units.

5.3 Efficiency

Efficiency was in-built in the comprehensive design of the GRS project, which drew upon Plan International Viet Nam's experience, expertise and partnerships and ICRW initiated GEMS model in India and Da Nang in Viet Nam.²⁴ Regular communication between the implementing agencies, ongoing review of the processes and interventions and prompt responses to feedback from students and other stakeholders resulted in efficient implementation.

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²³ GSO, 2010. National Survey on Domestic Violence against Women. pp 1 15.

²⁴ Achyut P., Bhatla N., Verma H., Uttamacharya, Singh G., Bhattacharya S. and Verma R., 2016. Towards gender equality: The GEMS journey thus far. New Delhi, ICRW. Also see, ICRW and CIHP, Evaluation of the Love Journey. A school program to prevent intimate partner violence before it occurs

Were activities delivered on time and within agreed budget?

The project documents and various stakeholders indicated that the activities were timely. Although there was an initial delay in receiving the official clearance for the commencement of the project activities, the time was well-utilized in the development of a comprehensive and detailed set of teachers' training manual, guidelines and teaching learning materials. The project activities were rolled out fairly quickly after the necessary approvals were received. An effort was made to execute the project without recruitment of additional staff and to use the available platforms and mechanisms in the schools.

The following charts 4 and 5 graphs show the budget allocation for various project activities and their utilization.

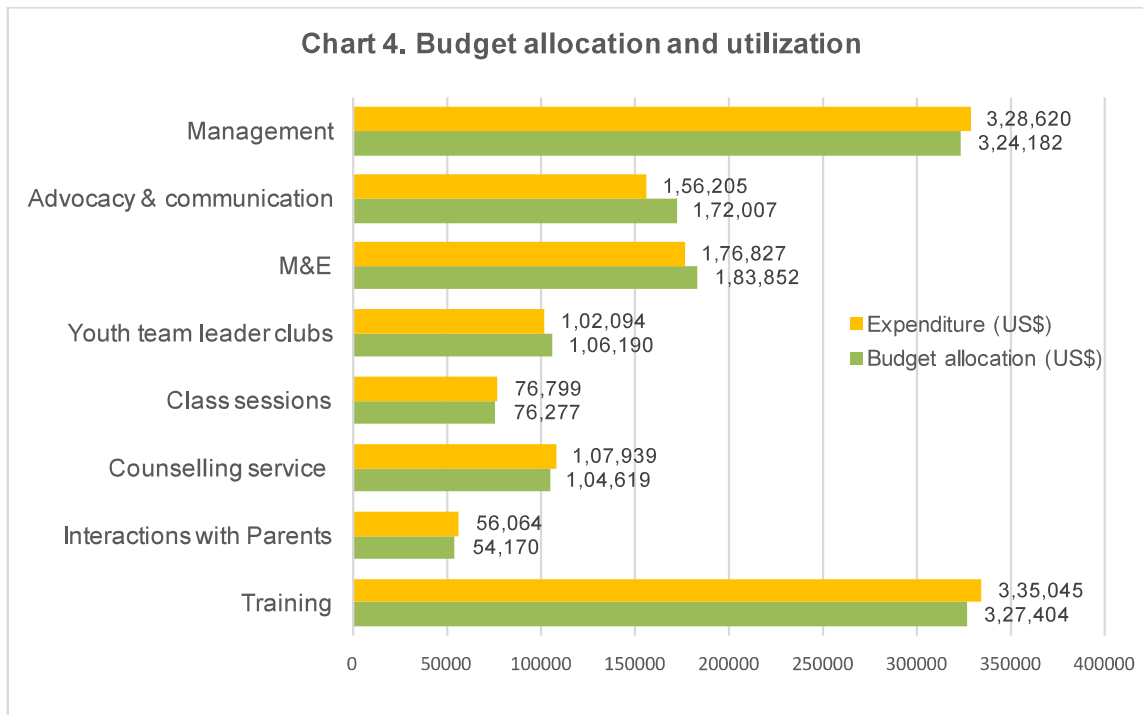
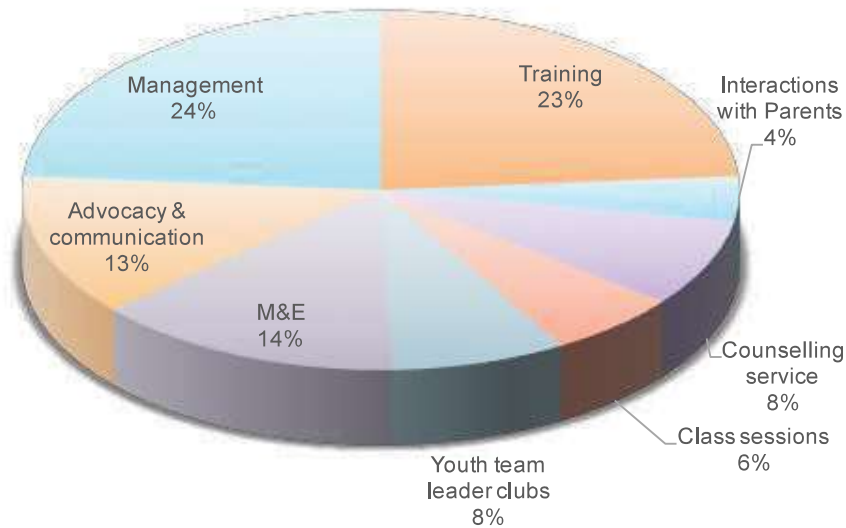


Chart 5. Expenditure by categories



How efficiently has this project been implemented and managed in accordance with the project document?

The following table shows the project's achievement in reaching much higher numbers of beneficiaries than were proposed initially.

Table 12: Project beneficiaries – intended versus actual (by the end of October 2016)

Beneficiaries	Original plan (No.)	Actual implementation (No.)	Achievement (%)
Students (boys and girls)	30,000	48,788	163
Girls	15,000	25,912	173
Master Trainers	30	34	113
Head Teacher	400	701	175
School Counselors	20	40	200
Youth Team Leaders	400	800	200
School management boards, subject teachers and school staffs	300	2,158	719
Parents	45,000	48,788	108

Journalists	25	27	108
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Source: Plan International Viet Nam

The project utilized the available structures and mechanisms for cost-effectiveness and sustainability. Other significant features of the approach were partnership with the local authorities, engagement with and capacity development of the public school system, including investment in training of key teachers and school counselors and development of a comprehensive and detailed teaching and learning materials. These features in tandem created a blueprint of the system that is fit for adaptation and replication.

Development of comprehensive guidelines: DoET provided the schools with detailed guidelines and instructions to enable them to implement project activities within the allocated budget and in accordance with the approved plan. Plan assisted the DoET in developing the guidelines to ensure timely execution of the activities and conclusion of mandatory reporting requirements, a In addition, Plan staff provided the staff of schools and DoET with hands-on technical assistance and mentoring on financial management, monitoring and reporting.

Comprehensive guidelines and technical assistance issued by DoET prevented delays that often occur and are attributed by the schools to heavy workload and reluctance of teachers to invest extra time and effort in doing new things. Well-designed training manual and IEC materials and specific and detailed guidelines have enabled the school authorities and teachers to conduct class sessions and communication activities with high level of ease during and beyond the project. Most teachers have found them extremely useful and some of them critiquing them for being just too thorough.

Students participated actively in the communication events and were able to attract their peers to the issues of gender and SRGBV by effectively portraying their desires, experiences and vulnerabilities. Although they developed many communication materials drawing upon the technical resources made available by the project, their inherent enthusiasm, motivation and talents was invaluable. It needs to be mentioned that the youth team leaders were carefully chosen through a rather rigorous selection process. Interested students had to apply and demonstrate their suitability for the role and once selected they were trained and encouraged to show their leadership, communication skills and ability to create and innovate in raising awareness about SRGBV. A successful effort was made to avoid situations where certain students were seen to be favored and the most motivated and qualified were chosen.

The decision to engage with parents through the available mechanism of parents' meetings was pragmatic but has not produced the desired results. It was envisaged that the Principals/Vice-principals together with the master trainers could discuss SRGBV but the discussions usually conducted towards the end of the meeting have not been very effective in retaining the interest of parents and guardians who come to discuss their children's academic performance in school.

In this context, it needs to be noted that the children's rights discourse has highlighted the crucial role of parents but the strategies for promoting a protective environment for children through inter-generational dialogue, parental support and changes in social norms has not sufficiently harnessed their potential. Arguably, efforts are tilted towards engaging with and building capacities of teachers rather than the

parents. While teachers connect with children largely in the confines of school and undoubtedly contribute to education and value formation, parents play an even important role. The dearth of effective strategies for parental engagement could be due to the difficulties in finding the time and platform to delve into the private and restricted space that define families and the parent-child relationships.

Integrated technical capacity development: The project design had fleshed out the technical capacities that were required for effective implementation of the project. As requisite technical capacities were critical for the outputs and outcomes but difficult to acquire from one source, the decision to bring a variety of technical partners with distinct competencies and relevant experience was astute. To contain the costs, no new positions were created that required fresh recruitment.

Partnerships: Instead of relying upon their internal technical capacities that could be limiting for an endeavor of this scale, Plan drew upon the expertise and specialization of national and international partners. The partner CSOs were able to provide their expertise to the capacity building of youth team leaders clubs, and were exposed to a more systems oriented approach to programme development and implementation. Although the approach added value to the project, the pressure of project implementation and management probably led to a neglect of sustained communication. As a result, the technical partners were not very active towards the conclusion of the project and in the discussions on the follow-up.

Nonetheless, the project strategy of seeking their engagement was well-conceived. Most respondents in the survey for a “Benchmark Assessment of Civil Society Space in Viet Nam” noted the narrow space for Viet Nam’s civil society, which was confirmed by the findings from the scales to measure civil society space. Observing that Vietnamese civil society remains at a stage of learning, experimenting and developing and neither has it coalesced and nor does it have sufficient human, financial and influencing resources to become an important pillar in society, the report recommended that civil society should be nurtured and promoted to become financially independent and stronger in social mobilization skills.²⁵

Coordination of technical guidance: A project team comprising of a Project Coordinator, a Gender Specialist, a Project Communications Specialist and a Finance Officer was formed at the beginning of the project to provide technical guidance to Government partner and to monitor the implementation of the project.

How well has the internal monitoring system contributed to the evaluation and to ongoing project implementation?

Plan International is well-known for its thorough project monitoring systems. A robust monitoring system enabled timely tracking and resolution of issues that could impede progress. Efficient budget utilization was made possible through an elaborate system of guidelines, training, mentoring and handholding for

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²⁵ Binh, Le Quang, Nam, Nguyen Thi Thu, Phuong, Pham Quynh, and Tra, Pham Thanh. Benchmark Assessment of Civil Society Space in Viet Nam. Reference Bo

capacity development, monitoring, supervision and cross verification with clarity on the roles and responsibilities. Ha Noi DoET provided necessary support and the Plan project team ensured that the monitoring data was gathered, collated and organized well in time. The efficiency of the GRS model in delivering returns in the medium and long term will depend on how the investment is protected and developed.

