

End-of-Project Evaluation

Our Girls, Our Future: Building Synergy to End Violence Against Girls

EQUALITY NOW

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Our evaluation team consisted of Shamillah Wilson (Lead Evaluator) and Wala Nalungwe (Researcher). The team was responsible for the evaluations' administrative and logistical needs, the collection of data through interviews, focus-group discussions, the review of project related documents, and the synthesis and analysis of the data.

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ACRONYM LIST

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| AGLDF | Adolescent Girls' Legal Defence Fund |
| AIDS | Acquired Immune Deficiency Syndrome |
| ASAZA | A Safer Zambia Project |
| CPC | Criminal Procedure Code |
| CRC | Coordinated Response Centres |
| FBO | Faith-Based Organization |
| FAWEZA | Forum for African Women Educationalists Zambia |
| GBV | Gender Based Violence |
| HIV | Human Immunodeficiency Virus |
| HCT | HIV Counselling and Testing |
| IEC | Information, Education and Communication Materials |
| MDG | Millennium Development Goals |
| MOU | Memorandum of Understanding |
| PEP | Post Exposure Prophylaxis |
| PPAZ | Planned Parenthood Association Zambia |
| PSA | Public Service Announcements |
| PTA | Parent Teacher Associations |
| SADC | Southern Africa Development Community |
| SGBV | Sexual and Gender Based Violence |
| STI | Sexually Transmitted Infections |
| SV | Sexual Violence |
| TAAAC | Tisunge Ana Athu Akazi Coalition |
| UN | United Nations |
| UNICEF | United Nations Children's Fund |
| UNTF | United Nations Trust Fund to End Violence Against Women |
| VAW | Violence Against Women |
| VAW/G | Violence Against Women and Girls |
| VSU | Victim Support Unit |
| WHO | World Health Organization |
| WLSA | Women in Law Southern Africa |
| YWCA | Young Women's Christian Association |
| ZAMWA | Zambia Women's Media Association |
| ZARD | Zambia Association for Research and Development |
| ZNWL | Zambian National Women's Lobby |

EXECUTIVE SUMMARY

Following a landmark ruling that highlight sexual abuse of girls in schools, a groups of organisations came together to form the Tisunge Ana Athu Akazi Coalition (TAAAC) aimed at addressing violence against girls in schools, facilitated by Equality Now. In 2009, Equality Now on behalf of the Coalition applied and won a UN Trust Fund grant to support the coalition’s project: Our Girls, Our Future: Building Synergy to End Violence Against Girls Lusaka, Zambia. The project timeline was 2010-2013, providing a grant of USD\$ 999,999 for the three year project.

The goals of this project was to create zero tolerance for sexual violence against girls by supporting and coordinating the efforts and building the capacity of a coalition of local non- governmental organisations (the “Coalition”¹) working on issues of violence against girls in Zambia and encouraging and supporting efforts of the Zambian government in this regard, while ensuring that all interventions are girl-centered. It was envisioned that by the end of the project girls would be empowered to claim their rights and a better system of response and prevention of violence against adolescent girls would be instituted in Zambia. It was also anticipated that the project would contribute towards the UN Secretary-General’s Unite to End Violence against Women Campaign 2008-2015 through the enforcement of national laws, social mobilisation of key stakeholders/communities and the institutionalisation of prevention strategies.

The main strategies employed to meet this goal were (i) coalition building and partnerships, (ii) capacity development, (iii) strategies aimed at the empowerment of girls, (iv) working with men and boys to end violence against girls and (v) public outreach and awareness-raising.

Equality Now as coordinating organisation for this coalition contracted the services of Shamillah Wilson (and Wala Nalungwe) to conduct an end of project evaluation from 28 May to 1 July 2013. The purpose of this evaluation was to determine whether the objectives of the project were achieved and to evaluate the key project outcomes and impacts on the beneficiaries as well as to assess the extent to which the project has successfully addressed the prevention of VAW/G in the targeted communities. The evaluation sought to reflect on issues of (i) relevance or significance, (ii) effectiveness or impact, (iii) efficiency or utilisation ratio, (iv) impact and (v) sustainability or permanence of the intervention and its effects. A mixed-method design was employed to assess project relevance, effectiveness, efficiency, impact and sustainability. This approach was emphatically based on participatory and appreciative inquiry. Purposive sampling was used to ensure a wide range of perspectives was captured in the evaluation. Constraints of the evaluation included the limited time frame, staff attrition in partner organisations as well as the fact that in certain areas the project had already concluded. Furthermore, aside from the reports linked to this particular grant, partners had not consistently documented or tracked their impact as it related to their own engagement on the issue of working with adolescent girls, nor collected statistical evidence to support their claims of changes that had occurred. This meant that the accounts were primarily anecdotal with inconsistent documentation of accounts related to the project.

¹ Equality Now, PPAZ, WLSA, ZAMWA, YWCA, FAWEZA, CAMFED, Men’s Network, Zambia National Women’s Lobby, Population Council

The key findings for each of the evaluation questions are summarised below.

Evaluation Question I: How important is the relevance or significance of the intervention regarding local and national requirements and priorities?

The work of the Coalition leveraged on developments in the national context and priorities including (i) the result of the landmark ruling for the RM court case, (ii) the prioritising of violence against women in the *Zambian National Development Plan*, and (iii) the *Zambian government's* focus on improving its track record in the area of protecting the rights of adolescent girls and women. The Coalition's work was therefore significant in that it contributed to the increased focus and commitment on violence against women and in particular adolescent girls. The indicator of the success of the Coalition in contributing to the broader context is evident in the fact that the Coalition was eventually recognised as a strong and credible voice on the issue of violence against adolescent girls (over many other more mature coalitions) and requested to join official processes related to the review of the *Zambian Constitution*. This allowed the Coalition to ensure that the analysis and issue of violence against women and girls were effectively addressed in several national processes resulting from this subsequently. This is a critical success factor and an achievement that has the potential to be leveraged even further beyond this project.

Evaluation Question II: Were the outcome objectives of the project interventions achieved? How big is the effectiveness or impact of the project compared to the objectives planned?

(i) Enhanced effectiveness and efficiency of response – Initial reports of lack of collaboration among project partners were addressed through the arrangement of thematic clusters. Efforts to enhance collaboration proved effective as by the end of the project cycle, there was evidence of joint projects among partners, partners. However, while the clusters (for example legal, research, safe spaces) allowed for greater coordination within the Coalition, at the end of the project, partners reflected that there is room for greater synchronicity especially across clusters. The issue of enhanced efficiency only referred to the project partners (and their stakeholders by extension) and it was therefore not possible to assess it from the perspective of broader community ownership of the project.

(ii) Law reform to ensure that the legal system is more responsive to the needs of adolescent girls – In this area of work, the Coalition was very ambitious as to what it was they hoped to achieve in the 3 years of the project. Some of the achievements in this area includes the comprehensive legal strategy that was drafted following the release of the *WLSA study The Sounds of Silence: Sexual Violence, Adolescent Girls, Statutory and Procedural Laws in Zambia*. This strategy outlines key strategies such as the development of a set of draft guidelines on sexual abuse in schools, which the Coalition has been submitted to the *Ministry of Education*. The Coalition further prioritised advocacy around girls' access to justice by engaging in the review and dissemination of the new *Zambian Constitution*. As is noted by the depth and breadth of the work of the Coalition in the advocacy arena, the foundation has been laid for the institutionalisation of provisions that would realise the vision of zero tolerance for violence against adolescent girls. It is important for the Coalition to continue working on this area as the gains made are the most important ones in recent times given that the focus of the work of the Coalition is on adolescent girls.

(iii) Strengthened provision of legal and health services to the needs of adolescent girls – While it is evident from reports and from the fieldwork interviews that the Coalition had in fact carried out training interventions with lawyers, paralegals, health services and journalists, from the evaluation perspective it is difficult to assess whether this has in fact strengthened the provision of legal and health services. A weakness in the full realisation of this objective is that there was not sufficient attention paid in the strategic thinking of how to effectively capitalise on the investment made in training in achieving the outcome of strengthened provision of relevant services.

(iv) Empowerment of adolescent girls, sensitisation of boys and strengthened ability of the school system to prevent such violence – The project did in fact empower adolescent girls and sensitise boys. The Safe Space Programme is really the cornerstone of the gains made by this particular project. However, there is indeed room to continue building on these achievements through deepening the focus on the curriculum and making connections to other parts of the project. The addition of The Boys Network to raise awareness among young boys on sexual violence against girls, was an important contribution of the Coalition of rethinking strategies to address violence against women and girls. However, the evaluation finds that there is room to deepen the engagement with boys to start with their own empowerment of reflecting on masculinity, power and privilege to ultimately form the basis of their buy-in to the broader project goals.

(v) Improved awareness and attitudes among target communities on sexual violence against girls - This area of work encompassed meetings with teachers, parents as well as drama performances, and radio programmes aimed at educating the community on prevention of sexual violence, as well as what to do to address sexual violence such as reporting cases to the police and ensuring that girls get medical assistance as soon as possible. Indeed, one could say that there was increased awareness among the community on sexual violence against girls. This is evident in reports from project partners where community members would come forward to report on incidences of sexual violence. However, once again, these reports are anecdotal rather than systematic so it is difficult to infer the overall effectiveness of these strategies.

Evaluation Question III: “Were the objectives achieved economically by the project?”

For the period of this project grant, the goals were extremely ambitious. The amount of work that the Coalition planned to undertake seems to reflect every possible base to address the relevant issue. Partners confirmed that financial resources were limited which ultimately and meant that the contribution of the partners in the achievement of the objectives and the completion of activities exceeded monetary contributions. On the one hand it is important to acknowledge that in a project such as this, it is important for partners to make a contribution to the achievement of objectives. Yet, as much of the resource contributions made by partners in terms of human, infra-structure, administration were not quantified, it means that the reflection of resources used for the project is therefore not a realistic and accurate reflection of what it takes to achieve the objectives of a project as big as this. For future such initiatives it is important for partners to find ways of accounting for the invisible contributions in order to accurately reflect on investment needed and made against results achieved.

Evaluation Question IV: How comprehensive was the social mobilisation strategy in addressing sexual violence in the targeted communities?

The Coalition articulated their social mobilisation approach as mobilising public, civil society and private sector partners to combat sexual violence against adolescent girls, creating an enabling environment for changing social norms related to sexual violence and developing and supporting the implementation of multi-sectoral activities. TAAAC’s model drew heavily on strengthening firstly the coalition’s ability to act together and then in coordination with a range of stakeholders, secondly on empowering girls themselves and thirdly in public outreach. Whilst the aspirations to be as comprehensive as possible is certainly commendable, the question that remains is whether in attempting to cover everything the Coalition did not in fact chew off too much and thus short-changed itself in terms of depth and quality in the areas where it had the opportunity to deepen the work it was doing.

Evaluation Question V: What is the sustained benefit of this project to the partners and the community?

Overall it was found that the overall benefit of the project was that it served to

- Raise public awareness of the issue of violence against adolescent girls
- Increased knowledge among adolescent girls of their rights and recourse mechanisms, and making known the availability and location of services and
- Contributed to creating an enabling environment of response to violence against adolescent girls. This was done through the engagement and capacity building of the range of stakeholders.
- Promoted a culture where boys and men challenged violence against adolescent girls
- Promoted broader community engagement and involvement in promoting and protecting the rights of adolescent girls to be free from any forms of violence. The community in this case includes the parents, teachers and school system
- Engaged a range of stakeholders to act together and act synergistically towards the same goal

When thinking about sustainability the question to ask is what is realistic to expect in terms of sustainability in a project with a short life-cycle of only three years. The fact that several of the partners (FAWEZA, PPAZ, YWCA, ZNWL) are continuing different aspects of the work started under this project as part of their existing and continuing organisational strategies is a positive indicator of sustainability as it means the work continues. Yet, the fact that it is not part of a more coordinated body of work that works towards the same goal could possibly lend to the impact being slightly diluted. In addition, the fact that sustainability was not on the agenda right at the beginning of the project inception is a further weakness exposed by the evaluation. Finally, sustainability of the work is only really possible where communities are empowered to take the work forward and where when a project leaves, the community has bought into it to such an extent that they are able to continue with it.

Evaluation Question VI: What were most significant changes brought about by the project?

Everyone who participated in focus groups identified that the initiative had changed them in some way. Accounts ranged from an increase in knowledge, self-esteem, self-worth, and independence. There was evidence that there were shifts in behavior, with both girls, boys and other stakeholders saying that the training had empowered them, and given them confidence to act appropriately against VAW/G in their communities. As a result of the project, girls participating in Safe Spaces have indicated that they participate more in projects such as those run by partner organisations. Some of the mentors have also indicated that they are using what they learnt in other community spaces they find themselves in (like church). Boys as well have said their interaction with the project has contributed to them shifting their engagement from just accepting what is happening to them wanting to do something about it.

The baseline survey and the endline survey, even though it was completed more than a year apart, is also a good measure for assessing what the most fundamental changes were that the project brought about among the most important target groups, girls and boys. Overall, there appeared to be an increase of likelihood and in actual reporting of incidences of sexual comments and touching among girls. What was the most surprising in the baseline survey results was the amount of violence that boys said they were subjected to. Both at baseline and endline there were no significant difference between control group and interventions sites about boys' attitudes regarding women's rights and men's roles in preventing abuse against women and girls and in most indicators of gender-related norms that put girls at risk of abuse.

The findings of the Baseline Survey and the Endline Survey provide a rich resource for reflection by the project partners. In particular although the time difference between baseline and endline is not that great, there does seem to be a shift in empowerment (power within and power to do

something) in girls. This is a good basis to build on and deepen in continued work with adolescent girls.

Some of the conclusions of this evaluation include:

Project Research and Design - Project partners are applauded for investing significantly in process and innovation. However, there was a need for deeper reflection and ongoing research to unpack the assumptions inherent in the strategies such that it could have informed strategies throughout the project life cycle. It appears that the project had all the elements of a social mobilisation model that would effect deep change. However, given that these elements were employed more in a project-based fashion, it has meant that unless the project partners continue working in the sites, the changes effected through the work of the Coalition, may not endure. As mentioned previously, there is room for exploration of ways that would ultimately challenge and transform the norms. In addition, more time could be invested in the training components of this project, such that they respond to issues that contribute to VAW/G, rather than just focus on the prevention of VAW/G.

Theoretical Level - In reviewing the overall strategy to reduce VAW/G, it is important to review what could be done to integrate critical risk factors, deep-rooted issues related to the systemic factors of gender inequality and issues such as secure livelihood issues (as noted in almost all focus groups), some of which are structural, such as housing and unemployment. While the model is a good one, there is a need for TAAAC to review the model and possibly break down the different elements in phases to allow for deepening and consolidation, whilst expanding the agenda.

Lack of Documentation and Evidence Base - There were mixed responses to the question as to whether sexual violence had been reduced. This is a clear indication that the most critical element of documentation has been an omission as a principle of the way the Coalition had worked.

Roles - Whilst there seemed to be general satisfaction in the experiences of working as a coalition and the distinction of roles, the key issue to be explored if a project was to be scaled up was sustainability and also what it means to have an international organisation working at the local level, expectations and also potential challenges. Critical for consideration is also thinking through the different levels of coordinating organisation, partner organisation, and community partners and factor that into strategies early on in the project.

Resources - The minimal resources that were available were used to reach a wider coverage. The resources were used for the intended purpose and it was good that the resources were spread out to different organisations instead of just one organisation that was a good way of avoiding the risk of failure. However, resources did not support human resource and administrative aspects to the extent that was needed. There is a need for partners to have an accurate assessment of resources used in this project (including the non-financial and financial) contributions made by each organisation so that it can form the basis of more realistic budgeting in future projects.

Longer Term Sustainability - The main barrier identified was funding. However, the fact that the community is positive about the project is an enabler to keep going. At least five of the partners noted that they would continue with the work beyond the life of the project, for example with Safe Spaces, Boys Network and dissemination of information. However, longer-term sustainability issues relates to a coherent agenda that continues beyond the life of this grant. There are significant gaps as there was no real sustainability strategy. In addition, the lack of involvement of community stakeholders also affects the longer-term impact of the project.

Most Significant Change - The model is valuable to share as it targets the perpetrators, the victims and the community and other organisations that can support the victims. The project caused

shifts in awareness, behavior and engagement. The project brought new knowledge, for example some of the material used in the Safe Spaces had never been used before the project. Mapping was also a new skill that was learnt by partners and the outputs produced were parts of the changes identified.

