



# **Securing state investment to prevent gender-based violence in schools**

**Mongolia  
(Baganuur District and Dornod Province)  
1 January 2015 – 31 December 2016**

## **FINAL EVALUATION REPORT**

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for  
Mongolian Women's Fund (MONES)**

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## List of acronyms and abbreviations

CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
CPC	Crime Prevention Council
FGD	Focus group discussion
GBV	Gender Based Violence
MNT	Mongolian tugrik (currency)
MONES	Mongolian Women's Fund
MoU	Memorandum of Understanding
NGO	Non-governmental organization
ToR	Terms of Reference
ToT	Training of trainers
UN	United Nations
UNTF	United Nations Trust Fund to End Violence Against Women
WNGO	Women's non-governmental organization

## Executive summary

### Brief description of the context and the project being evaluated

Today, young women and girls in Mongolia face many challenges in terms of their sexual and reproductive rights as well as their health. Mongolian Government has acknowledged the importance of promoting gender equality and preventing violence against women and girls, but the state efforts to ensure gender equality, particularly combating gender-based violence have remained weak in the country. Current evidence suggests that most GBV cases occur at home or community places such as schools, which are considered not safe places for girls<sup>1</sup>.

The overall goal of the project was to ensure girls in Baganuur district and Dornod province feel greater respect for their rights, safety, and dignity in schools with the full support of public. The project aims to achieve the goal by running GBV prevention classes, which address the violence in the community, specifically violence in schools and high schools in 2 target areas - Dornod province and Baganuur district, and increasing the support from local authorities for GBV prevention classes in two target areas through allocation of budget from local sources.

MONES partnered with 2 local Networks of Women's NGOs in two target areas and advocated for allocation of funds from local budget for prevention of and response to GBV violence in school environment and Education Departments for approval of local education initiatives. The project was implemented in 4 pilot schools in 2 target areas including 2 pilot schools in Baganuur district of Ulaanbaatar and 2 pilot schools in Dornod province (Choibalsan town). 3621 students in 4 schools (1833 girls and 1788 boys) from grades 8-11 in 4 pilot schools were reached by the project. In addition, the project engaged school personnel, education officials, and local decision-makers at local level.

This is the final evaluation of the project, implemented by MONES during two-year period from 1 January 2015 to 31 December 2016. This is a mandatory final project evaluation required by the UN Trust Fund to End Violence against Women (UNTF). The purpose of the evaluation was to inform and strengthen the provision of GBV prevention classes in the two areas, under the UN Trust Fund to End Violence against Women project period (two years from January 1, 2015 to December 31, 2016).

P.Tuvshinjargal, Senior Consultant at PMSG Consulting did the evaluation. She closely collaborated with MONES and its partner organizations in two target areas in order to conduct this final evaluation. Final evaluation of the project was guided by the mandatory questions- listed in the ToR. The evaluator visited 4 pilot schools in 2 target areas and met the representatives of CPCs, Education Departments, and local WNGOs. The evaluation primarily relied on qualitative methods to balance reliability, validity and representativeness. Evidence, as far as possible, was triangulated by testing with multiple respondents and using differentiated techniques. The evaluation tried to

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<sup>1</sup> Study of situation of violence against children - 2014, City Children and Family Development Department, Mongolian Marketing Consulting Group, 2014, page 35 Retrieved from [http://nalaikh.child.gov.mn/wp-content/uploads/2015/01/01\\_hvchirhiilliin-sudalgaa\\_mgl.pdf](http://nalaikh.child.gov.mn/wp-content/uploads/2015/01/01_hvchirhiilliin-sudalgaa_mgl.pdf)  
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balance collective findings with formative observations in order to provide clear ideas for project assessment.

### **Key findings**

#### **Effectiveness:**

The project, for the first time in Mongolia, introduced integration of GBV prevention approach in school environment. Prior to the project, projects addressing GBV in school environment in Mongolia, mostly, targeted school curriculum only and directly delivered training services to students or peer-to-peer training. The project built the knowledge and capacity of schools to teach GBV prevention classes and provide safer environment to girls, and developed knowledge and support of local public officials. The project succeeded in changing boys and girls' knowledge and perception on GBV in school environment and helped them to acquire certain degree of confidence in their right to enjoy safe environment in school. However, the project has raised a concern about the culture of GBV and violence in schools and established a foundation only. It will take time for the knowledge and perception to translate into culture of intolerance and action. The "school-based", rather than "educating girls" approach that targeted all relevant beneficiaries in the school setting proved to be a successful strategy as it contributed to creating safer environment for girls and boys with a long-term impact on culture and norms in these schools.

#### **Relevance:**

The project was relevant to the existing context in the country (which is correspondent to the target areas). The project created a holistic approach that helped to create a link between students, teachers, schools and local policy-making. In particular, involvement of boys and teachers helped to address the culture of GBV in school environment. All participants, who were approached by the evaluator, recognized the existence of GBV in school setting and, although, the project has been successful in addressing GBV in the pilot schools, these schools have risk of GBV and need to work further.

#### **Efficiency:**

Analysis of the project documents and interviews with the project team revealed that the project team worked to build local knowledge and develop local expertise and commitment rather than implementing projects themselves. In overall, the project was evaluated as over-achieving the set of objectives. MONES demonstrated successful implementation with outputs that bring broader and more long-term outcomes.

#### **Sustainability:**

There is strong possibility that the project achievements will be continued at school level. Schools have the methodology, skilled and experienced teachers, knowledgeable social workers, amended school policies to address GBV in school environment. The collaboration between schools and women-activists have a potential to grow, but it needs to be designed and funded. WNGOs have a position to continue advocacy work at CPC level. The project generated strong ownership of the project knowledge and tools by local counterparts (secondary beneficiaries). Also, their commitment to continue is expressed. However, additional efforts are required to ensure the sustainability of the project.

## Impact:

The project has brought impact at several levels: girls, boys, teachers, parents and school culture. The project established a shift in school environment from GBV being accepted as part of life to GBV being recognized as unacceptable with focus on its prevention.

## Knowledge:

The project produced several important knowledge products, such as innovative methodology for in-class training on GBV prevention, 3 training curriculum for students with 8 training modules each, 1 training program for teachers with 1 manual and 1 CD, 4 social ads for TV broadcasting, 8 brochures on GBV prevention, 2 published reports on CPC budget and policy monitoring with methodology included.

## Key recommendations

### MONES:

- To leverage the advocacy: to conduct advocacy at national level to include GBV prevention classes in school curriculum; to include national policy-making organization as a the main partner of the project
- To build and provide victim support: To include a victim-support strategy and target social workers to build their knowledge and capacity for provision of frontline counseling and referral services to girls who experienced GBV
- To target school administration in project implementation plan as a target group;
- To target school policies and procedures that formalize safe environment for girls and include accountability system for schools
- To collaborate with pedagogical universities in developing and disseminating training of teachers on gender equality and GBV;
- To include education of parents in project activities to support girls from family side
- to include risk-management part in the project, when it is developed and ensure that foreseeable risks are addressed in project plan;
- to include and gradually build an exit-strategy for the project to ensure that project activities are planned and implemented beyond the project duration

### WNGOs:

- To formally expand the role of trainers and give them a bigger role of agents of change in schools and local communities;
- To build stronger inter-sectoral collaboration through more formal collaboration responsibilities that are tied to institutions and are more immune to change of public officials.
- To expand the role of WNGOs beyond advocacy of local policy-making and training, and engage them in creating safe environment of schools and building referral and service mechanism

### Schools:

- To include education of parents in project activities to support girls from family side
- to build reporting system for girls in schools that is suitable to their needs and accommodates their safety, well-being and security;
- To formalize safe environment for girls and include accountability system

- to establish case work practice among teachers, police, doctors and social workers to ensure their support to girls is coordinated and well established
- to cultivate “role-model” approach for teachers

**UNTF:**

- it is strongly recommended to continue the project, both in the target areas and the national level to replicate the generated knowledge and achievements of the project nation-wide.

## Context of the project

Gender based violence (GBV) is a global health and human rights problem with immediate and long-term health and social impact. GBV is a serious and life-threatening human rights violation prevalent in the current Mongolian society. Today, young women and girls in Mongolia face many challenges in terms of their sexual and reproductive rights as well as their health. They often become victims of various forms of sexual violence including date rape, rape committed by close relatives, sexual harassment at schools and in workplaces, and sexual abuse in public spaces.

Mongolian Government has acknowledged the importance of promoting gender equality and preventing violence against women and girls in its national plans and policies. For instance, a law on Gender Equality was passed in 2011, and a mid-term Strategy and Action Plan for the Implementation of the Law on Gender Equality was adopted on January 26, 2013. The Mid-Term Strategy and Action Plan for implementation of Law on Gender Equality has six overarching objectives. Objective 4 of the Mid-Term Strategy states: *“To create and develop formal and informal education systems that support public gender education and culture, and conduct national-level campaign and raising awareness activities”*. Moreover, there are action items planned for the period 2013-2016, in which the lead organizers and co-implementers are determined. The National Committee on Gender Equality comprises of 33 members including key Ministries, including Ministry of Population and Social Protection, Ministry of Health, Ministry of Justice, Ministry of Education, representatives from private sector and civil society, and is designated as the lead organization in facilitating implementation of the Law on Promotion of Gender Equality.

However, state efforts to ensure gender equality, particularly combating gender-based violence has remained weak in the country. The government’s most addressed and recognized form of gender-based violence is domestic violence in Mongolia. Unfortunately, budget allocation for combatting domestic violence continues to be insufficient. For example, in the first 10 months of 2012 no funds were allocated to domestic violence prevention and the state allocated total of 6,110 USD (8.5 million MNT) nation-wide for providing assistance to victims of domestic violence<sup>2</sup>, which only meet 5% of the needed budget<sup>3</sup>. The Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) expressed its concerns, *“(At) the high prevalence of violence against women, in particular domestic and sexual violence, (has) lack of statistical information on violence against women.”*<sup>4</sup>

Current evidence suggests that most GBV cases occur at home or community places such as schools, which are considered not safe places for girls. 40% of the students experienced unwanted physical touching, 38.6% of the students were shown unpleasant pictures and videos of sexual nature, 33.6% of the students experienced various degrees of sexual abuse, and 10% of students were

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<sup>2</sup> 2012 Human Rights Report on Mongolia, US Department of State, Embassy of the United States, Ulaanbaatar, Mongolia, retrieved from <https://mongolia.usembassy.gov/hrr2013.html>

<sup>3</sup> 8.5 million MNT can provide sustain annual operation of one shelter only as cost per day is . However, there is a need for, at least, one shelter in each province, or 22 shelters nation-wide.

<sup>4</sup> Concluding Observation on the combined eighth and ninth periodic reports of Mongolia, Committee on the Elimination of Discrimination against Women, 2016, page 5



forced to touch genitals in school environment<sup>5</sup>. The primary reason for not getting help was that most students did not realize what occurred was sexual violence. In most cases, it is not taken seriously neither by family members nor by law enforcement agencies when rapes are committed. Mongolian NGOs allege that many rapes were not reported due to cultural norms as well as stressful police and judicial procedures which tend to discourage reporting<sup>6</sup>.

## Description of the project

**Project duration:** 1 January 2015 – 31 December 2016 (24 months)

### **Specific forms of violence addressed by this project:**

1. Violence in the community
2. Sexual harassment and violence in public spaces/institutions
3. Violence in schools

**Main objective of the project:** The overall goal of the project was to ensure girls in Baganuur district and Dornod province feel greater respect for their rights, safety, and dignity in schools with the full support of public through establishing a practice of prevention of violence, teaching awareness raising classes in secondary schools where girls and boys develop an understanding of gender equality at an early age, unacceptability of violence, and laws that prohibit violence. The project aims to achieve the goal by running GBV prevention classes, which address the violence in the community, specifically violence in schools and high schools in 2 target areas - Dornod province and Baganuur district, and increasing the support from local authorities for GBV prevention classes in two target areas through allocation of budget from local sources.

**Importance, scope, and scale of the project including geographic coverage:** A school-based intervention was identified as the most effective strategy for bringing a change to the situation with GBV when girls and boys from early age develop an understanding of gender equality, unacceptability of violence, and laws that prohibit violence. Furthermore, changing perspectives of the local policy-makers and setting a mechanism for local budgeting for violence prevention was intended to provide sustainability to this project. The project was implemented in two rural areas of Mongolia, Dornod Province and Baganuur District of Ulaanbaatar. MONES partnered with 2 local Networks, Network of Women's NGOs in Dornod Province (14 NGOs) and Network of Women's NGOs in Baganuur District (11 NGO). The project targeted Crime Prevention Councils (CPC), which identify crimes prevalent in each local area and allocate funds from local budget for prevention of these crimes, and Education Departments that approve local education initiatives.

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<sup>5</sup> Study of situation of violence against children - 2014, City Children and Family Development Department, Mongolian Marketing Consulting Group, 2014, page 35 Retrieved from [http://nalaikh.child.gov.mn/wp-content/uploads/2015/01/01\\_hvchirhiilliin-sudalgaa\\_mgl.pdf](http://nalaikh.child.gov.mn/wp-content/uploads/2015/01/01_hvchirhiilliin-sudalgaa_mgl.pdf)

<sup>6</sup> 2012 Human Rights Report on Mongolia, Executive Summary, US Department of State, Embassy of the United States, Ulaanbaatar, Mongolia, retrieved from <https://www.state.gov/documents/organization/252995.pdf>

## Geographical scope of the project:

Dornod province: Dornod is the easternmost of the 21 provinces of Mongolia. The province has an area of 123,600 square kilometers bordering Russia on its north side and China on the east and south-eastern part. With relatively good infrastructure and transportation, Dornod is the closest province to Asia-pacific countries. Dornod aimag is growing as a cornerstone of the eastern region with developed production. 13 soums are connected to the central power system and one soum is supplied with renewable energy. The province center, Choibalsan town is located 661 kilometers from Ulaanbaatar city, and has a population of 47,000. Ethnic minorities of the province include Khalkh, Buriat, Barga and Uzemchin with 51 percent of the population residing in Choibalsan town. 70 percent of the population is under 35 years of age. 16,800 pupils attend 25 schools and 30,000 children attend 25 kindergartens where 900 teachers are employed. 1000 students attend schools for higher education at the Institute of Dornod Mongolia, Technical and Technology School, Vocational trainings and production centers.

Baganuur District: Baganuur is one of 9 districts of Ulaanbaatar, capital of Mongolia. However, Baganuur is considered a separate city located 100 km from Ulaanbaatar with an area of 620 square kilometers. It was created as a Soviet military base for the 12th Motor Rifle Division. Later on, the Soviet Union built the largest open pit coal mine of Mongolia in Baganuur which made it one of the largest industrial production locations in Mongolia, and would rank among the country's ten largest cities. There are efforts under way to separate its administration from Ulaanbaatar city which would lead to an independent city. With a population of 28,333, this district plays an important economic role in the region. For example, Baganuur railway station has capacity of handling 4 million tons of freight, and a power plant of the district supplies electricity to thousands of households in the central region. The district's 5,159 pupils attend 3 schools and 2,100 children attend 6 kindergartens.

The project was implemented in 4 pilot schools in 2 target areas including 2 pilot schools in Baganuur district and 2 pilot schools in Dornod province (Choibalsan town). Students from grades 8-11 in 4 pilot schools (2 in each target area) were selected for the project:

**Education Complex School, Baganuur District:** 12-year secondary school located in the center of Baganuur district with total of 2,656 students. It has 196 employees with 104 teachers who teach in grades 8-12.

**Gun Galuutai Complex School, Baganuur District:** 12-year secondary school located in the center of Baganuur district with total of 1,787 students including 903 students in grades 8-12. It employs 101 teachers with 72 teachers who teach in grades 8-12.

**Khan Uul Complex School, Dornod Province:** 12-year school located in an off-center area of Kherlen town, geographically center of Dornod province. It has a dormitory for students from remote rural areas where 210 students live. The school has total of 1,500 students and 140 employees including 53 teachers who teach in grades 8-12.

**School #5, Dornod Province:** 12-year school located in the center of Kherlen town, geographically center of Dornod province. The school has a total of 1,603 students and 102 employees with 76 teachers. 50 of these teachers give lessons in grades 8-12.

The project aimed to reach 1,000 girls and 1,000 boys, students of the high-schools in all 4 pilot schools in two target areas. In addition, the project intended to engage school personnel, education officials, and local decision-makers at CPC level.

### Strategy and Results Chain

Key strategies employed in the project:

1) Advocacy for changing the attitude and practices of public officials (Education Department, Crime Prevention Councils, Secondary Schools) of Baganuur district and Dornod province to increase their support for education on prevention of violence against girls.

2) Training for increased knowledge of school girls (and boys) in Dornod province and Baganuur district on their rights and abilities to claim and exercise their rights.

These two key strategies in turn contribute to the following Goal, Outcomes and Outputs (as presented in the Project Log frame):

### LOGFRAME OF THE PROJECT

<b>Project Goal:</b> Girls in Baganuur district and Dornod province feel greater respect for their rights, safety, and dignity in schools with the full support of public			
<b>Outcome 1:</b> Girls and boys in 4 high schools of Baganuur and Dornod have greater awareness of their rights to live free from violence and are empowered to seek help		<b>Outcome 2:</b> Public officials (Edu Dept, CP Councils, Schools) of Baganuur and Dornod increased their support for education on prevention of violence against girls	
<b>Output 1.1:</b> Knowledge and skills of Secondary school teachers as well as local women activists to teach Violence Prevention classes are strengthened	<b>Output 1.2:</b> Girls and boys in 4 schools in Dornod and Baganuur increased their knowledge of their right to live a life free of violence and know how and where to seek help	<b>Output 2.1:</b> Violence Prevention classes are included in School Curriculum in Dornod and Baganuur	<b>Output 2.2:</b> Mechanism established for budget allocation to conduct classes on Violence Prevention
<b>Activity 1.1.1:</b> Developing Training Program for Trainers	<b>Activity 1.2.1:</b> Teaching classes in the selected schools	<b>Activity 2.1.1:</b> Advocacy meetings with Education Department and School Administrations	<b>Activity 2.2.1:</b> Monitoring of CPC policy and budget
<b>Activity 1.1.2:</b> Training of Trainers	<b>Activity 1.2.2:</b> Development of educational program and materials for schools		<b>Activity 2.2.2.:</b> Advocacy work targeting CPCs

## Project beneficiaries:

### Project primary beneficiaries:

- Girls in 4 high schools (2 in Dornod province, 2 in Baganuur district) who benefitted from establishing greater awareness of their rights to live free from violence and empowered to seek help.
- Women from local NGOs (Network of Women's NGOs in Dornod Province with 14 member NGOs and Network of Women's NGOs in Baganuur District with 11 member NGOs) have become the lead implementers that advocate for funding and implementation of GBV classes in 2 target areas.