5.4 Sustainability

How are the achieved results going to be sustained after this project ends?

All schools involved in the evaluation expressed their interest in continuing with class sessions and integrating the issue of GBV in extra-curricular and Youth Union activities. They appeared uncertain about continuing with the full package of interventions with the same intensity without the project or policy guidelines and resources from the Government.

All the training material for teachers and workbooks for students were reviewed and edited first by 20 schools' key teachers in accordance with their experience of delivering class-sessions in two school-years, which was then revised by the consultant from Ha Noi University of Education. The materials now are in complete versions and reprinted and delivered again to 20 schools, 10 controls schools and all secondary and high schools of Ha Noi education as a tool in the Implementation Kit of the gender responsive school for project' scale-up.

As all class teachers are now more knowledgeable about gender related issues, including violence, they could be expected to support students effectively. However, staff turnover and transfers could dilute the talent pool created by the project and online violence increasingly being perpetrated by the internet and smart phones needs fresh orientation, training and skill sets. In the absence of motivated school leaders and teachers who have personal interest and stake and official sanction for their continuation, the activities could be edged out in due course.

School counseling is expected to continue as schools are equipped with trained personnel and infrastructure and Ha Noi DoET has indicated that it has a plan and budget for rolling out school counseling activities in all school in the municipality. The school counseling model also draws strength from the fact that it is aligned with the Government policy on promoting social work in schools. But if the model is to deliver results beyond the project schools, concerted efforts would be needed to advocate for linkages with the academia, e.g., the major universities and educational institutions providing education for different levels of counseling and social work.

The communication activities can be expected to continue as long as the trained young team leaders are still in schools. However, they will be reduced in scope. Most schools indicate that they will utilize the skills and knowledge of YTLs in the Youth Union and school-based communication activities. Communication events with message on GBV are more likely to be sustained than innovative communications.

Multi-level advocacy on SRGBV prevention and response mechanisms and processes by Plan International Viet Nam and partners through their networks however holds promise. The interest in finding

lasting solutions to GBV in the policy arena and public domain has not as yet peaked if the dearth of interventions is an indication. Utilizing its organizational credibility and the lessons learnt, Plan could orchestrate and sustain a narrative on GBV which remains a serious concern in Viet Nam, regionally and globally.

“School violence has several causes. First and foremost, children lack skills to respond to and solve daily problems ... The content of moral and citizenship education is too theoretical and does not provide children with practical life experience, life skills to cope with day to day situations, extra curriculum activities are not appropriate and does not equip children with knowledge to recognize and combat violence...”

Tran thi Nghia, MOET Vice Minister²⁶

Does the project clearly articulate plan, process and fund for sustainability?

The GRS project has prepared the stakeholders well to continue activities after its closure. Specifically, a wealth of training materials has been made available to schools. Teachers have been trained and retrained to ensure their competency for class sessions. A manual to guide safe, friendly and gender responsive school has been developed and disseminated to serve as a reference for all secondary schools that are faced with school violence. A stakeholders’ meeting was held to discuss the ways and means to sustain the investment made by the project and to inform the DoET of the challenges and the support schools need to continue with the activities.

While the project has operated within the confines of a limited time bound pilot, the challenges within the education system still need to be addressed. They entail creating space for content and activities within the school system that equip students with practical knowledge.

What is the perception of government on the long-term benefit of such program? What are the potential challenges? How has program strategized to address those?

The MoET and Ha Noi DoET have expressed immense satisfaction with the contribution of the project in developing gender responsive and protective learning environments, which is indeed a priority for the government. Although they recognize the importance of school-based counseling, lack of a budget line for SRGBV prevention and response in their current plans and programs and the difficulties in appointing full-time school counselors especially when the government is downsizing the staff are potential impediments. As this is the first time that Ha Noi DoET and schools have implemented a project of this kind and the three-year duration, notwithstanding the benefits, may not be enough to convince them to continue with the interventions from their own resources. Anticipating these challenges, the project and Ha Noi DoET have focused on capacity building for the school staff and the whole school approach.

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²⁶ Chinhphu.vn, Accessed on November 1, 20

In case the project was successful in setting up new policies, is the legal or policy change likely to be institutionalized and sustained?

The MoET is currently developing a decree on regulations for safe, healthy, friendly, and free from violence schools, which will be submitted to the Government for approval. It could not be ascertained if and how the GRS project influenced the contents of the decree draft in any way, the familiarity of the MoET leaders are known to be aware of the project and the importance of providing children with knowledge and skills to cope with day to day situation, the role of school and parental involvement in this process.

At the school level, sustainability of project initiated interventions will depend on the commitment of school managers and teachers who need support from DoET to issue clear and specific guidance. As of now, all 20 project schools have operational plans that have been endorsed by Ha Noi DoET, for integrating key project activities in their annual plans for school year 2016-2017 with funding from their own budget.

5.5 Impact

What are the intended and unintended consequences that resulted from the project?

Plan International Viet Nam was invited to contribute its insights based on the experience with the GRS model to the discussions on the National Action Plan to prevent and respond to GBV (2016-20) and the Vision 2030 document. Its inputs led to the inclusion of safe, friendly, violence free model comprising of a comprehensive set of interventions in the National Action Plan, which was approved by the Prime Minister on July 24, 2016.

The lasting impact of the GRS project can be expected from the students who were reached through various interventions. About 30 per cent of the students expressed their readiness and preparedness for action if they witnessed any case of SRGBV. The number of boys who are ready to take action almost doubled from 15 per cent to 26 per cent. Both girls and boys reported that they are aware of different types of violence and know how to prevent and respond to SRGBV.

Recognition of the GRS model in national policy development: MoLISA invited Plan to the workshop for developing the National Action Plan to prevent and respond to GBV 2016-2020 and the Vision document for 2030. Plan's inputs based on the GRS school model led to the inclusion of safe, friendly, violence free model comprising of comprehensive interventions in the National Action Plan.

"To implement safe, friendly, violence free school model which include skills training for teachers, learners and provision of information to parents on prevention and response to SRGBV, establishment of school based support and intervention services, propose appropriate measures

to respond to violence perpetrator; integration of information on violence prevention in sport clubs, extra-curricular activities".²⁷

Increased awareness and confidence among girls and boys: The project introduced changes in the lives of boys and girls, those who participated in the project interventions and also those who did not. As a result of improved awareness of different facets of violence, teachers also changed the way they deal with their own children. Students reached by the project have shown positive attitudinal changes and recognition of their own role in addressing SRGBV. Albeit gender discrimination is still evident in peri-urban areas in particular, a growing number of boys are showing signs of increased awareness of their disproportionate privilege and girls are showing inclination to claim their right to equal opportunities. Such changes among many students and some parents who participated in this project could be expected to influence them and benefit subsequent cohorts.

Capacity development of teachers and school staff: The project created a cadre of trained teachers that can be an institutional resource. School managers and TOT trainers also acknowledge that they have acquired important skills through their association with the project, such as planning, budgeting and time management, that could contribute to improving school governance.

Sub-optimal implementation of the class-based project activities and parental engagement: Resource teachers report having to spend a lot of time on project's paper work which negatively impacts their professional performance and personal lives and results in low morale and stress. Occasionally, this leads to domestic conflicts as they spend less time for their families. In some cases, teachers used the limited time allocated for the Plan sessions and breaks therein to discuss academic issues. As a result, students were deprived of their free time and breaks which are already short during school days causing resentment among students.

Some teachers confuse "positive disciplining" with prohibition of all forms of discipline. They believe mistakenly that they should let go of children even when the latter have committed an act of indiscipline or an offence. Some students take advantage of this widespread perception and are known to have accused teachers of committing violence. Exaggeration of the problem in some cases has led to concern among some sections of the public that there is "too much fuss over nothing".

Box: Co Loa lower secondary school: a role model for other schools

Co Loa lower secondary school is located in the peri-urban district of Dong Anh, 20 km from Ha Noi city centre. Children are well-exposed to gender discrimination and GBV in homes and in and around their schools. Parents and teachers frequently used corporal punishment to discipline them. Mischief or misbehavior resulted in boxing of their ears, rap on their heads, or a loud reprimand, and even more severe beating followed poor academic performance.

Among children, hurling of verbal abuses and insults were common and were usually followed by physical fights, generally regarded as a fair means of settling conflicts. When fisticuffs and kicks were

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²⁷ National Action Plan on Prevention and response to GBV period 2016-2020 and the vision for 2030 Decision No. 1464/QĐ-TTg signed by Prime Minister on 22 July 2016. Part III.

not enough, children would employ tree branches, bricks, sticks and other objects to hurt and injure one another. Many parents would get drawn into the fights among children. To deal with parents who often visited the school to verbally abuse the school authorities and teachers to express their dissatisfaction with the lack of or nature of mediation and action, the school had to hire a security officer. The school was obviously not the first choice of parents and children in the area.

Many changes have taken place since Co Loa school joined the GRS project. Recognizing that reprimanding, shouting and yelling at children constitutes emotional violence, the teachers have begun showing restraint in their interactions with students as well as their own children. Boys show more respect for girls and cases of bullying have declined. Parents no longer come to school to shout and children report less corporal punishment from their parents and teachers.

“There is noticeable change in my class. Earlier, boys often rapped on girls’ head and denied doing it, but they stopped now. At parents meeting, some parents urged me to spank their children if they were not obedient. When I told them that we should not hit children, they no longer object to my opinion.

FGD with teachers of Co Loa school

“Since our school joined the project, I have notice changes among teachers, children and parents. Now we think twice and control ourselves before we take actions.”

FGD with teachers of Co Loa school.

“A boy in my neighborhood used to be beaten by his dad as he spent most of his time on computer game. As he continues to be beaten when he grows older, he reacts and pushes his father. I take books to his house for him to read”.

FGD with teachers of Co Loa school.

Encouraged by the positive changes in Co Loa school, the school principal made concerted efforts to reach out to other schools and local stakeholders. Representatives from other schools, local mass organizations and the mass media were invited to attend all communication events and the Co Loa school has gradually turned into a resource school and champion for SRGBV prevention in the district. The IEC materials produced by the school have been displayed at the district Women’s Union Members’ Meeting and the school principal and resource teacher have been invited by other schools in the district to talk about SRGBV prevention and response.

Months before the closure of the project, the administration of Co Loa school and the Parents’ Association, held meetings to discuss continuation of the activities. They identified possibilities of maintaining these activities in school’s regular activities.