Recommendations emerging from this evaluation are as follows:

Project Research and Design

- Baseline Research and Community Assessment - For future initiatives, it is critical that the baseline research is done before the launch of the project and is expanded to be rooted in the cultural context and entails a deeper exploration of the cultural context and how those contribute to gender relations, gendered power dynamics and how this results in changes in cultural norms, beliefs and behaviors that maintain VAW/G. The baseline research should also explore with the community ways to confront and create new norms within their cultural contexts to create alternative realities. Furthermore, community organisations or smaller groups could emerge that can contribute towards the success of the project by being a community partner.
- The training component of future initiatives should include the following components: (i) analysis of power and how it contributes to VAW/G, (ii) gender training and (iii) activism strategies (based on best practices and focused on relevance for the context). The approach should focus on creating processes for the community to develop a common understanding of what VAW/G is and engaging community members in analysing the root causes of violence and how violence negatively affects their relationships, families and communities. This would then contribute to the change agenda, which comes after the initial consciousness-raising with key actors (a cross-section) in the community.
- From a strategy perspective, greater consideration needs to be given to expanding and building capacity of different actors in addition to the partners.
- There should be greater clarity with regard to partner roles to ensure that responsibility is clearly allocated and processes are in place to support areas of weakness. Clear vertical reporting and communication is critical to support the partnerships and ultimately ensure a high quality project is delivered to communities.
- Less is more. In designing project initiatives for future partners should consider taking on less but doing it in greater depth.
- Future training should capacitate the different audiences to work with their communities to deeply consider and respond to issues that contribute to VAW/G, rather than just focus on the prevention of VAW/G and also recognise the link between HIV, VAW and GBV.
- The work on engagement with boys should be reviewed and built in such that it integrates sensitisation of their own power and privilege so they understand why they are participating in the project.
- Opportunities for refresher training need to be made available to mentors to support them in sustaining appropriate actions. Mentoring of mentors will help entrench and expand their skills, also offering time for reflection, learning and debriefing. These processes should be clearly documented to guide organisations providing such support.
- There is the potential to adapt the training for older audiences to expand engagement beyond adolescent boys and girls.
- The project should explore making provision for different target groups based on gender, age, sexual orientation and people living with disabilities.
- From the outset, clear agreements need to be in place with regard to the budget and associated budgetary line items especially in relation to allowances and possible incentives (capacity and tools). This will further increase community accountability and ownership.
- In the pre-planning phase, the program needs to develop a realistic, modest and comprehensive long-term budget that should be secured to ensure the project has time to take root in the

community. Financial resources can be secured from multiple sources and partners and can also include non-monetary resources such as venues, equipment, transport, etc.

- Build in a sustainability objective at the outset of the project so that it is done throughout the life of the project.
- Make stronger links between community and the public sector linkages that is sustainable. Take into account Zambian context.

Theoretical Level

- It is important that the communities are involved in the development of an agenda that will remain concrete, clear and transferable over time, with strong links maintained to the prevention of VAW/G. The development of the agenda should be combined with the development of the community capacity to engage in a deeper analysis and connection to gendered power relations and thus the buy-in of the strategic focus on the reduction of VAW/G.
- Primary prevention cannot be effective where there is minimal commitment to secondary and tertiary prevention. This would mean that the model has to take into account what is needed to create the political will to (a) implement existing laws or (b) provide the basic services necessary to address the consequences of violence. There has been some progress made towards this in this particular project, especially the advocacy component of the project. It is important that in the next phase consideration needs to be given to how such activities and actions initially may be driven by the coordinating organisation and lead stakeholders (with capacity-building in the community), to eventually being championed by community groups themselves. In addition, the project should continue building on the legal agenda and processes as this is one where there is great potential for expanding impact.

Roles

- All partners need to consider earlier on in the project the different roles and to centre these in discussions to ensure that there is room for shifts in roles especially as it pertains to community partners for longer-term sustainability purposes.

Resources

- There is a need for partners to have an accurate assessment of resources used in this project (including the non-financial and financial) contributions made by each organisation so that it can form the basis of more realistic budgeting in future projects.

Longer Term Sustainability

- The main barrier identified was funding. However, the fact that the community is positive about the project is an enabler to keep going. At least five of the partners noted that they would continue with the work beyond the life of the project, for example with Safe Spaces, Boys Network and dissemination of information. However, longer-term sustainability issues relates to a coherent agenda that continues beyond the life of this grant. There are significant gaps as there was no real sustainability strategy. In addition, the lack of involvement of community stakeholders also affects the longer-term impact of the project.
- To increase the scope and reach of violence prevention efforts, a strategy should be developed to build on the work that has already started with stakeholders engaged, but that really unpacks how these range of different stakeholders would be engaged and contribute to the broader agenda and its outcomes. In addition, strategies should include concrete mechanisms for facilitating this.
- More attention needs to be given to the sustainability aspects of the model. The model is currently heavily dependent upon the presence of partners and their financial and technical support.
- If such an initiative is to be implemented again, it is critical that pre-project rollout research goes into considering what would be the best infrastructure to sustain activities and the investments made. There is considerable research that has been done on different models that have worked. These models could form a basis for initial discussions and through community engagement

would refine and shape the ultimate infrastructure that emerges to continue the activities. Project activities would be implemented simultaneously to the capacity-building and strengthening of community infrastructure to ensure that the work and agenda lives on long after actors such as the Coalition may leave the communities.

Lack of Documentation and Evidence Base

- Partners have to systematically document and improve their evidence base to assess the impact of the work. In order to understand the true impact of the investment made of resources (financial, technical and human), it is critical that an impact assessment is conducted to understand what has shifted and to what extent (beyond the anecdotal evidence), so as to ascertain whether the outputs are equivalent to the inputs. This includes supporting and building capacity of partners to be able to document systematically and to build into the institutional arrangements as a coalition learning processes.

Most Significant Change

- It is important to keep on asking the question what has been the most significant change as it relates to all involved from implementers to beneficiaries. This contributes to the body of knowledge of what works in which contexts.

The Evaluation Report is divided into six sections. The *context* section provides an explanation of how social, political, demographic and/or the institutional context contributes to the utility and accuracy of the evaluation.

The *description of the project* section provides an overview of the Our Girls, Our Future: Building Synergy to End Violence Against Girls project. It expands on project objectives, strategies and approaches used. This section also explains the shifts in the project during the life of the project and concludes with the life of project indicators.

The following section is the *Purpose of the Evaluation* section that explains why the evaluation was done, the methodologies used and process of the evaluation.

The *Findings and Discussion* are then presented, according to the four evaluation questions.

Finally, the *Conclusions* of the evaluation are shared which is then followed by the *Recommendations* section.

I. CONTEXT OF THE PROJECT

Zambia is a republic of 13.5 million citizens governed by a president and a unicameral national assembly. Politically, Zambia has enjoyed a multi-party democracy since 1991. At independence in 1964, Zambia was among the continent's wealthiest nations. However, excessive dependence on copper together with a highly centralised state left the economy vulnerable. In 2005, Zambia qualified for debt relief under the Highly Indebted Poor Country Initiative, consisting of approximately US\$6 billion in debt relief. Poverty remains a significant problem in Zambia, despite a stronger economy. Zambia's dependency on copper makes it vulnerable to depressed commodity prices, but record high copper prices and a bumper maize crop in 2010 helped Zambia rebound quickly from the world economic slowdown that began in 2008. Zambia has made some strides to improve the ease of doing business. A high birth rate, relatively high HIV and AIDS burden, and market distorting agricultural policies have meant that Zambia's economic growth has not dramatically decreased the stubbornly high poverty rates. In 2012, the World Bank reported that despite strong economic growth in the last decade, Zambia has made very little progress in reducing poverty (with at least 90% of the population living below the poverty line)² and providing basic opportunities for children still remains a challenge.

Notwithstanding some improvements, the government's human rights record remains poor. Human rights problems have included unlawful killings, torture, government corruption, violence and discrimination against women; child abuse, trafficking in persons, discrimination against persons with disabilities, restrictions on labour rights, and forced and child labor.³ Women continue to occupy a low socio-economic status, which is further exacerbated by discriminatory laws. Domestic violence against women is a serious problem, and wife beating and rape is widespread. Due to traditional and cultural inhibitions, most cases of violence against women and children go unreported.

Zambia's constitution prohibits the enactment of any law that is discriminatory on the basis of sex or has such discriminatory effect. But it also recognises a "dual legal system," which allows local courts to administer customary laws, some of which discriminate against women. Customary law and practice also place women in a subordinate status with respect to property, inheritance, and marriage, despite constitutional and legal protections.

While there is no comprehensive national level data collection on this issue, Zambia's Fifth National Development Plan 2006-2010 identifies gender-based violence as "Zambia's most significant invisible threat, and a critical problem that affects many women and children in particular." "Defilement" or the rape of minors, of girls in particular, is rampant in Zambia. A Human Rights Watch report from 2003 identified schools as sites of frequent, and mostly unreported, sexual abuse with teachers preying on vulnerable girls and exchanging higher grades for sex. Government policy provides for free basic education through grade seven; however, education was not compulsory, and although number of girls and boys in primary school were approximately equal; fewer girls attend secondary school. According to the UN Children's Fund, the sexual abuse of female students by their teachers discouraged many girls from attending classes. It is the issue of violence against women and girls that is of grave concern. In addition, the practice of early marriage is another problem. Although a person must be at least 16 years old to marry under statutory law, there is no minimum age under customary law. While a few traditional leaders oppose early marriage, the majority of traditional leaders continue to condone the practice. Courts have only intervened in cases of gross abuse.

Violence against girls is an under-reported crime for complex social and cultural reasons despite the high prevalence of physical and sexual violence against women and girls in Zambia. A 2007 government survey reported that 47% of Zambian women had been the victims of physical violence at least once since the age of 15 and that at least one in ten women experienced sexual violence. In 2011, the

² World Bank (2012). Zambia Poverty Report. Available online at: <http://go.worldbank.org/HTJRS2C080>

³ Human Rights Watch (2013). World Report

Zambian Victim Support Unit (VSU), a unit of the Zambian police responsible for responding to sexual offenses and other crimes against women and children, recorded 11,908 reports of gender-based violence, up from 8,261 in 2009. Further reports from the University Teaching Hospital is the sharp increase in reported cases of defilement (statutory rape) since 2008, from 1,237 cases in 2008 to 2,430 cases in 2010. Defilement cases reported to the VSU have also increased, from 1,676 in 2009 to 1,939 in 2011. One of the reasons attributed to the increase in reports of defilement is a heightened awareness of the legal remedies available for sexual violence.⁴

The above statistics are indicative of a reality where girls encounter sexual violence in many areas of life in Zambia, including in their familial spaces, community spaces, as well as in schools. Moreover, the media is filled with reports of rapes and killings of women, conveying a message to girls that they are constantly at risk of gender-based violence. The widespread occurrence of sexual violence against women reflects power imbalances between the genders and often serves “to perpetuate male power and control.” According to a study, social constructions of masculinity in Zambia emphasise aggression and sexual conquest.⁵ A man is typically viewed as the head of his household and may subject his wife or other women to violence in asserting his position, especially when he believes that his position has been undermined. Furthermore, social norms influence how a victim and community respond to sexual violence; for example, some community members may blame women and girls for the sexual violence they experience, arguing that they were acting or dressing in a provocative way.

In understanding the context, it is important to realise that sexual violence has serious and far-reaching consequences for survivors’ health and education, in addition to its societal costs such as the costs of medical care and reduced economic production. Whilst the passing of the Anti-Gender Based Violence Act of 2011 is certainly a step in the right direction for reducing and ultimately eliminating violence against adolescent girls in particular, the reality is that Zambia, like most other countries fall short in the area of the implementation of laws. For adolescent girls, it is not necessarily the reassurance that their rights are protected, but also the commitment to ensure that those laws are enforceable. The promise of a future, of dignity and of protection for all adolescents, in particular girls is of utmost importance for the realisation of the aspirations and development of any nation.

Beyond the individual, gender-based violence also adversely affects a country’s human, social and economic development. It hinders poverty reduction efforts and has inter-generational consequences. The UN Millennium Project Task Force on Gender Equality recognised that ending violence against women and girls is one of seven strategic priorities needed to achieve the Millennium Development Goals. Addressing gender-based violence requires a multi-sectoral approach, involving at minimum the health, education, social, legal and security sectors, and strategically, other key sectors such as labour, migration and urban planning.

To work effectively towards ending violence against women and girls, it is especially important to become familiar with and be responsive to the specific gender dynamics and social and cultural reference points that prescribe the roles of men and women in any given society.

At the time of inception of this project, there were several initiatives addressing gender-based violence in Zambia. Conspicuously missing among these were (a) attention to adolescent girls and a “girl-centered” approach and (b) a focus on strengthening civil society to monitor and assist the government in implementing laws, policies and programs in a gender-sensitive manner. This includes the engagement of a range of actors such as those in the health system, legal system as well as the media. The lack of engagement with men and boys is another key area that needed to be integrated in existing responses to advance the broader agenda of zero tolerance for violence against women and girls.

⁴ WLSA, Avon Global Centre for Women and Justice, Cornell Law School (2012) “*They are Destroying Our Futures*” -Sexual Violence Against Girls in Zambia’s Schools.

⁵ Ibid

II. UN TRUST FUND PROJECT: OUR GIRLS, OUR FUTURE: BUILDING SYNERGY TO END VIOLENCE AGAINST GIRLS

BACKGROUND TO THE COALITION

In response to the contextual issues described above, Equality Now through the Adolescent Girls' Legal Defence Fund (AGLDF) positioned a strategy to address sexual abuse of adolescent girls in Lusaka, Zambia. In 2007, Equality Now supported a 13 year old girl, R.M, to sue the Government of Zambia for the sexual abuse she experienced at hands of her teacher. In 2008, the High Court of Zambia in this matter held that the school and the Government of Zambia through the Ministry of Education was liable for the sexual abuse of R.M and awarded her compensation for her suffering. The Judge held that it was clear from the evidence presented in Court that the Principal of the School knew that the teacher was an abuser but kept him as an employee while the Ministry of Education as the responsible authority for hiring of teachers in Government schools was equally at fault for not taking any action against the said teacher. The Judge called on the Ministry of Education to put in place clear guidelines on addressing sexual violence in Schools and called on the Director of Public Prosecutions to arrest and prosecute the teacher. The R.M judgement was the first of its kind in Zambia and was considered a landmark decision that highlighted the sexual abuse of girls in schools.

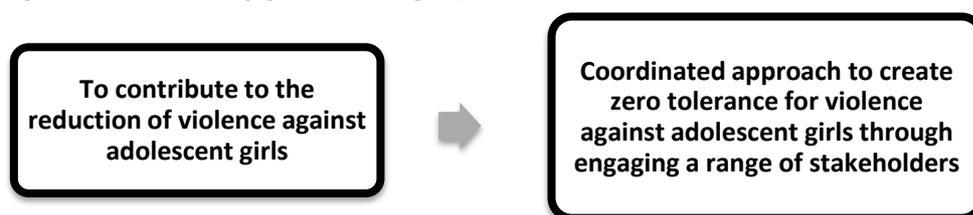
It was the catalyst for the creation of a coalition of local non- governmental organisations called the Tisunge Ana Athu Akazi Coalition ("TAAAC Coalition") whose members came together to address violence against girls in schools facilitated by Equality Now. The Coalition developed a joint workplan that identified key strategies and activities that the coalition would undertake to tackle sexual violence in schools in Zambia.

In 2009, Equality Now on behalf of the Coalition applied and won a UN Trust Fund grant to support the coalition's project: Our Girls, Our Future: Building Synergy to End Violence Against Girls Lusaka, Zambia. The project timeline was 2010-2013, providing a grant of USD\$ 999,999 for the three year project.

PROJECT GOALS AND OUTCOMES

The goal of the project was to create zero tolerance for sexual violence against girls by supporting and coordinating the efforts and building the capacity of a coalition of local non- governmental organisations (the "Coalition"⁶) working on issues of violence against girls in Zambia and encouraging and supporting efforts of the Zambian government in this regard, while ensuring that all interventions are girl-centered.

Figure 1: Reinforcing goals of the project



It was envisioned that by the end of the project girls would be empowered to claim their rights and a better system of response and prevention of violence against adolescent girls would be instituted in Zambia. It was also anticipated that the project would contribute towards the UN Secretary-General's

⁶ Equality Now, PPAZ, WLSA, ZAMWA, YWCA, FAWWEZA, CAMFED, Men's Network, Zambia National Women's Lobby, Population Council

Unite to End Violence against Women Campaign 2008-2015 through the enforcement of national laws, social mobilisation of key stakeholders/communities and the institutionalisation of prevention strategies.