### Secondary beneficiaries of the project:

- Boys in 4 high schools
- Members of Crime Prevention Councils in Dornod province and Baganuur district
- Officials from Education Department
- Teachers, social workers, and directors of 4 high schools

### **Key partner organizations:**

- Network of local women's NGOs in Dornod province
- Network of local women's NGOs in Baganuur district

### **Project budget and expenditure:**

Project budget: 120,000 USD (\$100,000 from UN Trust, \$20,000 from MONES)

### Project expenditure:

Outcomes and Project activities	Output	Activities	Project budget (USD)	Project expenditure (USD)	Delivery rate (%)
Outcome 1.	Output 1.1.	Activity 1.1.1	1,579.00	1,613.80	102.20%
		Activity 1.1.2	5,466.00	5,333.90	97.58%
	Output 1.2.	Activity 1.2.1	4,460.00	5,100.10	114.35%
		Activity 1.2.2	6,397.00	6,954.50	108.72%
<b>SUBTOTAL FOR OUTCOME 1</b>			<b>10,857.00</b>	<b>12,054.60</b>	<b>111.03%</b>
Outcome 2.	Output 2.1.	Activity 2.1.1	12,516.00	11,898.10	95.06%
	Output 2.2.	Activity 2.2.1	7,895.00	7,574.40	95.94%
		Activity 2.2.2	11,252.00	11,321.30	100.62%
<b>SUBTOTAL FOR OUTCOME 2</b>			<b>31,663.00</b>	<b>30,793.80</b>	<b>97.25%</b>
Cross-cutting	M&E	M&E Activities	10,040.00	9,890.90	98.51%
	Management	Audit	3,500.00	0.00	0.00%
		Personnel	19,886.00	19,872.00	99.93%
		Equipment	2,500.00	2,432.90	97.32%
		CB Workshop	10,000.00	8,560.20	85.60%
		Indirect cost	4,509.00	4,508.10	99.98%
<b>SUBTOTAL FOR CROSS-CUTTING</b>			<b>50,435.00</b>	<b>45,264.10</b>	<b>89.75%</b>
<b>GRAND TOTAL</b>			<b>100,000.00</b>	<b>96,060.20</b>	<b>95.06%</b>

## Purpose of the evaluation

This is the final evaluation of the project, implemented by MONES during two-year period from 1 January 2015 to 31 December 2016. This is a mandatory final project evaluation required by the UN Trust Fund to End Violence against Women.

The purpose of the evaluation is to inform and strengthen the provision of GBV prevention classes in the two areas, under the UN Trust Fund to End Violence against Women project period (two years from 1 January 2015 to 31 December 2016). In particular, MONES seeks to assess the following:

- To assess the MONES program implementation ensuring the project objectives, indicators, outputs and expected outcomes are met, that the Networks of Women's NGOs have the capacity to effectively continue the advocacy and training work, and the public officials from CPCs, Education Departments and schools have the attitude and knowledge to support GBV prevention classes in the target places.
- To provide recommendations based on the findings of the evaluation, achievements, lessons learned, and gaps and challenges from MONES' presence to guide next step projects on GBV prevention education.

The evaluation findings will be shared with school personnel to obtain the feedback and discuss lessons learned. Findings will be used to identify strategies for future program and capacity building initiatives. The results of this evaluation will also be shared with all stake holders in the target areas (Dornod and Baganuur) and education policy-makers at national level (Ministry of Education, Culture and Science) with a view to use the findings to disseminate the GBV prevention classes to other schools in Mongolia. The evaluation results will be used by MONES to inform their work project beyond the UNTF funded project from 2017 onward. MONES will utilize the results and recommendations of the evaluation to improve, strengthen, and provide guidance for future adjustment, design, and implementation of GBV prevention education project(s).

## Evaluation objectives and scope

### Scope of Evaluation:

This evaluation covered the entire project duration from January 1, 2015 to December 31, 2016. The evaluation activities took place over a time frame jointly agreed by the evaluation consultant and MONES upon the approval of this term of reference and the recruitment of the external evaluation consultant. The geographic coverage encompassed two target areas, namely Dornod province (Site 1) and Baganuur district (Site 2). The evaluation covered primary beneficiaries who are girls enrolled in the grades 9-12 in pilot schools, and secondary beneficiaries that are policy-makers and service providers involved in provision of GBV prevention classes including members of CPCs, public officials from Education Departments, school managers, teachers, and social workers as well as members of Networks of Women's NGOs.

## **Objectives of Evaluation:**

The overall objectives of the evaluation were to:

- a) To evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability, and impact with a strong focus on assessing the results of the outcome and project goals.
- b) To generate key lessons and identify promising practices for learning.
- c) To induce knowledge that can be adapted to new GBV prevention education projects and inform adjustments to more responsive program with the actual needs and context.

## **Key challenges and limitations of the evaluation:**

Several challenges and limitations were experienced during the evaluation:

- Time frame allocated for designing and planning the evaluation was not sufficient.
- Time and financial constraints put certain restrictions on targeting a wider sample and developing more in-depth insight into the results.
- Due to time constraint, length of interviews was planned shorter than desired time to interview all selected respondents.
- Due to the nature of the project, sampling of high-school students was not a randomized but purposive sampling, and it was done on volunteer basis. Thus, it is not fully representative of the target population.
- Selection of respondents (teachers, policy-makers, women-activists) was done by the Project Team. However, the evaluator interviewed all the selected respondents one-on-one.
- Due to the Local Election of November 2016, most of the policy-makers who took part in the project were replaced by new appointees. Interviews were conducted with the new appointees, following the guidelines in the ToR.
- Evaluation relied primarily on qualitative methods. Evidence was triangulated by testing with multiple respondents.

## **Evaluation Team**

The evaluation team consisted of 1 member, P.Tuvshinjargal, Senior Consultant at PMSG Consulting. She has an extensive and rich experience in both gender issues and monitoring and evaluation of multi-year projects. She closely collaborated with MONES and its partner organizations in two target areas in order to conduct this final evaluation. The main duties and responsibilities of the evaluator were guided by the ToR, and the evaluator fulfilled the obligations as outlined in the ToR. Evaluator P.Tuvshinjargal was responsible for designing of the evaluation methodology, data collection, and data analysis. She submitted two reports: inception report and final report, per the work plan.

## Evaluation work plan:

Stage of Evaluation	Key Tasks	Workdays	Planned Timeframe	Completion
<b>Inception stage</b>	Briefings by MONES	0.5 days	28/11/2016	Completed on time
	Desk review of key documents	1 days	29/11/2016 01/12/2016	Completed on time
	Finalizing the evaluation design and methods	2 days	02/12/2016- 04/12/2016	Completed on time
	Preparing an <b>inception report</b>	2 days	05/12/2016- 15/12/2016	Completed on time
	Submitting final version of Inception report	0.5	20/12/2016- 23/12/2016	Completed on time
<b>Data collection and analyses stage</b>	Desk research	2 days	27/12/2016 28/12/2016	Completed on time
	In-country technical mission for data collection (visits to the field, interviews, questionnaires, etc.)	7 days	15/01/2016- 25/01/2016	Due to the extension of school holiday in Ulaanbaatar to January 30, 2017, a field trip to Baganuur district was postponed and completed on February 3, 2017
<b>Synthesis and reporting stage</b>	Analysis and interpretation of findings	3 days	30/01/2017- 31/01/2017	30/01/2017- 04/02/2017
	Preparing the draft report	2 days	04/02/2017- 05/02/2017	Completed on time
	Incorporating comments and revising the evaluation report	1 day	23/02/2017	Completed
	Submission of the <b>final report</b>		24/02/2017	Completed
	TOTAL NUMBER OF DAYS	21		

## Evaluation Questions

The key questions that need to be answered by the evaluation was divided into five categories of analysis. The five overall evaluation criteria: relevance, effectiveness, efficiency, sustainability, and impact were applied for this evaluation.

**Relevance of the project:** It determines the extent to which the activities are suited to organizational commitment to combat GBV and whether the chosen strategy of intervention and partnership is helpful to meet the project goals.



**Efficiency of the project:** The efficiency of project implementation considers of the qualitative aspects of project implementation, both organizational and management aspects as well as the capacities of the project team.

**Effectiveness of the Project:** This part of the evaluation determines the relative success of converting project outputs into desired outcomes. As results of the multiple project aims, effectiveness should be measured on policy, institutional, and social levels. These will be evaluated both in quantitative terms (number of trained professionals, skills improved, etc.) and in qualitative terms (the institutionalization of procedures and practices, improvement of cooperation, changes in attitudes to gender based violence etc.)

**Program impact:** This is the extent to which long-term and sustained changes occur in a target population. The program impact measures if the intervention contributes to reaching higher level objectives, in particular, the overall goal.

**Sustainability of the project:** This part determines whether positive effects or impacts of the project is sustainable and if project generated results have a probability of long-term benefits.

**Evaluation questions per each of the evaluation criteria:**

Evaluation Criteria	Mandatory Evaluation Questions
<b>Effectiveness</b>	<ol style="list-style-type: none"> <li>1) To what extent were the intended project goal, outcomes and outputs achieved and how?</li> <li>2) To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached?</li> <li>3) To what extent has this project generated positive changes in the lives of targeted (and untargeted) girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes.</li> <li>4) What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How?</li> </ol>
<b>Relevance</b>	<ol style="list-style-type: none"> <li>1) To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls?</li> <li>2) To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?</li> </ol>
<b>Efficiency</b>	<ol style="list-style-type: none"> <li>1) How efficiently and timely has this project been implemented and managed in accordance with the Project Document?</li> </ol>



<b>Sustainability</b>	<ol style="list-style-type: none"> <li>1) How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?</li> <li>2) Does KNWO have adequate resources to provide high quality GBV services to refugees after the project ends?</li> <li>3) How will stake holders sustain ownership of the well-being of women and girls after the project ends?</li> </ol>
<b>Impact</b>	<ol style="list-style-type: none"> <li>1) What are the unintended consequences (positive and negative) resulted from the project?</li> <li>2) Have survivors of GBV experienced any positive or unintended negative consequences since receiving services?</li> <li>3) Has there been any change in attitude towards GVB issues and stigmatization among stake holders?</li> </ol>
<b>Knowledge Generation</b>	<ol style="list-style-type: none"> <li>1) What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls?</li> <li>2) Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions?</li> </ol>

## Evaluation Methodology

<b>Sub-sections</b>	<b>Inputs by the evaluator(s)</b>
<b>Description of evaluation Design</b>	<p>Final evaluation of the project was guided by the mandatory questions listed in the ToR. The evaluator visited 4 pilot schools in 2 target areas and met the representatives of CPCs, Education Departments, and local WNGOs. The evaluation primarily relied on qualitative methods to balance reliability, validity and representativeness. Evidence, as far as possible, was triangulated by testing with multiple respondents and using differentiated techniques. The evaluation tried to balance collective findings with formative observations in order to provide clear ideas for project assessment.</p>

Sub-sections	Inputs by the evaluator(s)
<b>Data sources</b>	<p>Data was gathered from multiple sources:</p> <p>Documents:</p> <ul style="list-style-type: none"> <li>- MONES project documents (project proposal, progress and annual reports, baseline study report, monitoring reports)</li> <li>- Project reports by the partner organizations</li> <li>- Training modules and materials developed/produced by trainers for teaching GBV prevention classes</li> <li>- Documents from local officials, target schools, local organizations developed and/or approved during the project period and that is related to the project</li> <li>- Materials developed/produced by the students who attended GBV prevention classes</li> <li>- Other relevant documents</li> </ul> <p>Project beneficiaries (direct and indirect) and partners:</p> <ul style="list-style-type: none"> <li>- Students who attended the GBV classes</li> <li>- Members of CPCs</li> <li>- Education Department officials</li> <li>- Women activists from local NGOs</li> <li>- MONES staff</li> <li>- Teachers, social workers, school managers (6 in each province)</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>- GBV prevention classes</li> </ul>

Sub-sections	Inputs by the evaluator(s)
<p><b>Description of data collection methods and analysis</b></p>	<p>Data was collected through several methods:</p> <p><u>Desk review</u>: Desk review was conducted from the project documents in MONES office, partners' offices, schools, CPCs.</p> <p><u>Direct observation</u>: evaluator attended a GBV prevention class for 9<sup>th</sup> grade students at the Gungaluutai School.</p> <p><u>Semi-structured interviews</u>: Evaluator conducted key informant interviews with public officials. Interviews were executed individually, and the respondents were selected based on their level of participation in the project. Evaluator used semi-structured questionnaires, tailored to each target group.</p> <p><u>Structured interviews</u>: Evaluator conducted key information interviews with students. Interviews were conducted in school setting after the classes. Evaluator used structured questionnaire, and the students were selected on volunteer basis.</p> <p><u>Focus group discussions</u>: Evaluator conducted 2 FGDs with 2 groups comprising of teachers, school social workers and school principals. Participants were selected based on their level of participation in the project.</p> <p><u>Data analysis method</u>: Evaluator used several methods for data analysis:</p> <ul style="list-style-type: none"> <li>- Content analysis</li> <li>- Descriptive analysis of documents and activities</li> <li>- Interpretive analysis of interviews and discussions</li> <li>- Triangulation/validation analysis</li> </ul> <p>Data was analyzed for common themes, changes in understanding, perceptions, behavior and decision-making.</p>

Sub-sections	Inputs by the evaluator(s)
<b>Description of sampling</b>	<p>The evaluation was conducted in both project areas (Dornod province and Baganuur district) and covered all 4 pilot schools in the two locations. The main sampling method was purposive sampling with a definite number of sample for each sub-group. The sub-groups for each location were:</p> <ul style="list-style-type: none"> <li>- Policy-makers (4 in each province, total of 8)</li> <li>- Service providers (6 school staff in each province, total of 12)</li> <li>- Partners (4 women-activists in each province, total of 8)</li> <li>- Students (10 girls and 10 boys from each school, total of 40)</li> </ul>
<b>Description of ethical considerations in the evaluation</b>	<p>In Mongolia, no legal requirement exists in order to obtain ethical approval from an authorized review organization or board. However, the organization set ethical standards and requirements for research and study projects. For this evaluation, the following documents guided the evaluation process:</p> <ul style="list-style-type: none"> <li>- MONES policy on child protection (signed by the evaluator)</li> <li>- UN Ethical Guidance for Evaluation</li> <li>- Legal codes of Mongolia</li> </ul> <p>Considering the nature of the project and the evaluation which involved children under age of 18, the following ethical principles were used:</p> <ul style="list-style-type: none"> <li>- Children’s informed consent</li> <li>- Voluntary participation (right to stop or cancel)</li> <li>- Confidentiality</li> <li>- Anonymity</li> <li>- Safety (to avoid causing any physical and psychological harm)</li> <li>- Right to service</li> </ul> <p>All participants fully engaged in the evaluation.</p>
<b>Limitations of the evaluation Methodology used</b>	<p>Limitations of the evaluation methodology:</p> <ul style="list-style-type: none"> <li>- small number of participants (not sufficient for drawing strong conclusions)</li> <li>- evaluation setting (interviews with children were conducted in school environment in an empty classroom with no one else present in the room, children were advised to refuse answering any question and/or stop the interview at any time, children’s names were not revealed in the published report, tapes were deleted immediately after writing the report, a social worker was held in a nearby room for support, if required)</li> <li>- evaluation scope and evaluation time-frame were not mutually corresponding</li> </ul>

## Findings and Analysis per Evaluation Question

<b>Evaluation</b>	Effectiveness
<b>Evaluation Question1</b>	To what extent were the intended project goal, outcomes and outputs achieved and how?
<b>Response to the Evaluation question with analysis of key findings</b>	<b>Project goal:</b> Girls demonstrated increased knowledge of GBV and change in attitude to demand their rights for safe environment. Girls reported feeling safer in schools. Schools indicated commitment to protect girls from GBV and prevent GBV in school environment. CPCs demonstrated awareness of GBV and willingness to include GBV prevention in their policies and budget allocation.
<b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	<p><b>Girls feeling safer in school:</b> Girls in the interviews discussed the issue of safety. 17 out of 20 girls who were interviewed expressed that their feeling of safety in school environment has increased. They attributed it to the project saying since the GBV prevention classes had been taught, boys have become less aggressive because “they, now, know what they can and cannot do,” teachers “intervene when seeing boys bully girls.” However, some girls validate that it is not “totally safe” and raised a concern about toilets being a place where boys still can peek. Also, girls raised concerns about girls’ safety in Internet environment and public space on the way to school.</p> <p><b>Schools commitment to protect girls from GBV and prevent GBV in school environment:</b> The evaluation found that school policies of all 4 pilot schools made revisions and included prevention of and protection from “gender-based violence” in their internal school policies (Child Protection Policy – Khan-Uul Complex, Dornod province; School Policy – School #5, Dornod province; School Policy – Education Complex, Baganuur district; school by-law – Gun Galuutai Complex, Baganuur district). The documents contain provisions on definition of gender-based violence, provision of safe environment, role of teachers and school social workers in protecting students from violence and GBV, ethical duties of teachers in relation to students, inclusion of activities on prevention of GBV in school work plans, educating children on how to prevent violence and GBV. Overall, schools are connected to prevention of GBV as a concept of child protection even though wording of the provisions and comprehensiveness of regulations give an impression that schools are aware of GBV and committed to providing GBV-free environment to students.</p> <p><b>CPCs awareness of GBV and willingness to include GBV prevention in their policies and budget:</b> Local CPCs, for the first time, provided support to schools in their work to ensure safety of girls in school environment. The GBV prevention classes conducted during the project, specifically, targeted safety of girls, and Dornod CPC allocated 2,900,000 MNT and Baganuur CPC allocated 1,200,000 MNT to conducting these classes.</p>

<b>Conclusions</b>	The project executed for the first time in Mongolia introduced integration of GBV prevention approach in school environment. The project went delivering training services to students or peer-to-peer trainings. The project being evaluated built the knowledge and capacity of schools to teach GBV prevention classes and provided safer environment to girls, and developed knowledge and support for local public officials.
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<b>Evaluation</b>	Effectiveness
<b>Evaluation Question1</b>	To what extent were the intended project goal, outcomes and outputs achieved and how?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	<p><b>Outcome 1:</b> The project has raised awareness among all students in the high-schools of 4 pilot schools (girls and boys) on gender equality, gender-based discrimination, and violence through well-designed training programs that built their awareness step-by-step. In the end line survey 87.7% of girls said touching of girls is not acceptable (82.7% in 2015), and 52.5% of the boys said it is not acceptable (43.8% in 2015). Also, in the end line survey 95.2% of the girls said verbal abuse of girls is not acceptable (92.3% in 2015), and 92.2% of the boys said it is not acceptable (79.5% in 2015). Although the project was not able to completely change their perception and attitude on traditional cultural values, it succeeded in empowering the participants with knowledge and capacity to recognize GBV, express their objection, and seek help when experiencing GBV.</p>
<b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	<p><b>Awareness:</b> All high-school students (girls and boys) of the 4 pilot schools developed better knowledge regarding gender equality, gender-based discrimination, and GBV. The biggest change for both girls and boys was on the statement that a woman has to take care of household, even if both husband and wife work full-time (acceptance decreased by 18.1% for the girls and by 15.4% for the boys). Responses from the interviews (73%) indicate both girls and boys are able to recognize GBV in forms of verbal and physical actions. 65% of the interviewed boys and girls expressed their opinions that GBV takes place in schools, however it has decreased since GBV prevention classes started at their schools</p> <p><b>Behavior:</b> The project reports showed that 90% of the 11<sup>th</sup> grade classes in 4 target schools initiated and established “Violence-Free Class” code and boys were very active in enforcing the class rules. 56% of the interviewed girls revealed that boys show more respect to girls and their behavior towards became “milder”. Boys refrain from touching girls, kicking them, and calling them names. In addition, some girls communicate that girls became stronger and express objection. Head teachers, during the FGDs, reported that they observed overall positive changes in relationship among boys and girls listing the same changes reported by the students (stopped calling names, touching and kicking, showing more respect to each other).</p> <p><b>Seeking help:</b> During the FGDs, social workers revealed girls started approaching social workers when they were inappropriately touched or mistreated, whereas before no such cases existed. Head teachers conveyed that girls, also, started approaching teachers, when they experienced inappropriate behavior towards them, which demonstrates that trust in teachers is being built. However, it’s been noticed that students show more trust in those teachers and social workers who taught GBV prevention classes. Social workers reported several girls who experienced rape in the past approached them during the project implementation and sought help.</p>

<b>Conclusions</b>	The project succeeded in changing boys' and girls' knowledge and perception on GBV in school environment and helped them to acquire certain degree of confidence in their right to enjoy safe environment in school. However, the project has raised a concern about the culture of GBV and violence in schools and established a foundation only. It will take time for the knowledge and perception to translate into culture of intolerance and action.
<b>Others</b>	

<b>Evaluation</b>	Effectiveness
<b>Evaluation Question1</b>	To what extent were the intended project goal, outcomes and outputs achieved and how?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	<b>Output 1.1:</b> 20 trainers were adequately trained and conducted GBV prevention classes at the 4 target schools. They adopted innovative and interactive methodology developed by the Project, and adjusted it to the school settings. At the end of the project, the schools were recognized as local experts in teaching GBV prevention classes as well as reliable and trustworthy mentors for other teachers and as counselors for students. Many trainers went beyond the training methodology structure developing and using additional tools for better delivery of the training program. However, the capability to conduct GBV prevention classes varied among trainers depending on their overall teaching capacity and experience. The collaboration of women-activists and school teachers is proved to be successful as they supported and complimented each other.