“Topics on SRGBV will be integrated in different school activities. Lessons on GVB will be condensed and included in life skills lessons, class meetings etc., communication activities will be part of Youth Union activities etc.

Interview with the school staff of Co Loa

Similar changes have reportedly taken place in all the intervention schools, notwithstanding the differences in the socio-economic environment. The evaluation team observed motivation and the will for continued action in all schools that it visited.

5.6 Knowledge generation

What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls?

The GRS project reiterated that schools can be effective venues for SRGBV prevention and response interventions, if the education system is supportive and people in positions of authority are committed. Where school enrolment and attendance rates are high as in Ha Noi, they can be important catchment for children in different age groups for age appropriate messages and activities. Where the education system is encouraging, the schools can be effective spaces for innovative action. The ownership of Ha Noi DoET of the project was critical for the success of the project. Where the leaders are sensitized and motivated, they are able to galvanize action at different levels of organization. One of the senior officials who particularly empathized with the issues of SRGBV played a critical role in setting up and rolling out the project.

In due course, SRGBV prevention and response interventions would have to take a nuanced approach to engagement with adolescents. Most interventions for GBV prevention have targeted adolescents, and the project too addressed this stage of child development. Adolescence is by and large a time of discovery and disorientation for girls and boys as they make the transition from childhood to adulthood although early, middle and late adolescence have their own characteristics. Post-puberty, girls and boys with acquire a sense of independence and self-identity, and many of them face difficult choices regarding schoolwork, sexuality, drugs, alcohol and social life, and tend to value peer groups, romantic interests, and external appearances much more. Individual traits, family and social environment, and other factors also influence their lives.

The GRS pilot project made a concerted effort to connect with adolescent girls and boys, who are undoubtedly a vulnerable age group. However, their responses in end-line survey and FGDs clearly indicated that they had already been exposed to and internalized to a fair extent the social norms, including gender-based identity and behavior. Appropriate interventions targeting younger age groups when the social norms and values have not sufficiently set in may need to be considered although strategies targeting younger age groups have not been sufficiently disseminated.

Focus on benchmarks rather than quantitative targets. There is a general consensus among child protection experts that a spurt in numbers of reports or utilization of services is not a good measure of incidence as it tends to reflect the willingness to acknowledge violence and a degree of confidence in the pervasiveness and quality of protective environment. Accordingly, the success of protection measures needs to be against well-defined benchmarks rather than the number of cases (e.g. the number of students reporting, or seeking help and availing of services).

Some of the counsellors, especially the second batch that was appointed in 2016 following the demand for additional counsellors and the perceived need for both male and female counselors, proactively seek students for counseling instead of being prepared and available. A school counselor in a lower secondary school in a peri-urban area admitted that few students approached him and he proactively looked for students to counsel. He hid his identity to register and chat on the "Confession Page" to identify students

who could do with some help. *“I got to know who was facing which problem. A girl was abused recently online with sexual comments and appeared distressed so I invited her to the counseling room. She sobbed as she told me that she felt suicidal. I consoled her and tried to solve the issue and today she is back in school. This is my most successful case of the year. As you see, we have to be proactive as children would not come to see us. Probably they are scared that I might be critical and blame them.”*

The counselors and teachers need to be convinced during their training and subsequent guidance and supervision processes of the primacy of quality of support rather than the number of “cases” they deal with. Their understanding of psycho-social support along with empathetic attitude, motivation, communication and problem solving abilities, and recognizing the need of and facilitating access to specialized services are crucial for bringing relief to children who are in distress.

Investment in competent field researchers. Importance of adequate training, supervision and remuneration for ensuring quality in work and motivation among field researchers was another lesson. Social work student volunteers were engaged for field research due to financial constraints. They were oriented for the overall evaluation framework and trained for end-line survey and the FGDs at two sessions but the unsatisfactory quality of the filled-up questionnaires revealed a lack of motivation and/or inexperience. The evaluation team had to review all of them and administer the questionnaires to the back-up respondents to replace the poor quality filled up questionnaires. Capacity and competency of field researchers should be duly considered while planning and budgeting research on child protection.

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

- ***Synergies and connections:*** The interventions should connect with the agenda of the education sector and the schools. For the buy-in of the communities and authorities, they must respond to the local socio-economic context as well as the diversity of needs of students, teachers, administrators and other staff. The project was able to orchestrate the synergies effectively in the 20 schools but the strategies may need to be adapted for achieving wider coverage.
- ***Diversity in approaches:*** The complexities of SRGBV require approaches that complement and supplement each other. Orientation and education of students through class room sessions, training of teachers on the messages they need to convey, communication activities through youth team leaders, appointment and training of counselors for supporting students in need, informing and engaging parents, and informing and educating parents are complementary strategies that address the project participants appropriately. However, real-time monitoring of the strategies is important for ensuring effectiveness, relevance and efficiency in pursuit of the desired impact. For instance, the experience accrued during the project indicates that the interactions with parents could have been better designed and implemented.
- ***Individuals as facilitators of change.*** Commitment, capacity and competence of individuals in positions of authority, to guide and mentor among the staff are crucial for effective partnerships. As mentioned earlier, some officials in MoET were highly sensitized and motivated and their guidance

and support was crucial for effective implementation of the project. Identifying, engaging with and seeking support of motivated individuals in key institutions is extremely important.

- ***Empowerment of children:*** Meaningful participation (including civic engagement) and intergenerational communication enables girls and boys to emerge as change agents for lasting prevention and response to various forms of violence. They can be empowered within their learning environments in order to play an important role in peer communication and parental engagement.
- ***Multiplicity of partnerships based on objectives and critical capacities:*** Close partnership of Ha Noi DoET and Plan based on mutual understanding and cooperation was vital for the success of the GRS pilot project. Ha Noi DoET provided guidance and motivation to schools and facilitated cooperation between various stakeholders while Plan mobilized financial resources and coordinated technical resources. While Ha Noi DoET was strategically placed for vertical management of sub-DoETs and through them the school management boards of the intervention schools, Plan was able to expand its outreach horizontally to newer partners and collaborators who could provide specialized inputs to the project.

Collaboration with academia, civil society organizations and the ICT sector is important for utilizing and encouraging in-country expertise for prevention and response. The academia can contribute to the knowledge base and also gain experience of the emerging issues and trends. The civil society organizations can offer flexibility in their approach to work but in Viet Nam need opportunities for partnering with national and sub-national government institutions. Partnerships with the ICT sector can be extremely fruitful in view of the growing influence of the digital platforms and social media on social behavior and change.

- ***Multidisciplinary research.*** The nuances of multiple manifestations of GBV in the various socio-cultural contexts to inform the key messages and content for prevention and response can no longer be captured by conventional research methodologies. How children receive and internalize messages, the impact of the diffusion of internet and smart phones, and the technical and legal barriers and bottlenecks are some of the concerns that require multidisciplinary engagement for mitigating the risks and threats.

6. Conclusion and key recommendations

Evaluation Criteria	Conclusions
Overall	<p>The GRS project in Ha Noi delivered and indeed exceeded expectations on its three main objectives of capacity building of 20 schools for promoting gender equal norms and prevent and respond to SRGBV, engaging adolescent girls and boys in prevention and response, and seeking recognition and continued implementation of the model by the Ha Noi DoET. It is a promising and feasible initiative that could be implemented in other urban and peri-urban settings.</p> <p>Mutually complementary project interventions targeted various stakeholders, strengthened school-based structures and mechanisms through training of teaching and administrative staff, counsellors, parents and the students. The cumulative effects of openness in discussions on the hitherto taboo or sensitive topics, conflict resolution mediated through a constructive dialogue with teachers and school administrations, individual and group counselling of students, parental understanding and engagement contribute substantially to SRGBV prevention and establishing the first line of response.</p>
Effectiveness	<p>The project created a sizeable corpus of human and technical resources in 20 schools through training of trainers, teachers, school administrators, counsellors, students and youth team leaders. It helped in consistently improving attitudinal scores, knowledge and skills among teachers (See Table 3. Gender Equitable Men (GEM) scale) and engaged with about 50,000 girls and boys through class sessions and communication activities to encourage them to act, report and support in the event of SRGBV. The proportion of students with high score on GEM scale increased from 41 per cent in 2014 to 59 percent in 2016 in secondary school and from 43 per cent to 58 per cent at upper secondary school level during the course of the project.</p> <p>The proportion of girls who felt safe and respected in the project school increased from 53.5 per cent in 2014 to 58.2 per cent in 2016 but there was marginal decline in the proportion of students who felt safe in school from 54 per cent in 2014 to 53 per cent in 2016 and the level of insecurity among those who felt unsafe increased significantly (See Table 5. Feeling about school safety before and after the project).</p> <p>The feeling of insecurity among students needs to be explored further. It is possible that increased recognition of certain acts as violence and the emergence of online threats have contributed to the expression of insecurity. For instance, the project interventions collectively reiterated that offensive remarks and behavior were unacceptable, which students were exposed to regularly but</p>

condoned as “normal” largely due to socialization and internalization of gender and patriarchal norms. These include online harassment and abuse and intra-household relationships, persistent inhibitions about reporting and seeking help for sexual harassment and abuse.

There was a decline in experience of physical violence by 7 per cent, in emotional violence by 58 per cent but 1.3 per cent increase in sexual harassment over the project implementation period. While emotional violence decreased from 65.3 per cent in 2014 to 7.3 per cent in 2016, sexual harassment and violence increased from 10.9 per cent in 2014 to 15.2 per cent in 2016. although the difference between students in intervention and control schools was insignificant. There is no significant difference in the ratio of students in urban and peri-urban area, at lower and secondary levels, who experience emotional violence.

Exposure of students to the types of SRGBV, the risks and consequences has contributed to increased awareness, sensitivity and alertness but the interventions need to be viewed as work in progress. A sizeable proportion of While 50 per cent of the students empathized with gender sensitivity and equity, the remaining 50 per cent abided with traditional norms that tend to be harsh for women (See Annexure 6, Table 4, [Table 6. Changing attitude of students towards gender norm and GBV](#) and [Table 7. Changing attitudes about gender roles before and after project](#)) and the ratio of boys who favor gender inequality continues to be higher than girls. A sizeable proportion of students in the project schools still perpetrate acts that can be construed as violence (See Annexure 6, [Table 11](#)).

In the FGDs boys expressed their desire to learn more about relationships, sex and sexuality and admitted that they watched sex film and harassed their peers. In the end-line survey, 44 per cent (N=77) boys in intervention schools and 50 per cent of boys in control schools (N=122) admitted to having harassed their peers of the same sex.

The proportion of teachers as perpetrators of violence decreased slightly in intervention school from 13.5 in 2014 to 11.8 per cent in 2016. However, female teachers as perpetrators increased from 37 per cent to 54 per cent. As most teachers are females, the project had a positive influence on the levels of awareness about GBV among students, who are able to identify and condemn teachers’ acts of violence. This should be seen as an important outcome of the effort to prevent SRGBV. This is evidenced by the data which indicate that more students from intervention school report on prevalence of violence by teachers than those in control schools.