The main strategies the project employed were (i) coalition building and partnerships, (ii) capacity development, (iii) strategies aimed at the empowerment of girls, (iv) working with men and boys to end violence against girls and (v) public outreach and awareness-raising.

The overarching outcome objective of the project was:

- To reduce the prevalence of physical and sexual violence against adolescent girls in Lusaka, Zambia

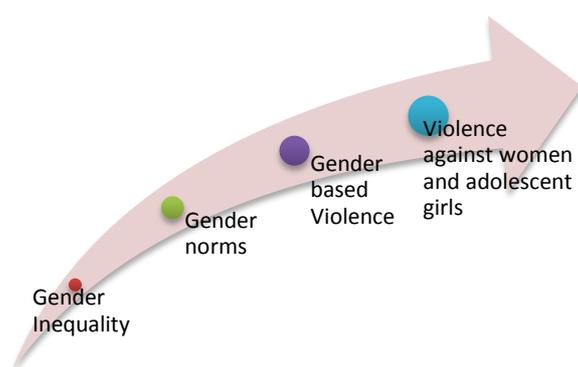
The output objectives (linked to the Outcomes in Table I) of the project therefore were:

- Enhanced effectiveness and efficiency of response and prevention measures through multi-sectoral cooperation between Coalition members and government entities
- Improved enabling environment for changing social norms related to sexual and other gender-based violence against women and girls
- Law reform to ensure that the legal system is more responsive to the needs of adolescent girls
- Strengthened provision of legal and health services to better respond to the needs of adolescent girls
- Project to reduce sexual and other gender-based violence against women and girls implemented and sustained
- Prevention of violence through empowerment of adolescent girls, sensitisation of boys and strengthened ability of the school system to prevent such violence
- Enhanced awareness and attention in the media to issues of violence against adolescent girls

THEORY OF CHANGE

The project was envisaged with the goal of reducing violence against adolescent girls by building synergies across a range of actors. As will be noted from the Analysis Framework in Figure 2 below, the Coalition grounded their analysis in understanding that the gender inequality has resulted in a set of gender norms that ultimately has resulted in gender based violence and in that even higher rates of violence against women and adolescent girls.

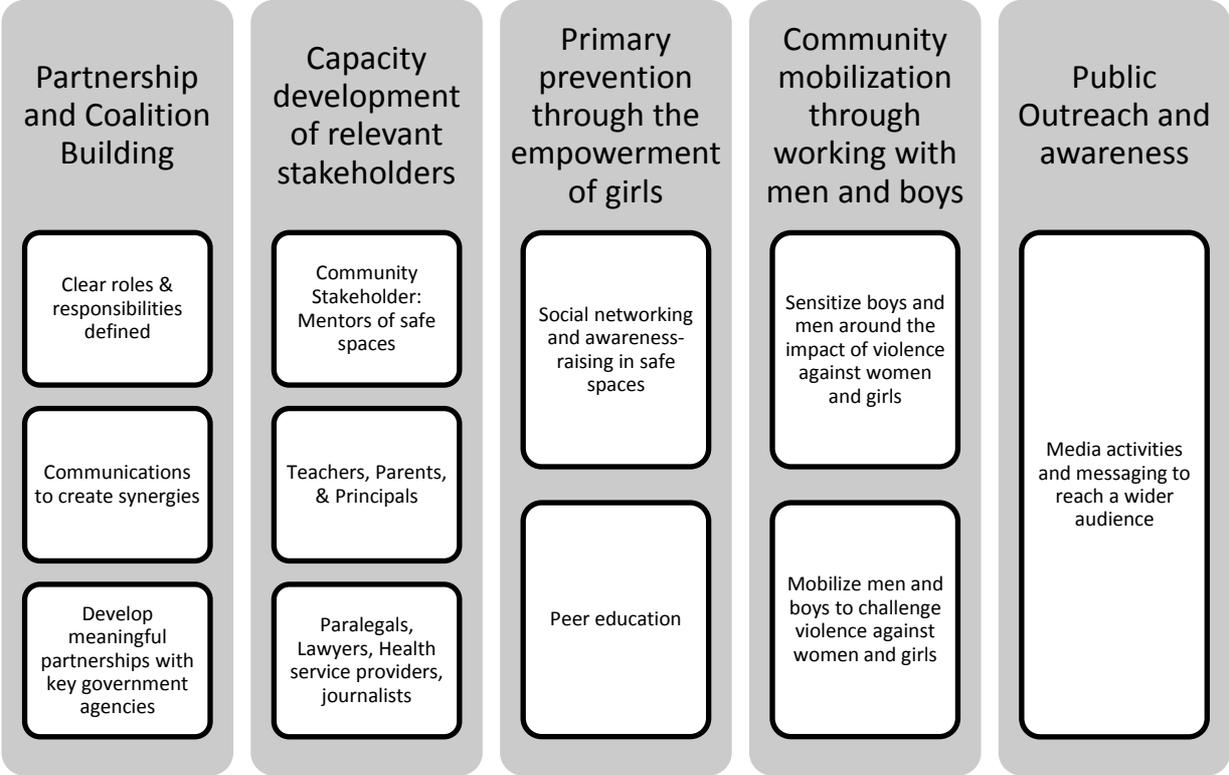
Figure 2: The Analysis Framework



It is important at this point to note that the distinction between gender based violence and violence against women is that gender based violence is as a result of a set of gender identities (for example transgender identity) which is not as high as the prevalence of violence against women and girls as a result of the construction of this particular identity as being subordinate.

Figure 3 below illustrates the model that informed how this analysis then gave rise to the theory of change for the project.

Figure 3: Intervention Model for the Our Girls, Our Future: Building Synergies to end violence against girls



The theory of change was conceptualised on the basis that an enabling environment would be created to address and prevent violence against adolescent girls if:

- The range of actors (stakeholders, coalition partners) are equipped to effectively and sensitively deal with the issue of violence against adolescent girls.
- There are necessary laws and policies (and resources) in place to address it.
- Adolescent girls are empowered with knowledge, skills, support and a Safe Space in which to explore and share their experiences.
- The community (boys, men, teachers, parents) are sensitised as to the impact and root causes of violence against adolescent.

Activities were to include mass media communications (television, community radio and newspapers), capacity building of stakeholders, convening of spaces for adolescent girls, boys and community members as well as a targeted advocacy approach. A range of stakeholders and sector partners were also to be engaged to support the achievement of project goals.

The role of Equality Now was to manage sub-awards, provide capacity building and technical support to the coalition members, and to convene the coalition to create synergies and to ‘amplify’ the holistic elements of the project.

Table I below depicts the results and social mobilisation approach that the project aimed to achieve.

Table I: Outcomes and Social Mobilisation Approach

| Results & Social Mobilisation Approach | | | | | |
|--|---|---|--|---|--|
| | OUTCOME 1: Key public and private sector partners mobilised to combat sexual and other gender-based violence against women and girls | | OUTCOME 2: Improved enabling environment for changing social norms related to sexual and other gender-based violence against women and girls | | |
| | | | OUTCOME 3: Project to reduce sexual and other gender-based violence against women and girls implemented and sustained. | | |
| | Analysis | Engagement | Alignment | Implementation | Evaluation |
| Activities | Facilitated meeting with core group of stakeholders (Following RM case) | Facilitated meetings and planning with coalition members | Facilitated inter-sectoral meetings | Capacity building Safe Spaces and Boys Networks Stakeholder capacity enhanced Legal reform Amplification communications | Sector level mobilisation |
| Outcomes | <u>Action Plan:</u> a. Confirm target social norm. b. Consensus re: social mobilisation objectives c. Agreement on Priority Sectors d. Clarity on next steps e. Form Coalition | <u>Sector Level Action Plans:</u> a. Expression of commitment b. Activity plan and budget c. Sector support plan | <u>Inter-sectoral Alignment:</u> a. Joint statement of mission b. Joint activity plans c. Accountability structures | <u>Social Change:</u> a. Healthier actions and behaviors b. New public perception of norms around violence against adolescent girls | <u>Insights:</u> a. What has changed? b. What has worked? c. What did not work? |

COMMUNITIES TARGETED BY THE OUR GIRLS, OUR FUTURE: BUILDING SYNERGY TO END VIOLENCE AGAINST GIRLS PROJECT

The project's primary beneficiaries were adolescent girls, a crucial and uniquely vulnerable group. Various members of the coalition were also targeted with capacity building interventions to enhance their capacity to address and prevent violence against girls. Other target groups included boys, men, paralegals, health service providers, journalists, teachers and parents.

The school-based initiatives being piloted in this project as well as the legal and health services provision initiatives were based in Lusaka. The legal reform and media and advocacy parts of this project had a national scope of impact.

Lusaka has a projected population of 1,733,830 inhabitants in 2009. The 2000 census shows the population of Lusaka as 1,391,329, with 705,778 males and 685,551 females. In 2006, Lusaka recorded unemployment rates of 31 percent (higher than other provinces) with the unemployment among women being 41 percent. The infant mortality rate in Lusaka in 2001/2002 was 70 per 1,000 live births, the under-five mortality rate was 137 per 1,000 live births, and HIV prevalence was at 20.8. The comparative figures for Zambia as a whole were 70, 168 and 14.3 respectively. Overall, 54.2 percent of children aged 3–59 months were stunted in Zambia; with the percentage in urban areas being 47.8

percent and that in rural areas being 56.6 percent of children.

The reason for the selection of Lusaka as the initial pilot for this project is the extent of violence against girls in this region as well as the fact that this is where the main offices/activities of the Coalition members were located and where there is already a defined infrastructure in which to address these issues.

The interventions aimed at empowering girls and sensitising boys were piloted in 6-12 schools in Lusaka, the Coalition (including the men's groups within the Coalition) worked with parents, teachers and principals in these schools. Paralegals and local health clinic workers were trained throughout Lusaka to provide better services to girls.

At launch of project it was estimated that approximately 500-800 girls and 200-300 boys, 60-120 teachers, 6-12 principals, 100-200 Parent Teacher Association (PTA) members, 50-100 healthcare providers and 50-100 paralegals, 40-50 lawyers and law faculty, and 45-60 journalists would be reached through these activities. The legal reform and awareness raising activities undertaken within this project had a national scope, thus impacting beyond Lusaka.

PROGRAMMATIC SHIFTS

During the first year of the project, the focus was on strengthening coalition members' capacity to work more effectively as a cohesive group. To support this process, a uniform communication system was developed and implemented through a blog and later a listserv. In addition, partners carried out trainings for lawyers, paralegals, journalists, Safe Spaces mentors and health personnel. The project used radio shows and community drama to raise awareness and generate public debate on the issue of violence against adolescent girls. Safe Space clubs for girls were set up in five schools as well as boys' networks in the same schools. Partners also raised awareness among teachers and parents through discussion groups. In the area of legal reform, the coalition developed draft guidelines on sexual abuse in schools, and submitted legal reform recommendations to the Legal Affairs, Governance, Human Rights and Gender matters parliamentary committee.

Many of these activities continued into the second year of the project, however, following a mid-term evaluation, the project requested for a shift that would facilitate more realistic and measurable objectives in certain areas of the project.

The following shifts occurred as a result of this reassessment:

Strengthened coordination within the coalition

To address the challenges to coordination, referral of sexual violence cases within the coalition, and the capacity of implementing partners mentioned in the annual report, partners embarked on a process to review and re-define their roles and responsibilities in order to strengthen the coalition while being more strategic in their interventions to enhance the success of the project. This resulted in detailed project Memorandum of Understanding (MOU) outlining among other things (i) the vision and mission of the coalition; (ii) detailed activities with clear lines of responsibility among coalition members, including in terms of developing linkages with existing community structures for identification, referral and reporting on sexual violence cases; (iii) strategies to integrate the coalition activities into mainstream organizational programming of the partners; and (iv) a meeting schedule and defined lines of communication for the project. This process was intended to strengthen the existing coalition, enhance partner ownership of the project, and build upon the successes and lessons learned during the first year of implementation.

Paralegal and Health Service Provider Trainings

Due to a lack of access to cases and resources for follow up, the training of paralegals and health service providers in year 1 did not lead to the expected outcome of better service provision for girls.

Implementing partners realised that these aspects of the project needed to be reconsidered especially in light of opportunities to link the project to already funded service providers, especially through Coordinated Response Centres (CRCs) established under “A Safer Zambia” project (ASAZA). Rather than training more paralegals and health service providers in years 2 and 3 of the project, the Coalition decided to link the paralegals and health service providers trained in year 1 to the six Safe Space communities. The rationale was to strategically utilise the skills of the trained paralegals and health service providers and pilot community networks in Safe Space communities to better address cases of sexual violence against girls.

Awareness-Raising

The first year of the project has demonstrated the degree to which stigma and stereotyping deter girls from reporting, and other stakeholders from addressing, cases of sexual violence against girls. To address these issues, the coalition decided that it was critical that we enhance efforts to create a dialogue in Zambia and challenge commonly held stereotypes. As such, the shift was to focus more on awareness-raising on the issue and highlight the work of the coalition through the production of a documentary film to be aired, if possible, on Zambia TV and to be used in outreach efforts. In addition, to increase visibility of the project, especially in the Safe Spaces communities, campaign materials for local distribution were produced.

UNDERSTANDING PROJECT COMPONENTS

Coalition building was the cornerstone of this project. The project sought to create a complementary relationship between Coalition members that included clear definitions of every member’s role and responsibility, and constant information and experience exchange. The project further sought to develop meaningful *partnerships* between the Coalition and key government agencies involved in addressing and preventing violence against girls. Lack of established procedures, poor cooperation among institutions, and a lack of the exchange of information have been obstacles to designing an effective and meaningful response in the past. The primary focus of this project component was through coalition meetings, training sessions and reflection retreats for the coalition members.

Capacity development of relevant stakeholders (mentors running Safe Spaces, providers of health and legal services, journalists, parents, teachers and principals of schools) was a necessary precondition for the establishment of an effective system for prevention of violence against adolescent girls and protection and support to survivors. The capacities of responsible professionals and organisations to address the specific needs of adolescent girls were marginal. The focus of capacity building for each stakeholder were as follows:

(i) Paralegals Training

The paralegals training was two days and focused on the following:

- Developing paralegals’ understanding of violence in general and its various forms.
- Deepen understanding of the law that applies to sexual violence against adolescent girls.
- Review provisions of the criminal procedure on sexual violence against adolescent girls in the Criminal Procedure Code (CPC).
- Learn the reporting structure and how to refer cases of sexual violence against adolescent girls.
- Equipping paralegals how to conduct public Legal Education on sexual violence against adolescent girls.
- Equipping paralegals to follow up cases of sexual violence against adolescent girls.

(ii) Lawyers’ Training

The lawyers’ training was two days and focused on the following:

- Developing lawyers’ understanding of violence in general and its various forms and the high rate of violence against adolescent girls.

- Review of the international and regional protective Legal Framework for Girls in Zambia-sexual violence, early and forced marriages and harmful cultural practices
- Deepen understanding of the law (in particular the Anti-Gender Based Violence Law) that applies to sexual violence against adolescent girls. Includes reviewing procedures to follow when there is a violation of rights.
- Understanding the role of lawyers in the use of international treaties to bring to the attention of the court the existence of the said treaties.
- Identifying strategies for lawyers to deal with cases of defilement.
- Supporting lawyers to take up pro bono cases of sexual violence against adolescent girls.

(iii) Journalists' Training

The journalists' training was three days and focused on the following:

- Developing journalists' understanding of violence in general and its various forms.
- Deepen understanding of the law that applies to sexual violence against adolescent girls.
- Understanding the role of the media in preventing and reducing violence against women and girls
- Reviewing current trends in media reporting on sexual violence against adolescent girls
- Understanding the causes and consequences of sexual violence against girls.
- Understanding the current provisions for addressing violence against adolescent girls and also reviewing provisions to prevent violence in schools (teacher's code of ethics)
- Developing practical strategies for reporting on violence against adolescent girls.

(iv) Training for health service providers

The training for health service providers was five days and involved a range of stakeholders (PPAZ on behalf of the coalition, Ministry of Health and University Teaching Hospital).

The training focused on supporting health service providers to cater for the health needs of the survivors of violence through:

- Provision of health and counselling services.
- Provision of Post Exposure Prophylaxis (PEP)
- Screening and treatment of Sexually Transmitted Infections (STIs)
- Referrals for Safe Space and legal services
- HIV Counselling and Testing (HCT) Services
- Screening for pregnancy
- And other related services

(v) Training of Mentors for Safe Spaces

The mentors were trained on a curriculum that was developed for Safe Spaces by Population Council in collaboration with coalition partners. The curriculum (see Table II below) included personal development, awareness, as well as economic empowerment skills and knowledge.