<p><b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b></p>	<p><b>Methodology:</b> Altogether, 2 sets of training materials were developed. 1 set was for teachers which included a comprehensive manual to conduct trainings at 3 different levels. The second set includes 3 manuals for students (Level 1, Level 2, Level 3). Level 1 is the first level that gives basic understanding of human rights, gender, and bodily integrity. Level 2 gives more in-depth understanding on types of violence, GBV in school environment, feelings and attitudes. Level 3 builds capacity for protesting, reporting, preventing, and building violence-free environment. Each level consists of 8 modules (8 classes of 1 hour session were taught in 1 quarter). The content of the modules is a combination of information, role-play activities, group works, case studies, short questionnaires, group discussions, and homework. The interviewed students assessed GBV prevention class as very interesting and important while commonly using terms “equality,” “prevention of violence,” and “how to get help” among others. Furthermore, they liked new ways of learning through more interaction, and students were active and interested in participating in the exercises as observed. However, during the interviews, some students expressed their feelings that learning about GBV cases was distressing, and showing explicit images of “can’t touch” body parts was embarrassing at the beginning. They reported that teaching methodology with use of explicit drawings is unusual for teaching in Mongolia. However, as the classes progressed to next stage, students expressed their interest and liking of the new teaching methodology that used drawings, group discussions, and role plays as more interesting and useful. Trainers, also, acknowledged the unique and unconventional methodology for school environment.</p>
	<p><b>Trainers:</b> According to the project documents, 20 people were trained (3 school managers, 4 social workers, 6 teachers and 6 women-activists). 18 trainers continuously worked throughout the project as trainers of GBV classes, which indicates strong result. This retention occurred due to the fact that trainers were selected from the pilot schools and local WNGOs, and their interest in the subject and willingness to become a GBV prevention trainer were considered. During the FGDs, the trainers showed strong knowledge of the subject and discussed cases of GBV. Students, in their interviews, expressed their interest in attending the classes and showed respect for the trainers and their ability to teach these classes in an interesting and open way without making them feel ashamed or embarrassed. During an observation of GBV prevention class, the teacher showed a lot of dedication and skills in organizing group discussions. However, it was evident that facilitating a class of 40 students was a difficult task. In addition, teachers noted the importance of parents’ involvement in GBV education and pointed out the missing link to parents in the project. Social workers recognized their knowledge and skills in offering help to girls has strengthened after they were trained as trainers.</p> <p><b>Collaboration:</b> FGDs with WNGOs and school personnel revealed that prior to the project WNGOs and schools were aware of each other but worked separately. During the project, women-activists and teachers worked together to learn and deliver the training modules. At the same time, they collectively made efforts to address larger issues of GBV in schools. Schools and WNGOs are planning to conduct more GBV classes after the project.</p>



<b>Conclusions</b>	<ul style="list-style-type: none"><li>- Teachers have good knowledge to provide children with information that is relevant to their interest and well-being.</li><li>- They have built and owned knowledge and skills to teach GBV prevention classes.</li><li>- Teachers are agents who are able to provide children with systematic and comprehensive understanding of gender equality, human rights, sexual health and rights.</li><li>- Teachers who work with children, and women-activists who combat GBV have joined their forces.</li></ul>
<b>Others</b>	

<b>Evaluation</b>	Effectiveness
<b>Evaluation Question1</b>	To what extent were the intended project goal, outcomes and outputs achieved and how?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	<p><b>Output 1.2:</b> Students demonstrated greater awareness of GBV and change in attitude towards GBV in school environment. At individual level, both gender of students demonstrated strong intolerance of GBV with 98.4% of girls and 95% of boys in the end-line survey stating that violence against women and girls is unacceptable. Change in their behavior was evident as well. Girls expressed strong objection when experienced GBV in school through contacting teachers and social workers or raising their voices in their class setting. At group level, many groups initiated “violence-free class” rules and placed group pressure on those who broke the violence-free rules. At school level, many high-school students intervened when they eye witnessed acts of GBV committed against students in lower grade students.</p>
	<p><b>Gender equality and gender norms:</b> According to the end-line survey,, the knowledge of students has significantly shifted. Their perception on traditional gender roles and characteristics of boys and girls have changed , gender stereotypes on roles of men and women in the family have changed as well. In the interviews, students stated the equality and non-discrimination as the key principles of human rights. Now, both students and teachers regardless of their gender tend to equally share classroom cleaning duties even though prior to the project, it was seen by girls, boys and teachers as the duty of girls. However, based on the end-line survey results and interviews with boys and girls, it was evident that especially girls’ perception of traditional patriarchal cultural norms is still very strong.</p> <p><b>GBV:</b> During the interviews, girls and boys had similar level of knowledge on GBV and were able to clearly express definition of GBV and its characteristics stating “traditional norms”, “violence of human rights”, and “caused by gender roles”. Students not only developed knowledge, but also, disseminated it in their own classes and to other children in their schools (“Change is in My Hands” boards in schools, “Violence-Free Class” code (no touching, no calling names, boys and girls are equal, etc.), “Stop GBV” posters, “Protecting Friends” essay competition, etc.). Based on the knowledge, students have more open discussions and less conflicts according to the teachers and social workers. Also, trainers in the FGD discussions shared that high-school students are very keen to learn about GBV since this class is the only source of information for them on the topic which is very relevant, and they respond and reflect actively during the classes.</p>

<b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	<b>Seeking help:</b> Interviews showed that all the interviewed boys and girls consider seeking help as the only option. However, there was a significant discrepancy in their identification of sources of help. They mentioned family, friends, teachers, social workers, police, family doctors, psychologist, hotline for children 108. When asked about GBV cases in school environment and source of help, they named school social worker and head teacher as the primary sources of help. The endline survey report supported this understanding showing that there is significant increase in boys and girls' perception of social workers and teachers as source of help.
<b>Conclusions</b>	Girls and boys in the 4 pilot schools acquired knowledge on GBV and their rights to violence-free environment at their schools. Also, asking for help has become a shared knowledge and students are willing to seek help from social workers and teachers if they experience or witness GBV.
<b>Others</b>	

<b>Evaluation</b>	Effectiveness
<b>Evaluation Question1</b>	To what extent were the intended project goal, outcomes and outputs achieved and how?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	<b>Outcome 2:</b> The project introduced a comprehensive response to addressing gender-based violence in school environment. It established collaboration among schools, WNGOs, CPCs and Education Departments on GBV prevention in schools. The project succeeded in offering a multi-stakeholder approach with focus on simultaneous integration of GBV prevention in school curriculum, school policy, education approach, and crime prevention approach.
<b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	<b>CPC officials:</b> Public officials from CPCs were engaged in the project activities and received regular updates on the project activities and results. Overall, CPCs showed changed perception and increased attention to GBV. <b>Education officials and school administration:</b> Officials from Education Departments and management of 4 target schools attended training and advocacy meetings on GBV. Education sector officials and school management recognized the existence of GBV in their schools. All 4 schools adopted certain rules to address GBV in their schools. Although, no separate policy on GBV was adopted, different school documents included "gender-based violence" as a violation of school rules. Schools included GBV prevention classes in their school curriculum in two semesters (spring and fall of 2016).
<b>Conclusions</b>	The "school-based", rather than "educating girls" approach that targeted all relevant beneficiaries in the school setting proved to be a successful strategy as it contributed to creating safer environment for girls and boys with a long-term impact on culture and norms in these schools.
<b>Others</b>	

<b>Evaluation</b>	Effectiveness
<b>Evaluation Question1</b>	To what extent were the intended project goal, outcomes and outputs achieved and how?
<b>Response to the Evaluation question with analysis of key findings by the</b>	Output 2.1: During the project period, all 4 target schools showed strong commitment to enhancing the knowledge of students including GBV prevention classes in their school curriculum (spring and fall of 2016) and delivered the training to all high-school students.
<b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	<p><b>School curriculum:</b> The school records showed that school administration in the 4 target schools included 8 hours of each module in school programs for grades 7, 8, 9, 10 and 11. The project was successful in engaging school curriculum managers (school managers) and the training of trainers. This served as a decisive factor for the commitment of school administration to accommodate school curriculum. For the spring semester of 2016, school administrations made changes in the school programs for grades 10 and 11 which included both Level 1 and Level 2 modules in their curriculum to help them build foundation to attend Level 3 module. In fall 2016, due to the changes in the core curriculum for grade 11 made by the Ministry of Education, school administrations in 3 schools included GBV trainings in the curriculum for grade 7. In general, the schools made efforts to deliver GBV prevention programs to all high-school students.</p> <p><b>Teachers' training:</b> Schools placed strong emphasis on teachers as role models and teachers were seen as key agents who should lead the implementation of GBV prevention rules in the schools. The schools showed strong support to the initiatives of the trainers to train high-school teachers and made it mandatory for all high-school teachers to attend these one-day trainings taught by the trainers. As a result, majority of the high-school teachers established awareness on GBV, which contributed to the success of the project in providing safe environment to girls.</p> <p><b>School policy:</b> Schools have incorporated GBV prevention in their school policies. The reviewed school policy documents contain provisions on definition of gender-based violence, provision of safe environment, role of teachers and school social workers in protecting students from violence and GBV, ethical duties of teachers in relation to students, inclusion of activities on prevention of GBV in school work plans, educating children on how to prevent violence and GBV. The school administration in all 4 schools involved teachers in discussing the revisions in the school policies to include GBV prevention in school environment.</p>
<b>Conclusions</b>	School administration, school personnel, trainers and teachers have accepted the project goal and worked at different levels to incorporate the training program in the school program, train teachers and amend school documents. However, there is not enough evidence showing that these classes will be continued in all schools and delivered to all high-school students.
<b>Others</b>	

<b>Evaluation</b>	Effectiveness
<b>Evaluation Question1</b>	To what extent were the intended project goal, outcomes and outputs achieved and how?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	Output 2.2: The project engaged members of CPCs in trainings and advocacy meetings which were led by local women-activists. Local women-activists were successful in pressuring the CPCs to allocate funding for GBV prevention classes. In both target areas, CPCs allocated funding. The funding was not substantial. Nevertheless, the amount was sufficient to cover the expenses for teaching GBV prevention classes in the fall semester of 2016. No clear mechanism was detected that has long-term impact on CPC budget allocation for GBV prevention classes in high-schools. However, CPCs showed an interest in collaboration with WNGOs on GBV prevention.
<b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	<p><b>Perception:</b> According to the project documents, public officials from CPCs in two target areas were trained on GBV. However, due to the Local Election in November 2016, the interviewed officials in CPCs were new and had little knowledge of GBV even though they had awareness of the project and expressed willingness to further support the prevention of GBVs and targeting schools for GBV prevention activities. WNGOs confirmed that the knowledge and attitude of the CPC officials (who are no longer part of CPCs) had been changed and their support was established.</p> <p><b>Policy and budget:</b> Document review of CPCs and interviews with CPC officials demonstrated that the main document that guides CPC work is its annual work plan with a budget. In 2015, the first year of the project, no funding was allocated. But, in second year (2016), both CPCs allocated funds for GBV prevention classes (2,900,000 in Dornod and 1,200,000 in Baganuur). In both target areas, it was the first time when CPCs allocated any funding for GBV prevention, which WNGOs considered as a precedent that they should further utilize. This success was enabled by the tripartite MoUs established among CPCs, WNGOs and MONES in each target area at the beginning of the project.</p> <p><b>Collaboration with WNGOs:</b> FGDs with WNGOs and interviews with CPC officials demonstrated that a foundation for collaboration between CPCs and WNGOs has been established. In both areas, WNGOs were invited to a CPC sub-committee and WNGOs have a possibility to influence CPC decision in annual work plan and budgeting.</p>

<b>Conclusions</b>	The project has reached out to key members of CPCs in two target areas and women-activists successfully advocated for allocation of funding for teaching GBV prevention classes in 4 pilot schools. During the project CPC members changed their perception on GBV in overall and on GBV in school environment, and provided support to the project. However, as a result of Local Council Election held in November 2016, those public officials, who were engaged in the project, have been replaced. Although, newly appointed public officials show certain interest and promise support, they have to be educated and advocated.
<b>Others</b>	

<b>Evaluation</b>	Effectiveness
<b>Evaluation Question2</b>	<p>☐ To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels?</p> <p>☐ How many beneficiaries have been reached?</p>
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	<p><b>Number of students reached:</b> The project reached the intended primary target beneficiaries. On the other side, according to the project reports and school registration, the reached target in terms of number substantially exceeded the planned target. Overall, GBV classes were delivered to all students in grades 8, 9, 10 and 11 during the 2 semesters, Spring 2016 and Fall 2017. 3621 students in 4 schools attended GBV prevention classes (1833 girls and 1788 boys). Moreover, the project succeeded in reaching out the target high-school students more than one time, through the attendance of the accelerated levels of the program.</p> <p><b>Number of trainers and teachers reached:</b> 20 trainers were trained by the project and delivered the training to high-school students and teachers.</p> <p><b>Number of high-school teachers reached:</b> The trained trainers demonstrated commitment and designed and conducted trainings for high-schools teachers at their own schools and other schools. Altogether, they trained 133 teachers from 13 schools on prevention of GBV violence.</p> <p><b>Number of officials reached:</b> The project targeted education officials from local Education Departments and members of local CPCs. The project achieved its intended goal and involved 31 local policy-makers from CPCs and 380 education officials and professionals.</p>
<b>Quantitative and/or Qualitative</b>	Project documents have records of the attendance (attached to the project)
<b>Conclusions</b>	The project fully met the set goals in terms of number of beneficiaries. And, for several target groups, it has exceeded the number to a great extent. As for high-school teachers, this group was not included in the project plan, but, due to the project activities and school-level initiatives, these were included.
<b>Others</b>	

<b>Evaluation</b>	Effectiveness
<b>Evaluation Question 3</b>	To what extent has this project generated positive changes in the lives of targeted (and untargeted) girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes.
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	<p><b>Gender-based violence:</b> The project raised the girls’ awareness on GBV and forms of sexual abuse prevalent in school setting. There have been some strong changes in the level of perceiving GBV and ability to recognize GBV in schools. Girls have become more vocal, and their attitudes have changed as they started asking for help when they experience GBV. At the same time, boys have become aware of gender equality, and their attitudes and behaviors have changed. The schools made efforts to make school environment safer. However, as reported, schools still have GBV, except now teachers and students can recognize it. At the same time, girls reported GBV to teachers and social workers. Yet, the capacity of schools to respond to the reports is not adequate.</p> <p><b>Violence:</b> Some positive changes have been detected in attitude towards violence in school settings. Boys and girls addressed violent behaviors such as kicking, pulling hair, and bullying as an issue. Also, students acknowledged that there have been some changes in the teachers’ behavior, and the teachers are not as aggressive as before.</p> <p><b>Untargeted girls:</b> The project planned and reached girls and boys from the high-school in grades 8 to 11. However, due to the school decision in 2 schools, students from grade 7 attended GBV prevention classes for Level 1. Also, high school students became more perceptive of violence in school settings and started intervening in conflicts helping girls from lower grades.</p>
<b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	The interviewed girls compared boys’ behavior in their classes before the project and toward the end. They revealed there have been some noticeable shifts in the boys’ behavior and their level of violence towards girls has decreased. The interviewed girls compared boys’ behavior in their class before the project and toward the end. High school teachers, too, have been changing their behaviors and started intervening when they eyewitness GBV and violence. According to the FGD with school personnel, teachers perceived GBV and violence in school setting as normal and did not pay attention unless it elevated to critical level prior to the project. Now, because they are aware, they feel responsible and take action to stop such cases, not only when they take places among high-school students, but also when they take place anywhere in the school environment. Interviewed students confirmed changes in the teachers’ behavior and said that teachers now stop violence cases whether those are GBV against girls or physical fights or bullying among boys.