	<p>The reported cases of bullying and harassment of students in all schools declined from 25.7 per cent in 2014 to roughly 7.4 per cent in 2016. About 93 per cent of the students did not experience bullying in 2016 but there were more boys than girls who reported being bullied and harassed through mobile phones and internet. The difference between students in intervention and control schools who experienced sexual harassment was insignificant.</p> <p>The project also gained recognition and appreciation from Ha Noi DoET, MoLISA and MoET, a critical condition for further adaptation, replication and expansion of the model.</p>
Relevance	<p>The strategies and activities of the GRS project responded to the needs of students, parents, schools and education system while relating to the local context. The project also conformed to the framework provided by the Government of Viet Nam's clearly articulated policies on gender equity and equality, and the National Development Goal on gender equality. The demonstration model was established when Ha Noi DoET was looking for ways to tackle SRGBV. The GRS model provided a useful evidence based framework at a scale that was compatible with the capacity of the implementing partners. However, the project did not sufficiently respond to the issues of children with disabilities (CWD).</p>
Efficiency	<p>The implementation arrangements were high effective as a result of the consistent efforts of Plan International Viet Nam to engage, negotiate, and collaborate with Ha Noi DoET. The ownership of the Government agencies is crucial for the success of such endeavors and key individuals within Ha Noi DoET were brought on board and they played an important role in establishing communication channels and forging a partnership that served the GRS project well over the course of three years. Plan drew upon the high quality of technical support extended by partners such as UN Women and ICRW to improve upon project implementation processes during the course of the project.</p> <p>Investment of substantial financial, technical, human and organizational resources, together with ongoing and effective feed-back mechanism among project stakeholders, was able to establish a cohesive and functional model. With clarity in the roles of all key project stakeholders and a robust system of monitoring and supervision, the project utilized the available results to deliver results efficiently.</p> <p>Although the component of training of journalists was sub-optimally utilized and the scope of engagement with parents was narrow, they did provide insights for the design and implementation of future endeavors.</p>

Sustainability	<p>The GRS project has generated considerable interest and involvement of Ha Noi DoET, schools and students, who could be encouraged to continue with the project activities. Ha Noi DoET and school administrations can utilize the services of the key teachers associated with the project who have acquired the competence for guiding and implementing future SRGBV prevention interventions, the project trained trainers who have acquired conceptual knowledge and practical experience of training other teachers, and substantial materials that could be used for teaching, learning and public communication.</p>
Impact	<p>There is substantial indication of potential longer-term impact of the project.</p> <ul style="list-style-type: none"> • Sustained interest and engagement of Ha Noi DoET in SRGBV prevention and response and its guidance to schools under its jurisdiction can hasten the decline in physical violence against students and address other forms of SRGBV. • School managers, teachers and counsellors in 20 schools have improved knowledge and skills for dealing with SRGBV. The project documentation has already been made available to many schools in Ha Noi, which can be useful for the application of the GRS model in the future. • The information, education and communication materials that the project made available can be used in the 20 project schools and also introduced in other schools in Ha Noi and probably with some region-specific modifications across Viet Nam. • Students, especially girls, are better equipped for SRGBV prevention and response. Both girls and boys report being aware of different types of violence and knowing how to prevent and respond to SRGBV. High GEM score among students increased from 44.5 per cent to 62.5 per cent, which included 52.4 per cent among boys. One in three students in the project schools expressed their readiness and preparedness for action if they witnessed SRGBV. • Students who reported the experience of SRGBV to their parents increased from 19.6 per cent to 45 per cent and those who approached teachers, school staff and counsellors increased from 14.7 per cent to over 30 per cent. • A school-based counselling mechanism established to alleviate difficulties and distress among students served students well as three in four of students who received counselling expressing satisfaction with the service. Ha Noi DoET has expressed interest in upscaling school based counseling.
Knowledge generation	<p>The GRS project provided some important lessons and directions for future endeavors.</p> <p>Individuals as facilitators of change: Commitment, capacity and competence of individuals in positions of authority, to guide and mentor among the staff are crucial</p>

for effective partnerships. Identifying, engaging with and seeking support of motivated individuals in key institutions is extremely important.

Synergies and connections: The interventions should connect with the institutional and organizational agenda of the education sector and the schools. For the communities and authorities to buy-in to the GRS model, the interventions must respond to the local socio-economic context and the diversity of needs of students, teachers, administrators and other staff. The project was able to orchestrate the synergies effectively in the 20 schools but the strategies may need to be adapted for achieving wider coverage.

Diversity in approaches: The complexities of SRGBV require complementary and supplementary approaches. Orientation and education of students through class room sessions, training of teachers on the messages they need to convey, communication activities through youth team leaders, appointment and training of counselors for supporting students in need, informing and engaging parents, and informing and educating parents are strategies that address the project participants appropriately.

Empowerment of children: Meaningful participation (including civic engagement) and intergenerational communication enables girls and boys to emerge as change agents for lasting prevention and response to various forms of violence. They can be empowered within their learning environments in order to play an important role in peer communication and parental engagement.

Multiplicity of partnerships based on objectives and critical capacities: Close partnership of Ha Noi DoET and Plan based on mutual understanding and cooperation was vital for the success of the GRS pilot project. Collaboration with academia, CSOs and the ICT sector is important for utilizing and encouraging in-country expertise for prevention and response. The academia can contribute to the knowledge base and also gain experience of the emerging issues and trends.

Multidisciplinary child-centred research: SRGBV prevention and response requires mechanisms to identify and respond to unforeseeable developments in the external environment. The project outcomes were influenced by the social norms that have evolved historically to crystalize perceptions of acceptable and unacceptable behavior and high thresholds of discomfort and pain. While these take time to be challenged and dismantled, the engines of social change, such as the rapid diffusion of ICTs, are creating new dynamics that need to be addressed in future endeavors.

Conventional research methodologies may no longer be able to capture the multiple manifestations of GBV in the various socio-cultural contexts to inform the

	<p>key messages and content for prevention and response. A nuanced approach may be required to elicit responses from children and young people in particular who may not be able to articulate their fears and experiences of violence, especially emotional and sexual. The difference in perceptions and experiences can be a personal account but also reflect increased awareness or familiarity with the new terminology related to violence, real or exaggerated fear. Multidisciplinary engagement is required for exploring how children receive and internalize messages, the impact of the diffusion of internet and smartphones, and the technical and legal barriers and bottlenecks in order to device strategies for mitigating the risks and threats.</p>
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Evaluation Criteria	Key recommendations	Relevant Stakeholders	Suggested timeline
Overall	Development of a follow-up strategy to sustain the interest and ownership of the stakeholders, preserve the returns on investment and identify the nature of support required in the short, medium and long term for programmatic enhancement and strengthening of the national policy framework.	Plan International Viet Nam Ha Noi DoET District DoETs UN Women MoET	2017-19
Effectiveness	<p>Incorporation of the components of the GRS project in the organizational agenda of Ha Noi DoET</p> <ul style="list-style-type: none"> • Guidance for the continuation of activities in the 20 intervention schools • Perspective and experience sharing with MoET and MoLISA • Interactions between project and other schools (e.g. annual, biannual, quarterly or monthly meetings) • Online trainings 	Ha Noi DoET and district DoETs MoET MoLISA	2017
	<p>Wider dissemination of lessons learnt from the GRS pilot project</p> <ul style="list-style-type: none"> • Perspective and experience sharing with CSOs, research institutions, relevant UN agencies and donors 	Plan International Viet Nam CSOs UN Women UNICEF	2017
	Technical support for consolidating and up scaling the GRS model and advocacy for continuing the interventions and comprehensive multi-sectoral programming for addressing SRGBV in various for a within and outside Viet Nam	Plan International Viet Nam Ha Noi DoET District DoETs MoET and MoLISA	2017-18
	<p>Formulation of a capacity development plan on SRGBV prevention and response with the following key themes:</p> <ul style="list-style-type: none"> • Age-appropriate communication strategies for different age groups 	Plan International Viet Nam Ha Noi DoET	2018-19

Evaluation Criteria	Key recommendations	Relevant Stakeholders	Suggested timeline
	<ul style="list-style-type: none"> • Gender equitable approaches to address issues of girls and boys with nuanced communication to address resistance to key messages (e.g. challenging notions of masculinities) • Substantive discussions with adolescent girls and boys on issues related to relationships and sexuality in the classroom lessons and communication activities • Multiplicity of approaches for communicating with parents on GBV 	District DoETs Secondary and high schools in Ha Noi MoET and MoLISA Academia CSOs	
	Continuation of the engagement with the journalists' network and technical support for public awareness raising on SRGBV reduction and response.	CSAGA CCHIP	2017-19
Relevance	Clarification of the roles, responsibilities, capacities and competencies of various stakeholders in the GRS model. <ul style="list-style-type: none"> • Mandatory basic training of a certain standard, minimum levels of attitudinal measure and knowledge and skills for the appointment counsellor. Preference to individuals with good knowledge of psychology and pre-service training in counseling • For schools unable to avail the services of trained counselors, training and appointment counselors from staff in positions that do not conflict with the desired role and rationalization of their responsibilities • Identification of basic minimum standards for training and certification of counselors and system of periodic in-service preparatory and refresher counseling trainings 	MoET Ha Noi DoET Lower secondary Schools High schools Educational institutions providing education and training in psychology and counselling	2017-18

Evaluation Criteria	Key recommendations	Relevant Stakeholders	Suggested timeline
	Continuation of technical support to schools, youth team leaders clubs and journalists network for SRGBV prevention and response	CSAGA CCHIP	2017-19
	<p>Establishment of a comprehensive network of specialized services to assist with SRGBV response</p> <ul style="list-style-type: none"> • Mapping of professional counsellors, psychiatrists, doctors, cyber security specialists, and lawyers that could be linked with the school based counselling service • Policy discussions on linkages of school based counsellors with specialized service providers, and supporting the initiatives of the Government of Viet Nam to professionalize social work 	<p>Plan International Viet Nam in collaboration with MoLISA and MoET, and the University of Ha Noi</p> <p>Institutions for higher education in psychology, social work and education</p>	2017-19
Efficiency	Disseminate online comprehensive teaching and learning materials from the GRS pilot project for potential users in other parts of Viet Nam. Meanwhile, the content on child online protection being made available by various social media platforms and ICT companies (e.g. Facebook, Google, Microsoft and Symantec) may be linked and made available to schools and students for information, adaptation and use	MoET Ha Noi DoET UN Women CSOs Mass media	2017
	Establish linkages with the existing specialized services (viz. medical services, legal aid and psychiatric counseling and treatment for serious cases of GBV) towards developing a comprehensive framework for dealing with more serious and complex cases.	Plan International Viet Nam	2018