Strategies aimed at the empowerment of girls including through social networking and awareness-raising in Safe Spaces and through peer education were a critical part of this project. Most other projects focused on response or prevention of violence against girls failed to put the primary beneficiaries at the center of the intervention model. This project sought to rectify this oversight by investing in building the assets of girls.

The Safe Space was really the highlight of this particular project as it was the component that placed adolescent girls at the centre of the response. The Safe Space Programme is an intervention meant to empower girls with social, economic and protective assets and also to act as a watchdog for any form of violence against adolescent girls in the schools and their communities. By participating in Safe Spaces,

adolescent girls increase their confidence, knowledge and also understanding of sexual violence and learn more about how they could respond to it as well as being provided with a network of providers that could assist in the case of different eventualities.

Table 2: Overview of Safe Space Curriculum

| | |
|--|---|
| <p>H.</p> <p>HEALTH AND WELL-BEING STATUS AND SKILLS.</p> <ol style="list-style-type: none"> 1. Knows about her menstruation and health and hygiene. 2. Knows how and when to wash hands properly. 3. Knows the different ways in which someone can get HIV. 4. Knows how to kick a ball. 5. Knows the danger signs in pregnancy. 6. Knows the danger signs in delivery. 7. Knows where to get an HIV Test. 8. Knows when the emergency transport should be called for a woman who is in labor. 9. Knows the signs of diarrhea in a child and how to treat it. | <p>P.</p> <p>LEGAL LITERACY AND PROTECTIVE RESPONSES.</p> <ol style="list-style-type: none"> 1. Knows that the teachers aren't supposed to ask you to come to their homes to get a grade. 2. Knows where the nearest police station is. 3. Knows when most girls are circumcised customarily. 4. Has a safe place to meet friends at least once a week. 5. Knows that female genital mutilation is illegal and 6. Has someone to borrow from in case of emergency. 7. Knows the legal age of marriage and 8) understands the risks associated with certain types of unsafe work. 8. Have a safe place to spend the night away from home, if they need to and 10) Knows where to go if someone is being threatened with an illegal or marriage. 9. Knows to ask for female police office if they are uncomfortable with a male. 10. Know what are the seasonal stress/risks to her/her family's livelihood/income 11. Knows when to tell your parents that what they want you to do are illegal. |
| <p>S.</p> <p><u>SOCIAL SKILLS AND CIVIC INCLUSION.</u></p> <ol style="list-style-type: none"> 1. Has non-family friends. 2. Has personal documentation(with birth date and photo on it) 3. Knows how to play traditional games. 4. Has a mentor. 5. Have the skills to make a plan for her use of time during the day. 6. Know how to make a study schedule. 7. Knows the name of the district where she lives and the head of the government in local area. 8. Is free to meet non-family friends at least once a week. | <p>E.</p> <p>PREPARE FOR A DECENT SAFE LIVELIHOOD.</p> <ol style="list-style-type: none"> 1. Has visited the nearest bank. 2. Follows her spending plan. 3. Has experience tracking her income. 4. Follows her savings plan. 5. Has experience tracking what she spends. 6. Has experience or practice savings regularly. 7. Understands the importance of saving. 8. Knows what a saving plan is. 9. Has a productive skill that earns money. 10. Has considered what kind of job she would like to have. 11. Knows which savings options are available (both formal and informal.) 12. Has a financial goal. 13. Knows how to get more information about financial services. |

Working with men and boys to end violence against girls was a cross-cutting strategy employed by this project. Prevention of violence requires not only the empowerment of girls but also working with men and boys to challenge gender stereotypes and the normalisation of male violence against women and girls. This area of work included convening of regular Boys Network sessions and ultimately the mobilisation of boys in public awareness campaigns on the issue of violence against adolescent girls.

The activities embarked on by the men and Boys Network included drama, radio programmes, debates and campfire conferences. The curriculum for the Boys Network meetings was less structured than that of the girls' Safe Space. The content of meetings for the Boys Network covered the following topics.

- i. What is Gender Based Violence?(GBV)
- ii. How does sexual violence affect girls' education performance and what should be done to stop the abuse?
- iii. Why should boys / Boys Network be involved in ending GBV
- iv. How can boys be involved in ending GBV
- v. Girls as custodians of a non-violent culture
- vi. How can parents contribute to a non-violent culture between boys and girls
- vii. What are the rights and responsibilities of girls and boys
- viii. Peer pressure and how to deal with it
- ix. What is the importance of gender equality in learning institutions and what role is the boys' network playing?
- x. Should boys who impregnate schoolgirls be sent away from school for the period the girl is away?
- xi. What effect do early marriages have on girls' advancement?

Public outreach was used in awareness-raising activities, especially those conducted by the media-related activities of the Coalition, so that it reached the widest audience. Lack of information about consequences of sexual abuse of adolescent girls and available remedies, prevention methods, and support services had in the past hindered an effective solution to addressing and reducing violence against adolescent girls. The coalition engaged print media, radio as well as television on an extensive campaign to raise awareness about the prevalence of violence against adolescent girls. In addition, to support the work of the Safe Spaces and the Boys Network sessions - teachers, parents and the community were also engaged in the outreach components of this project. Finally, a documentary on the work of the project was the final component or product resulting from this area of the project's work.

The social mobilisation model essentially evolved throughout the life of the project as lessons were learned. During the first year of project implementation, the baseline survey was conducted which provided a means to assess attitudes and perceptions among both adolescent girls and boys. In early 2013, an endline survey was once again conducted to ascertain whether the project had contributed to any shifts in attitudes and perceptions among these two target audiences.

The project timeline was 2010-2013, providing a grant of USD 999,999 for the three year project from the United Nations Trust Fund to End Violence Against Women with an additional contribution from TAAAC partners of USD 254,080.

Table 3: Overview of Programmatic Shifts

| Overview of Programmatic Shifts | |
|--|---|
| 2008 | Analysis Phase: Landmark RM Judgement – highlights and creates ground for more focused approach to address violence against adolescent girls |
| 2008- 2009 | Engagement Phase: Formation of the TAAAC coalition to address violence against adolescent girls. Facilitated by Equality Now - the Coalition developed a joint work plan that identified key strategies and activities that the coalition would undertake to tackle sexual violence in schools in Zambia. In 2009, Equality Now on behalf of the Coalition applied and won a UN Trust Fund grant to support the coalition’s project: Our Girls, Our Future: Building Synergy to End Violence Against Girls Lusaka, Zambia. |
| 2010 | Alignment: The Coalition aligns strategies and workplan. |
| 2010 | Implementation Phase: Capacity building and initial capacity building stage of stakeholders and setting up of Safe Spaces and Boys Network – as well as preliminary legal reform processes started. |
| 2011 | Mid-term evaluation: Due to findings from mid-term evaluation – readjustment of objectives and indicators agreed to with UNTF. Also completion of baseline survey. |
| 2011 - 2012 | Completion of project cycle |
| 2013 | Endline Survey and evaluation |

BUDGET AND EXPENDITURE

The project has a budget of USD 1,254,914 to be spent over the three-year period. An overview of the budget and expenditure of the project over the lifecycle of the project.

| Activities | Total Budget | Total Expenditure |
|---|---------------|-------------------|
| PERSONNEL | | |
| Coalition Coordinator | \$ 120,800.00 | \$ 120,800.00 |
| Equality Now Nairobi Program Officer | \$ 50,796.00 | \$ 50,796.00 |
| Equality Now Nairobi Director | \$ 32,500.00 | \$ 32,500.00 |
| Equality Now NY Director of Programs | \$ 95,080.00 | \$ 95,080.00 |
| Equality Now NY Communications Director | \$ 12,990.00 | \$ 12,990.00 |
| Equality Now EN Legal Advisor | \$ 14,160.00 | \$ 14,160.00 |
| CAPACITY DEVELOPMENT | | |
| UN Trust Fund Activities | \$ 2,020.00 | \$ 2,020.00 |
| ADVOCACY/AWARENESS RAISING | | |
| Safe Spaces for Girls (including trainings) | \$ 204,594.00 | \$ 202,474.00 |
| Adolescent boys' sensitization networks | \$ 36,778.00 | \$ 42,081.00 |
| Teacher, principal, PTA sensitization | \$ 11,135.00 | \$ 8,803.00 |
| Journalist trainings & editor meetings | \$ 38,783.00 | \$ 41,443.00 |
| Community sensitization through drama | \$ 7,040.00 | \$ 6,166.00 |
| Review of legal provisions & strategy paper on reform | \$ 29,231.00 | \$ 34,906.00 |
| Pamphlet-adolescent girls' rights & repro. health w/ref. services | \$ 14,895.00 | \$ 15,438.00 |
| Safe Spaces participant handbook | \$ 15,003.00 | \$ 15,003.00 |
| Mapping of services for Safe Spaces communities | \$ 16,845.00 | \$ 13,922.00 |
| <i>Proof in Print</i> project | \$ 3,276.00 | \$ 3,276.00 |
| Public Service Announcements (PSAs) | \$ 34,432.00 | \$ 26,436.00 |
| Radio media campaign-boys | \$ 8,047.00 | \$ 8,766.00 |
| Radio media campaign-talk shows | \$ 16,118.00 | \$ 22,821.00 |
| Documentary film | \$ 49,640.00 | \$ 52,694.00 |
| TECHNICAL ASSISTANCE | | |
| Coalition trainings | \$ 79,191.00 | \$ 83,850.00 |
| Lawyers & law faculty training | \$ 35,657.00 | \$ 36,852.00 |
| Paralegal training & follow up meetings | \$ 13,862.00 | \$ 12,927.00 |
| Health service provider training (and monitoring of 6 clinics) | \$ 41,635.00 | \$ 41,182.00 |
| Ministry of Education guidelines | \$ 16,575.00 | \$ 16,766.00 |
| Coalition campaign materials | \$ - | \$ - |
| Fee for office space/equipment for Coordinator | \$ 25,751.00 | \$ 25,091.00 |
| Website/listserv and standardized form design | \$ 6,000.00 | \$ 6,017.00 |
| EQUIPMENT | | |
| Laptop Computer/Coalition Coordinator | \$ 1,155.00 | \$ 1,155.00 |
| Scanner for <i>Proof in Print</i> project | \$ 180.00 | \$ 180.00 |
| MONITORING & EVALUATION | | |
| Baseline KAP survey design and implementation | \$ 21,202.00 | \$ 21,202.00 |

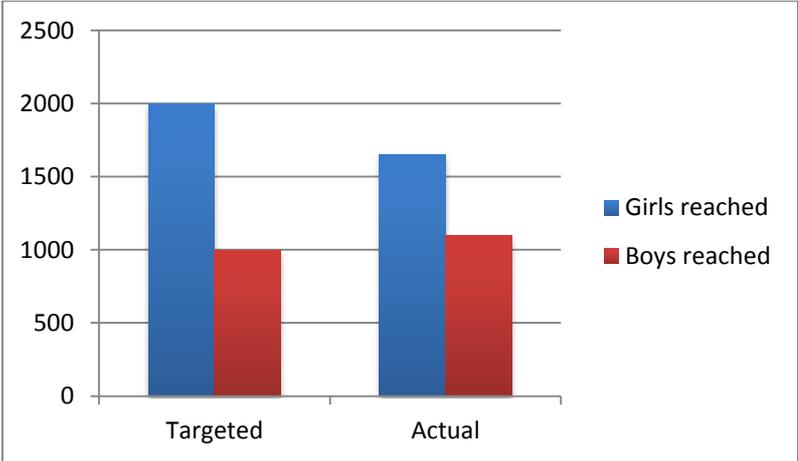
| | | |
|---|------------------------|------------------------|
| Train and supervise project coordinator in monitoring, data collection and analysis | \$ 11,511.00 | \$ 12,702.00 |
| Monitoring of Coalition activities | \$ 24,000.00 | \$ 24,000.00 |
| Endline KAP survey design and implementation | \$ 49,837.00 | \$ 28,313.00 |
| Mid-project review (evaluator's time and travel) | \$ 16,574.00 | \$ 16,574.00 |
| Travel costs for EN Program Officer to evaluate project progress | \$ 25,652.00 | \$ 30,059.00 |
| Coordinator transport costs to conduct ongoing evaluations | \$ 10,905.00 | \$ 9,451.00 |
| Final project review (evaluator's time and travel) | \$ 17,729.00 | \$ 20,420.00 |
| AUDIT | \$ 25,000.00 | \$ 28,092.00 |
| INDIRECT COST | \$ 17,500.00 | \$ 17,506.00 |
| TOTAL | \$ 1,254,079.00 | \$ 1,254,914.00 |

LIFE OF PROJECT OUTPUTS

Quantitative targets were set by project partners at the inception of the project as follows:

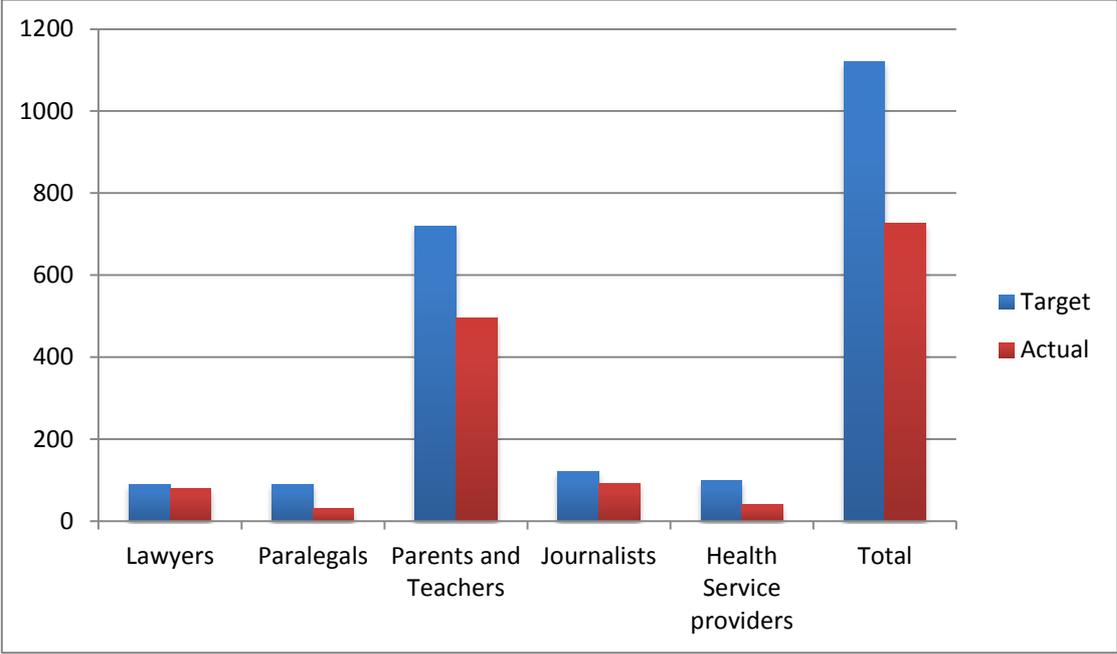
To empower between 1000 to 1500 adolescent girls through the Safe Space Programme and between 600 -1000 boys through the Boys Network activities. As per Figure 2 below, 1652 girls were reached and 1096 boys were reached through the direct intervention of the project.

Figure 4 : Number of girls and boys reached by the project



To reach a range of stakeholders such as lawyers, paralegals, health service providers, journalists as well as parents and teachers. As can be seen from above, the lawyers training and journalist’ training happened each year as scheduled. Hence those targets have more or less been achieved. In terms of the paralegals and the health service providers, as per the readjustment of programming focus requested after the mid-term evaluation, the focus shifted from training more paralegals and health service providers to finding ways to engage those that had already been trained in other parts of the programme. This was a wise move on the part of the project partners as it relieved them of the burden of having to spend considerable time strategizing how to realize targets and capitalize on the investment made in training.

Figure 5: Overview of Stakeholder Targets vs. Stakeholders reached



These targets are presented in this way merely to provide a quick overview of the reach of the project and to provide a basis for reflection on what amount of investment is needed to engage targeted groups in sustainable and impactful ways. In terms of numbers in Figure 5 above, 79 Lawyers were reached (as opposed to the targeted 90) and 30 Paralegals were reached (as opposed to the 90 anticipated). The shift in strategy in year 2 to not train more Paralegals and rather utilise the ones trained more effectively can account for the large discrepancy between targeted and reached paralegals. A total of 496 (target was 720) Parents and Teachers were reached by the project. A total of 92 (target 120) journalists were reached and 40 (target 100) Health Service Providers were reached. The reach of health service providers was also impacted on by the fact that the project did not want to duplicate efforts of other partners such as University Teaching Hospital and instead sought other ways to engage this sector. The total number of stakeholders reached were 720 (target 1120).