<b>Conclusions</b>	Girls, high-school students, have experienced more respect and less violence from boys in the in the pilots schools as a result of the project. Teachers, too, changed their attitude and behavior toward girls and started intervening and protecting girls when they were experiencing GBV. Girls have become more vocal and express their protest when they feel their right to be free from violence is abused. Also, girls from lower grades have experienced positive attitude from high-school boys and teachers.
<b>Others</b>	

<b>Evaluation</b>	Effectiveness
<b>Evaluation Question 4</b>	What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	<p><b>Internal (positive):</b></p> <p><b>School managers (curriculum managers):</b> School managers have been involved in the project from the very beginning and, in 3 out of 4 pilot schools, school managers were trained as trainers. They acquired in-depth knowledge of GBV and, thus, were able to influence the schools beyond the immediate project outcomes and outputs.</p> <p><b>Teacher-trainers:</b> Teachers, who selected from the schools to be trained as GBV prevention class trainers, were experienced teachers with commitment to learning. They were able to improve the methodology based on their expertise and initiate extra-curricular activities on GBV.</p> <p><b>School social workers:</b> the project did not have a part on provision of any kind of services to girls, who experienced GBV. However, social workers in all 4 schools were trained as trainers and acquired adequate knowledge and skills to address GBV cases.</p> <p><b>Internal (negative):</b></p> <p><b>Social workers:</b> 2 out of 4 social workers have changed their work. One of them became a school teacher in the same school and the second one quit school altogether. It took time to prepare their replacement for the project work.</p> <p><b>High-school teachers:</b> majority of the high-school teachers had strong traditional values in terms of gender roles and gender-based discrimination and violence. Although, they were delivered trainings on GBV, it was not sufficient to change their behavior.</p>



	<p><b>External (positive):</b>  <b>Law on Child Protection:</b> Law on Child Protection was adopted in February 2016 and it served as a strong push for advocacy work of the project at school, Education Department and CPC levels.</p> <p><b>External (negative):</b>  <b>Local Council Election:</b> Local Council Election was held in November 2016 and members of CPCs, who are heads of local state organizations and agencies, were replaced. Thus, the project success on advocacy of CPCs was diminished because of the new appointees, who had not been involved in the project.</p>
<p><b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b></p>	<p><b>Positive:</b> Trainers served as the agents of change at different levels. FGDs with the trainers revealed that their involvement in the project had gone beyond teaching the GBV classes only and included revision of school policies (trainers-school managers), training of high-school teachers (school managers and trainer-teachers), provision of primary level counseling and guidance to girls, who experienced GBV (trainers-social workers). Interviews with Education Department officials and members of CPCs showed that they give significance and base their attitude on new Law on Child Protection. They, often, connected the GBV prevention work at schools with this law and justified the GBV prevention by this law.</p> <p><b>Negative:</b> Interviews with the members of CPCs showed that most of them are new in their positions and they do not have the level of knowledge and attitude to be expected by the end of the project. Although, they agree that GBV in schools should be addressed, they talked more about general violence among and against children. However, CPCs invited local WNGOs to participate in development of their work plan for 2017.</p>
<p><b>Conclusions</b></p>	<p>In overall, the success of the project was achieved with help of planned activities of the project. However, internal and external factors had some influence on the project implementation process and project results. Internal factors, such as commitment of the trained trainers, involvement of school managers, contributed to building ownership by the schools and including protection from and prevention of GBV in school policies. External factors, such as approved in 2016 Law on Child Protection, contributed to the acceptance of the project goals and objectives by local decision-makers in Education Department and CPCs.</p>
<p><b>Others</b></p>	

<b>Evaluation</b>	Relevance
<b>Evaluation Question 1</b>	To what extent the project strategy and activities implemented was relevant in responding to the needs of women and girls?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	<p><b>International:</b> This project addressed the issue of GBV and created safer space for girls in school environment, which is in line with the UN CEDAW General Recommendation 19 on violence against women and girls (2016).</p> <p><b>National:</b> The project addressed the education of girls and boys on gender equality and non-violence in 4 target schools, which is in line with Objective #4 of the 6 Key Objectives of Mid-Term Strategy and Action Plan of Mongolia for Implementing Law on Gender Equality (2013), which targets “formal and informal education system” as the main channel for building awareness and culture.</p> <p><b>Institutional:</b> The project reduced GBV in schools through building awareness of students, teachers, social workers and education officials by targeting the institutional arrangements for GBV prevention activities for greater safety of girls in high schools and by including GBV prevention classes in school curriculum.</p> <p><b>Issue:</b> The project raised the issue of GBV against girls in 4 target schools and built shared understanding among all stakeholders that GBV against girls exists in school environment and that schools are the key stakeholder to take</p>
<b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the</b>	Document research of international, national and institutional requirements revealed that the project tools and approaches filled in the gaps in raising awareness on gender-based violence in school setting. Also, interviews with the beneficiaries revealed that the project activities filled in the existing gap of prevention of gender-based violence in school environment.
<b>Conclusions</b>	The project was relevant to the existing context in the country (which is correspondent to the target areas). The project created a holistic approach that helped to create a link between students, teachers, schools and local policy-making. In particular, involvement of boys and teachers helped to address the culture of GBV in school environment.
<b>Others</b>	

<b>Evaluation</b>	Relevance
<b>Evaluation Question 2</b>	To what extent do achieved results (project goal, outcomes and outputs) Continue to be relevant to the needs of women and girls?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	Establishing knowledge on the right to be free from GBV violence and education on gender equality from school age is very relevant. Knowledge instilled in early age to break gender stereotyping and associated violence has a long-term impact on girls. Girls no longer see it as normal if they are abused, physically or verbally, and they are not ashamed to raise their protest in public. However, there is no enough evidence to suggest that this behavior is shared among all girls in the high schools in 4 target schools.
<b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	The endline survey report as well as interviews with girls during the final evaluation visits demonstrated that girls' awareness of their rights has been translating into their intolerance of GBV in school setting and other settings. In their interviews, girls raised a concern about their safety in Internet space and in other public spaces like, road to and from school. They, also, identified school toilets as unsafe place, which was revealed during the project implementation and the issue was raised with school administration during the project period. Teachers and social workers, in FGDs, confirmed that safety of girls is an important problem in school setting and there is a need for concerted effort to protect girls from GBV.
<b>Conclusions</b>	All participants, who were approached by the evaluator, recognized the existence of GBV in school setting and, although, the project has been successful in addressing GBV in the pilot schools, these schools have risk of GBV and need to work further.
<b>Others</b>	

<b>Evaluation</b>	Efficiency
<b>Evaluation Question 1</b>	How efficiently and timely has this project been implemented and managed in accordance with the Project Document?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	<p><b>Project Team:</b> The project team and organisational structure including partner roles were lean and not too heavy in terms of management resource. Project administration was managed carefully, which was achieved by not over complicating management system, but ensuring critical recording and administration. The project has geared up staff capacity incrementally in line with workload. The team of four people continuously worked as the core force of the project (2 staff at MONES and 2 people in 2 target areas). All four team members had collaborated in the previous MONES projects, which ensured succession of the values, approaches and strategies in the project management. No replacements took place during the project implementation period.</p> <p><b>Partners and stakeholders:</b> The project team delegated certain decision-making power in terms of project-related activities to the local partners, which allowed developing ownership of the work by the partner organizations, but, also enabled the project team to focus more on strategic approach and financial oversight. Strategic partnerships were built with local stakeholders. Regular consultations were held with them to bring in local knowledge and expertise, and develop solutions that are suitable for long-term employment. The project team demonstrated its ability to engage in robust contract management. During the project implementation in the past 2 years, MONES signed contracts with many organizations and individuals (partner organizations, target organizations, trainers, consultants). The project team was able to manage the contracts to ensure the collaborations</p>
	<p><b>Project planning and monitoring:</b> The project team used effective project planning and monitoring system. The team developed annual activity and financial plans, and at the beginning of each quarter, these plans were reviewed to make timely adjustments. Monitoring was an inherent part of the project and the project team conducted, both formal and informal monitoring on regular basis.</p> <p><b>Financial management:</b> Financial management of the project was carried out under the financial management policy of MONES, with consideration of UN Trust financial guidelines.</p> <p><b>Capacity building:</b> In regards to the capacity building, the project has incorporated two approaches which created long-term efficiency. The first is the adoption of trainer training, by which the investment in developing the skills and capacities of the local trainers was multiplied through their subsequent delivery. Secondly, the incorporation of prevention of gender-based violence in school policies created long-term support and replication.</p>

<b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	The evaluator spent time studying project management documents (plans, reports, contracts, meeting protocols etc.) and discussing the management approaches while interviewing the project team in order to understand the nature of decision making, support and performance management, and how the project responded to challenges. The project financial documents showed that MONES was fully audited by an independent auditing agency in 2015. Also, UN Trust selectively checked the financial documentation in 2015. By the time of evaluation, MONES was preparing financial documents for national auditing as well as UN Trust selective auditing.
<b>Conclusions</b>	Analysis of the project documents and interviews with the project team revealed that the project team worked to build local knowledge and develop local expertise and commitment rather than implementing the project themselves. Overall, the project was evaluated as over-achieving the set of objectives. MONES demonstrated successful implementation with outputs that bring broader and more long-term outcomes.

<b>Evaluation</b>	Sustainability
<b>Evaluation Question</b>	How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	<p><u>Training methodology:</u> After the project phases out, training methodology will still be available in the target areas to transfer knowledge to other students. Schools are ready to apply this methodology and continue GBV prevention classes in schools.</p> <p><u>Trainers:</u> Teachers and social workers from 4 target schools have been trained in conducting GBV classes and they will be able to continue teaching students and train other teachers. This is further validated by the fact that they do not require monetary support, and school structures are present to support these trainings.</p> <p><u>School policies:</u> School policies included provisions on protection of students from GBV and prevention of GBV in school environment during the project implementation. These policies will remain intact after the project ended and will guide the schools in their protection from and prevention of GBV in schools.</p> <p><u>Support to victims:</u> Social workers have received adequate knowledge on GBV and they shifted their attitude in providing counseling to victims of GBV. Although not properly trained on how to assist victims of GBV, social workers recognized their role as primary source of help to victims.</p> <p><u>Collaboration:</u> schools and local WNGOs have established collaboration during the project and they know of each other and can work together on GBV related issues.</p> <p><u>CPCs and WNGOs:</u> CPCs included WNGOs in their sub-committees and WNGOs are able to continue their advocacy work for GBV prevention.</p>

<b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	Schools have the policies, training program and trained trainers in place. During the FGDs with the school personnel, they shared their plans on continuing teaching GBV prevention classes. However, there were no drafts of such plans or school work plans. Women-activists expressed enthusiasm, during FGDs that they have established good connection with the school, a link that was totally absent before. However, no plans or concrete activities have been developed yet.
<b>Conclusions</b>	There is strong possibility that the project achievements will be continued at school level. Schools have the methodology, skilled and experienced teachers, knowledgeable social workers, amended school policies to address GBV in school environment. The collaboration between schools and women-activists have a potential to grow, but it needs to be designed and funded. WNGOs have a position to continue advocacy work at CPC level.
<b>Others</b>	

<b>Evaluation</b>	Sustainability
<b>Evaluation Question 2</b>	Does MONES have adequate resources to provide high quality GBV Services to schools after the project ends?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	MONES is a non-profit organization that raises its funding from various international and national sources. They have strong interest in combatting GBV and are willing to raise more funds to replicate this successful project. However, at the time of evaluation, no funding was available for continuing the project in schools in the 2 target areas or any other target areas. But, MONES is starting a new 3-year project to be implemented in 11 kindergartens in 5 districts of Ulaanbaatar and 3 provinces which has similar content on building awareness of children, teachers, and parents on GBV and incorporating lessons on building this awareness in preschool program.
<b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	According to the review of MONES annual reports for the past 3 years, it is evident that GBV has been a big part of MONES work. MONES included GBV under the “Gender equality and non-discrimination”, one of the 5 strategic areas for the period 2016-2020. Also, another strategic area “Empowering girls and young women” outlines realization of rights, GBV and sexual violence as their priority work areas. In other words, MONES will continue its work on combatting GBV in Mongolia, with a strong focus on girls. However, based on the interviews with the MONES staff, it is clear that MONES rarely receives unrestricted funds and many of the projects are pre-designed. However, they are committed to raising funds for school-based interventions.

<b>Conclusions</b>	MONES has the capacity and commitment to combatting GBV in Mongolia. However, their budget allocation and work plans are greatly dependent on available funding sources and approved proposals. Although, no funding is currently available for GBV project at school level, MONES is starting a new project that will address GBV awareness raising in kindergartens.
<b>Others</b>	

<b>Evaluation</b>	Sustainability
<b>Evaluation Question 3</b>	How will stake holders sustain ownership of the wellbeing of women and girls after the project ends?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	<p><b>School policies:</b> by the end of the project, all 4 schools had varying degrees of regulations on GBV in their school policies. These policies will continue to serve as the guiding principles of these schools.</p> <p><b>Trainers:</b> Trainers were selected from the pilot schools and they have knowledge, skills and methodology to continue these classes. However, there is a need for approval by school administration and funding from local budget to continue these classes.</p> <p><b>WNGOs:</b> during the project, WNGOs strengthened their knowledge on GBV, developed capacity to do advocacy work, and increased their involvement in local CPCs. However, there is a need to maintain the connection with schools and include GBV prevention in school setting in their own work plan and work plan of CPCs.</p> <p><b>CPCs:</b> Local CPCs included representatives of WNGOs in their sub-committee Sub-Committee on Prevention of Domestic Violence and Violence against Children, and WNGOs are, now, part of their decision-making process.</p> <p><b>Ministry of Justice:</b> MONES was included in a national Sub-Committee on Prevention of Domestic Violence and Violence against Children of Crime Prevention Council of Ministry of Justice.</p>
<b>Conclusions</b>	The project generated strong ownership of the project knowledge and tools by local counterparts (secondary beneficiaries). Also, their commitment to continue is expressed. However, additional efforts are required to ensure the sustainability of the project.
<b>Others</b>	

<b>Evaluation</b>	Impact
<b>Evaluation Question 1</b>	What are the unintended consequences (positive and negative) resulted from the project?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	<p><b>Boys:</b> Boys played a positive active role in both prevention and response to the GBV. This is demonstrated through their activities in the classes and their initiatives to create “violence-free” classes.</p> <p><b>Teachers:</b> Trainers played a role of catalyzer in schools, and they organized additional activities for students, teachers and other schools. They disseminated the knowledge and approach to others teachers. High school teachers (beyond trainers) developed understanding of teacher’s ethics (physical and verbal abuse), respect for students and their opinions.</p> <p><b>Parents:</b> In some cases, parents have been impacted by their children’s attitudes (when children interrupted parents’ dispute), and their manual “Change is in Our Hands” (when mothers went through the book and developed awareness of GBV).</p> <p><b>Culture:</b> Culture of silence was broken through increased awareness. In Mongolia, it is very common that people remain silent when GBV is taking place. The project has increased awareness around the existence of school rules and ethical considerations to hold teachers accountable and ensure that children report cases. The project created a possibility openly address GBV.</p>
<b>Conclusions</b>	The project has created unintended positive consequences at several levels: boys, teachers, parents and school culture. These consequences were generated by the project activities and show a shift in school environment from GBV being a part of life to GBV prevention.
<b>Others</b>	



<b>Evaluation</b>	Knowledge generation
<b>Evaluation Question 1</b>	What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls?
<b>Response to the Evaluation question with analysis of key findings by the evaluation team</b>	<p><b>Service to girls:</b> during the project, several girls have reached out to the school social workers and reported about sexual abuse they experienced before. But, the project did not have resources or plans to build the capacity of social workers and ensure that girls receive adequate service from social workers. Thus, it was a lesson for any GBV prevention project to include a part on provision of services.</p> <p><b>Local Election:</b> After the Local Election many public officials were replaced, therefore, it is important to include local elections as potential risk in the project planning and pay stronger focus on target institutions as well.</p> <p><b>Parents:</b> The project was successful in creating safer school environment through reaching out to all high-school students, their teachers and school administration. However, changed knowledge and behavior of children was not supported and/or accepted by all parents. Some reports revealed that children were physically punished for talking about their right to live free from violence.</p> <p><b>Methodology:</b> Although, the methodology was praised by teachers and students alike, the reality of Mongolian schools, when 35-40 students study in one group, had to be taken into consideration. It is important to ensure that every child has a possibility to participate in exercises, role plays and exercises during GBV prevention classes.</p> <p><b>Trainers:</b> The project conducted a ToT for trainers only once, at the beginning of the project. However, it was evident that additional training or workshop for the trainers would've refined the methodology. In particular, it would've been useful to conduct the second workshop for all trainers with the experts, who trained the trainers, to enable more in-depth learning based on their experiences, sharing their lessons and achievements among each other. This kind of repeated training or workshop could strengthen the capacity of trainers and enable exchange of best practices.</p>

<b>Evaluation</b>	Knowledge generation
<b>Evaluation Question 3</b>	Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and /or in other countries that have similar interventions?