Evaluation Criteria	Key recommendations	Relevant Stakeholders	Suggested timeline
	Advocacy for standard operating procedures or protocols for reporting SRGBV following consultations with Ha Noi DoET, schools and experts	Plan International Viet Nam and Ha Noi DoET, in collaboration with UNICEF, UN Women, and CSOs MoET, MoLISA, MHA and MoJ	2017-18
Sustainability	<p>Collaboration with Ha Noi DoET, MoET and MoLISA, and UN Women on multi-pronged approach to violence prevention</p> <ul style="list-style-type: none"> • Learning sessions or mechanisms for sharing new developments and learnings among Government agencies, academia, research organizations and CSOs • Mainstreaming interventions within existing programmes • Assist Ha Noi DoET explore alternative funding for the continuation, quality enhancement and phased expansion of the project interventions 	<p>Plan International Viet Nam MoET MoLISA Ha Noi DoET UN Women CSOs</p>	2017-19
	Multi-sectoral collaboration on SRGBV prevention and response with multilateral, bilateral and other international organizations drawing upon lessons from the GRS project in Ha Noi and the project in Danang and other initiatives in the region.	UN Women	2017-19
	Policy advocacy strategy for effective sectoral response mechanisms and protection services, with focus on implementing the full package of interventions that constituted the GRS pilot project. The following provide windows of opportunity for policy advocacy:	Plan International Viet Nam with MoLISA and MoET, international development partners (viz. UN Women, UNICEF) and the media	Advocacy for strengthening the national policy framework: 2017-19

Evaluation Criteria	Key recommendations	Relevant Stakeholders	Suggested timeline
	<p>The Law on Children, 2016: Well-conceptualized advocacy of the GRS approaches could support implementation and monitoring of the law which will come into effect in 2017.</p> <p>National agenda towards the SDGs: The SDGs that call for the elimination of all forms of violence by 2030 provide a useful window of opportunity for policy advocacy and engagement. The key targets of SDG 5 focus on gender equality and empowerment and call for effective end to all forms of discrimination and violence against girls in all spheres, and concerted promotion of gender sensitization and participation of girls in various arenas. The SDG 6 promotes peaceful and inclusive societies, universal access to justice, and effective, accountable and inclusive institutions at all levels, seeks the end of abuse, exploitation, trafficking and all forms of violence against and torture of children, the rule of law, equal access to justice for all and universal birth registration.</p>		
Impact	Workshops on SRGBV prevention and response and the lessons from the GRS project with the DoETs, DoLISA, mass organizations and CSOs in the programme areas of Plan and in the north, south and central Viet Nam on the lessons from the GRS pilot project	Plan International Viet Nam together with Ha Noi DoET, MoET, DoLISA and MoLISA, CSOs and academia	2017-18
	Learning events or facilitation of exchanges of practical knowledge, lessons learnt among psychology counseling communities.		

Evaluation Criteria	Key recommendations	Relevant Stakeholders	Suggested timeline
Knowledge generation	<p>Strengthen the existing components of the GRS model while developing additional components for robust child protection systems and a protective environment for children.</p> <p>Approaches to GBV prevention and response</p> <ul style="list-style-type: none"> • Parental engagement • Communication and orientation of pre-adolescents or students in the 6-10 years age group on recognizing risks and threats of GBV, protecting themselves and reporting • Responding to the concerns of girls and boys with disabilities • Adapting the GRS model to rural areas and remote areas populated by the ethnic minorities • Develop content for digital citizenship and online risk reduction that could be used with children, teachers, parents and guardians. • Linkages with specialized service providers 	Plan International Viet Nam together with academia and the CSOs	2017-18
	<p>Knowledge partnerships</p> <ul style="list-style-type: none"> • Academic and research institutions to draw upon their technical expertise for various dimensions of the interventions • ICT sector to draw upon their resources for quality enhancement and outreach of the GRS pilot project interventions. 	<p>Plan International Viet Nam</p> <p>Institutions of higher learning</p> <p>Research institutions</p> <p>ICT companies</p>	2017-19

Evaluation Criteria	Key recommendations	Relevant Stakeholders	Suggested timeline
	<p>Further research</p> <ul style="list-style-type: none"> • <i>Perceptions of emotional violence:</i> How do girls and boys perceive and articulate emotional harassment, distress and violence? • <i>Male perceptions of gender equity:</i> How are the boys internalizing the messages of gender equity? Are their acts of kindness to girls stemming from the notions of benign masculinity? Has there been any discernible change in the power dynamics with other boys, older or younger, weaker or stronger? • <i>SRGBV involving girls and boys with disabilities:</i> Future endeavors need to take cognizance of the protection needs of CWDs who are particularly vulnerable to various forms of violence. • <i>Children's experience with helplines</i> 	<p>Research institutions – social anthropology, psychology and communications</p>	<p>2018-19</p>

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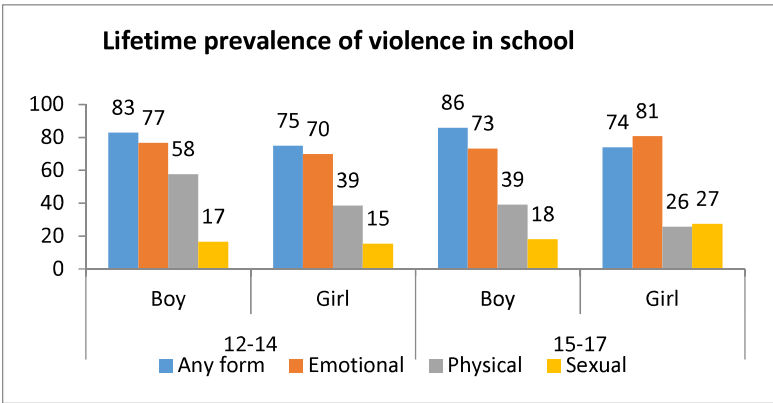
Annexure 1: Term of Reference

For consultants to undertake the final evaluation of the ‘Gender Responsive School pilot model’ project. Ha Noi, Viet Nam. May 2016

1. Background and Context

The prevalence of GBV is high in Viet Nam. A study by the Vietnamese government (2010) showed that 58 percent of women experienced at least one form of abuse in their lifetime, and three percent of women had been sexually abused before the age of 15. Statistics indicate that verbal violence takes place among 20-50 percent of households and physical violence in 5-20 percent of households (Loi, VM et al., 1999). Results from the National Study on Domestic Violence against Women in Viet Nam found that 25 percent of women were experiencing mental/psychological violence at the time of the survey. The prevalence of violence against children caused by their father is as high as 25 percent, with children of mothers who were victims of violence two times more likely to be victims of violence than those whose mothers were not victims (GSO & WHO 2010).

As shown in the project base-line study in March 2014, prevalence of violence is very high in school with 71 per cent students reported experiencing at least one form of violence in school in last 6 months. This also indicates that students frequently experience violence in school. Among the different forms, 66 per cent reported experiencing emotion, 30 per cent physical and 11 per cent sexual violence. Five percent students reported experiencing all three forms in last 6 months in school.²⁸



While the school system often mirrors and reinforces patriarchal and inequitable attitudes and discriminatory practices, and violent behaviors, they also provide an important entry point for prevention work. Prevention work in schools can create lasting impact and the school environment can satisfy practical considerations such as the logistics of prevention intervention implementation, and the ability to monitor and evaluate possible impacts of the intervention (Canadian National Crime Prevention Center, 2001). School settings also provide the opportunity to provide a stable, long-term, learning environment: interventions can work with relatively large groups of boys and girls over time, and work toward better understanding different forms of violence, questioning the norms that condone violence, and work toward building specific relationship skills and fostering more gender equitable and non-violent attitudes, beliefs and practices. Educational institutions are therefore an important setting for the primary prevention of GBV.

The Vietnamese government has made commitments to eliminating all forms of GBV. Notably, the Gender Equality Law was approved in 2006, the Law on the Prevention of Domestic Violence was approved in 2007, and Viet Nam has been signatory to the Convention on the Elimination of All Forms of Discrimination against

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²⁸ The International Centre for Research on Women (2014), *Promoting equality and safety in schools*, a study on Gender-Based Violence in and around Schools in 5 Asia countries (Philippines, Pakistan, Indonesia, Cambodia and Viet N

Women (CEDAW) since 1982. These legal frameworks can be considered as important advantages and opportunities for the proposed project to carry out its interventions.

1.1. Background about Plan International and the project

About Plan International: Plan International is an international humanitarian, child development-focused organization without religious, political or governmental affiliation. Plan's vision is of a world in which all children realize their full potential in societies which respect people's rights and dignity. Working with children, their families, and communities in 50 program countries, Plan is one of the world's largest international development organizations, committed to the well-being of children and supporting the Convention on the Rights of the Child. Plan has been in Viet Nam since 1993, works in long term partnership with local people, organizations, and government bodies at all levels.

About the project: The 3-year 'Gender Responsive School pilot model' project, started on 1st December 2013 and will end on 30th November 2016, in Ha Noi, Viet Nam. The project is under Plan's global 'Because I am a Girl' program and the 'Promoting Equality and Safety in Schools' program in five countries of Asia (Philippines, Pakistan, Indonesia, Cambodia and Viet Nam).

With the process for Government approval from December 2013 to May 2014, the project officially started its interventions in June 2014, aiming at empowering adolescent students and their schools in preventing and responding to school-related gender-based violence (SRGBV) which refers to acts: i) of sexual, physical or psychological violence; ii) inflicted on children in and around schools; iii) that are due to stereotypes and roles or norms attributed to or expected of them on the basis of their sex or gendered identity. SRGBV also refers to the ways in which experiences of and vulnerabilities to violence may be gendered.

The project targeted to reach 30,000 adolescent girls of ages 11 to 18 years in grades six to twelve as the primary beneficiary, and 700 teaching and non-teaching staff, 45,000 parents of adolescent girls and boys; 25 journalists from national and local mass media; and 100 education officials, policy makers and academicians. The project is on-track within the project timeframe towards the closure on November 2016. As of March 2016, the project has reached 31,033 adolescent girls and boys aged 11 to 18 as primary beneficiaries; and 64 school managers, 2,158 teachers and school staff, 40 school counselors, 30,398 parents, 94 journalists and 30 Government officials as secondary beneficiaries. In May 2016, the project completed the first half of the third project year and finished the second school-based implementation year with students and parents. The key activities implemented are: development of project textbooks, capacity building for project master trainers and teachers, delivery of lessons on SRGBV, establishment of school counseling offices, setting up Youth Team Leader Clubs, school communication events and initiatives, as well as rigorous monitoring and evaluation activities.

1.2. Strategy and theory of change of the project

The overall goal of the project is "Adolescent girls attending 20 schools in Ha Noi experience greater protection from gender-based violence and feel respected in school".