III. PURPOSE OF THE EVALUATION AND GUIDING QUESTIONS

In line with UN Trust Fund guidelines, Equality Now called for an end of project evaluation. The overall purpose of the evaluation was to provide an independent, systematic and objective assessment of the project. The evaluation focused on determining whether the project objectives were achieved, and to evaluate the key programme outcomes and impacts on the beneficiaries. The evaluation approach was also to make a significant contribution to the global knowledge base on evidence-based approaches to ending violence against women and girls.

The evaluation was expected to assess the extent to which interventions adopted a dual approach, in terms of how they tackle the root causes of violence against women and girls (i.e. gender discrimination), as well as address the direct impact of violence on the lives of women and girls. Furthermore, the evaluation was expected to identify and document success stories, design and implementation gaps and opportunities as well as recommendations.

The results of the Evaluation will be shared with the Coalition members to enable them reflect on successes and develop strategies on the challenges experienced in addressing sexual violence against adolescent girls in Zambia. This information will go towards improving on their programs and Equality Now programmes through the lessons learnt from the implementation of the project for the last three years. The evaluation will incorporate the Coalition working with Equality Now in Zambia during the grant period.

OBJECTIVES OF THE EVALUATION

The overall objectives of the Evaluation were as follows:

1. *Relevance*: To determine whether the project met the local need and priorities in addressing sexual violence against adolescent girls in Lusaka, Zambia.
2. *Appropriateness*: To determine how the project activities were tailored to local needs to increase ownership, accountability, and cost-effectiveness accordingly.
3. *Effectiveness*: To determine the extent to which the key project outcomes have been achieved (both intended and unintended outcomes)
4. *Efficiency*: To determine whether the project met set outputs (qualitative and quantitative) in relation to inputs? Was the project managed efficiently in terms of resources used to achieve desired results?
5. *Sustainability*: To determine the sustainability and potential for continuity of the work done by partners under the project.

EVALUATION QUESTIONS

The following evaluation questions were addressed:

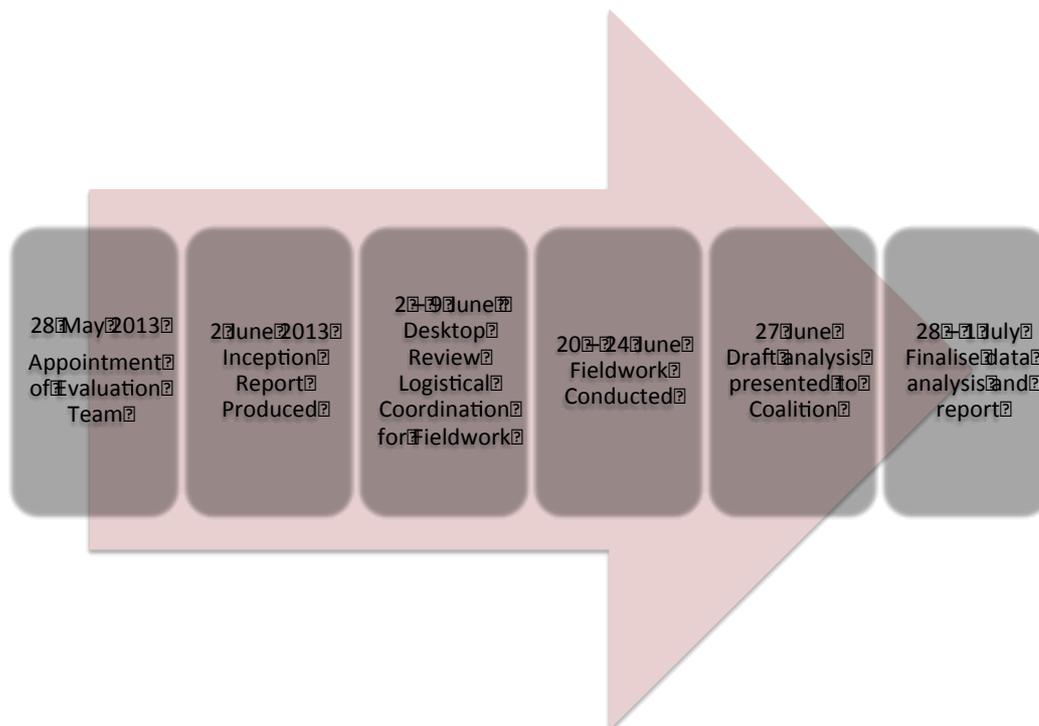
1. How important is the relevance or significance of the intervention regarding local and national requirements and priorities?
2. Were the objectives of the project interventions achieved? How big is the effectiveness or impact of the project compared to the objectives planned?
3. Were the objectives achieved economically by the project? How big is the efficiency or utilisation ratio of the resources used?
4. Did the project contribute to reaching higher level development objectives? What is the impact or effect of the intervention in proportion to the overall situation of the target group or those effected?
5. Are the positive effects or impacts of the project sustainable? How is the sustainability or permanence of the intervention and its effects? What is the sustained benefit of this project to the Coalition members and their community partners?

6. Identification of instances where there has been significant change with regard to behaviour/ actions in preventing VAW/G (on an individual, community and sector partner level).

EVALUATION DESIGN AND METHODOLOGY

The evaluation team was comprised of Shamillah Wilson (Lead Evaluator) and Wala Nalungwe Mutuma (Research Assistant). Shamillah Wilson is an independent international consultant based in Cape Town, South Africa. Her areas of focus are women’s rights, human rights, youth development and organisational development.. Wala Nalungwe Mutuma is a graduate who has been involved in supporting international consultancies in Zambia. Her experiences has focused on youth development and women’s rights. The team was supported programmatically by Caroline Muthoni Muriithi from Equality Now and Eugenia Temba from Equality Now who supported with coordination and logistics in Zambia. The evaluation took place from 28 May to 1 July 2013. The actual fieldwork took place between 10th of June to the 24th of June 2013. See evaluation timeline in Figure 5 below.

Figure 5: Evaluation Timeline



Overview of Methodology

A mixed-method design was employed for the evaluation of *UN Trust Fund Project: Our Girls, Our Future: Building Synergy to End Violence Against Girls*. The approach was tailored to assess project relevance, effectiveness, efficiency, impact and sustainability. This approach was emphatically based on participatory and appreciative inquiry.

The aforementioned evaluation objectives were achieved using qualitative data collection techniques that incorporated a desktop review, routine data collection, key informant interviews and focus group discussions.

The evaluation started with a desktop review of documents related to the status quo of the project, the communities the projects served in Zambia and contextual information on violence against women in Zambia. The desktop review also focused on project documents with reference to: (i) findings from the Baseline Survey, (ii) Objectives of the project specifically looking at project indicators emerging after the commencement of the grant funding, and (iii) Project data⁷ available from reports.

Following the desktop review, fieldwork was conducted in Zambia. Data was collected in the communities where coalition partners implemented Safe Spaces for adolescent girls as well as adolescent boys respectively. Site visits were conducted to the offices of the coalition members. Key informant interviews were conducted with Equality Now programme staff, and other sector players (who do not form part of the coalition) as well as selected project beneficiaries at the individual level. In addition, focus groups were conducted with a sample of girls Safe Space groups and also a sample of Boys Network groups.

The aforementioned evaluation objectives were achieved using qualitative data collection techniques that incorporated a desktop review, routine data collection, key informant interviews and focus group discussions. The fieldwork took place from the 10th of June to the 24th of June 2013. The overall timeline of the evaluation was from 28 May 2013 to 1 July 2013. The desktop review took place between 28 May 2013 to 9th June 2013. During the desktop review, all logistical arrangements and coordination for fieldwork took place. The fieldwork took place from the 10th of June to the 24th of June 2013. The data analysis and report-writing took place from 25 June to 1 July 2013.

Sample Size and Strategy

The sampling framework was selected with the aim of maximising the utility of data collected within the timeframe allocated for fieldwork. Purposive sampling was used to ensure a wide range of perspectives was captured in the evaluation (See Appendix 2 for the detailed sampling framework)

Table 5: Sampling Framework

| Sampling Framework | |
|--------------------|---|
| Partners | <ul style="list-style-type: none"> - 8 Partners (Equality Now, FAWEZA, PPAZ, ZNWL, ZAMWA, YWCA, CAMFED) - Technical support Partner (Populations Council) |
| Girls Safe Spaces | <ul style="list-style-type: none"> - 3 Focus Groups - 5 Individual Girls Interviews |
| Boys Network | <ul style="list-style-type: none"> - 3 Focus Groups - 3 Individual Boys |
| Mentors | <ul style="list-style-type: none"> - 6 Junior Mentors - 10 Mother Mentors - 3 Teacher Mentors - 3 Boys Network Patrons |
| Stakeholders | <ul style="list-style-type: none"> - 2 Lawyers - 3 Paralegals - Victim Support Unit - Non Sector Partner |

⁷ Project data refers to outcomes and outputs and reflections from project partners on the implementation of the project.

In summary a total of 6 focus groups and 48 key informant interviews informed the evaluation findings.

Data collection methods and process

A common approach that was used in the range of interviews and focus groups was the Most Significant Change technique. This technique involves the generation of significant change stories by various stakeholders involved in implementing the intervention as well as benefitting from the intervention.

All Key Informants and Focus Group participants were required to provide their consent for their participation. Participation was voluntary and information shared remained anonymous. The interviews were recorded on a dictaphone for record keeping purposes and were only shared amongst the research team. Semi-structured interview guides were used to guide the discussion (See Appendix 3 for the data collection tools used).

Limitations of the Evaluation

An evaluation constraint was that the time allocated for the evaluation was quite short. (See Figure 5: Evaluation Timeline). For this reason, the evaluation team was not able to consult more widely with non-sector partners as well as with other stakeholders within government. Notwithstanding this limitation, the evaluation team was able to consult all the Coalition members and beneficiaries that provided for a rich source of data for analysis of the project.

The time period during which the data collection took place was also limited, which also restricted the amount of data that could be collected and imposed certain methodological constraints. It only allowed for a once-off snapshot view of people's attitudes towards the project. This evaluation is therefore by no means an in-depth impact assessment, which would be necessary to provide greater insight into the long-term changes which this project has brought about, as well as the levels of sustained behavior change amongst individuals in response to project interventions.

A further constraint was that the project activities had ended in certain sites due to the end of project cycle. For this reason, initially some participants thought that the evaluation team came with the promise of continued support and also project extension.

In quite a few of the Coalition member organisations there had been considerable staff attrition during the lifecycle of the project. This meant that the institutional memory for relevant partners may have also left and thus there were gaps in recollection of the processes, challenges and lessons over the course of the project as a whole.

The final limitation for this evaluation is that aside from the reports linked to this particular grant, partners had not consistently documented or tracked their impact as it related to their own engagement on the issue of working with adolescent girls, nor collected statistical evidence to support their claims of changes that had occurred. This meant that the accounts were primarily anecdotal with inconsistent documentation of accounts related to the project.

Data Management and Analysis

Quantitative data on project outcomes was gathered from project reports and data where possible, while qualitative data was analysed thematically. All interviews and focus groups conducted were summarised into short reports to capture the key points.

Following the initial analysis phase, a presentation of key findings was presented to the Coalition on 27 June 2013. Following discussion and comments, these are integrated into the final report that will be submitted to Equality Now.

Key Audiences

The primary audiences for this evaluation are the United Nations Trust Fund to End Violence Against Women and Equality Now. The secondary audiences are the TAAAC Coalition (for whom recommendation may inform future projects as well as provide an opportunity to promote the work already done through this project grant), the different stakeholders and all of those involved in addressing violence against adolescent girls.

IV. FINDINGS AND DISCUSSION

This section offers a set of findings organised according to the six evaluation questions. The findings section is accompanied by some discussion and interpretation of the findings.

KEY EVALUATION QUESTION I:

How important is the relevance or significance of the intervention regarding local and national requirements and priorities?

The work of the Coalition leveraged on developments in the national context and priorities including (i) the result of the landmark ruling for the RM court case, (ii) the prioritising of violence against women in the Zambian National Development Plan, and (iii) the Zambian government's focus on improving its track record in the area of protecting the rights of adolescent girls and women. The Coalition's work was therefore significant in that it contributed to the increased focus and commitment on violence against women and in particular adolescent girls. The indicator of the success of the Coalition in contributing to the broader context is evident in the fact that the Coalition was eventually recognised as a strong and credible voice on the issue of violence against adolescent girls (over many other more mature coalitions) and requested to join official processes related to the review of the Zambian Constitution. This allowed the Coalition to ensure that the analysis and issue of violence against women and girls were effectively addressed in several national processes resulting from this subsequently. This is a critical success factor and an achievement that has the potential to be leveraged even further beyond this project.

The Coalition had identified an opportunity that emerged as a result of the landmark ruling for the R.M court case. Based on this, and the acknowledgement in the Zambian National Development Plan for 2006-2010 that violence against women is Zambia's most significant invisible threat, and a critical problem that affects many women and children in particular, the Coalition responded to the recognition from government that something needed to shift to address this challenge.

In the analysis of the context and in reviewing the myriad of responses to the issue of violence against women and in particular adolescent girls, the Coalition noted that three critical pillars were necessary to effectively address this critical issue. These pillars included an enabling environment (legislation, lawmakers, access to justice – linked to the broader international and regional legal frameworks), synergistic interventions across sectors, and transformation of societal norms (adolescent girls, adolescent boys, communities as well as stakeholders). Through these pillars, the Coalition was basically promoting the notion that violence against adolescent girls is everybody's problem, thus removing the burden of prevention and treatment of it from girls and their families.

In recognising the strides that Zambia had made economically in recent years, despite the fact that these spin-offs had not trickled down to those most vulnerable and marginalised, the Coalition framed their agenda. For these purposes, the Coalition used as their foundation a legal strategy that took into account the fact that Zambia is signatory on key international and regional policy instruments: Convention on the Rights of the Child, Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. In addition, the more recent introduction of the Anti-Gender Based Violence Act of 2011, which was a result of the tireless campaigning of the women's movement and civil society groups, provided another opportunity for the Coalition to play a critical role in amplifying the issue at hand as well as to promote the agenda of zero tolerance for violence against adolescent girls. The political will that had resulted in the passing of this law was one that the Coalition sought to leverage to ensure that impunity was removed for perpetrators of violence, as well as ensuring that the State would have the necessary support within civil society to institute and ultimately roll out the provisions of the Act and other relevant legislation that protected adolescent girls.

These opportunities and happenings are a clear indication that the Coalition's work happened in tandem with the Zambian government's focus on improving its track record in the area of protecting the rights of adolescent girls and women. Furthermore, with the approach of the 2015 review of the Millennium Development Goals (MDGs), there was renewed focus within the Zambian government to respond to critical challenges such as (education of girls, maternal mortality and HIV).

In its favour, was the approach used by the Coalition, focusing on strategic and focused engagement with stakeholders across the spectrum. This was backed up by research, consultation and recommendations, resulting in focused interventions that ultimately saw the Coalition recognised as a strong and credible voice on the issue of violence against adolescent girls. This was evident in the fact that despite being quite a young coalition, TAAAC was invited (over many other more mature coalitions) to join official processes related to the review of the Zambian Constitution. This in and of itself is a critical success factor and an achievement that has the potential to be leveraged even further beyond this project.

KEY EVALUATION QUESTION 2:

Were the outcome objectives of the project interventions achieved? How big is the effectiveness or impact of the project compared to the objectives planned?

The Coalition did indeed achieve its outcomes as indicated per outcome objective below (discussed in detail after this summary)

(ii) Enhanced effectiveness and efficiency of response - Initial reports of lack of collaboration among project partners were addressed through the arrangement of thematic clusters. Efforts to enhance collaboration proved effective as by the end of the project cycle, there was evidence of joint projects among partners, partners. However, while the clusters (for example legal, research, safe spaces) allowed for greater coordination within the Coalition, at the end of the project, partners reflected that there is room for greater synchronicity especially across clusters. The issue of enhanced efficiency only referred to the project partners (and their stakeholders by extension) and it was therefore not possible to assess it from the perspective of broader community ownership of the project.