<p><b>Response to the Evaluation question with analysis of key findings by the evaluation team</b></p>	<p>Knowledge products: The project produced several important knowledge products – a innovative methodology for in-class training on GBV prevention, 3 training curriculum for students with 8 training modules each, 1 training program for teachers with 1 manual and 1 CD, 4 social ads for TV broadcasting, 8 brochures on GBV prevention, 2 published reports on CPC budget and policy monitoring with methodology included.</p>
<p><b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b></p>	<p><b>School administration:</b> Involving school administration from the beginning and throughout the project was incremental to the success of GBV prevention classes.</p> <p><b>Local partners:</b> Partnering with local WNGOs was of great significant as they knew the context and key people and they had regular information and access to local decision-making bodies. Giving them decision-making power and resources to conduct advocacy work helped to develop local ownership from the beginning of the project</p> <p><b>School staff as trainers:</b> Targeting and training school staff (teachers and social workers) increased the impact of the project on the schools. Teachers and social workers not only taught GBV classes, but, also, influenced other teachers, school policies and services to girls. And, these trainers remain in the schools and are available for any other GBV prevention activities in schools and target area.</p> <p><b>Parents:</b> Although, the project did not work directly with parents, it was evident that parents, although not present in school environment and not able to directly contribute to safety of girls in schools environment, have an important role to support children’s changing knowledge and behavior. Teachers reported that some positive changes have been observed from parents, as they inquired the teachers about their children’s transformation and expressed some support.</p> <p><b>High-school teachers:</b> Although, not planned and not supported by the project, trainers initiated and conducted trainings for high-school teachers and, thus, created an environment at the high-school level when all teachers and all students established awareness of GBV. This all-inclusive awareness served as a strong pressure to recognize and address GBV in the high-schools.</p> <p><b>Length of project:</b> The project over-achieved its set of outputs and outcomes. The project established awareness and knowledge, and, to a certain degree, changed the attitude. However, 2-year period is not enough for bringing long-lasting changes. At least 3-year project duration would’ve established stronger results.</p>

## Conclusions

Evaluation Criteria	Conclusions
Effectiveness	<p><b>Project goal:</b> The project, for the first time in Mongolia, introduced integration of GBV prevention approach in school environment. Prior to the project, projects addressing GBV in school environment in Mongolia, mostly, targeted school curriculum only and directly delivered training services to students or peer-to-peer training. The project built the knowledge and capacity of schools to teach GBV prevention classes and provide safer environment to girls, and developed knowledge and support of local public officials.</p> <p><b>Outcome 1:</b> The project succeeded in changing boys and girls’ knowledge and perception on GBV in school environment and helped them to acquire certain degree of confidence in their right to enjoy safe environment in school. However, the project has raised a concern about the culture of GBV and violence in schools and established a foundation only. It will take time for the knowledge and perception to translate into culture of intolerance and action.</p> <p><b>Output 1.1:</b> Trainers have acquired sufficient knowledge and skills to teach GBV prevention classes to high-school children and provide children with systematic and comprehensive understanding of gender equality, human rights, sexual health and rights. Trainers own the knowledge and capacity and are able to connect methodology, content and children’s needs. At the same time, because these trainers are staff in the pilot schools, they served as agents of change and influenced from inside the school decision-making and teachers’ knowledge. Trainers (teachers from schools) and trainers (women-activists) have collaborated in teaching the classes. However, it is possible to conclude that their collaboration was not utilized to its full potential.</p> <p><b>Output 1.2:</b> Girls and boys in 4 pilot schools acquired knowledge on GBV and their right to violence-free environment in school. Also, asking for help has become a shared knowledge and students are willing to seek help from social workers and teachers if they experience or witness GBV.</p> <p><b>Outcome 2:</b> The “school-based”, rather than “educating girls” approach that targeted all relevant beneficiaries in the school setting proved to be a successful strategy as it contributed to creating safer environment for girls and boys with a long-term impact on culture and norms in these schools.</p>

	<p><b>Output 2.1:</b> School administration, school personnel, trainers and teachers have accepted the project goal and worked at different levels to incorporate the training program in the school program, train teachers and amend school documents. However, there is not enough evidence showing that these classes will be continued in all schools and delivered to all high-school students.</p> <p><b>Output 2.2:</b> The project has reached out to key members of CPCs in two target areas and women-activists successfully advocated for allocation of funding for teaching GBV prevention classes in 4 pilot schools. During the project CPC members changed their perception on GBV in overall and on GBV in school environment, and provided support to the project. However, as a result of Local Council Election held in November 2016, those public officials, who were engaged in the project, have been replaced. Although, newly appointed public officials show certain interest and promise support, they have to be educated and advocated. The project fully met the set goals in terms of number of beneficiaries. And, for several target groups, it has exceeded the number to a great extent. As for high-school teachers, this group was not included in the project plan, but, due to the project activities and school-level initiatives, these were included. Girls, high-school students, have experienced more respect and less violence from boys in the in the pilots schools as a result of the project. Teachers, too, changed their attitude and behavior toward girls and started intervening and protecting girls when they were experiencing GBV. Girls have become more vocal and express their protest when they feel their right to be free from violence is abused. Also, girls from lower grades have experienced positive attitude from high-school boys and teachers.</p> <p>In overall, the success of the project was achieved with help of planned activities of the project. However, internal and external factors contributed to the great extent to the success of the project. Internal factors were created and cultivation of the project, such as smart selection of the project participants. An external factor such as Local Council Election created additional work on WNGOs.</p>
<b>Relevance</b>	<p>The project was relevant to the existing context in the country (which is correspondent to the target areas). The project created a holistic approach that helped to create a link between students, teachers, schools and local policy-making. In particular, involvement of boys and teachers helped to address the culture of GBV in school environment. All participants, who were approached by the evaluator, recognized the existence of GBV in school setting and, although, the project has been successful in addressing GBV in the pilot schools, these schools have risk of GBV and need to work further.</p>

<b>Efficiency</b>	Analysis of the project documents and interviews with the project team revealed that the project team worked to build local knowledge and develop local expertise and commitment rather than implementing projects themselves. In overall, the project was evaluated as over-achieving the set of objectives. MONES demonstrated successful implementation with outputs that bring broader and more long-term outcomes.
<b>Sustainability</b>	There is strong possibility that the project achievements will be continued at school level. Schools have the methodology, skilled and experienced teachers, knowledgeable social workers, amended school policies to address GBV in school environment. The collaboration between schools and women-activists have a potential to grow, but it needs to be designed and funded. WNGOs have a position to continue advocacy work at CPC level. MONES has the capacity and commitment to combatting GBV in Mongolia. However, their budget allocation and work plans are greatly dependent on available funding sources and approved proposals. Although, no funding is currently available for GBV project at school level, MONES is starting a new project that will address GBV awareness raising in kindergartens. The project generated strong ownership of the project knowledge and tools by local counterparts (secondary beneficiaries). Also, their commitment to continue is expressed. However, additional efforts are required to ensure the sustainability of the project.
<b>Impact</b>	The project has created unintended positive consequences at several levels: boys, teachers, parents and school culture. These consequences were generated by the project activities and show a shift in school environment from GBV being a part of life to GBV prevention.

## Key recommendations

Evaluation Criteria	Recommendations	Relevant Stakeholders (Recommendation made to whom)	Suggested timeline(if relevant)
<b>Overall</b>	It is strongly recommended to continue the project, both in the target areas and the national level to replicate the generated knowledge and achievements of the project nation-wide.	Ministry of Education, Ministry of Justice, Crime Prevention Council	2017-2020 (tied to the term of Government)
	To collaborate with pedagogical universities in developing and disseminating training of teachers on gender equality and GBV	University of Education	2018-2020
<b>Effectiveness</b>	To conduct advocacy at national level to include GBV prevention classes in school curriculum	Ministry of Education	2018-2020
	To include education of parents in project activities to support girls from family side	Schools	2017-2020
	To target school administration in project implementation plan as a target group	MONES	2017-2020
	To include national policy-making organization as a project main partner	Ministry of Education	2017-2020
	To build stronger inter-sectoral collaboration through more formal collaboration responsibilities that are tied to institutions and are more immune to change of public officials.	MONES and local WNGOs	2017-2020
	To establish case work practice among teachers, police, doctors and social workers to ensure their support to girls is coordinated and well established	MONES and local WNGOs	2017-2020
	To cultivate “role-model” approach for teachers	MONES, local WNGOs and schools	2017-2020
	To formally expand the role of trainers and give them a bigger role of agents of change in schools and local communities	MONES and WNGOs	2017-2020

<b>Relevance</b>	To include a victim-support strategy and target social workers to build their knowledge and capacity for provision of frontline counseling and referral services to girls who experienced GBV	School of Social Worker	2018-2020
	To build reporting system for girls in schools that is suitable to their needs and accommodates their safety, well-being and security.	MONES, schools, local authorities	2018-2020
<b>Efficiency</b>	To include risk-management part in the project, when it is developed and ensure that foreseeable risks are addressed in project plan	MONES	2017-2020
	To strengthen the documentation of project outputs and outcomes, especially, those that were not expected	MONES	2017-2020
	To conduct M&E training for local partners to enable them to document as well as recognize achievements and failures	MONES	2017-2020
	To improve baseline and endline survey methodology and reporting	MONES	2017-2020
<b>Sustainability</b>	To include and gradually build an exit-strategy for the project to ensure that project activities are planned and implemented beyond the project	MONES	2017-2020
<b>Impact</b>	To conduct advocacy at national level to include GBV prevention classes in school curriculum	MONES, Ministry of Education	2017-2020
	To target school policies and procedures that formalize safe environment for girls and include accountability system for schools	MONES, schools, WNGOs	2017-2020
	To expand the role of WNGOs beyond advocacy of local policy-making and training, and engage them in creating safe environment of schools and building referral and service mechanism	MONES, WNGOs	2017-2020

## Annex 1: Terms of Reference (TOR)

### 1 Background and Context

#### 1.1. Description of the Project

<b>ProjectTitle:</b>	Securing state investment for prevention of gender-based violence in schools		
<b>Organization:</b>	Mongolian Women’s Fund		
<b>Duration:</b>	Two years		
<b>Start Date:</b>	January 1,2015	<b>End Date:</b>	December 31, 2016

The overall goal of the project is to break the cycle of gender-based violence in rural Mongolia through establishing a practice of prevention of violence and teaching awareness raising classes in secondary schools when girls and boys from early age develop an understanding on gender equality, unacceptability of violence, laws that prohibit violence. The project aims to achieve the goal by running GBV prevention classes, which address the violence in the community and, specifically, violence in schools, in high schools in 2 target areas, Dornod province and Baganuur district, with support from local budget.

**Primary beneficiaries** are girls (and boys) in 4 high schools of Baganuur district and Dornod province who benefit from establishing greater awareness of their rights to live free from violence and who are empowered to seek help. Also, the key beneficiaries and implementing partners are Network of Women’s NGOs in Dornod Province (14 member NGOs) and Network of Women’s NGOs in Baganuur District (11 member NGOs), who are supported to become the lead implementing organizations that advocate for funding and implementation of GBV classes in 2 target areas by the end of the project.

**Secondary Beneficiaries** include public officials involved in GBV prevention classes, who benefit from improved knowledge, skills and attitudes around GBV. They include:

- **Members of CPCs.** Members of 2 CPCs (Dornod province and Baganuur district) that have been identified as the main decision-makers on allocation of funding for financing GBV prevention classes during and beyond the project.
- **Education officials.** Education officials from Education Departments in 2 target areas that have been identified as the key decision-makers on approval and dissemination of GBV prevention classes in high schools
- **School personnel.** Includes school principals, curriculum managers, teachers, social workers that have been identified as the main service providers for provision of GBV prevention classes and establishing violence-free environment in schools.



## SUMMARY OF THE PROJECT PROGRESS

**Project Goal:** Girls in Baganuur and Dornod feel greater respect for their rights, safety and dignity in schools with the full support of public

**Outcome 1:** Girls and boys in 4 high schools of Baganuur and Dornod have greater awareness of their rights to live free from violence and are empowered to seek help

- To date, 1833 girls in 4 high schools attended GBV classes and are able to recognize violence. They said they did not recognize that they experienced or witnessed violence in the past. Now, they know what GBV and its forms are. Some girls have started seeking help for themselves and some girls reported violence they experienced or witnessed.
- To date, 1788 boys in 4 high schools attended GBV classes and they showed increased knowledge about GBV and demonstrated willingness to take actions to stop violence. Their understanding increased and their participation in extra-curricular activities organized by the trainers as part of "Change is in your hands" competitions, was active.

**Output 1.1:** Knowledge and skills of Secondary school teachers and local women activists to teach Violence Prevention classes are strengthened

### *Activity 1: Developing Training Program for Trainers*

Training program was developed in October, 2015 by gender specialists from Mongolian Women's Fund, Princess Centre for Protection of the Rights of Girls and Young Women, and a professor from National Medical University. It has 1 module for trainers and 3 sets of 8 modules for students) and incorporated the concepts of gender and sex; human rights, GBV, its prevention techniques and protection measures, consequences of GBV and stopping it. Methods included group work, case study analysis, discussion and introduction to the issue.

### *Activity 2: Training of Trainers*

3-day long training of trainers was conducted in November, 2015 in Ulaanbaatar city with participation of 20 people (social workers, teachers, school managers from the target schools, women from local NGOs) from Baganuur district and Dornod province. Their training went beyond the scope of prevention of and protection from GBV, and included skills for building effective collaboration and teamwork.

20 trainers have built knowledge of gender equality and GBV and acquired innovative skills to teach GBV classes in secondary schools by attending ToT. Their post-training questionnaires and teaching pilot classes demonstrated their capacity to deliver GBV classes. After the ToT, the trainers voluntarily taught pilot classes with use of role plays, case discussions, group discussions. Most importantly, the feedback from the students during the classes (comments during the role plays, comments on post-it notes for exercise flip charts) demonstrated that children increased their knowledge of what is gender and GBV

**Output 1.2:** Girls and boys in 4 schools in Dornod and Baganuur increased their knowledge of their right to live a life free of violence and know how and where to seek help

*Activity 1: Teaching classes in the selected schools*

During the project period so far, 3621 girls and boys of Grades 9, 10, 11 in 4 target schools in Baganuur district and Dornod province attended GBV classes taught by the trainers. As a result of the GBV prevention classes, both boys and girls in the target grades in 4 target schools increased their understanding of GBV and its forms. Pre- and post-questionnaire showed 30%-60% increase in their knowledge. Moreover, girls and boys recognized violence as wrong action and many students expressed they will not tolerate violence anymore, whether it is committed against them, or they witness it. Most importantly, some changes have started taking place in their behavior. The trainers asked 11th grade students to jointly develop "violence-free class rules" and teachers reported noticeable decrease of GBV in their classes (touching breasts, pulling bra strings, verbal abuse, calling names, etc). And, teachers report that boys are making concerted efforts to stop violence against girls in their class and girls demand stopping violence against them. In addition, teachers reported that boys now engage more in class cleaning chores, whereas before, it was, predominantly, done by girls. Most importantly, students have started taking some actions to protest GBV. Some girls approached school social workers, some girls reported rape that took place in the past, some girls reported domestic violence, they witnessed in their neighbors' homes. Also, some boys stopped their violent actions.

*Activity 2: Development of educational program and materials for schools*

24 Module training materials (3 sets of 8 modules for each grade) were developed for students of 9th, 10th and 11th grades. Modules for 9th graders were slightly different from the other two modules, given the difference in perception and level of understanding. 313 students (170 boys and 143 girls) attended the pilot classes in 4 schools and their feedback/comments were collected through the discussions, role plays, case discussions, pre- and post-questionnaire, teachers' observation. After the pilot classes, 93% of the students responded that GBV takes place in their school environment. As a result of the pilot classes, the students increased their knowledge of GBV. The students' comments were put in different words, but had the same content that physical violence is unacceptable, GBV is caused by exercise of power, victims of GBV suffer emotional and physical stress, GBV exists not only in schools, but in family, friends and peers' circles, social worker and class teacher are the first people to contact if GBV is experienced. In addition, the students acknowledged importance of the class and commented that this class gave very important information that was never discussed before and that more children need to attend this class.

Finalized version of GBV prevention curriculum has 3 modules. 1<sup>st</sup> module (9th grade) gives basic understanding of GBV and its forms (8 hours). 2nd module is for 10th grade and gives understanding of prevention of and protection from GBV (8 hours). 3d module is for 11th grade and for organizing GBV prevention activities.

**Outcome 2:** Public officials (Edu Dept, CP Councils, Schools) of Baganuur and Dornod increased their support for education on prevention of violence against girls

**Output 2.1:** Violence Prevention classes are included in School Curriculum in Dornod and Baganuur

*Activity 1: Advocacy meetings with Education Department and School Administrations*

Advocacy meetings and trainings were conducted in both target areas and reached out to the total of 467 education officials and professionals. Prior to the meetings officials denied existence of GBV in schools and were reluctant to help. However, after the meetings they have accepted their lack of knowledge and awareness of the issue. They expressed their desire to collaborate further. More advocacy materials in the form TV programme and a documentary on monitoring of documents were produced and aired on local channels. It is estimated that over 20 thousand people were able increase their awareness on the issue.

School principals, Education Department officials, teachers and school social workers have built an understanding of what is GBV and recognized the existence of GBV in high schools. Also, they built an understanding that girls and boys in secondary should be taught about GBV and that their role is important.

All 4 target schools in two target areas have included 3 modules (for grades 9, 10 and 11) in their school core programs. The modules gradually build the understanding of GBV, ways to protect from GBV and actions that need to be taken to prevent it.

**Output 2.2:** Mechanism established for budget allocation to conduct classes on Violence Prevention

*Activity 1: Monitoring of CPC policy and budget*

Monitoring was conducted by teams of local WNGOs in summer of 2015 in both Baganuur district and Dornod province. Findings revealed lack of transparency, as well as inconsistencies with planned activities and expenses. There were no allocation for activities aimed specifically at prevention of GBV, nor there is local policy or programme to tackle the issue of violence in the areas. Number of recommendations were developed from local WNGOs, which included clauses such as development of the working procedure for CPC branches; provision of financing for activities on prevention of GBV in schools; inclusion of civil society organisations in every activity of CPC.

The monitoring reports became a concrete and practical tool for advocacy work during the project period. Also, local capacity to analyze policy documents was developed: Teams of local women-activists and women from the target schools (teachers, school managers, social workers) developed the capacity to analyze school policies and curriculum from gender-equality and rights-based perspective. Also, they developed the capacity to conduct monitoring of policy and budget documents and write analysis and recommendations.

## *Activity 2: Advocacy work targeting CPCs*

52 women-activists from national and local WNGOs organized advocacy work in 2 project sites. As a result of the advocacy activities (meetings, events, training) Crime Prevention Council officials established a shared understanding of GBV and they expressed a need to pay more attention to prevention of GBV in the province. During the project period, MONES and Local Networks of Women's NGOs were able to bring some changes in the perspectives and approaches of 78 local policy-makers and Crime Prevention Council (CPC) officials developed awareness of GBV. At the beginning of the project, members of the Crime Prevention Councils lacked understanding of GBV and they resisted the project's focus on prevention of GBV through teaching high-school students. By the end of the 1st year of the project, CPC officials, who are the key decision- and policy-makers in the province, accepted their lack of understanding of GBV and recognized the need to cooperate with the project. As the result of the advocacy activities, a shared understanding of GBV was built among CPC members and they expressed a need to pay more attention.

In 2016, local CPCs approved annual budget breakdown, allocated to them by Local Councils, and included a line item for fees to trainers for teaching GBV prevention classes in their areas. Baganuur district allocated and approved 2.8 million tugrug and Dornod province pledged 2.5 million tugrug.

See Annex1 Interim Narrative Reports covering the periods:

- Progress Report, 1<sup>st</sup> year - January 1 – June 30, 2015
- Annual Report, 1<sup>st</sup> year - July 1 – December 31, 2015
- Progress Report, 2<sup>nd</sup> year - January 1 – June 30, 2016

for the information on project achievements.

### Specific forms of violence addressed by this project are:

4. Violence in the community
5. Sexual harassment and violence in public spaces/institutions
6. Violence in schools

### 1.2. Strategy and Results Chain

Key strategies employed in the project include;

1) Advocacy for changing the attitude and practices of public officials (Public officials (Education Department, Crime Prevention Councils, Secondary Schools) of Baganuur and Dornod to increase their support for education on prevention of violence against girls; and  
2) Training for increased knowledge of school girls (and boys) in Dornod province and Baganuur district on their rights and their ability to claim and exercise their rights. These two key strategies in turn contribute to the following Outcomes and Outputs. See Annex 2, RRF for detailed Outcome and Output indicators to be evaluated in the Final External Evaluation.