The expected outcomes and outputs are:

Outcome 1: Twenty schools in Ha Noi have an increased capacity to promote gender equal norms, and prevent and respond to gender-based violence in and around their schools.

²⁹Output 1.2: Teachers and staff in twenty schools improve knowledge and skills to prevent and respond to school-related gender-based violence.

Key activity 1.2.1: Develop a pool of 30 master trainers, consisting of school teachers, trainers from Teachers' Training Institute and external gender trainers, to train and provide continuous support to teachers

Key Activity 1.2.2: Conduct training and refresh training of key teachers on issues of gender, violence, positive disciplining violence response mechanism and skills to delivery students' curriculum; Conduct orientation workshop for teachers

Key Activity 1.2.3: Develop and print teachers' manuals

Output 1.3: Parents of 30,000 school girls and boys increase awareness on SRGBV.

Key Activity 1.3.1: Support the orientation and sensitization for parents on the perspective of gender and violence and processes put in place for making schools gender responsive through regular parent meetings

Key activity 1.3.2: Conduct review meetings with parents' association to assess progress and performance of schools towards gender responsiveness (1 meeting in Year 1; 2 meetings in Year 2 & 3)

Output 1.4: Tools and processes are in place to engage students, teachers and school management in preventing and responding to SRGBV.

Key Activity 1.4.1: Set up counselling service at schools

Key activity 1.4.2: Provide salary supplement to the counsellors to conduct counselling services in schools

Key Activity 1.4.3. Support teachers, students to develop code of conduct; procedure to reports

Key Activity 1.4.4. Provide training course to the counsellors at schools

Outcome 2: Adolescent school children (girls and boys) engage in preventing and responding to school-related gender based violence.

Output 2.1: Adolescent girls and boys have awareness on school-related gender based violence.

Key activity 2.1.1: Facilitate classroom sessions with students to build their understanding and skills for changing individual attitude and behaviour

Key activity 2.1.2. Organize school based events to engage students and teachers for promoting gender equitable norms in school

Output 2.2: Adolescent girls and boys increase readiness to participate to prevent and respond to SRGBV.

Key activity 2.2.1: Develop peer support group to sustain the individual changes and strengthen response mechanism for GBV

Key Activity 2.2.2: Support the peer support groups to implement communication events in schools related to SRGBV

Key Activity 2.2.3 - Adapt and print the student activity book/log-book for self-reflecting and engaging parents and friends

Key Activity 2.2.4: Utilize ICT to support the development and maintenance of web pages to promote interactive communication for engaging students on SRGBV

Outcome 3: Ha Noi Department of Education and Training (DoET) recognizes Gender Responsive Schools model, continues to implement the model in project schools, and takes action to scale it up in the school system.

Output 3.1: DoET authorities and school officials increase awareness on SRGBV and the necessity to implement the Gender Responsive School Model

Key activity 3.1.1: Organize trainings for journalists on SRGBV, concept and approach of gender responsive schools; and link with schools for writing feature articles

Key activity 3.1.2. Support the publication /dialogue in newspaper/on TV programme

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²⁹ Output 1.1 was moved to M&E component after the first modification of the proj

Key activity 3.1.3: Bring the issues of school related GBV to Gencomnet's agenda to advocate for institutional response

Key activity 3.1.4: Actively engage government partners in project implementation to promote understanding and support for the expansion of the model

Key activity 3.1.5: Support the learning visits to Da Nang to share and to learn the practices of development and managing the project model

Output 3.2: School management team express commitment to continue addressing the SRGBV.

Key activity 3.2.1: Support the regular cross learning and reflection amongst teachers and schools

Key activity 3.2.2: Support the intervention schools to develop operational plan to continue the model after project completion

Key activity 3.2.3: Implement a strong knowledge management component to document and disseminate the project processes and products

Output 3.3: Ha Noi DoET sustains the GRS model in 20 pilot schools and develops a scale-up plan to replicate the model to other schools in Ha Noi.

Key activity 3.3.1: Document the project processes

Key activity 3.3.2: Develop the implementation kit by reviewing and refining content, tools and methodology for gender responsive school model based on the documentation, monitoring and evaluation results

Key activity 3.3.3: Support DoET to develop operational plan and budget for scaling-up

Key activity 3.3.4: Support the advocacy meeting/workshops between DoET and other Dept. like Dept. of Finance, Ha Noi People Committee and other line government agencies to lobby for the operational plan

The project works at three different levels – individual, community and institutional – using four principal strategies to test the gender responsive school model in the context and promote its scale-up and institutionalization. The four key strategies are 1) change the attitudes and behaviors of adolescent girls and boys, and teachers towards school-related gender-based violence (SRGBV) using a gender transformative approach; 2) create an enabling environment to help sustain individual change through engaging teaching and non-teaching staff and parents; 3) strengthen institutional response mechanisms by altering school processes and practices, establishing school based-counseling, and setting-up reporting, response, and referral system; and 4) employ evidenced-based advocacy for scaling the gender responsive school model and institutionalization through coalition, media sensitization, evidence building, and knowledge management.

1.3. The geographic context of the project

The project has selected Ha Noi city to pilot this model using the following criteria:

- City with high violence prevalence
- Policy and programmatic environment is conducive to address SRGBV
- The local government authority is supportive and committed to this issue

The majority of project interventions are school based. In order to ensure the robustness of model-testing, it was proposed to divide the city in five zones representing different socio-economic and cultural settings. Then, from each zone, six schools were selected – three lower secondary with grades 6 to 9 and three upper secondary schools with grades 10 to 12 – leading to 30 schools in total, both in urban and peri-urban districts. Out of these, 20 schools are intervention and 10 are control schools for comparison.³⁰

1.4. Total resource allocation of the project

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³⁰ The list of schools is in the Ann

The project is in operation with the total budget of USD1,348,700, of which USD988,699 is from the United Nations Trust Fund to End violence against Women (UNTF) and USD360,001 from the Plan Finland National Office and Plan France National Office. In-kind contribution of Government partner is recorded with the work of the Project Management Board, infrastructure and human resource. To provide technical guidance to Government partner and to monitor the implementation of the project, a project team comprising of a Project Coordinator, a Gender Specialist, a Project Communications Specialist and a Finance Officer was formed at the beginning of the project.

1.5. Key partners involved in the project

The project is implemented in partnership with the Ha Noi Department of Education (DoET) as Government partner, the International Centre for Research on Women (ICRW) as the technical partner on M&E and capacity building, and the Centre for Studies and Applied Sciences in Gender - Family - Women and Adolescent (CSAGA) as the technical partner on gender sensitization with parents and journalists. The Faculty of Psychology and Pedagogy (Ha Noi University of Education) and the Centre for Creative Initiatives in Health and Population (CCIHP) also contribute to the establishment of the school-based counseling office and the Youth Team Leaders Clubs respectively.

2. Purpose of the evaluation

2.1. This is a mandatory final project evaluation required by the UN Trust Fund to End Violence against Women. In the project's proposal, it is planned that a final evaluation will be conducted before the project's closure. The Gender Responsive School is the pilot model of Plan International Viet Nam to prevent and respond to SRGBV which is one of the very few projects in this area of Viet Nam. Therefore, it is very important to have a qualified project evaluation to measure the changes made by the project as well as the relevance, the effectiveness, the efficiency and the sustainability of the project.

2.2. The evaluation needs to involve all project partners (Ha Noi DoET, 20 project intervention schools, ICRW, CSAGA, CCIHP, Faculty of Psychology and Pedagogy) in the whole evaluation process. Especially, Ha Noi DoET will work closely with Plan International in reviewing and approving the evaluation inception report and final evaluation report. Students, teachers and parents who are the key project beneficiaries will be actively involved in the project evaluation.

The evaluation report will be used to reflect on the overall impact of the project strategies employed in this action. Plan International and all project partners (both government and local NGO) will be the primary users of the report. The outcome of the evaluation helps the Ha Noi DoET to identify the plan for replication and scale-up the project model from 2016-2017 school year onwards and to advocate for the allocation of State budget for the fulltime contract with school counselors. In a wider context, the evaluation will help to circulate the lesson learnt for Plan International and its government partners, local NGOs, UNs on the model of school with capacity to address gender-based violence in Viet Nam. The final evaluation report could be also an important reference for other stakeholders and donors interested in the field of SRGBV.

2.3. The evaluation report will guide Ha Noi DoET in making decision to direct all secondary schools in Ha Noi to replicate the Gender Responsive School model. It will also provide best practices and lessons-learned for schools in implementing either the whole model or selected components that are most suitable with their resources within the allocated state budget. The evaluation report will also serve as an evidence-based material for the MoET in advocating with the National Assembly for the official staff and budget allocation for fulltime-contracted school counsellors. For Plan International, the report provides rationale to Plan International Viet Nam and the potential donors to make decisions on the continuation/ extension of the project and support of the funding.

Plan International Viet Nam is seeking a group of consultants led by an international consultant, or a firm qualified and experienced in both qualitative and quantitative data analysis and evaluation to conduct the final evaluation for the Gender Responsive School pilot model project in Ha Noi, Viet Nam.

3. Evaluation objectives and scope

3.1. Scope of evaluation:

The evaluation includes a quantitative component to measure the changes in key project beneficiaries following project indicators, in comparison with project data in baseline study, and a qualitative component to identify the effectiveness, the relevance, the efficiency, the sustainability and the impact of the project.

- Timeframe: this evaluation needs to cover the implementation period from the beginning of the project to the time of evaluation.
- Geographical coverage: this evaluation has to be conducted in Ha Noi, particularly in 20 project intervention schools and 10 control schools in Ha Noi as well as at offices of related stakeholders.
- Target group to be covered: this evaluation needs to cover the target primary and secondary beneficiaries in 20 project intervention schools and the same groups in 10 control schools. Other stakeholders and decision makers will also be involved.

3.2. Objectives of the evaluation:

The overall objectives of the evaluation are:

- To evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability and impact, with a strong focus on assessing the results at the outcome level and project goals;
- To generate key lessons and identify promising practices for learning;
- To guide Plan International Viet Nam and Government partners on future plans to replicate and scale-up the Gender Responsive School model.

4. Evaluation questions

The key questions that need to be answered by this evaluation include the following, divided into seven categories of analysis. The six overall evaluation criteria – relevance, effectiveness, efficiency, sustainability and impact, knowledge generation – will be applied for this evaluation.

Evaluation criteria	Mandatory Evaluation Questions
1.Effectiveness	1. To what extent were the intended project goal, outcomes and outputs achieved and how? 2. To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached? 3. To what extent has this project generated positive changes in the lives of targeted beneficiaries in relations to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those girls? 4. What changes have the project beneficiaries (students, teachers and school staff, parents, educational officials and journalists) made in themselves and in their spaces and in what ways? 5. What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How? 6. How has the project contributed to make these differences?