(ii) Law reform to ensure that the legal system is more responsive to the needs of adolescent girls - In this area of work, the Coalition was very ambitious as to what it was they hoped to achieve in the 3 years of the project. Some of the achievements in this area includes the comprehensive legal strategy that was drafted following the release of the WLSA study *The Sounds of Silence: Sexual Violence, Adolescent Girls, Statutory and Procedural Laws in Zambia*. This strategy outlines key strategies such as the development of a set of draft guidelines on sexual abuse in schools, which the Coalition has been submitted to the Ministry of Education. The Coalition further prioritised advocacy around girls' access to justice by engaging in the review and dissemination of the new Zambian Constitution. As is noted by the depth and breadth of the work of the Coalition in the advocacy arena, the foundation has been laid for the institutionalisation of provisions that would realise the vision of zero tolerance for violence against adolescent girls. It is important for the Coalition to continue working on this area as the gains made are the most important ones in recent times given that the focus of the work of the Coalition is on adolescent girls.

(iii) Strengthened provision of legal and health services to the needs of adolescent girls – While it is evident from reports and from the fieldwork interviews that the Coalition had in fact carried out training interventions with lawyers, paralegals, health services and journalists, from the evaluation perspective it is difficult to assess whether this has in fact strengthened the provision of legal and health services. A weakness in the full realisation of this objective is that there was not sufficient attention paid in the strategic thinking of how to effectively capitalise on the investment made in training in achieving the outcome of strengthened provision of relevant services.

(iv) Empowerment of adolescent girls, sensitisation of boys and strengthened ability of the school system to prevent such violence -The project did in fact empower adolescent girls and sensitise boys. The Safe Space Programme is really the cornerstone of the gains made by this particular project. However, there is indeed room to continue building on these achievements through deepening the focus on the curriculum and making connections to other parts of the project. The addition of The Boys Network to raise awareness among young boys on sexual violence against girls, was an important contribution of the Coalition of rethinking strategies to address violence against women and girls. However, the evaluation finds that there is room to deepen the engagement with boys to start with their own empowerment of reflecting on masculinity, power and privilege to ultimately form the basis of their buy-in to the broader project goals.

(v) Improved awareness and attitudes among target communities on sexual violence against girls - This area of work encompassed meetings with teachers, parents as well as drama performances, and radio programmes aimed at educating the community on prevention of sexual violence, as well as what to do to address sexual violence such as reporting cases to the police and ensuring that girls get medical assistance as soon as possible. Indeed, one could say that there was increased awareness among the community on sexual violence against girls. This is evident in reports from project partners where community members would come forward to report on incidences of sexual violence. However, once again, these reports are anecdotal rather than systematic so it is difficult to infer the overall effectiveness of these strategies.

The above evaluation question is discussed in greater depth below:

Enhanced effectiveness and efficiency of response.

The enhanced effectiveness and efficiency of response referred to is on the one level the coordination and collaboration among coalition members. The assumption inherent in this particular outcome objective was that strengthened coordination among coalition members would lead to strengthened effectiveness of response to violence against adolescent girls. Furthermore, an effective response would firstly trickle down to the range of stakeholders across sectors, then to the community (including adolescent girls) and ultimately result in the outcome of reduced violence against adolescent girls.

At the start of this project, what was clear was that different partners had developed expertise in different areas that they were working on as it relates to addressing the issue at hand. As in most projects, there is considerable enthusiasm to work together, yet the actual reality of working together is a challenge in and of itself. Most of the partners came together and were happy to deliver on their area of work, and to report on and account for the funds used for said activities.

As noted in earlier reports, some of the challenges related to building and sustaining a strong coalition included the high turnover and low capacity of partners. A critical lesson learnt at this stage was that coalition building is very labour-intensive due to partners' limited capacity, and there was a need for partners' to have a common approach to a well-thought out monitoring and evaluation plan. In year one, primarily, coalition building focused on capacity building and defining roles and responsibilities.

Following a mid-term assessment, the gaps in achieving efficiency and synergy objectives were clearly highlighted in that there was a need for the Coalition partners to network with one another and participate in each other's programmes and activities. This was particularly important for the purposes of collaborating where possible, but also for each partner to understand how other partners' work contribute towards their work as well as to the broader goal as articulated by the project.

As a result of this recommendation, partners conducted an assessment of the different strengths and capacities within the Coalition and divided the work across clusters; for example, media, research, legal reform, and Safe Spaces. Partners strengthened how they worked together in this regard and although it meant that one organisation would lead a particular cluster, it still meant that there was more than

one organisation participating on a particular area of work of the Coalition. In addition, communication channels were strengthened through the development of a communication guide and utilisation of the listserv where partners shared their activities. The blogsite was another space for partners to share their reflections, although this particular mechanism was under utilised. Whilst a website was in offing for a while, it was never really implemented.

One of the significant characteristics that emerged during the key informant interviews with partners, was the recognition and respect that each partner had for the contribution and expertise of other partners. Despite reports of greater collaboration among partners and partners working together much more on joint activities and initiatives, partners still noted that aside from the clusters that there was still more that could be done for greater synchronicity among the different partners in the project, especially across clusters.

In addition, specific examples for interaction among different project components included where partners working on the Boys Network indicated that they wished there had been more engagement between the Boys' Networks and the Safe Spaces. While there were some reports of such interactions, it was not necessarily a consistent practice.

Expanding on the area of efficiency and effectiveness of response, at the level of the community there really was little connection between the different actors working at the community level on the project. These included the mother mentors, teacher mentors and patrons. While the Coalition focused on strengthening coordination, communication and synergy amongst the partners, the project missed the opportunity of engaging this constituency of stakeholders who were extremely invested in the success of the project. As a result of only engaging these actors in one particular way, the project missed the opportunity of much broader community ownership of the project that could endure beyond the lifecycle of the project.

Law reform to ensure that the legal system is more responsive to the needs of adolescent girls

In this area of work, the Coalition was very ambitious as to what it was they hoped to achieve in the three years of the project. Whilst it is certainly commendable to take on an agenda that focuses on the legal environment that ultimately protects adolescent girls and provides access to justice, the reality is that legal reform on its own is a large project and its outcomes are really achieved after some time and its impacts are felt much longer term.

The WLSA study called *The Sounds of Silence: Sexual Violence, Adolescent Girls, Statutory and Procedural Laws in Zambia*, formed the basis for the legal reform recommendations to the Legal Affairs, Governance, Human Rights and Gender Matters Parliamentary Committee. This legal strategy is comprehensive and covers all the areas and is a powerful tool that can be used by the Coalition to continue ensuring that the issues of adolescent girls remain on the agenda.

Furthermore, under this outcome objective, the Coalition also developed a set of draft guidelines on sexual abuse in schools, which has been submitted to the Ministry of Education. During the life of the project, TAAAC members ensured that sexual violence against girls remained on the national agenda by actively lobbying the government and Members of Parliament to invest in preventing sexual violence against girls and providing services for survivors. While the guidelines have not been adopted formally at the time of this evaluation, the Coalition members are committed to continue lobbying to ensure that it does.

The Coalition further prioritised advocacy around girls' access to justice by engaging in the review and dissemination of the new Zambian constitution. It advocated for the adoption and review of legislative and administrative framework such as the SADC Gender Protocol and the National Gender Policy to ensure that government commitments to protect the rights of girls were fulfilled. Furthermore, the Coalition rigorously promoted the adoption of school guidelines to prevent and manage sexual violence as well as trained legal practitioners in using the Protocol to the African Charter on Human and

Peoples' Rights on the Rights of Women in Africa in litigating sexual violence cases before national judicial mechanisms. These activities were implemented with the view to making the legal system more responsive to violence committed against adolescent girls. The Coalition gained the support of 10 Members of Parliament (MPs) to lobby for the domestication of the SADC Gender Protocol, call for legal reform addressed in the legal strategy paper and support for the establishment of child friendly courts and procedures to make justice accessible to girls. Furthermore, the most recent engagement of the Coalition in the Constitution making process in Zambia is another feather in TAAAC's cap. Through the process of putting together a position paper on children's rights in Zambia, the Coalition has positioned itself as a strong and credible and recognised voice on the issues concerned.

As is noted by the depth and breadth of the work of the Coalition in the advocacy arena, the foundation has been laid for the institutionalisation of provisions that would realise the vision of zero tolerance for violence against adolescent girls, in particular at the formal and institutional level. It is important for the Coalition to continue working on this area as the gains made are the most important ones in recent times given that the focus of the work of the Coalition is on adolescent girls.

Strengthened provision of legal and health services to the needs of adolescent girls

During the life of the project, partners carried out training for lawyers, paralegals, journalists, Safe Spaces mentors and health personnel. The content of the training of each particular stakeholder group focused on firstly developing their understanding of the different forms of violence against adolescent girls, secondly on the legal framework, and lastly also reviewing what each particular stakeholder could contribute towards supporting adolescent girls with the relevant services that would ultimately protect her and give her access to justice.

The ultimate objective was to be able to track that more adolescents were being assisted in a way that was sensitive to their needs whether it was through legal services or health services. In addition, with the training of lawyers, the objective was to develop a pool of lawyers that would be willing to take on pro bono cases of adolescent girls who needed such services.

While the reports and fieldwork confirm that this area of work had taken place, this is an area of weakness in this particular project. While the rationale for this activity is certainly sound in that it contributes to the enabling environment for adolescent girls to report cases of sexual violence, the reality is that even though there were SV forms⁸ developed to track such interaction with adolescent girls, these forms were not really utilised.

In fact, there is no system in place to track the real impact of this particular area of work by the Coalition. Indeed, mid-way through the project it was decided that a way to mainstream the contribution of paralegals and health service providers was by creating opportunities for them to do education and awareness in the actual Safe Spaces. This did in fact happen, as confirmed in the focus group discussions by members of the Safe Space Programme and the mentors.

Whilst the project aimed to strategically utilise the skills of the trained paralegals and health service providers and pilot community networks in Safe Space communities to better address cases of sexual violence against girls, it is not clear whether this has indeed been achieved and what the resulting impact of this particular project component was.

In reviewing how to move forward, and should another phase of the project be a possibility, it is important for the Coalition to not only outline key assumptions inherent in this strategy, but also to break down in greater detail how it would achieve that in light of the broader project goal. This particular area of work might have been well placed in a subsequent phase of the project. That is

⁸ These forms were developed early on as means to ease data entry and collect standardised information for the Coalition and thus track the impacts of the work.

following the empowerment of girls and to build on the advocacy component of ensuring the necessary legal reforms are in place.

Empowerment of adolescent girls, sensitisation of boys and strengthened ability of the school system to prevent such violence

The Safe Space Programme

The Safe Space Programme is an adolescent girls' programme in schools and a key component of the Coalition's project. The Safe Space Programme is an intervention meant to empower girls with social, economic and protective assets and also to act as a watchdog for any form of violence against adolescent girls in the schools and their communities. The Safe Space Cluster is comprised of four coalition member organisations: FAWEZA, CAMFED, PPAZ and YWCA. Population Council provided technical support in development of the curriculum and the training of mentors. The four coalition members implemented the Safe Space Programme activities in a total of six schools targeting at least 100 girls in each school, including Kamulanga High School, Chazanga Basic School, Munali Girls High School, Lotus Basic School, Kamwala High School and Chongwe Basic School. Basic School students range from grades eight to grade nine and High School Students range from grade ten to grade twelve. Population Council provides technical support to the four partners implementing the Safe Space Programme.

What is significant about the Safe Spaces is that it is facilitated by junior mentors who are peers of the adolescent girls. Junior mentors were identified based on their demonstration of leadership skills and were then trained using a variety of participatory teaching methods such as role-plays, games, songs, video presentations and sharing life experiences. The training covered general health, sexual and reproductive health, gender, human rights, HIV and AIDS and life skills. Ultimately, the training of junior mentors were meant to build their capacity on how to disseminate information and to understand their roles as junior mentors.

The girls met with their mentors on a weekly basis for an hour and discussed a variety of issues using the Safe Space curriculum. Some of the topics discussed were sexual gender-based violence, sexual and reproductive health, financial education, HIV/AIDS and life skills. Some of the successes of Safe Spaces included:

- The empowerment of adolescent girls with knowledge that enhanced their capabilities to make informed decisions, and link aspirations and capabilities to opportunities that enable economic empowerment, thus reducing their vulnerability to sexual violence.

"At the safe spaces I learnt more about my body, how to keep my body clean and also what was not appropriate." (Kamwalanga Safe Space Participant)

"I learnt more about myself, and I also learnt that if somebody touched me or spoke to me in a way that made me feel uncomfortable, I could tell someone who would help me." (Munali Girls High Safe Space Participant)

"We were empowered with skills to make mats, so we had a means to make money. Though we never really got to sell our goods." (Kamwala Girls High Safe Space Participant)

- The girls acquired leadership skills, basic financial management skills (budgeting, saving, bank account opening).

"As a junior mentor I found that not only did I share what I learnt in the training with the safe space group, but I also shared it with other girls at church and in the community." (Munali Girls High Safe Space Junior Mentor)

“We learnt about finances and money which was useful as we had never really been taught that anywhere else.”(Kamwalanga Safe Space Participant)

- The girls in the Safe Spaces Programme reported that they were more assertive and able to identify risky situations and avoid them.

“My friends and I stopped accepting lifts or rides from strangers as we learnt that this can put us at risk of sexual violence.” (Munali Girls High Safe Space Participant)

- Sexual violence cases that were reported by Safe Space participants resulted in support and follow up.

“One of the cases we had was reported during the drama discussions, as one of the girls openly talked about one of the male teachers within the school who had been abusing pupils. She narrated that the teacher sends girls to take books to his house, then he begins to touch them. This case was subsequently followed up by the Coalition “ (Kamwalanga Girls High Mother Mentor)

“Another girl reported a case where she was being abused by her uncle. We referred the case to the YWCA child in crisis centre. YWCA submitted a SV form to Equality Now on this case. YWCA reported one case of a girl seeking educational support and referred it to FAWEZA who offers educational scholarships. (Kamwala High School Safe Space Group Mentor)

“In all the Safe Spaces that was convened by our organization, none of the participants got pregnant for as long as they remained in the programme.” (FAWEZA Focal Point)

In terms of challenges, monitoring site visits by the Safe Space Programme implementing partners were inconsistent due to a lack of logistical support such as transport to get to intervention schools. In addition, partners in this cluster faced challenges related to following up some sexual violence cases reported in Safe Spaces due to a lack of cooperation by the school management, due to schools being resistant to having their name tarnished. This particular challenge points to the need for implementing partners to work more closely with the school management to sensitise them about how to handle sexual violence cases in a thorough manner and promote clear lines of communication about any sexual violence cases that arise.

In addition, although there was a common curriculum, each implementing partner implemented the Safe Spaces in their unique way. Whilst this is not necessarily a problem, the issue of values and beliefs of morals around issues such as contraceptives and abortion posed challenges in terms of delivery for mentors (both junior and mother mentors). In fact in a discussion with one group of mother mentors, they were clear to point out that they closely monitored what the junior mentors said to ensure that they communicated what was ‘right’ in terms of issues of abortion. This highlights a possible gap in training which is around ongoing engagement across the Safe Spaces with those that actually work at the level of transmitting critical messages and the need to ensure that mentors are selected based on their buy in to a certain set of common values and principles as articulated in the project.

In addition, whilst the curriculum seemed to cover a wide range of topics, the areas where it can be improved is areas of self-concept, self-worth and assertiveness. In addition, the focus on economic empowerment in the curriculum is an important component. While the skills development in basket making, for example, was a good addition, the training or empowerment needs to look at creating opportunities for adolescent girls to generate finances through creating markets for them to sell their goods. While the starting point of the engagement with girls in Safe Spaces reflects the understanding of empowering the individual girl (harnessing her power within) first before mobilising her to action is important, as the reflection on the work with boys shows, the work with girls did not really expand to mobilising them as a collective. Whilst some of the girls shared that indeed they acted on behalf of

other girls, it was never really something that formed part of the process or curriculum of girls become advocates for one another.

Another highlight of the Safe Space Programme was the outreach to the deaf community that came at the end of the project. One of the schools reached out to the deaf school in order to investigate claims of sexual violence among deaf girls. There is an opportunity for the Coalition to recruit deaf students into the Safe Space Programme and partner with organisations working with children with disability. This particular area of working with children with disability is major gap in responses and is something that should be considered if scaling up is considered in future.