### 1.3. Geographic Context

The geographical scope of the project is Dornod province and Baganuur district. Grades 8-11 in 4 pilot schools (2 in each target area) are selected for the project:

<p><b>Education Complex school ,Baganuur District</b> 12-year secondary school located in the center of Baganuur district with 2656 students altogether. It has total of 196 employees including 104 teachers that teach in grades 8-12.</p>
<p><b>Gun Galuutai Complex school, Baganuur District</b> 12-year secondary school located in the center of Baganuur district with total of 1,787 students including 903 students in grades 8-12. It employs total of 101 teachers with 72 teachers who teach in grades 8-12.</p>
<p><b>Khan Uul Complex school, Dornod Province</b> 12-year school located in an off-center area of Kherlen town, center of Dornod province. It has a dormitory for students from remote rural areas where 210 students live. It has total of 1500 students and 140 staff members including 53 teachers who teach in grades 8-12.</p>
<p><b>School #5, Dornod province</b> 12-year school located in the center of Kherlen town, center of Dornod province. It has a total of 1603 students and 102 employees including 76 teachers. 50 of them teach in grades 8-12.</p>

Disaggregated population figures (School Registrations, 2015)

<b>Schools</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
Khan Uul Complex school, Dornod	136	151	287
School #5, Dornod	160	185	345
Education Complex school, Baganuur	283	320	603
Gun Galuutai Complex school, Baganuur	219	213	432
<b>TOTAL</b>	<b>798</b>	<b>869</b>	<b>1667</b>

1.4. Total resources allocated for the intervention, including human resources and budgets (budget need to be disaggregated by the amount funded by the UN Trust Fund and by other sources/donors).

The total project budget is \$100,000 provided by the United Nations Trust Fund (UNTF) and 20,000 contributed by MONES.

1.5. Key partners involved in the project, including the implementing partners and other key stake holders.

The key partnership in this project is between MONES and two Networks of Women's NGOs:

- Network of Women's NGOs in Baganuur district was formed in 2009 and has 11 local women's NGOs as members.
- Network of Women's NGOs in Dornod province was established in 2010 and it has 14 member organizations.

Both Networks directly implemented the following activities through sub-contracting by MONES:

Strategy 1: Advocacy

- Monitoring of CPC policy and budget: after improving their monitoring skills they will conduct monitoring of Local CPC policies and budget for 2015.
- Advocacy work: The Networks will develop and implement the advocacy action plans to conduct advocacy activities targeting CPCs.

Strategy 2: Training

- Teaching classes in the selected schools: Trainings in local schools will be organized and conducted by local Networks with selected young activists trained by MONES as trainers.
- The local Networks will be consulted and involved in most of the decision-making related to implementation of this project to ensure the inclusion of local initiatives and strengthening local ownership.

## **2. Purpose of the evaluation**

### 2.1. Why the evaluation needs to be done

This is a mandatory final project evaluation required by the UN Trust Fund to End Violence against Women.

The purpose of the evaluation is to inform and strengthen the provision of GBV prevention classes in the two areas, under the UN Trust Fund to End Violence against Women project period (two years from January 1, 2015 to December 31, 2016). In particular, MONES seeks to assess these following:

- To assess the MONES program implementation to ensure the project objectives, indicators, outputs and expected outcomes are met, that the Networks of Women's NGOs have the capacity to effectively continue the advocacy and training work, and that public officials from CPCs, Education Departments and schools have the attitude and knowledge to support GBV prevention classes in the target camps;
- To provide recommendations based on the findings of the evaluation, achievements, lessons learned, gaps and challenges from MONES' presence to guide next step projects on GBV prevention education.

### 2.2. How the evaluation results will be used, by whom and when.

Evaluation findings will be shared with school personnel to obtain the in feedback and discuss lessons learned. Findings will also be used to identify strategies for future program and capacity building initiatives.

The results of this evaluation will also be shared with all stake holders in the target areas (Dornod and Baganuur) and education policy-makers at national level (Ministry of Education, Culture and Science) with a view to using the findings to disseminate the GBV prevention classes to other schools in Mongolia. The evaluation results will be used beyond the UNTF project from 2017 onward.

### 2.3. What decisions will be taken after the evaluation is completed

After the evaluation is completed, MONES will utilize the results and recommendations to improve, strengthen, and provide guidance for future adjustment, design and implementation of GBV prevention education program.

## 3. Evaluation objectives and scope

### 3.1. Scope of Evaluation:

This evaluation will encompass the entire project duration from January 1, 2015 to December 31, 2016. The evaluation activities will take place over a time frame jointly agreed by the evaluation consultant and MONES upon the approval of this term of reference and the recruitment of the external evaluation consultant. The geographic coverage will encompass the two target areas, namely Dornod province (Site 1) and Baganuur district (Site 2). The evaluation will cover primary beneficiaries of girls who are enrolled in the grades 9-12 in pilot schools, and secondary beneficiaries of policy-makers and service providers involved in provision of GBV prevention classes, including members of CPCs, public officials from Education Departments, school managers, teachers and social workers as well as members of Networks of Women's NGOs as detailed in Section 1 above.

### 3.2. Objectives of Evaluation: What are the main objectives that this evaluation must achieve? The overall objectives of the evaluation are to:

- d) To evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability and impact, with a strong focus on assessing the results at the outcome and project goals;
- e) To generate key lessons and identify promising practices for learning;
- f) To generate knowledge that can be adapted to new GBV prevention education projects and inform adjustments to more responsive program to the actual needs and context

## 4. Evaluation Questions

The key questions that need to be answered by this evaluation include the following divided into five categories of analysis. The five over all evaluation criteria—relevance, effectiveness, efficiency, sustainability and impact—will be applied for this evaluation.

<b>Evaluation Criteria</b>	<b>Mandatory Evaluation Questions</b>
<b>Effectiveness</b>	<p>5) To what extent were the intended project goal, outcomes and outputs Achieved and how?</p> <p>6) To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached?</p> <p>7) To what extent has this project generated positive changes in the lives of targeted (and untargeted) girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes.</p> <p>8) What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs?</p>
<b>Relevance</b>	<p>3) To what extent was the project strategy and activities Implemented Relevant in responding to the needs of women and girls?</p> <p>4) To what extent do achieved results (project goal, outcomes and outputs) Continue to be relevant to the needs of women and girls?</p>
<b>Efficiency</b>	<p>2) How efficiently and timely has this project been implemented and managed in accordance with the Project Document?</p>
<b>Sustainability</b>	<p>2) How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?</p> <p>3) Does MONES have adequate resources to provide high quality GBV Services to refugees after the project ends?</p> <p>4) How will stake holders sustain ownership of the wellbeing of women and girls after the project ends?</p>
<b>Impact</b>	<p>4) What are the unintended consequences(positive and negative) resulted from the project?</p> <p>5) Have survivors of GBV experienced any positive or unintended negative consequences since receiving services?</p> <p>6) Has there been any change in attitude toward GVB issues and</p>
<b>Knowledge Generation</b>	<p>3) What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls?</p> <p>4) Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and /or in other countries that have similar interventions?</p>

## 5. Evaluation Methodology

This evaluation will focus on process and outcomes and will be conducted by an external consultant specializing in GBV. The evaluation will use a combination of quantitative and qualitative methods, including surveys and semi-structured interviews with girls, policy-makers, education officials and professionals, women activists. The following methods and respondents are proposed in this term of



reference. However, details may change upon more detailed design discussions with the evaluation consultant:

1. Desk review of project documents including monitoring documents and progress reports
2. Semi-structured interviews with 10 girls and 10 boys in each school (total 40 boys and 40 girls)
3. Semi-structured interviews with women activists from Networks of Women's NGOs (approximately 4 respondents in each provinces)
4. Semi-structured interviews with key public officials from CPCs, Education Departments (approximately 4 respondents in each provinces)
5. Focus group discussions with key service providers (school managers, teachers and social workers) (approximately 6 in each provinces)
6. Observation of GBV prevention classes (approximately 4 classes)
7. Interviews with MONES staff
8. Review of quantitative data from M&E activities conducted throughout the project

The evaluation consultant will conduct two field visits to the two target areas to conduct the evaluation. The participants in the semi-structured interviews and focus group discussions will be selected using an appropriate means and criteria agreed between the evaluation consultant and MONES.

The data gathered from these evaluation methods will be analyzed by the evaluation consultant and compiled into an evaluation report to be submitted to MONES for review by January 2017 prior to submission to UNTF in February 2017.

## **6. Evaluation Ethics**

The evaluation must be conducted in accordance with the principles outlined in the UN Evaluation Group (UNEG) Ethical Guidelines for Evaluation' <http://www.unevaluation.org/ethicalguidelines>.

It is imperative for the evaluator(s) to:

- Guarantee the safety of respondent 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 of Mongolia and applicable policies such as permissions needed to interview or obtain information about children and youth.
- Store securely the collected information.

The evaluator(s) must consult with the relevant documents as relevant 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.

- [www.who.int/gender/documents/violence/who\\_fch\\_gwh\\_01.1/en/index.html](http://www.who.int/gender/documents/violence/who_fch_gwh_01.1/en/index.html)
- 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 Council. Available from [www.svri.org/EthicalRecommendations.pdf](http://www.svri.org/EthicalRecommendations.pdf)
- Researching violence against women: A practical guide for researchers and activists November 2005  
[http://www.path.org/publications/files/GBV\\_rvaw\\_complete.pdf](http://www.path.org/publications/files/GBV_rvaw_complete.pdf)
- World Health Organization (WHO), 'Ethical and safety recommendations for researching documenting and monitoring sexual violence in emergencies' 2007,  
[http://www.who.int/gender/documents/OMS\\_Ethics&Safety10Aug07.pdf](http://www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf)

## 7. Key deliverables of evaluator and time frame

	<b>Deliverables</b>	<b>Description of Expected Deliverables</b>	<b>Timeline of each deliverable (date/month/yea</b>
<b>1</b>	<b>Evaluation inception report</b> (language of report: English)	<p>The inception report provides the grantee Organization 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>	05/12/2016
<b>2</b>	<b>Feedback on in inception report</b>	Evaluator must submit inception report for review and comments by all parties involved. The Inception report needs to meet the required quality criteria.	08/12/2016

	<b>Deliverables</b>	<b>Description of Expected Deliverables</b>	<b>Timeline of each deliverable (date/month/yea</b>
<b>3</b>	<b>Draft evaluation report</b> (language of report: English)	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 TOR.  The grantee and keys take holders in the evaluation must review the draft evaluation report to ensure that the evaluation meets the required quality criteria.	05/02/2017

	<b>Deliverables</b>	<b>Description of Expected Deliverables</b>	<b>Timeline of each deliverable (date/month/yea</b>
<b>4</b>	<b>Final evaluation report</b> (language of report: English)	Relevant comments from key stakeholders must be well integrated in the final version, and the final report must meet the minimum requirements specified in the annex of TOR.	28/02/2017

## 8. Evaluation team composition and required competencies

### 8.1. Evaluation Team Composition and Roles and Responsibilities

The Evaluation Team will be consisting of one national evaluator. Evaluator will be responsible for undertaking the evaluation from start to finish, for the data collection and analysis, as well as report drafting and finalization in both Mongolian and English.

### 8.2. Required Competencies

#### **Evaluator**

Number of working days: 21

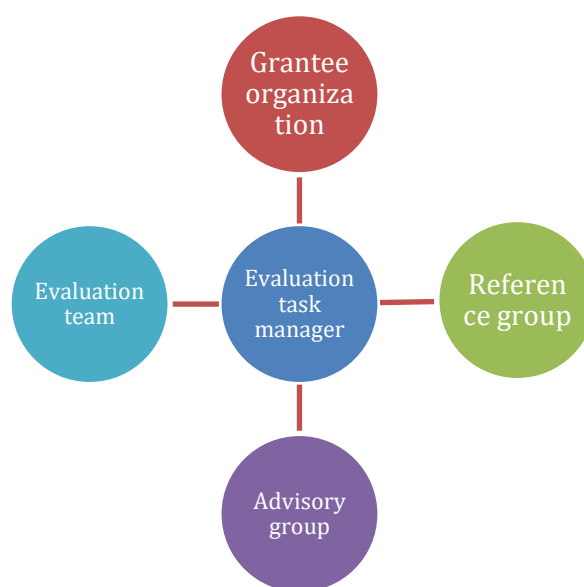
- Evaluation experience of 5 to 10 year in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods
- Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls
- Specific evaluation experiences in the areas of ending violence against women and girls
- Experience in collecting and analyzing 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
- Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts
- Language proficiency: fluency in English is mandatory;

## 9. Management Arrangement of the evaluation

Name of Group	Role and responsibilities	Actual name of staff responsible
<b>Evaluation Team</b>	External evaluator 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 evaluator
<b>Evaluation Task Manager</b>	The Director of MONES to manage the entire evaluation process to: <ul style="list-style-type: none"> <li>• lead the development and finalization of the evaluation TOR in consultation with key stakeholders and the MONES staff;</li> <li>• manage the recruitment of the external evaluator;</li> </ul>	<b>P.Davaanamjil,</b> Program Manager of MONES

Name of Group	Role and responsibilities	Actual name of staff responsible
	<ul style="list-style-type: none"> <li>• lead the collection of the key documents and data to be shared with the evaluator at the beginning of the inception stage;</li> <li>• liaise and coordinate with the evaluator, the reference groups, the commissioning organization(MONES) and the advisory group throughout the process to ensure effective communication and collaboration;</li> <li>• provide administrative and substantive technical support to the evaluator and work closely with the evaluator throughout the evaluation;</li> <li>• lead the dissemination of the report and follow- up activitiesafter finalization of the report</li> </ul>	
<b>Commissioning Organization</b>	<p>Senior management of the organization who Commissions the evaluation (grantee) - responsible for:</p> <ol style="list-style-type: none"> <li>1) allocating adequate human and financial resources for the evaluation;</li> <li>2) guiding the evaluation manager;</li> <li>3) preparing responses to the recommendations generated by the evaluation.</li> </ol>	<b>B.Erdenechinge,</b> Executive Director of MONES
<b>Reference Group</b>	<p>Include primary and secondary beneficiaries, partners and stakeholders of the project who provide necessary information to the evaluation team and to reviews the draft report for quality assurance</p>	<p><b>Primary beneficiaries:</b></p> <ul style="list-style-type: none"> <li>• Girls in the secondary schools</li> <li>• Networks of Women’s NGOs (Dornod and Baganuur)</li> </ul> <p><b>Secondary Beneficiaries:</b></p> <ul style="list-style-type: none"> <li>• Members of CPCs</li> <li>• Education officials</li> <li>• School personnel including school principals, curriculum managers, teachers, social workers</li> </ul>
<b>Advisory Group</b>	<p>Must include a focal point from the UN WomenRegional Office, UN Trust Fund</p>	<b>Nuntana Tangwinit,</b> Programme Officer,

Name of Group	Role and responsibilities	Actual name of staff responsible
	Portfolio Manager and UN Trust Fund Monitoring and Evaluation Specialist to review and comment on <u>the draft TOR and the draft report</u> for quality assurance and provide technical support if needed.	UN Women ROAP  <b>Vesna Jaric</b> Programme Specialist, UNTF HQ  <b>Gemma Wood</b> Monitoring and Evaluation Specialist, UNTF HQ



## 10. Timeline of the entire evaluation process

Stage of Evaluation	Key Task	Responsible	Number of Working days required	Timeframe (dd/mm/yyyy-dd/mm/yyyy)
<b>Preparation stage</b>	Prepare and finalize the TOR with key stakeholders	Commissioning Organization and	55 days	09/15/2016 – 8/11/2016
	Compiling key and Existing data	Evaluation task manager	5 days	26/09/2016 – 15/10/2016
	Recruitment of external evaluator(s)		20 days	10/11/2016 – 25/11/2016

<b>Stage of Evaluation</b>	<b>Key Task</b>	<b>Responsible</b>	<b>Number of Working days required</b>	<b>Timeframe (dd/mm/yyyy-dd/mm/yyyy)</b>
<b>Inception stage</b>	Briefings of evaluators to orient the evaluators	Evaluation task manager and Independent Evaluator	0,5 days	28/11/2016
	Desk review of key documents	Independent Evaluator	1 days	29/11/2016 01/12/2016
	Finalizing the evaluation design and methods	Evaluation task manager Independent Evaluator	2 days	02/12/2016- 04/12/2016
	Preparing an <b>inception report</b>	Independent Evaluator	2 days	05/12/2016- 15/12/2016
	Review Inception Report and provide feedback	Evaluation task manager	2 day	15/12/2016- 16/12/2016
	Submitting final version of Inception report	Independent Evaluator	0.5	20/12/2016- 23/12/2016
<b>Data collection and analyses stage</b>	Desk research	Independent Evaluator	2 days	27/12/2016 28/12/2016
	In-country technical mission for data collection(visits to the field, interviews, questionnaires, etc.)	Independent Evaluator	7 days	15/01/2016- 25/01/2016
<b>Synthesis and reporting stage</b>	Analysis and interpretation of findings	Independent Evaluator	3 days	30/01/2017- 31/01/2017
	Preparing the draft report	Independent Evaluator	2 days	02/02/2017- 05/02/2017
	Review of the draft report with key stakeholders for quality assurance	Manager, Reference Group, Commissioning	10 days	06/02/2017- 17/02/2017

<b>Stage of Evaluation</b>	<b>Key Task</b>	<b>Responsible</b>	<b>Number of Working days required</b>	<b>Timeframe (dd/mm/yyyy-dd/mm/yyyy)</b>
		Organization Senior Management, and Advisory Group Evaluation Task Manager		
	Consolidate comments from all the groups and submit the consolidated comments to Independent Evaluator	Advisory Group Evaluation Task Manager	2 days	20/02/2017-22/02/2017
	Incorporating comments and revising the evaluation report	Independent Evaluator	1 day	23/02/2017
	Submission of the <b>final report</b>	Independent Evaluator		24/02/2017
	Final review and approval of report	Evaluation Task Manager Reference group Commissioning Organization Senior Management, and Advisory Group	1.5 day	24/02/2017-28/02/2017
<b>Dissemination and follow-up</b>	Publishing and distributing the final report	Commissioning Organization led by evaluation manager	14 days	1/03/2017 – 14/03/2017
	Prepare management responses to the key recommendations of the report	Senior Management of commissioning organization	14 days	15/03/2017 – 30/03/2017
	Organize learning events (to discuss key findings and recommendations , use the finding for planning of following steps, etc	Commissioning organization led by evaluation manager	22 days	1/04/2017 – 22/04/2017



Total number of days to be budgeted and employed by Independent Evaluator for completion of enlisted tasks: 21

## 11. Budget

The total budget for this evaluation is USD 2,366. This amount will cover the consultant fees and travel costs of USD 466 for local transportation, accommodation costs.