	<p>7. To what extent was the project successful in advocating for legal or policy change? Did we choose the right approach? If it was not successful, explain why?</p> <p>8. In case the project was successful in setting up new policies, is the legal or policy change likely to be institutionalized and sustained?</p>
2.Relevance	<p>1. How consistent is the project with the local Plan strategy (CSP/regional strategy)?</p> <p>2. How consistent is the project with key aspects of Plan's CCCD approach?</p> <p>3. To what extent was the project strategy and activities implemented relevant in responding to the needs of targeted beneficiaries?</p> <p>4. To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs and expectations of the targeted beneficiaries?</p>
3.Efficiency	<p>1. Were activities delivered on time and within agreed budget?</p> <p>2. How efficiently has this project been implemented and managed in accordance with the project document?</p> <p>3. How well has the internal monitoring system contributed to the evaluation and to ongoing project implementation?</p>
4.Sustainability	<p>1. How are the achieved results going to be sustained after this project ends?</p> <p>2. Does the project clearly articulate plan, process and fund for sustainability?</p> <p>3. What is the perception of government on the long-term benefit of such program? What are the potential challenges? How has program strategized to address those?</p> <p>4. In case the project was successful in setting up new policies, is the legal or policy change likely to be institutionalized and sustained?</p>
5.Impact	<p>1. What are the intended and unintended consequences (positive and negative) resulted from the project?</p>
6.Knowledge generation	<p>1. What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls?</p> <p>2. Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar intervention?</p>

5. Evaluation methodology and sample size

A participatory methodology is needed, whereby the work engages all key project beneficiaries and relevant stakeholders who should be given the opportunity to provide inputs and comments to the final evaluation.

The project final evaluation should include:

- *Desk study*
 - Review all relevant Project documents, including project proposal; project baseline report; project progress reports and reports from partners; project Mid-term review report; project management response as the result of Mid-term review; project technical guidelines; Plan Viet Nam CSP (2012-2016); and documents relating to the project development (Plan source)
 - Review additional relevant documents from Viet Nam including (but not limited to) the draft National Project on Gender-based violence of the Ministry of Labor-Invalids and Social Affairs, the plan on developing the National Action Plan on Gender Equality in educational system from 2016 to 2020, and other relevant Government documents (Government source)
 - Review additional relevant documents from similar model elsewhere in the region or the world (the consultant source)

- *Field visit for quantitative and qualitative data collection*

- For quantitative component: A sample of 3,000 students, 1,500 boys and 1,500 girls from 30 schools (20 project intervention schools and 10 control schools) is selected. This will be sufficient to measure 10 percentage point change in key indicators, assuming the current estimate (of proportion) as 35%, at 80% power, 5% level of significance and 1.5 design effect, separately for boys and girls.

In each lower secondary school, one class of grades 6 to 9 (aged 11 to 15 years); in each upper secondary school, one class of grade 10 to 12 (aged 16 to 18 years) will be selected randomly, in order to achieve a sample size of around 60 boys and 60 girls per lower secondary school and 40 girls and 40 boys per upper secondary school, thereby getting a total sample of 3,000 students in Ha Noi.

The questionnaire will be adapted from the questionnaire used in the project base-line study.

- For qualitative component: All qualitative data including focus group discussions (FGD) and Key informant interviews (KII) with students, teachers, parents and school principals will be conducted in 30 schools. Sixteen schools (8 lower secondary schools and 8 upper secondary schools) will be selected to conduct FGDs with students. In each school level, i.e. lower secondary and upper secondary, 8 FGDs will be conducted, 4 with girls and 4 with boys. The FGDs will also include the Plan International's School Equality Scorecard to measure the improvements in 10 dimensions of equality in schools. Furthermore, 8 schools will be selected out of 30 schools to conduct 8 FGDs with parents, 4 with mothers and 4 with fathers, 8 FGDs with teachers, 4 with females and 4 with males, and 8 KIIs with school principals.

Ha Noi DoET, district DoET and City authority key decision makers will be interviewed. Relevant UNs and NGOs who are working on similar and related issues of child abuse/violence in schools will also be interviewed.

- Estimated sampling is as in the below table.

Data collection methods	Sample for Lower secondary school	Sample for Upper secondary school	Total
Questionnaires	120/school x 15 schools	80/school x 15 schools	3000
FGD with students	8 (4 with boys + 4 with girls)	8 (4 with boys + 4 with girls)	16
FGD with teachers (10 key teachers/group)	1/school x 4 schools	1/school x 4 schools	8
FGD with parents (4 with mothers and 4 with fathers)	1/school x 4 schools	1/school x 4 schools	8
KII with school principals	1/school x 4 schools	1/school x 4 schools	8
KII with Ha Noi DoET and 5 district DoET			5-7
KII with technical partners including CSAGA, ICRW; CCIPH; Psychology Faculty, UN, INGOs			5-7
KII with Child protection department and Gender Equality department of MOLISA, Student Affair department of MoET			3

The methodology and sample size will be finalized based on suggestions from the consultants.

6. The intended users of the evaluation and the key stakeholders that will be involved

6.1. The evaluation report will be used to reflect on the overall impact of the project strategies employed in this action. Plan International and all project partners (both government and local NGO) will be the primary users of the report. The outcome of the evaluation helps the Ha Noi DoET to identify the plan for replication and scale-up the project model from 2016-2017 school year. It also serves as evidence-based material for Ha Noi DoET to advocate for the allocation of State budget for the fulltime contract with school counselors. In a wider context, the evaluation will help to circulate the lesson learnt for Plan International and its government partners, local NGOs, UNs on the model of school with capacity to address gender-based violence in Viet Nam. The final evaluation report could be also an important reference for other stakeholders and donors interested in the field of SRGBV. The report provide rationale to Plan International Viet Nam and the potential donors to make decisions on the continuation/extension/support of the funding.

6.2. All project partners (Ha Noi DoET, 20 project intervention schools, ICRW, CSAGA, CCIHP, Faculty of Psychology and Pedagogy) will be involved in the whole evaluation process. Students, teachers and parents who are the key project beneficiaries will be actively involved in the project evaluation. Ha Noi DoET will work closely with Plan International in reviewing and approving the evaluation inception report and final evaluation report.

7. Evaluation Ethics

The evaluation must be conducted in accordance with Plan International Ethical Guidelines and the principles outlined in the UN Evaluation Group (UNEG) 'Ethical Guidelines for Evaluation'³¹. The evaluators must consult with relevant documents prior to development and finalization of data collection methods and instruments. The key documents include (but not limited to) the following:

- World Health Organization (2003). *Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women*³².
- Jewkes, R., E. Dartnall and Y. Sikweyiya (2012). *Ethical and Safety Recommendations for Research on the Perpetration of Sexual Violence*. Sexual Violence Research Initiative. Pretoria, South Africa, Medical Research Council³³.
- *Researching violence against women: A practical guide for researchers and activists* November 2005³⁴
- World Health Organization (2007), *Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies*.³⁵

It is imperative for the consultants to:

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³¹ es" <http://www.unevaluation.org/ethicalguidelin>

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³² ml" www.who.int/gender/documents/violence/who_fch_gwh_01.1/en/index.html

³³ df" www.svri.org/EthicalRecommendations.pdf

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³⁴ df" http://www.path.org/publications/files/GBV_rvaw_complete.p

df

³⁵ df" http://www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf

- Guarantee the safety of respondents and the research team;
- Apply protocols to ensure anonymity and confidentiality of respondents;
- Select and train the research team on ethical issues;
- Provide referrals to local services and sources of support for women that might ask for them;
- Ensure compliance with legal codes governing areas such as provisions to collect and report data, particularly permissions needed to interview or obtain information about children and youth;
- Store securely the collected information.

An ethical approval from an authorized Institutional Review Board might be required before the implementation of field data collection.

Plan is committed to protect children and to prevent them from any harm they may be exposed to through its work. As the successful applicant (consultant and his/her team) will have contact and interaction with children, he/s he will be requested to sign and comply with Plan's Child Protection Policy.

8. Key deliverables of evaluators and timeframe

	Deliverables	Description of Expected Deliverables	Timeline
1	Evaluation inception report (language of report: English)	<p>The inception report provides Plan International Viet Nam and the evaluators with an opportunity to verify that they share the same understanding about the evaluation and clarify any misunderstanding at the outset.</p> <p>An inception report must be prepared by the evaluators <u>before</u> going into the technical mission and full data collection stage. It must detail the evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods, proposed sources of data and data collection/ analysis procedures.</p> <p>The inception report must include a proposed schedule of tasks, activities and deliverables, designating a team member with the lead responsibility for each task or product.</p> <p>The structure must be in line with the suggested structure of the annex of this TOR.</p>	August 2016
2	Draft evaluation report (language of report: English and Vietnamese)	<p>Evaluators must submit draft report for review and comments by all parties involved. The report needs to meet the minimum requirements specified in the annex of this TOR.</p> <p>The grantee and key stakeholders in the evaluation must review the draft evaluation report to ensure that the evaluation meets the required quality criteria.</p>	October 2016
3	Final evaluation report	Relevant comments from key stakeholders must be well integrated in the final version, and the final	November 2016

	(language of report: English and Vietnamese)	report must meet the minimum requirements specified in the annex of this TOR. The final report must be disseminated widely to the relevant stakeholders and the general public.	January 2017 (by Plan International and stakeholders)
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The report should be written in a clear, precise and professional language, with correct terminology and grammar, and no factual errors. Data should be presented in graphs and tables if relevant. Technical details should be confined to appendices, which should also include a list of informants (when appropriate), and the consultant work's schedule. Background information should only be included when it is directly relevant to the report's analysis and conclusions. The final report should not exceed 30 pages in the main body and should include an executive summary and recommendations. The consultant should support their analysis of a project's achievements and gaps with relevant data and state how this has been sourced. Recommendations should also include details as to how they might be implemented.

The evaluation report should provide description and evidence of the active participation of stakeholders, both primary and secondary beneficiaries, throughout the evaluation process.

9. Evaluation team composition and required competencies

Plan Viet Nam is looking for a group of consultants/evaluators or a firm with a strong record in conducting evaluations related to gender and GBV, particularly in Vietnamese context. The evaluators will need respect and credibility within the field, excellent knowledge of monitoring and evaluation in theory and practice, and a good understanding of policy work.

9.1. Evaluation Team composition, and Roles and responsibilities

The Evaluation Team will be consisting of 01 senior international consultant as Team leader and at least 02 senior national consultants as team members/data collectors.