The importance of the work of Safe Spaces cannot be over-estimated. The Safe Space Programme was one of the most critical components of this project as it allowed girls to access information, building friendships and social networks that in turn reduced their vulnerability to sexual abuse. It also created opportunities for girls through the expansion of their skill set. The continuation of this work is important to build on protecting girls and promoting access to justice for girls who are sexually abused. Furthermore, the inclusion of activities such as women's day celebrations and writing camps enabled young girls to express their feelings and concerns should they not be ready to open up to someone about what is happening in their lives. On the other hand, while there are some reports and accounts that point to engagement of Safe Spaces with the Boys Networks, this was few and far in between. Although some of the participants in Safe Spaces expressed that they realised that they could relate to boys in ways that were other than sexual or romantic, in reality it does not support girls to step out of the norm of girls as subordinate. Thus an added component would have been to have as an integral component of the Safe Space Programme targeted and strategic opportunities to engage with the Boys Network, it would have contributed greatly to creating new norms of gender dynamics and relations that would have further supported both boys and girls in their own development as leaders that have a broader consciousness of gender equality.

The Boys Networks

Similar to the Safe Space Programme, the Boys Network met once a week for an hour. Unlike the Safe Space Programme, this component of the work was implemented by one partner, i.e. the Men's Network of the Zambia National Women's Lobby ("Men's Network"). At the onset of the project, the formation of the Boys Networks in the following schools were: Chazanga Basic School- 98 Boys, Kamulanga High School- 100 Boys, Chongwe Basic School - 100 Boys, Munali High School- 100 Boys, and Kamwala High School – 100 Boys. The purpose of the Boys Networks was to raise awareness among young boys on sexual violence against girls, challenge stereotypes that condone sexual violence against girls, and change behaviour among boys so that they can become champions of girls' rights.

Boys were selected through motivation sessions at schools to determine the interest levels of the boys to participate. Teachers were also asked to identify boys who showed commitment to the concept and who had a genuine interest. The reason for choosing those with a keen interest was to ensure that the boys were dedicated to the club activities and that they in turn could be used to recruit other boys who may not have had a deep interest but who could be sensitised on the issues and join the initiative with time. Each school had two teacher mentors to guide the clubs and the discussions among the boys. These mentors were selected by school principals based on their interest in the Boys Networks and their involvement in youth extra-curricular activities such as sports and other clubs.

Unlike the Safe Spaces, the Boys Networks did not have a curriculum. Instead, the Men's Network selected a list of topics to be addressed, including many from the Manual on Adolescent Reproductive Health developed by UNFPA and the Zambian Ministry of Youth, Sport and Child Development. In addition to the topics covered in sessions, the Men's Network conducted two campfire conferences. At the campfires, participants were introduced to topics such as gender and sex roles, adolescence and its challenges, various forms of violence that girls face at home and in school and the consequences of such violence (impact on girls' education and the spread of HIV/AIDS). The boys were taught to question defined gender roles, encouraged to see girls as equals and become part of the movement for gender

equality and against sexual violence in school. The boys developed skits (short plays) on creating awareness of sexual abuse, defilement and HIV/AIDS, which they presented during the campfires for peer review. They discussed the importance of reporting cases of sexual violence to the authorities and learnt about the different organizations within the coalition that offer services to girls. They also came up with recommendations for parents, school authorities and the government.

Unlike Safe Spaces, the difference in the work with boys was that it actually focused on mobilising them to action. This is evident in outcomes such as (i) A communiqué and a petition to the government from the boys, that calls for the establishment of more victim support centers in the community. The boys offered to assist girls to go to the centers when necessary. (ii) Radio programmes on ending sexual violence against girls, (iii) Messages for t-shirts 'Boys! Let's speak out against sexual violence against girls', (iv) Participation of boys in TV shows to talk about the involvement of boys in the struggle to end sexual violence against girls and the Boys Network campfires, raising awareness about the project, (v) a solidarity walk and press conference to highlight the issue and (vi) drama performances and debates to raise awareness.

This enabled the boys to bring attention to the issue of sexual violence against girls in the community. Pupils and community members are reporting a shift in attitude towards the acceptability of violence against girls and sexual violence in particular. Additionally partners reported that communities and pupils felt more confident to report cases of sexual violence to school authorities and police.

The most significant reflection in reviewing the work with boys came through in one of the focus group discussions where some of the boys expressed that they felt that there was not enough focus on violence against boys. While the coverage of issues seemed to have been extensive in engaging boys, the most startling omission is that the engagement with them did not start with their own experience and understanding of masculinity, the impact it has on gender equality and how it contributes to the status quo. This is evident in the difference in programming where the focus on the girls was to empower them with skills, knowledge and also self-esteem. With the boys, the approach was more to engage them to make a difference, rather than to also get them to first start with their individual experience and then expanding this into the collective and activism component. The approach of recruiting boys to champion the cause of adolescent girls is certainly commendable, yet in not engaging boys in firstly understanding their own experiences and using that as a basis for them to decide that they choose to create a different society is definitely short-sighted and could ultimately result in a backlash against adolescent girls as it reinforces the perception that there are more opportunities for adolescent girls. The difference in approach is possibly also a reflection of a gendered perception that the activism of boys would be more valued than that of girls. Whereas, the truth is that the activism of both boys and girls are needed if the tide is to be changed in favour of a society where every single human being is able to live free from violence.

Aside from that, the work with boys is certainly an important contribution of this project to the generalised response to sexual violence against adolescent girls. This is the first time this particular constituency was engaged and in such a consistent manner throughout the life of an initiative to reduce sexual violence in Zambia. This initiative has created opportunities for thinking through what strategies really works in changing norms, values and attitudes that result in the high prevalence of sexual violence that exist.

Improved awareness and attitudes among target communities on sexual violence against girls

This area of work encompassed meetings with teachers, parents as well as drama performances, and radio programmes that were designed by the girls and boys in the intervention schools. The engagement and the messaging was critical in ensuring that both boys and girls returned to spaces that had all been sensitised on the same issues. In addition, it focused on educating the community on prevention of sexual violence, as well as what to do to address sexual violence such as reporting cases to the police and ensuring that girls get medical assistance as soon as possible. The media and outreach activities, including a journalist training, dramas, PSAs and radio programmes, all laid the basis for

increasing the knowledge of adolescents and communities, and ultimately, helped prevent violence against girls. Anecdotally, discussions after the dramas indicated that the targeted communities were keen to discuss this topic and ways to address it. However, text messages after the radio programs showed that many continued to blame the victim, thus highlighting another opportunity to deepen this area of work.

Throughout the project, the purpose of this area of work was to allow the community to engage with messaging (live call in sessions) and to become champions against sexual violence. Reports from partners were that these activities were important as it increased confidence to report cases of sexual violence to school authorities and police. The mapping exercise of service providers is a further resource with materials (pamphlets) for communities. This mapping exercise being undertaken by Infonet is still in its beginning stages, but promises to have an electronic interface that is accessible via the web.

In the discussion on the question of sustainability, the evaluation reflects on missed opportunities in terms of community engagement and involvement in shifting the status quo. The model used as discussed above is still one that did not necessarily put more power in the hands of the community. Whether it is realistic to expect this in such a short intervention is worth reflecting on.

Outcomes and Achievement, Lessons, Constraints, and Enablers

Outcomes and achievements

- Knowledge, skills and attitudes of duty bearers, rights holders, and service providers in relation to SV in public spaces improved.
- Capacity of local government agencies to prevent and respond to SV in coordination with women's organisations, civil society and other key stakeholders enhanced.
- Capacity of women's and community groups to take the work forward in partnership with municipal and other key stakeholders improved.
- Knowledge, skills and attitudes of people working in media in relation to SV in public spaces improved.
- The Safe Space Programme manual has remained as a resource that can still be used and perhaps even be deepened. In addition to this the IEC materials is another product that the Coalition can be proud of, these include the pamphlets and the documentary.
- One of the partners noted that none of the girls within the Safe Space programme, managed by their, organisation had fallen pregnant during the three years the programme was being run, which shows that girls are empowered with information and knowledge on how to avoid pregnancy.
- Some parents have helped other children that were abused in order for them to continue with school.
- The girls were aware of their rights and knew where to report cases when their rights were violated. When other girls were abused, the girls would report these cases even though the girl in question was not a member of the Safe Space Programme.
- In cases where girls could not talk about their own experience of abuse, innovative methods such as writing workshops allowed girls to write about it, thus increasing ways for girls to get some support.
- The community was also aware of the project and could bring sexual violence cases to the attention of partners.
- This was the first initiative that engaged boys around issues of sexual violence. Although there is room for improvement, it is a stepping stone for much deeper work.
- There was an increase in awareness levels as compared to when the project was first introduced as reflected in the Endline Survey.
- The Safe Space Programme attracted girls from outside intervention schools, and girls that had graduated kept coming back to ask how they could be involved in the project.

- Constitution submissions were also done as a coalition as TAAAC was recognised as a coalition at national level and was invited to be part of the review process.
- The joint launch of the legal strategy paper that is a comprehensive legal reform strategy to create an enabling environment at the policy level is a powerful outcome that presents an opportunity for continued engagement by the Coalition.
- Joint advocacy campaigns by partner organisations were also additional outcomes of this project.
- The increase in lawyers agreeing to take up SV cases pro bono is a significant change.
- Partner organisations being recognised to conduct a training for the Lawyers Association of Zambia as an optional course is a significant change.
- The mother mentors have more experience and indicated they were confident in leading the sessions. They planned to extend the project to the basic schools using the girls that had graduated from the secondary school as a resource.

Lessons

- Advocacy is easier when it is done as a collective.
- Working together as a coalition made work easier as each organisation was specialized in different field. Working as a team reduces the burden on individual organizations.
- The linkage meetings were important to check what each member was doing and see if it fits into the main objective and also get feedback from other members. These also helped to establish relations between stakeholders like the health personnel and the police and these were used to address cases of SGBV. The linkage meetings also helped organisations establish contacts with other stakeholders that were not part of the coalition.
- Safe Spaces are a good initiative in addressing SV against girls and in empowering girls.
- Communication methods not completely utilised such as the delay in launching the website, inability to leverage the blogsite and other social media more strategically and effectively is a missed opportunity.

Constraints

- Uneven capacity among partner organisations resulted in an expectation of certain partners that they would be given capacity building.
- Coalition members did not always find time to meet as each organisation had different projects they were running with different schedules.
- Poverty related issues that impacted on the ability to effectively change some of the situations of adolescent girls. There should also been further sensitisation of communities apart from giving information to girls in the Safe Spaces.
- There was little communication between coalition members and across clusters.
- Bureaucratic delays such as having to wait for permission from the Ministry of Education to commence with the Baseline Survey.
- Staff attrition at partner organisations was another major constraint that really impacted on the Coalition to constantly move together. In most of the partner organisations there have been changes in staff that work on this project.

Enablers

- The financial resources from Equality Now and human resources.
- The passion and commitment of the project partners to a joint cause was the glue that kept the Coalition going.
- The community embraced the project, when meeting were called the community members would attend.
- The school was supportive of the project was developed made information dissemination easier.
- Coalition members could be called upon where a partner lacked expertise for example WLSA would provide legal expertise when a case was identified during Safe Space sessions.

KEY EVALUATION QUESTION 3:

“Were the objectives achieved economically by the project?”

For purposes of this evaluation, in the absence of a more accurate reflection (aside from the financial input from UNTF), the evaluation finds that indeed the objectives of this project was achieved economically. For the period of this project grant, the goals were extremely ambitious. The amount of work that the Coalition planned to undertake seems reflect the aim to cover every possible base to address the relevant issue.

In a deeper reflection on economic efficiency, the evaluation looks at the following:

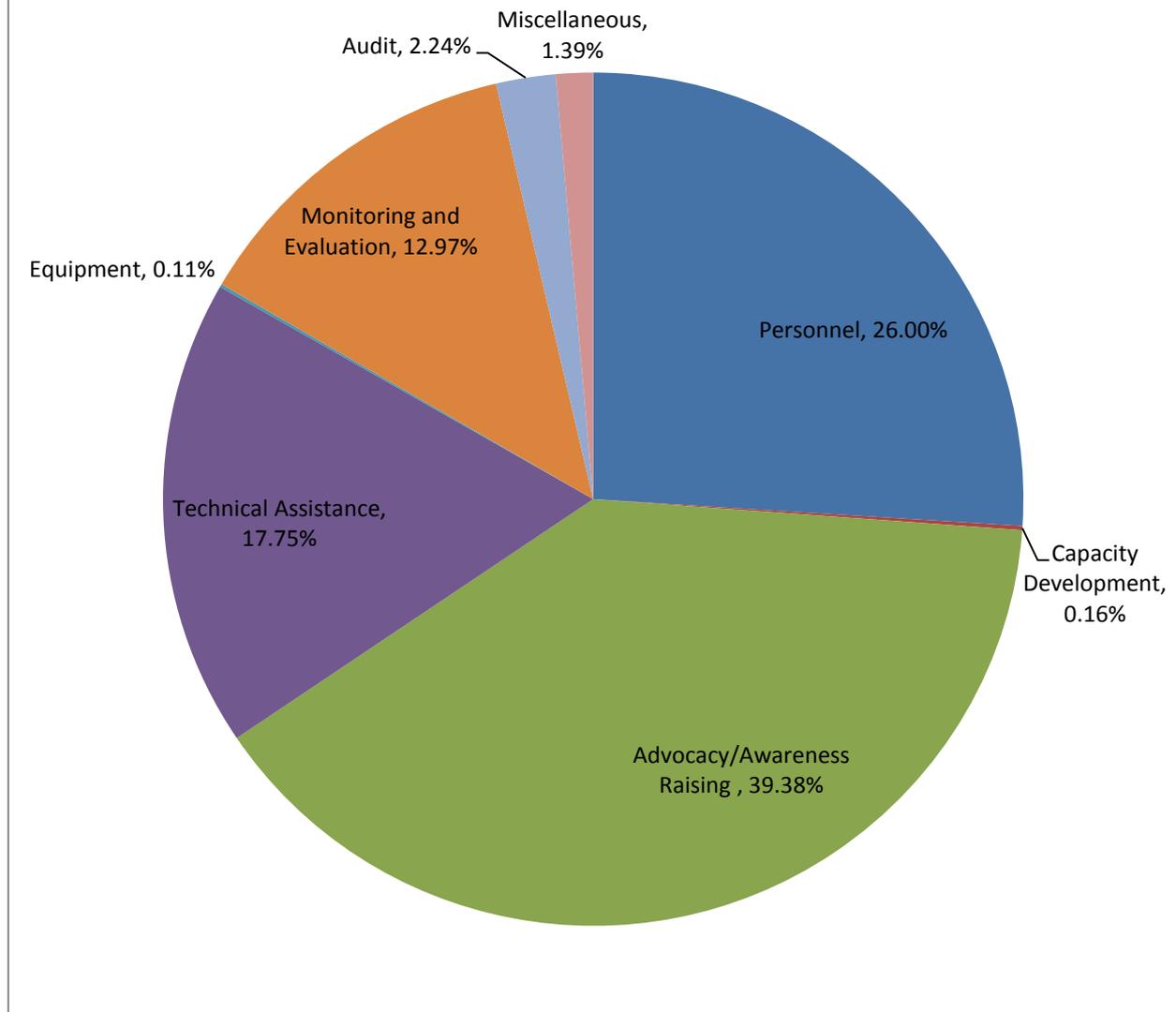
(i) Is the relationship between input of resources and results achieved appropriate and justifiable?

In terms of the input of resources as allocated as per the financial reports the following chart provides and overview of the distribution of resources to the various project components.

Table 6: Overview of Project Expenditure

| General Category of Expenditures | Total | % of Budget |
|---|---------------------|--------------------|
| I. Personnel | \$ 326,326 | 26.00% |
| II. Capacity Development | \$ 2,020 | .16% |
| III. Advocacy/Awareness Raising | \$ 494,229 | 39.38% |
| IV. Technical Assistance | \$ 222,685 | 17.75% |
| V. Equipment | \$ 1,335 | .11% |
| VI. Monitoring and Evaluation | \$ 162,721 | 12.97% |
| VII. Audit | \$ 25,000 | 2.24% |
| X. Miscellaneous | \$ 17,506 | 1.39% |
| Total | \$ 1,254,914 | 100% |

Expenditure Breakdown by Percentage



When reviewing the allocation of resources, it is clear that the programmatic elements of the project expenses far exceeded the administrative and personnel costs. The project expenses would include the Training/Seminars/Workshops, the Publications as well as Monitoring and Evaluation costs. Collectively those account for 71% of expenses. Thus indicating that the lions share of the expenditure were spent on the actual programmatic elements which accounts for the results showed as evidenced in this evaluation report.

In discussions with partners, each confirmed that financial resources were dealt with as follows: Workplans were developed and partners were asked to identify what resources would be needed to achieve said activities. However, due to the limited amount of resources available, partners were then asked to cut the requested budget to accommodate the available budget.