## 12. Annexes

### 12.1. Key stakeholders and partners to be consulted

4 pilot schools:

- a. Education Complex School, Baganuur District  
Otgontsesteg.B, Social Worker  
Email: [otgontsetsegbatbayar@yahoo.com](mailto:otgontsetsegbatbayar@yahoo.com); Phone: 86368657
- b. Gun Galuutai Complex School,  
Baganuur district  
Oyunchimeg.D, Social Worker  
Email: [sco\\_arch@yahoo.com](mailto:sco_arch@yahoo.com); Phone: 88084211
- c. Khan Uul Complex school, Dornod province  
Bulgamaa.E, Social Worker  
Email: [bulgaa\\_9585@yahoo.com](mailto:bulgaa_9585@yahoo.com); Phone: 99852669
- d. School #5, Dornod Province  
Ganchimeg.D, Social Worker  
Email: [dawgaa\\_g@yahoo.com](mailto:dawgaa_g@yahoo.com); Phone: 88510076, 93156930

Partners/Stakeholders:

- a. Network of Women's NGOs, Baganuur district  
Tsogzolmaa.Ts, network coordinator  
Email: [tsoogii\\_summit@yahoo.com](mailto:tsoogii_summit@yahoo.com); Phone: 99789474
- b. Network of Women's NGOs, Dornod province  
Bujin.D, network coordinator  
Email: [leos\\_dornod@yahoo.com](mailto:leos_dornod@yahoo.com); Phone: 99286761
- c. Crime Prevention Council, Baganuur district  
Davaasuren.S, secretary  
Email: [Sdncold@yahoo.com](mailto:Sdncold@yahoo.com); Phone: 99059449
- d. Crime Prevention Council, Dornod province  
Khishigtokh.L, secretary  
Email: [dornodhural@yahoo.com](mailto:dornodhural@yahoo.com); Phone: 99582608
- e. Education Department, Baganuur district  
Lhkagvasuren., head  
Email: [Baganuurbolobsroliinheltes@yahoo.com](mailto:Baganuurbolobsroliinheltes@yahoo.com); Phone: 70213427
- f. Education Department, Dornod province  
Baigal.O, head

Email: [dornod@itpd.mn](mailto:dornod@itpd.mn); Phone: 70583674

## 12.2. Documents to be consulted

- MONES Child Protection Policy
- Project Proposal and RRF
- Baseline data of the project (i.e. Results Monitoring Plan and Baseline Report)
- Monitoring plans, indicators and summary of monitoring data
- Progress and annual reports of the project (by MONES and partner Networks)

## 12.3. Required structure for the inception report

### **1. Background and Context of Project**

### **2. Description of Project**

### **3. Purpose of Evaluation**

### **4. Evaluation Objectives and Scope**

### **5. Final version of Evaluation Questions with evaluation criteria**

### **6. Description of evaluation team**, Including the brief description of role and responsibilities of each team member

### **7. Evaluation Design and Methodology**

d. Description of overall evaluation design

e. Data sources (accesses to information and to documents)

f. Description of data collection methods and analysis (including level of precision required for quantitative methods, value scales or coding used for qualitative analysis; level of participation of stakeholders through evaluation process)

g. Description of sampling (area and population to be represented, rationale for selection, mechanics of selection, limitations to sample); reference indicators and benchmarks, where relevant (previous indicators, national statistics, human rights treaties, gender statistics etc.)

h. Limitations of the evaluation methodology proposed

### **8. Ethical considerations:**

a) Safety and security (of participants and evaluation team); and

b) Contention strategy and follow up

### **9. Work plan with the specific timeline and deliverables by evaluation team** (up to the submission of finalized report)

### **10. Annexes**

a. Evaluation Matrix

b. Data collection instruments (e.g.: survey questionnaires, interview and focus group guides, observation checklists etc.)

c. List of documents consulted so far and those that will be consulted

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

e. Draft outline of final report (in accordance with the requirements of UN Trust Fund)

## 12.4. Required structure for the evaluation report

### 1. Title and coverage

- Name of the project
- Locations of the evaluation conducted (country, region)
- Period of the project covered by the evaluation (month/year- month/year)
- Date of the final evaluation report(month/year)
- Name and organization of the evaluators
- Name of the organization(s)that commissioned the evaluation
- Logo of the grantee and of the UN Trust Fund

### 2. Table of Content

### 3. List of acronyms and abbreviations

### 4. Executive summary

- Brief description of the context and the project being evaluated;
- Purpose and objectives of evaluation;
- Intended audience;
- Short description of methodology, including rationale for choice of methodology, data sources used, data collection & analysis methods used, and major limitations;
- Most important findings with concrete evidence and conclusions; and
- Key recommendations.

### 5. Context of the project

- Description of critical social, economic, political, geographic and demographic factors within which the project operated.
- An explanation of how social, political, demographic and/or institutional context contributes to the utility and accuracy of the evaluation.

### 6. Description of the project

- Project duration, project start date and end date
- Description of the specific forms of violence addressed by the project
- Main objectives of the project
- Importance, scope and scale of the project, including geographic coverage
- Strategy and theory of change(or results chain)of the project with the brief
- Description of project goal, outcomes, outputs and key project activities
- Key assumptions of the project
- Description of targeted primary and secondary beneficiaries as well as key
- Implementing partners and stakeholders
- Budget and expenditure of the project

### 7. Purpose of the evaluation

- Why the evaluation is being done
- How the results of the evaluation will be used

- What decisions will be taken after the evaluation is completed
- The context of the evaluation is described to provide an understanding of the Setting in which the evaluation took place

### **8. Evaluation objectives and scope**

- A clear explanation of the objectives and scope of the evaluation.
- Key challenges and limits of the evaluation areas acknowledged and described.

### **9. Evaluation Team**

- Brief description of evaluation team
  - Brief description of each member's roles and responsibilities in the evaluation
  - Brief description of work plan of evaluation team with the specific timeline and deliverables

### **10. Evaluation Questions**

- The original evaluation questions from the evaluation TOR are listed and explained, as well as those that were added during the evaluation (if any).
- A brief explanation of the evaluation criteria used (e.g. relevance, efficiency, effectiveness, sustainability and impact) is provided.

### **11. Evaluation Methodology**

<b>Sub-sections</b>	<b>Inputs by the evaluator(s)</b>
<b>Description of evaluation design</b>	
<b>Data sources</b>	
<b>Description of data collection methods and analysis</b> (including level of precision required for quantitative methods, value scales or coding used for qualitative analysis; level of participation of stakeholders through Evaluation process. etc.)	

<b>Sub-sections</b>	<b>Inputs by the evaluator(s)</b>
<b>Description of sampling</b> <ul style="list-style-type: none"> <li>• Area and population to be represented</li> <li>• Rationale for selection</li> <li>• Mechanics of selection limitations to sample</li> <li>• Reference indicators and benchmarks/baseline, where relevant (previous indicators, national statistics, human rights treaties, gender statistics, etc.)</li> </ul>	
<b>Description of ethical considerations in the evaluation</b> <ul style="list-style-type: none"> <li>• Actions taken to ensure the safety of respondents and research team</li> <li>• Referral to local services or sources of support</li> <li>• Confidentiality and anonymity protocols</li> <li>• Protocols for research on children, if required.</li> </ul>	
<b>Limitations of the evaluation Methodology used</b>	

## **12. Findings and Analysis per Evaluation Question**

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

<b>Conclusions</b>	
<b>Others</b>	

<b>Evaluation Criteria</b>	Effectiveness
<b>Evaluation Question 2</b>	<ul style="list-style-type: none"> <li>To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels?</li> <li>How many beneficiaries have been reached?</li> </ul>
<b>Response to the Evaluation question with analysis of key findings by the</b>	
<b>Quantitative and/or Qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	
<b>Conclusions</b>	
<b>Other</b>	

### 13. Conclusions

<b>Evaluation Criteria</b>	<b>Conclusions</b>
<b>Overall</b>	
<b>Effectiveness</b>	
<b>Relevance</b>	
<b>Efficiency</b>	
<b>Sustainability</b>	
<b>Impact</b>	
<b>Knowledge Generation</b>	
<b>Others (if any)</b>	

### 14. Key recommendations

[The template below must be used to provide recommendations per evaluation criteria. Evaluators may add additional paragraphs/sub-sections in narrative format if they wish.]

Evaluation Criteria	Recommendations	Relevant Stakeholders (Recommendation made to whom)	Suggested timeline(if relevant)
Overall			
Effectiveness			
Relevance			
Efficiency			
Sustainability			
Impact			
Knowledge Generation			
Others (if any)			

#### Instruction

- Realistic and action-oriented, with clear responsibilities and time frame for implementation if possible.
- Firmly based on analysis and conclusions.
- Relevant to the purpose and the objectives of the evaluation.
- Formulated in a clear and concise manner.

## **15. Annexes (mandatory)**

The following annexes must be submitted to the UN Trust Fund with the final report.

- 1) **Final Version of Terms of Reference (TOR) of the evaluation**
- 2) **Evaluation Matrix** [see Annex 4A for the template] please provide indicators, data source and data collection methods per evaluation question.
- 3) **Final version of Results Monitoring Plan** [see Annex 4B for the template] please provide actual baseline data and endline data per indicator of project goal, outcome and output
- 4) **Beneficiary Data Sheet** [see Annex 4C for the template] please provide the total number of beneficiaries reached at the project goal and outcome levels.
- 5) **Additional methodology-related documentation**, such as data collection instruments including questionnaires interview guide(s), observation protocols, etc.
- 6) **Lists of persons and institutions interviewed or consulted and sites visited**  
*[As appropriate, specification of the names of individuals interviewed should be limited to ensure confidentiality in the report but rather providing the names of institutions or organizations that they represent.]*
- 7) **List of supporting documents reviewed**
- 8) **CVs of evaluator(s) who conducted the evaluation**



## Annex 2: Evaluation Matrix

Evaluation Criteria	Evaluation Questions	Indicators	Data Source and Data Collection Methods
Attendance of GBV prevention classes	<ul style="list-style-type: none"> <li>- how many students attended in total for the entire duration of the project</li> <li>- how many girls attended</li> <li>- how many boys attended</li> </ul>	<ul style="list-style-type: none"> <li>- Number of students (girls and boys) who attended the GBV prevention classes</li> <li>- % of students of target grades who attended the GBV preventing classes</li> </ul>	<ul style="list-style-type: none"> <li>- project reports</li> <li>- school registration</li> </ul>
Knowledge of GBV by students	<ul style="list-style-type: none"> <li>- what is your understanding of GBV (give examples)</li> <li>- how often does it happen</li> <li>- what are the causes of GBV</li> <li>- what are effects/consequences of GBV</li> <li>- where does GBV take place</li> <li>- what type of person commits violence</li> <li>- what type of person falls victim to violence</li> <li>- who is more prone to GBV</li> </ul>	<ul style="list-style-type: none"> <li>- understanding of what is gender-based violence</li> <li>- ability to name types of GBV</li> <li>- ability to name causes and consequences of GBV</li> <li>- ability to define places where GBV can take place</li> <li>- ability to define persons who can commit or fall victim to violence</li> </ul>	Semi-structured interviews with students
Perception of GBV by students	<ul style="list-style-type: none"> <li>- have you seen cases of GBV in your school</li> <li>- what would you do if see a case of GBV in your school your school</li> <li>- what skills does a girls need to overcome violence</li> <li>- would you tolerate if you experience</li> </ul>	<ul style="list-style-type: none"> <li>- ability to identify GBV if encountered</li> <li>- willingness to take action</li> </ul>	Semi-structured interviews with students

Reporting and/or responding system in school	<ul style="list-style-type: none"> <li>- what a girl in your school would do if she experiences GBV</li> <li>- describe the existing reporting system</li> <li>- describe the existing responding system</li> <li>- describe the steps the school has taken to ensure safety of girls</li> </ul>	<ul style="list-style-type: none"> <li>- availability of reporting and/or responding system</li> <li>knowledge of such system by students</li> <li>knowledge of such system by adults</li> </ul>	<ul style="list-style-type: none"> <li>Semi-structured interviews with students</li> <li>Focus group discussions with school personnel</li> </ul>
School policy and system	<ul style="list-style-type: none"> <li>- what is gender based violence</li> <li>- does your school have a GBV prevention and prohibition policy</li> <li>- What is a safe school</li> <li>- What roles do teachers play to curb violence in school</li> <li>- What roles do social workers play to assist victims of GBV in school</li> </ul>	<ul style="list-style-type: none"> <li>- School willingness to address GBV in school environment</li> <li>- school readiness to address GBV in school environment</li> <li>- roles and responsibilities of school personnel to prevent and prohibit GBV</li> </ul>	<ul style="list-style-type: none"> <li>Desk review of school policies</li> <li>Focus group discussions with school personnel</li> <li>Semi-structured interviews with education officials</li> </ul>
Local funding	<ul style="list-style-type: none"> <li>- What is your understanding of GBV?</li> <li>- What is the most crucial step in stopping GBV in schools?</li> <li>- What funding was provided for teaching GBV in schools?</li> <li>- What is CPC policy to allocate funding for prevention of GBV in schools</li> </ul>	<ul style="list-style-type: none"> <li>- Amount of funding received by schools from local budget to run GBV class</li> <li>- Perception of local policy-makers toward GBV</li> <li>- Willingness of local policy-makers to allocate funding to prevention of GBV</li> </ul>	<ul style="list-style-type: none"> <li>Semi-structured interviews with members of CPCs</li> <li>Desk review of CPCs</li> </ul>

### Annex 3: Results Monitoring Plan

A. Statement of Project Goal, Outcomes and Outputs	B. Indicators for measuring Progress towards achieving The project goal, outcomes and outputs	C. Data collection methods	D. Baseline Data Please provide actual baseline data per indicator	E. Timeline of baseline data collection For each indicator listed in column B, when was BASELINE data collected?	F. Endline Data Please provide actual end line data per indicator	G. Timeline of endline data collection For each indicator listed in column B, when was endline data collected? Please specify
<b>Project Goal:</b>	1: Perspectives about girls' freedom from violence and harassment in their schools	In-depth interviews with girls, boys, parents, teachers, SWs, WNGOs about whether girls in schools feel safe	School employees have weak knowledge of what is GBV in schools, but admitted that issues among boys and girls do exist in higher grades with verbal and physical fighting and insults of girls.	April-May 2015	School principals confirmed that the schools became much more peaceful without much incidents of any kind of violence taking place among high-school students. Teachers and social	December 2016 - January 2017
	2: % of girls surveyed in the 4 schools who report feeling safer in their schools for the past 2 years (quantitative)	Pre- and post self-administered questionnaires conducted among girls of the target schools	<b>Violence from boys:</b> 19.2% of girls responded that boy touched breasts and buttocks, 12.6% of girls responded that boys pressured unwanted dating, 1% of girls responded that boy attempted having sex	April-May 2015	98.4% of the girls and 95% of the boys responded that violence against girls is unacceptable. Also, 62% of girls responded that they feel safe in school environment.	December 2016 - January 2017

	3: Number, location of schools in Baganuur and Dornod that offer the prevention classes during and beyond the project duration	Document research/Content analysis of school plans and curriculum in Baganuur and Dornod schools	In the academic year 2014-2015, a 2-hour class on the topic of domestic violence and trafficking was included in the curriculum for 11 <sup>th</sup> grade only in each of the 2 target schools, as part of Modern Civic	April-May 2015	4 pilot schools offered extensive teaching program on GBV prevention and all 4 schools implemented teaching of GBV prevention classes in 3 semesters (fall 2015, spring 2016, fall 2016).	December 2016 - January 2017
<b>Outcome1:</b>	1: % of girls and boys surveyed in the 4 schools who think that violence against women is unacceptable	Pre and post self-administered questionnaire administered among girls and boys in the target schools who participated in the project	18.3% of the girls and 11.5% of the boys think that harassing a girl is unacceptable; 31.1% of the girls and 28.9% of the boys think that teacher subjecting a girl to sexual relationship is unacceptable; 43.8% of	April-May 2015	According to the pre- and post-GBV prevention class questionnaire conducted by the trainers, understanding of GBV among students increased from 48% to 76%. According to the end-line survey, 98.4%	December 2016 - January 2017
	2: Perspective of girls and boys on changes in their attitudes toward violence against women and about gender norms	Focus groups and interviews	Both boys and girls define victims of GBV as deserving violence, perpetrators as anti-social, mentally ill person and think that violence takes place in dangerous places only and late at night.	April-May 2015	Girls and boys have better understanding of GB discrimination and violence and can recognize GBV. They named school toilets and halls as the most common places of GBV. When GBV takes place students increasingly	December 2016 - January 2017
	3: % of girls and boys surveyed in the 4 schools who know how and where to seek help	Self-administered questionnaire	26,9% of the girls would meet with social worker 26,5% of the boys would meet with social worker	April-May 2015	47.2% of girls and 46.4% of boys will approach school social workers to seek help. Also, there was a significant increase for	December 2016 - January 2017

<b>Outcome2:</b>	1: Perspective of public officials on the changes in their support to violence prevention classes in schools	In-depth interviews with Education Department officials, Crime Prevention Council members, School Principals and Education Managers	Public officials support violence prevention classes in schools, but have limited understanding of GBV and disagree that teaching prevention of GBV is important.	April-May 2015	Officials accepted that traditional attitude negatively affects people's lives. They recognized GBV as a social issue and accepted it as a crime. Also, officials changed their attitude and admitted that violence	December 2016 - January 2017
	2: Types and content of VAG provisions in Crime Prevention Council policies and budgeting	Content analysis of Crime Prevention policy and budget documents	<b>Dornod province Policy:</b> No separate area of work on prevention of GBV is included <b>Budget:</b> - protection of children rights (1.7%) - awareness raising on Law against domestic violence (0.3%) <b>Baganuur district Policy:</b> No areas on gender-based violence	April-May 2015	Annual report of both CPCs showed that budget was allocated to funding GBV prevention classes in fall 2016. Dornod CPC allocated 2,900,000 MNT and Baganuur CPC allocated 1,200,000 MNT. Also, Baganuur CPC allocated 840,000 MNT to support women's groups. Dornod CPC included	December 2016 - January 2017
	3: Types and Changes in education policy documents on prevention VAG	Content analysis of education policy and curriculum documents	No GBV prevention curriculum and teaching methodology was found in both areas	April-May 2015	All 4 pilot schools included GBV prevention class in their programs. Also, all 4 schools made changes in their school policies (child protection policy, school bylaw, internal policy, teachers code of conduct). Education	December 2016 - January 2017

## Annex 4: Beneficiary Data Sheet

Beneficiary group		The number of beneficiaries reached during the project term	
		At the project goal level	At the outcome level
Female domestic workers			
Female migrant workers			
Female political activists/human rights defenders			
Female sex workers			
Female refugees/internally displaced/asylum seekers			
Indigenous women/from ethnic groups			
Lesbian, bisexual, transgender			
Women and girls in general Women/girls with disabilities			<b>1171 girls and 331 women</b>
Women/girls living with HIV and AIDS			
Women/girls survivors of violence			
Women prisoners			
Others (specify)			
<b>Primary Beneficiary Total</b>			
Civil society organizations (including NGOs)	Number of institutions reached	NA	<b>12 women's NGOs</b>
	Number of individuals reached	NA	<b>23 women-activists</b>
Community-based groups/members	Number of groups reached	NA	
	Number of individuals reached	NA	
Educational professionals (i.e. teachers, educators)		NA	<b>349 teachers</b>
Faith-based organizations	Number of institutions reached	NA	

Beneficiary group		The number of beneficiaries reached during the project term	
		At the project goal level	At the outcome level
	Number of individuals reached	NA	
General public/community at large		NA	
Government officials (i.e. decision makers, policy implementers)		NA	31
Health professionals		NA	4
Journalists/Media		NA	2
Legal officers (i.e. lawyers, prosecutors, judges)		NA	2
Men and/or boys		NA	813
Parliamentarians		NA	
Private sector employers		NA	
Social/welfare workers		NA	17
Uniformed personnel (i.e. police, military, peace-keeping officers)		NA	
Others (specify)		NA	
<b>Secondary Beneficiary Total</b>			

**Annex 5: Additional methodology – related documentation, such as data collection instruments including questionnaires interview guide(s), observation protocols, etc.**

**Questions for FGD with school personnel**

Questions 1. Please, introduce yourselves. What is your position?