- Team leader will be responsible for (but not limited to) undertaking the evaluation from start to finish and for managing the evaluation team under the supervision of evaluation task manager from Plan International Viet Nam as well as finalizing data collection tools and reports in English;
- Team members will be responsible for (but not limited to) translating and adapting final data collection tools from English into Vietnamese, preparing stationary and logistic for field data collection, conducting field data collection, data transcript and analysis, translating final reports from English into Vietnamese, preparing power point presentation in Vietnamese.

9.2. Required Competencies

The International consultant - Team leader:

- Evaluation experience at least 10 years in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods;
- Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls;
- Specific evaluation experiences in the areas of ending violence against women and girls;
- Experience in collecting and analysing quantitative and qualitative data;
- In-depth knowledge of gender equality and women's empowerment;
- A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used;
- A strong team leadership and management track record, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used;

- Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts;
- A degree in the social sciences, focused on gender issues; or substantial relevant research experience (PhD preferred);
- Experience in similar research/study on GBV would be an advantage;
- Regional/Country experience and knowledge: in-depth knowledge of Viet Nam social and educational contexts is required;
- Language proficiency: Fluency in English is preferable.

The National consultants - Senior team members:

- Evaluation experience at least 7 years in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods;
- Experience in collecting and analysing quantitative and qualitative data;
- Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls;
- A degree in the social sciences, focused on gender issues; or substantial relevant research experience
- Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts;
- In-depth knowledge of Viet Nam social and educational context is required.
- Language proficiency: Fluency in English is preferable; good command of Vietnamese is desirable

10. Management Arrangement of the evaluation

Name of Group	Role and responsibilities	Responsible
Evaluation Team	External evaluators/consultants to conduct an external evaluation based on the contractual agreement and the Terms of Reference, and under the day-to-day supervision of the Evaluation Task Manager.	External evaluators
Evaluation Task Management group	<ul style="list-style-type: none"> • Lead the development and finalize of evaluation TOR in consultation with stakeholders and senior management • Manage the recruitment of the external evaluators • Lead the collection of key documents and data to be share with the evaluators at the beginning of the inception stage • Liaise and coordinate with the evaluation team, stakeholders throughout process to ensure effective communication and collaboration • Provide administrative support to the evaluation team and work closely with the evaluation team throughout the evaluation • Provide substantive technical support to the evaluation team and work closely with the evaluation team throughout the evaluation • Lead the dissemination of the report and follow up activities after finalization of the report • Prepare responses to the recommendations generated by the evaluation 	Ms Lê Quỳnh Lan, Manager of Ha Noi Program Unit Mr Giang Hoàng Hiệu, M&E Specialist Mr Trần Minh Quang, Gender Specialist Ms Trịnh Thị Mai Anh, Project Coordinator Ms Phan Minh Châu, Project Communication Specialist Ms Đặng Thị Xuân Phương, Finance Officer Mr Giang Hoàng Hiệu, M&E Specialist
Commissioning Group	<ul style="list-style-type: none"> • Allocate adequate human and financial resources for the evaluation • Guide the evaluation manager 	Mr Lưu Quang Đại, Program Support Manager; Ms Quách Thục Anh, Finance Manager
Reference Group	<ul style="list-style-type: none"> • Provide necessary information to the evaluation team and to reviews the draft report for quality assurance 	Mr. Nguyễn Hữu Độ, Director of Ha Noi DoET;

		Mr. Phạm Ngọc Tuấn, Head of Students' Affairs Division, Ha Noi DoET; Mr. Đinh Đức Chính, Officials, Students' Affairs Division, Ha Noi DoET; 20 School Principals of 20 intervention schools; 20 school master trainers in 20 intervention schools; 20 school counselors in 20 intervention schools; 20 Student Leaders of 20 Youth Team Leader Clubs in 20 intervention schools; Ms. Pranita Achyut, International Centre for Research on Women
Advisory Group	<ul style="list-style-type: none"> Review and comment on <u>the draft TOR and the draft report</u> for quality assurance and provide technical support if needed. 	Ms. Lê Thị Lan Phương, UNTF focal point, UN Women Viet Nam; Ms. Nuntana Tangwinit, UNTF focal point, UN Women Office for the Asia and the Pacific Region; UNTF Asia Pacific Portfolio Manager

11. Timeline of the entire evaluation process

The evaluation is expected to start in July and must end in November 2016. The dates and timelines below are approximate and will be reviewed upon inception of the consultancy.

Stage of evaluation	Key tasks	Responsible	Number of working days	Timeframe
Preparation phase	Prepare and finalize the TOR with key stakeholders	Manager of Ha Noi Program Unit	n/a	April 2016
	Compile key documents and existing data	Project Communications Specialist	n/a	June 2016
	Recruit external evaluators	Evaluation Task Management group	n/a	June 2016
Inception phase	Brief to evaluators to orient the evaluators	Evaluation Task Management group	1/2	July 2016
	Conduct desk review of key documents	Evaluation team	2	July 2016
	Finalize the evaluation design and methodology	Evaluation team	2	July 2016

	Prepare an inception report	Evaluation team	3	August 2016
	Review inception report and provide feedback	Evaluation Task Management group	n/a	August 2016
	Submit final version of inception report (no longer than 15 pages)	Evaluation team	1	August 2016
Data collection and analysis stage	Conduct field data collection with students, parents, teachers and school principals	Evaluation team	16	August–September 2016
	Conduct field data collection with Ha Noi DoET, district DoET and other stake holders	Evaluation team	6	September 2016
	Transcript, analyze and interpret key findings from field data collection	Evaluation team	5	September 2016
	Prepare and present the preliminary findings and recommendations to the Evaluation Task Management group and Ha Noi DoET	Evaluation team	1	October 2016
Synthesis and reporting stage	Prepare and submit a draft report with key findings and recommendations in English and Vietnamese	Evaluation team	7	October 2016
	Review of the draft report for quality insurance	Evaluation Task Management group; Reference Group; Advisory Group; UN Women Viet Nam; Plan Finland National Office and Plan France National Office; Ha Noi DoET and 20 intervention schools	n/a	October 2016
	Consolidate comments from all the groups and submit the consolidated comments to evaluators	Project Communication Specialist	n/a	October 2016
	In-cooperate comments and revising the evaluation report	Evaluation team	4	November 2016
	Submit the final report both in English and Vietnamese (narrative maximum 30 pages, not including annex), one	Evaluation team	1	November 2016

	power point presentation on the report in Vietnamese, as well as the raw data set			
	Review and approve the final report	Evaluation Task Management group; Reference Group; Advisory Group; UN Women Viet Nam; ICRW; Plan Finland National Office and Plan France National Office; Ha Noi DoET and 20 intervention schools	n/a	November 2016
Dissemination and follow up	Publish and distribute the final report	Plan International Viet Nam, Ha Noi Program Unit	n/a	November 2016
	Prepare management responses to the key recommendations of the report	Plan International Viet Nam, Ha Noi Program Unit	n/a	November 2016
	Organize the Final Review workshop	Plan International Viet Nam, Ha Noi Program Unit		November 2016
	Present the evaluation report at the Final Review workshop and facilitate discussions on scale-up and replication plan	Ha Noi DoET Evaluation team	1/2	November 2016
	Submit the final report to UNTF	Plan International Viet Nam, Ha Noi Program Unit	n/a	December 2016
	Total number of working days		53	

12. Budget

The total budget for this evaluation is USD 46,615 inclusive, of which USD 30,590 for consultancy package including consultancy fee for the whole evaluation team, a roundtrip air ticket and daily subsistence allowances for the international evaluator; USD 7,531 managed by Ha Noi DoET to support schools in field data collection; and USD 8,494 managed by Plan International Viet Nam for other logistic arrangements.

13. Proposal submission

While applying to this consultancy, the consultant team/firm is requested to submit a full proposal package. Specifically:

Study protocol:

- Methodologies to be used for this evaluation
- Proposed evaluation matrix
- Target groups, sample size and locations
- Persons to participate or be involved in the evaluation and in what way
- Detailed activities implementation plan including timeline, total working day and responsibilities of team member for each activity under this plan

Costs:

- Estimated total working days
- Estimated rate and costs for this consultancy package only

Human resources:

- List of consultant team members, expertise and task assignment in the frame of this consultancy. *All members of the team should not have been previously involved in the project at any time*
- Consultants' CVs

Recent sample of a similar work report written by the applicant

Ethical and child protection statements: The consultant/consultant team must include statements on how they will ensure ethics and child protection in the evaluation process. This should also include considerations about risks related to the evaluation and how these will be mitigated. Especially dealing with violence, specific attention needs to be paid to the safety of the respondents. Furthermore, measures to prevent retraumatization need to be incorporated into the design of the evaluation.

14. Selection criteria

The consultant team/firm will be selected following the below criteria:

No.	Criteria	Percentage
1.	Evaluation and research skills, qualifications	10
2.	Experience in conducting similar evaluation (specifically GBV)	10
3.	Relevance and details in the methodology	20
4.	Realistic and detailed schedule/timeframe/availability	10
5.	Complementarity of the team members' specialization (along with clear assignment of responsibilities) / multiple experiences in case of single consultant	20
6.	Report writing skills	10
7.	Budget and cost norm of consultants	10
8.	References	10
	Total	100

15. Responsibility of Plan International Viet Nam

- The Evaluation Task Management group, particularly the Ha Noi Program Unit Manager, will manage and monitor progress of this consultancy.
- Project team and Monitoring, Evaluation and Research Department will work closely with consultants in designing and planning the final evaluation, coordinating information feedback and response between reviewers, donors, and local partners.
- Plan International Viet Nam will support the evaluators with logistic arrangement for field trip, assist the evaluators with carrying out data collection and verification, and provide project reports, documents, and statistical records.
- Logistic support will follow norms and regulations of Plan International Viet Nam for the evaluators. Consultancy fee is negotiable and based on Plan policies and the qualification of the evaluators.

16. Contact details

Consultant group or consultancy firms, who are interested in taking this consultancy, please submit the proposal package in English via email to:

Mr. Giang Hoàng Hiệu, M&E specialist; Email: hieu.gianghoang@plan-international.org

Ms. Phan Minh Châu, Project Communications Specialist; Email: chau.phanminh@plan-international.org

The deadline for submitting the proposal package will be on **15th June 2016**. Only short-listed consultant groups will be contacted for interview.

17. Annexes

Annex 1: Key stakeholders and partners to be consulted

Annex 1A: List of project intervention and control schools

Annex 2: Documents to be consulted

Annex 3: Structure for the inception report

Annex 4: Structure for the evaluation report

Annex 4A: Template for evaluation matrix

Annex 4B: Project Results monitoring plan

Annex 4C: Template for beneficiary data sheet

Prepared by

Reviewed by

Endorsed by

Approved by

Phan Minh Châu

Project
Communications
Specialist, Ha Noi

Lê Quỳnh Lan
Manager, Ha Noi
Program Unit

Giang Hoàng Hiệu
M&E Specialist

Lưu Quang Đại
Program Support
Manager