Question 2. What project activities took place in your school? What was your role and participation?

Question 3. What is your understanding of GBV?

Question 4. Does GBV take place in your school? Have cases of GBV decreased among high-school students since the project started in your school?

Question 5. How have students changed since attending the GBV class? What was their knowledge and behavior before the project and after the project? Please, give examples.

Question 7. What changes has the project brought to high-school teachers in your school? What were their knowledge and behavior before and after the project? Please, give examples.

Question 8. What changes have taken place in your school rules and procedures? What were they before and after the project?

Question 9. Whom and where a girl, who experienced GBV, should approach?

Question 10. Do high-school girls have safe environment in your school as a result of this project? If yes, how? Please, give examples.

Question 11. Does your school have a possibility to continue teaching GBV classes? Is there a support from local budget?

Question 12. If a similar project is implemented in future, what should be improved?

**Questions for FGD with WNGOs**

Question 1. Please, introduce yourselves. Give your name and name of your organization.

Question 2. What project activities have taken place in your district/province? What was your role and participation in this project?

Question 3. What is your understanding of GBV?



Question 4. What changes, if any, have taken place in the schools due to the project?

Question 5. What changes, if any, have taken place in the CPC due to the project? How knowledge and attitude of the CPC members have changed? What changes have taken place in their decisions?

Question 6. What changes, if any, have taken place in the relationship between the schools and the WNGOs due to the project?

Question 7. What changes, if any, have taken place in the relationship between the WNGOs and CPC due to the project?

Question 8. What changes, if any, have taken place in your NGO due to the project?

Question 9. What were the major results of the project?

Question 10. What project activities will continue after the project ended? How?

Question 11. If a similar project is implemented in future, what should be improved?

### **Questions for interviews with students**

Question 1. How many classes have you attended? What was taught in those classes?

Question 2. What did you like the most in those classes?

Question 3. What did you like the least in those classes?

Question 4. What do you think is GBV? What is your understanding of GBV?

Question 5. Does GBV take place in your school?

Question 6. If a girl experiences GBV, what should she do? Is it better to tell someone? Or is it better to keep quiet? What is best for her?

Question 7. If she decided to tell someone, who should she tell?

Question 8. Do your teachers know about GBV? Have their attitude changed since the project started?

Question 9. Do teachers make any actions if they see GBV committed against girls?

Question 10. Have any changes taken place in girls' attitude on GBV in school since they started attending the GBV classes? If yes, what has changed?

Question 11. Have any changes taken place in boys' attitude on GBV in school since they started attending the GBV classes? If yes, what has changed?

Question 12. Is your school a safer place for girls now?

### **Questions for interviews with CPC members**

Question 1. Please, introduce yourself.

Question 2. What project activities have taken place in your district/province? What was your role and participation in this project?

Question 3. What is your understanding of GBV?

Question 4. Do you think GBV takes place in school environment?

Question 5. Should CPC need to work on GBV in school environment? Or is it a task for schools and/or women's NGOs?

Question 6. Have any changes taken place on GBV prevention in policy and budget of CPC since the project started?

Question 7. What changes, if any, have taken place in relationship between CPC and WNGOs since the project started?

Question 8. Can the GBV classes be continued after the project ends? How can CPC support teaching the GBV classes in schools?

Question 9. What are the benefits of targeting high-school students for prevention of GBV?

Question 10. If a similar project is implemented in future, what should be improved?

### **Questions for interviews with CPC members**

Question 1. Please, introduce yourself.

Question 2. What project activities have taken place in your district/province? What was your role and participation in this project?

Question 3. What is your understanding of GBV?

Question 4. Do you think GBV takes place in school environment?

Question 5. Should Education Department need to work on GBV in school environment? Or is it a task for schools and/or women's NGOs?

Question 6. Have any changes taken place on GBV prevention in policy of Education Department since the project started?

Question 7. What changes, if any, have taken place in relationship between Education Department and WNGOs since the project started?

Question 8. Can the GBV classes be continued after the project ends? How can Education Department support teaching the GBV classes in schools?

Question 9. What are the benefits of targeting high-school students for prevention of GBV?

Question 10. If a similar project is implemented in future, what should be improved? What role should Education Department play?

## **Annex 6: Lists of persons and institutions interviewed or consulted and sites visited**

**This list has been removed for the publication of this final evaluation report to protect the interviewees' confidentiality**

## **Annex 7: List of supporting documents reviewed**

### **Project documents (MONES)**

1. Full fledged proposal of MONES
2. MONES contract with UN Trust Fund
3. Baseline survey report
4. Endline survey report
5. Project progress report (January 1 – June 30, 2015)
6. Project annual report (July 1 – December 31, 2015)
7. Project progress report (January 1 – June 30, 2016)
8. Project annual report (July 1 – December 21, 2016)
9. Project Action Plan for 2016
10. Contract with Bujin, Dornod Project Coordinator
11. Contract with Tsogzolmaa, Baganuur Project Coordinator
12. Additional clarifications on the Project Implementation Plan (September 1, 2015)

### **Project documents related to the partner organizations**

13. Project Action Plan Baganuur (September – December 2016)
14. Project Action Plan Dornod (September – December 2016)
15. Project Activity Plan, Dornod (September 15, 2016)
16. Dornod MoU (MONES/Network of WNGOs/CPC)
17. Dornod MoU (MONES/Education Department/Network of WNGOs/Schools) one with each of 2 schools
18. Baganuur MoU (MONES/Network of WNGOs/CPC)
19. Baganuur MoU (MONES/Education Department/Network of WNGOs/Schools) one with each of 2 schools
20. Dornod Project Report for 2015
21. Dornod Project Report (January 1 – June 31, 2016)
22. Baganuur Project Report for 2015
23. Baganuur Project Report (January 1 – June 31, 2016)
24. Project report from Khan-Uul Complex School on GBV prevention class activities (May 12, 2016)
25. Project report from School #5 on GBV prevention class activities (May 13, 2016)

### **Project documents related to the CPC budget monitoring activities**

26. Guidelines on CPC budget monitoring
27. Agenda for Budget Monitoring training
28. Budget monitoring report from Baganuur
29. Budget monitoring report from Dornod
30. Presentation for WNGOs on GBV

31. Presentation for WNGOs on budget monitoring methodology
32. Report on the training for WNGOs on budget monitoring in Dornod
33. Report on the training for WNGOs on budget monitoring in Baganuur

#### **Project documents related to Training of Trainers**

34. Contract with 2 consultants for development of modules and manuals
35. Agenda for Training of Trainers
36. Memorandum of Understanding with Trainers (draft MoU for each trainer)
37. Report of Training of Trainers (by 2 consultants)
38. Recommendations from Trainers after the test classes
39. Project monitoring report by MONES (December 28, 2015)
40. Training manual for trainers
41. Training manual for students (3 levels)

#### **School documents**

42. School policies, Khan-Uul School, Dornod
43. School policies, School #5, Dornod
44. School policies, Gangaluutai Complex, Baganuur
45. School policies, Education Complex, Baganuur
46. Class registration for GBV training classes from each school

#### **CPC documents**

47. Annual work plan for 2016, Dornod CPC
48. Annual work plan for 2016, Baganuur CPC
49. Decree of Ministry of Justice on Establishment of CPC Sub-Committee with a list of members
50. Decree of Citizens Representatives Council on establishing a CPC Sub-Committee with a list of members

## Annex 8: CVs of Evaluators

### CURRICULUM VITAE

1. **Name:** Ms. TUVSHINJARGAL Perenlei
2. **Nationality:** Mongolian
3. **Address:** Bayangol district  
Ulaanbaatar, Mongolia
4. **Tel:** +976 99095706
5. **Email:** [nishvut@hotmail.com](mailto:nishvut@hotmail.com),
6. **Skype:** Perenlei1

#### 7. EDUCATION

<b>Institution</b>	<b>Mongolian State University of Agriculture</b>
<b>Date: from/to</b>	2006 - 2010
<b>Degree(s) Diploma(s)</b>	<b>or</b> Master of International Development

<b>Institution</b>	<b>Eastern University, USA</b>
<b>Date: from/to</b>	Distance Learning
<b>Degree(s) or Diploma(s)</b>	Master of Art (MA) in Leadership and Management

#### 8. EMPLOYMENT HISTORY

<b>Date: from-to</b>	Present
<b>Position:</b>	<b>Senior Consultant</b>
<b>Company:</b>	Performance Management and Sustainable Growth (PMSG) consulting firm
<b>Location:</b>	Ulaanbaatar, Mongolia
<b>Job description:</b>	<ul style="list-style-type: none"> <li>• Coordinate development projects with clients' organizations</li> <li>• Advice and supports project formulators envisaging the use of recommended policy or procedures or development programmes</li> <li>• Facilitate policy discussions on gender issues</li> <li>• Write project proposals and lead contractual negotiations.</li> <li>• Develop strategic documents and funding strategies</li> <li>• Lead consultants for ensuring quality deliverables.</li> <li>• Promote public and private partnerships</li> </ul>

<b>Date: from-to</b>	2010-2014
<b>Position:</b>	<b>Senior Development Specialist, Millennium Challenge Corporation</b>
<b>Company:</b>	The Millennium Challenge Corporation (MCC) is an innovative and independent U.S. foreign aid agency that is helping lead the fight against global poverty
<b>Location:</b>	Ulaanbaatar, Mongolia
<b>Job description:</b>	<p>The primary purpose of this position is to serve as Development Specialist providing both technical oversight and guidance and management within the Millennium Challenge Corporation Mongolia team. She/he will serve as the principal FSN advisor to implement and manage a wide range of technical project activities, policy positions, budget and fiscal oversight, program planning and other complex issues related to the \$285 million host country-led development program. The Development Specialist will report regularly to the RCD and will be held to very high professional standards.</p> <p>The Senior Development Specialist work will require close discussions with high level officials of the Government of Mongolia (the "GOM").</p>

- The best employee of the Federal Government of the U.S, 2012.

<b>Date: from-to</b>	2005-2009
<b>Position:</b>	<b>Operations Manager</b>
<b>Company:</b>	Vision Fund International Non-Bank Financial Institute
<b>Location:</b>	Ulaanbaatar, Mongolia
<b>Job description:</b>	<ul style="list-style-type: none"> <li>• Job Purpose: To provide effective leadership and management to the executive offices for its efficient operations and long-term sustainability and to ensure that designated objectives and goals are met and are in line with set standards and objectives.</li> <li>• Develop and implement the strategy, long-term business plans, annual operating plans, targets and budgets, and to ensure that they are in accordance with national laws, policies and protocols.</li> <li>• Develop development models comply with national as well as organizational policies as guidelines for the implementation of operational and financial programmes</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop the appropriate development policies, procedures, organizational structure, systems and staff capacity to ensure the implementation of strategic plans and achievement of targets, ensuring continuous development, improvement and highest industry standards.</li> <li>• Manage and evaluate operations budgets, project funding, expenditures and accomplishment of development objectives</li> <li>• Oversee all aspects of project and programme proposal, design, implementation, monitoring and evaluation and reporting.</li> <li>• Ensure impact information collection and evaluation of program impact on the beneficiary population.</li> </ul>
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**Major Achievement:**

1. Member of working group to improve banking law in 2006
2. Part of team member to organize an International Microfinance conference in Mongolia in 2006.

<b>Date: from-to</b>	1999-2005
<b>Position:</b>	<b>Team Leader, and Zonal Coordinator</b>
<b>Company:</b>	World Vision International
<b>Location:</b>	Ulaanbaatar, Mongolia
<b>Job description:</b>	<ul style="list-style-type: none"> <li>• Develop strategic partnerships with national and provincial governments, international donors and local private/public organizations.</li> <li>• Develop policies, strategies, and operational guidance for cash-based projects, food for work projects and other development projects in line with country legislations.</li> <li>• Facilitates and develop partnership with public, private and civil society organizations in the development program.</li> <li>• Coordinates the development of monitoring and reporting tools on monies, food for work projects and other development programmes.</li> <li>• Revises the program’s operating plans throughout the course of the fiscal year ensuring that they reflect the subtleties of conducting operations within a particular field context. Continually monitor and evaluate the program’s progress and results against targets achievement goals.</li> <li>• Advises and support execution teams of projects in the project implementation.</li> <li>• Oversee all aspects of the program’s proposal, design implementation, monitoring, evaluation and reporting.</li> <li>• Revise the program’s operating plans throughout the course of the fiscal year ensuring that they reflect the subtleties of conducting operations within a particular field context. Continually monitor and evaluate the program’s progress and results against targets achievement goals.</li> </ul>



	<ul style="list-style-type: none"> <li>• Develop the appropriate organizational structure, systems, and staff capacity to ensure implementation of strategic plans and that target goals are achieved.</li> <li>• Establish and provide overall management for <b>Vision Fund Mongolia Microfinance Institution in Mongolia.</b></li> </ul>
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## 9. OTHER RECENT SHORT – TERM MISSIONS AND RESEARCHES

I contributed to and carried out studies, assessment and reports in the following tasks:

	Assignments	Client	Year
1	Sustainable Development Strategic objectives 2024- Arkhangai province	GGGI	Nov, 2016
2	Gender Policy Development Overview in Mongolian and English	Ministry of Social Protection and Welfare	Nov, 2016
3	Training on SDGs, and Indicators/Goal 4	NCLL of Ministry of Education, Culture and Science	Oct, 2016
4	Disability Project evaluation	USAID	August, 2016
5	Sustainable Development Strategic objectives and Action Plan 2026	Khentii provincial government.	August, 2016
6	Training manual on sustainable development, and education for sustainable development for Government officials.	Ministry of Environment and Tourism	July 2016
7	Assessment of social policy mapping in Mongolia/English and Mongolian/	UNDP	August, 2016
8	National Program on Education for Sustainable Development.	Ministry of Environment, and Tourism	On going
9	Action Plan 2030 for the implementation of Social Development Policy.	Ministry of Social Protection and Welfare	April 2016
10	Training model on sustainable development for Media professionals.	Ministry of Social Protection and Welfare	2015
11	Rural economic development program – impact assessment	ADRA International Mongolia	2015
12	Social development strategy	Ulaanbaatar city Mayor office	2014
13	Capital Market survey	Lux Development Agency	2013
14	Food security project – Impact	Adra International	2010

	Assessment Bayankhongor province	Mongolia	
15	Stakeholders analysis on synthesis on SMEs development in Mongolia	SDC	2010
16	TVET sector – monitoring and evaluation	Institute of finance and economics	2010
17	Mid-term evaluation paper for the measurement of human development index and regional development strategy.	National Development and Innovation Commission of Mongolian Government	2008
18	The portfolio review assessor to assess Vision Fund credo MFI in Georgia with US\$ 22 million gross loan portfolio.	Vision fund international	2007
19	The portfolio review assessor to CEV MFI in Philippines with US\$6 million gross loan portfolio	Vision fund international	2007
20	Poverty Assessment – Assessor	Chennai, India	2005
21	Focus group facilitator for the mid-term evaluation to assess Area Development Programme in Bulgan Dundgobi, and Uvurkhangai provinces.	World vision International	2003-2001
22	Food security survey in Dundgobi, Bulgan and Uvurkhangai provinces, Mongolia	World Vision International	2000-2003
23	Children’s Rights – perspective survey	World Vision International	Every year from 2000-2006

## 10. MEMBERSHIP IN PROFESSIONAL SOCIETIES

Board member for Business Professionals Network in Mongolia
Member of Board of Directors, T.E.R.I (Training, Evaluation and Research Institute) focus on Social Impact and Social Performance Assessment for Public and Private sectors since 2009
Board member for the Entrepreneurship Development Programme, Ministry of Trade and Industry; 2007
Member of the National Coordinating Committee for the year of Micro credit (UNDP and the Government of Mongolia); 2004
Member of Advisory committee on MF Development of Mongolian Chamber of Commerce and Industry, 2004.

## 11. TRAININGS AND WORKSHOPS

Topic	Institution	Place	Date
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Sustainable Development – ToT	ESDP	Mongolia	5/2016
Investment Promotion Skills	IFC, MIGA	Ulaanbaatar, Mongolia	5/1998
Leadership in International Development	International Law of Institute (ILI)	Washington DC, USA	9/2012
Advanced Leadership Training	Haggai Institute	Hawaii, USA	6/2010
Leadership and management	ITC-ILO, Boulder Institute of MF	Turin, Italy	8/2009
Fund raising& Business Planning	WVI	London, England	8/2006
Certified MFTOT	UNCDF, ADBI	Distance Learning	2/2006
Board Development for CEOs	VFI	Bangkok, Thailand	11/2005
Disaster Management	WV	Hyderabad, India	9/2003
Monitoring, Evaluation& Designing	WV	Ulaanbaatar, Mongolia	9/2002
Transformational Development	WV	Ulaanbaatar, Mongolia	8/2002

## 12. LANGUAGES

• Language	• Speaking	• Reading	• Writing
• Mongolian	• Mother tongue	• Mother tongue	• Mother tongue
• English	• Fluent	• Fluent	• Fluent
• Russian	• Good	• Good	• Good
• French	• Beginner	• Beginner	• Beginner

## 13. PUBLICATIONS

- Translated MF book “Micro Finance Distance Learning (with CD)” from English to Mongolian for Universities.
- Translated guidelines on “Disaster management and Copying and Adaptation Strategy” from English to Mongolian

## 14. AWARDS

- The best employee, Ministry of Labor, 2014
- The best employee of the U.S Embassy in Mongolia in 2012.
- “Strategic Leadership”, Harvard University, USA, 2010.
- Awarded the scholarship to attend the Boulder MF training as “The Best Woman Leader” organized by ILO in Italy, 2009.
- Honorable citizen of Dundgobi province, 2004.

## 15. COUNTRY EXPERIENCE

- Georgia (2008), Philippines (2007), India (2006), New Zealand (2005), and Indonesia (2000).

**References available upon request**

**Mr. Robert Reid, former Resident Country Director of MCC, the U.S Government.**

Email: [dr\\_robert\\_reid@hotmail.com](mailto:dr_robert_reid@hotmail.com)