In light of the above scenario, partners still managed to achieve and complete the activities they identified despite the reduced budget. Thus in all cases, partners used the resources as allocated. All partners indicated that the resources were too little, and in some cases where organisations themselves were struggling with their own financial challenges, it did impact on their work. The resourcing of the different organisations or partners in the Coalition was uneven due to their own institutional situation.

“The minimal resources that were available were used to reach a wider coverage.” (Partner)

“The resources did not support admin costs and human resource and this sometimes affected staff motivation and dedication towards the project activities.” (Partner)

However, what this means is that the contribution of the partners in the achievement of the objectives and the completion of activities exceeded monetary contributions. Whilst the default position would be to state that it is important for partners to make a contribution to the achievement of objectives, it does not address the issue of resource utilisation.

Most often, partners contributed resources in terms of human, infra-structure, and administration that were not quantified, thus resulting in a situation where the reflection of resources used for the project is not a realistic and accurate reflection of what it takes to achieve the objectives of a project as big as this.

Unfortunately, some of these allocations were ones that the project was able to capitalise on in terms of the opportunity and necessity to get work done. However, reflecting on the evaluation question of efficiency and whether the resources could have been used differently, the evaluation contends that indeed partners exceeded expectations in terms of their ability to economise and to make do with what resources were available as well as their willingness to contribute their own resources, which unfortunately is invisible in financial reports and even narrative reports and is an important aspect to consider. For future such initiatives it is important for partners to find ways of accounting for the invisible contributions in order to accurately reflect on investment needed and made against results achieved.

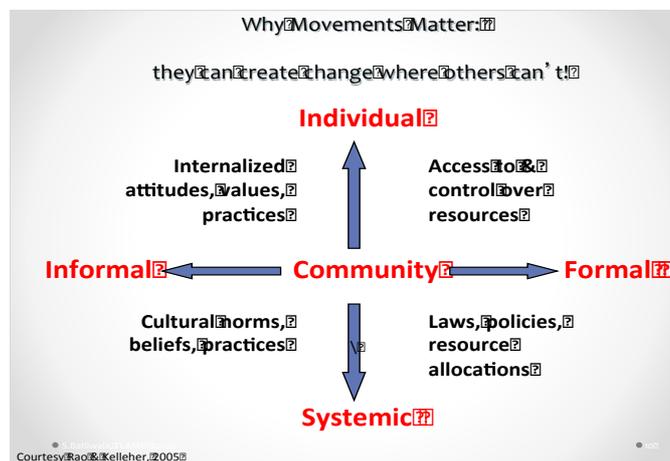
KEY EVALUATION QUESTION 4:

How comprehensive was the social mobilisation strategy in addressing sexual violence in the targeted communities?

There is an extensive body of work on what the different elements of a comprehensive approach to reducing VAW are. Such an approach would include: (i) putting in place the infrastructure and institutions to address VAW and girls, (ii) using the ecological model to achieve changes in individual, interpersonal, community and wider societal behaviors and practices, (iii) community education on gender equality, human rights or violence against women, coupled with livelihood support for women and youth, (iv) the involvement of key and strategic groups, in particular women, girls, adolescents and men, key community, traditional, cultural and faith-based leaders; and (v) legislation, policies and norms that support various outcomes related to ending violence against women and girls, since it can support changes at the individual, interpersonal, community levels as well as within the broader society.⁹

Figure 6 below provides a view of what a comprehensive approach would look like to address VAW in communities.

Figure 6: The Value of Social Mobilization¹⁰



As will be noted, such an approach would put communities at the center, and ultimately locate it in a broader context their social and economic realities. When reflecting on whether the project employed a comprehensive approach in addressing VAW, we look at it against the common elements identified above.

The Coalition articulated their social mobilisation approach as mobilising public, civil society and private sector partners to combat sexual violence against adolescent girls, creating an enabling environment for changing social norms related to sexual violence and developing and supporting the implementation of multi-sectoral activities. TAAAC's model, drew heavily on strengthening firstly the coalition's ability to act together and then in coordination with a range of stakeholders that would trickle down to their main beneficiary, adolescent girls.

After reviewing the documentation associated with the project it is clear that the Coalition coordinated by Equality Now invested tremendous time and resources into ensuring that they achieved agreed upon targets. In addition, the resulting intervention model, as shown by Figure 3 affirms illustrates that the

⁹Bachelet, M (2011). Good Practices and Remaining Gaps in the Prevention of Violence Against Women. *Speech delivered by UN Women Executive Director Michelle Bachelet on Human Rights Council Annual Day, at a panel discussion on "Good Practices and Remaining Gaps in the Prevention of Violence against Women," Geneva, 10 June 2011.*

¹⁰ Community Mobilization Framework, in Mercy Corps (2009) Guide to Community Mobilisation.

Coalition really strove to develop and implement a holistic strategy that address the root causes of sexual violence against adolescent girls. Whilst the aspirations to be as comprehensive as possible is certainly commendable, the question that remains is whether in attempting to cover everything the Coalition did not in fact chew off too much and thus short-changed itself in terms of depth and quality in the areas where it had the opportunity to deepen the work it was doing.

Understanding Social Mobilisation

In reflecting on the value of the project, the evaluation team reviewed literature on community mobilisation, a term often interchangeably used with social mobilisation and/or movement building, to effect social change. Social mobilisation, as defined by the United Nations Children’s Fund (UNICEF), is ‘a broad scale movement to engage people’s participation in achieving a specific development goal through self-reliant efforts’. These definitions are affirmed in other literature that underpins the importance of building community capacity to identify their own priorities, needs and solutions in such a way as to promote sustainable change.¹¹

Figure 6 above illustrates the value of community mobilisation approaches. By placing communities at the center of creating change, it can create change at the individual, systemic, informal and formal level. Unlike narrow project-based approaches, community mobilisation provides a viable comprehensive alternative that adds up individual interventions, sequences them into a logical progression, strives to build on what is achieved, and has an overview on how various activities will slowly come together to change the social climate. It is responsive, participatory, and based on a holistic analysis of the root cause of VAW.¹² Instead of delivering messages that are top down and implementing short-term activities, comprehensive community mobilisation seeds activism by a sparking critical thinking, working with whole communities, encouraging individuals to change and uses multiple strategies that builds a critical mass to support women’s rights. Finally, this approach supports people to face the fact that violence isn’t something ‘out there’ that ‘happens to other people’: it is something we all grapple with in our relationships and it inspires and creates multi-faceted activism among a cross section of community members.

Reflections on Social Mobilization as per the project under review

(i) What was the Agenda?

One of the distinguishing features of successful and sustainable movements for social change is that they have a clear and consistent agenda focused on transforming power relations.¹³

The agenda for this particular project was very clear. It was grounded in reducing violence against adolescent girls and as mentioned earlier under theory of change, it was based on the understanding that it is rooted in gender inequality that has given birth to a set of norms that has normalized sexual violence. However, although the agenda for the project was rooted in an understanding of gender inequality, the project in and of itself did not necessarily seek to transform power relations. On the one hand certainly it aimed at empowering girls, but it did not really interrogate and engage the systemic power relations within the communities and school system that both boys and girls are part of that sustain violence. For example – it was more focused on helping girls to deal with the reality. Whilst the argument for engaging boys could be posited as aiming to transform power relations, the nature of

¹¹ Batliwala S (2009). Changing their worlds, Concepts and Practices of Women’s Movements. Association for Women’s Rights in Development.

¹² Michau, L (2007). Approaching old problems in new ways: community mobilisation as a primary prevention strategy to combat violence against women, Gender & Development Vol. 15, No. 1, March 2007

¹³ Batliwala S (2009) Changing their Worlds, Concepts and Practices of Women’s Movements. Association for Women’s Rights in Development.

engagement with boys was not deep enough to transform relations of power. The approach used instead was based on an understanding that if the environment is supportive and promotes zero tolerance of sexual violence, it will result in the outcomes envisaged.

Figure 7: The Expanding Agenda



Yet, as mentioned earlier, a broader engagement of community beneficiaries may have had different results as illustrated above in Figure 7. The reality is that unless there is deeper ownership and buy-in by the community, the gains and outcomes may only be temporary.

(ii) Training

The role of training in a social mobilisation strategy is of critical importance to ensure that there is a critical mass of individuals and groups who no longer tolerate sexual violence. The training programme for all the different groups focused on the extent of violence and what each group could do differently. It did not necessarily allow for a deeper exploration of the root causes of the violence and an engagement across stakeholders and community of possible solutions.

Aside from the Safe Space curriculum that focused on increasing personal power, the rest of the training by the project focused on enabling actions. A more effective approach may have been to first create processes for the community to develop a common and deep understanding of what sexual violence is, and engage community members in analysing the root causes of violence, and how violence negatively affects their relationships, families, and communities. Once this was achieved, the project could have then encouraged community members to end violence.

As a result, although the efforts of the project illustrate some shifts in attitudes and perceptions among adolescent girls and boys (as evidenced in the Endline Survey), it does not necessarily guarantee longer-term sustained shifts. Inspiring community members to rethink long-held attitudes about women and men (boys and girls) requires a systematic process that would ultimately result in individuals and communities creating practical alternatives to violence.

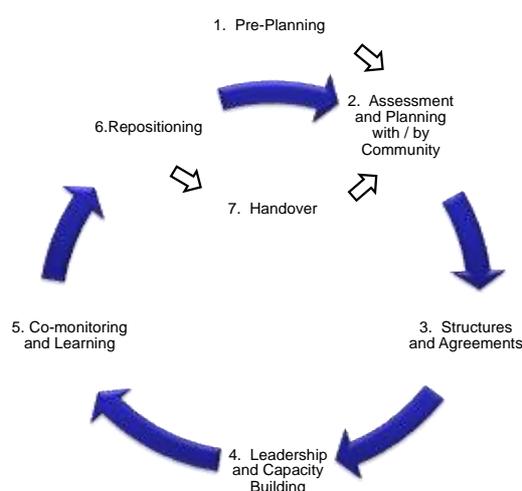
Transforming the norm of ‘inaction’ to the norm of ‘action’ in the case of the community is certainly a trigger for social mobilisation. These actions are evidenced in the range of activities (marches, radio shows, and debates) and shows that the project created visibility and profile for the issue. However, without being grounded in a broader analysis and understanding of how change happens – on the part of beneficiaries who implemented it – it ends up being activities for the sake of activities. This is important for considering what different activities or parts of the chain of activities mean in the broader theory of change.

(iii) Infrastructure and Institutions in Place to Address VAW and Girls

One of the strengths of this initiative is that it really attempted to put in place infra-structure to address sexual violence. This was based on the assumption that when the project came to an end, these institutions would continue to work together to ensure that sexual violence is not tolerated.

Should TAAAC and its partners have adopted an approach targeted at creating a more sustainable initiative, they would have used an approach that included the following elements outlined below:

Figure 1: Social Mobilization Approach¹⁴



Indeed this approach was followed in terms of the relationship between Equality Now and the Coalition, but one step further would have included doing it at the community level as well.

The first phase that deals with pre-planning of the program. The initial phase of the program saw the development of a funding proposal. The second phase focuses on assessment with/ by the community. This was completed with the baseline study that engaged the girls and boys from the community. The Baseline and Endline Surveys did not necessarily involve or engage the community. Phase three saw structures and agreements being put in place. MOUs were put in place. On reflection it appears that there was an insufficient investment by the project partners in their relationship with community partners. As a result, the project relied heavily the partners, which means that there was a missed opportunity in capacitating community based sector partners to ensure that the infrastructure and base for the work that was seeded was solidified for it to continue beyond the presence of the project and partners.

Phase four focuses on leadership and capacity building. In this area capacity was developed among the Coalition members. Specific capacities were developed among community mentors. However, more strategic capacity to drive such an agenda forward sustainably was not necessarily developed within the community. In this regard, individuals that are influential could have been identified to build greater capacity to be leaders in preventing VAW/G in the community.

¹⁴ Community Mobilisation Framework, in Mercycorps (2009) Guide to Community Mobilization.

Phase five looks at co-monitoring and learning. In this area, within the Coalition there were certainly reflections and co-learning taking place. However, although the Coalition reflected on the work they completed and in their spaces shared lessons, there was an opportunity to have deeper and systematic reflection as a core principle of the way the Coalition functioned. This is evident in the lack of systematic documentation available that goes beyond the reflections on the activities. In addition, partners failed to engage the community in co-monitoring and learning in a more systematic way. The co-monitoring and learning that took place focused more on accounts or reports where community members increased reporting on incidences of sexual violence.

Phase six offers an opportunity for repositioning, and if partners had built in greater involvement and investment in the project for the community, they could have stepped up and taken greater ownership of the project, allowing the partners to step back, without a very high risk to the sustainability of the program. Project partners could have implemented a handover to the community as depicted in phase seven and from there, the cycle could have started again.

(iv) Using an Ecological Model to Achieve Change

A key component of the project framework was focused on communications.

In social mobilisation, the importance of communication materials, impromptu discussions, and training workshops is that they strive not to give answers and tell community members what to think, but to provoke personal reflection and critical thinking. Sustained exposure to arguments promoting women's rights to live violence-free lives keeps issues alive in the public domain, in people's minds, in homes and workplaces. Slowly acceptance of these ideas around women's rights and VAW/G becomes so common that they become viable alternatives to the negative normalised attitudes and practices. It sets a new tone or climate in the community one where violence and disrespect of women and girls is no longer tolerated.¹⁵

In the case of this project, the communications strategy developed included training of journalists and mobilising of journalists, boys and the Safe Space participants to provide different messaging. To deepen the communication that took place, the Coalition partners could have done a detailed analysis of psychographics of audience, which include the normative nature of violence as well as the impact of other related issues connecting to violence against women and girls. This could have strengthened the focus of communications to preventing VAW/G at the broader societal level by shifting social norms, and supporting the efforts of communities and Coalition partners to provide support to survivors of violence to change their circumstances and encouraging friends and family to intervene.¹⁶

At a broader societal level, the most significant and visible initiative in the communications was the radio programming, the public service announcements as well as select opportunities on TV and print media. Areas that could have been explored would have been to develop capacity of Coalition members on social change communications such that partners' would have used the communications opportunities to provoke the critical thinking that would ultimately affect decision-making processes at the individual level and ultimately inspire behavior change. The importance of targeted social communications campaigns is that it can produce positive changes in behaviors across large populations, this is only possible with the concurrent availability of required services and products, availability of community-based programs, and policies that support behavior change.¹⁷ With the mapping and development of the referral network, this would have worked really well.

¹⁵ Michau, L (2007). Approaching old problems in new ways: community mobilisation as a primary prevention strategy to combat violence against women, *Gender & Development* Vol. 15, No. 1, March 2007

¹⁶ Ibid.

¹⁷ Ibid

In addition, the pamphlets and IEC materials are also important components of this initiative as it was meant to create broad societal ownership of and participation in the transformation of destructive social norms and to galvanize communities to take action to preventing VAW/G’.

In the previous evaluation question we reflected on the training programme employed by the initiative. Although the training curriculum was information-heavy, and focused on inspiring different stakeholders and communities to take action, another element that was missing was that it did not facilitate a deeper process for communities to construct alternatives to VAW/G as a result of their increased consciousness, nor did it encourage them to practice these new ways of being over time in a supportive environment with friends, colleagues, and institutions supporting and reinforcing these efforts.

Whilst the education component focused on encouraging action to prevent VAW/G, the fact that this was not rooted in deep self-analysis as well as social analysis is another missed opportunity for a sustainable intervention. The focus on action and education (mostly separately based on constituent group) ultimately missed out on the potential to build strong bridges between men, women and youth in such ways that challenges gender and cultural norms and shifts the responsibility to reduce VAW/G away from girls to the shoulders of the community.¹⁸ Such a process would take more time though and be more considered in its approach. It also points to the absence of processing that allowed men and boys themselves do a structural analysis of their own privilege and masculinity that would see them become champions of an agenda that focuses on VAW/G because they buy into it.

However, while there were numerous different programmes and initiatives taken on by partners and beneficiaries at various levels as a result of training and mobilisation (see Evaluation Question 2), it is not possible to assess what impact some of those have had at a much broader level. Some beneficiaries were more active than others. At an individual level, all those who have been directly linked and exposed to the project have been challenged and have an increased awareness of the need to do something in response to VAW/G.¹⁹ The question that remains is whether this exposure would lead to sustained shifts in behavior and action thus entrenching new norms and values in the communities. While all respondents that were interviewed indicated that they were more aware which is indeed a positive shift, the fact that these actions were not rooted in an agenda that aimed at chipping away at those barriers that inhibit equality, dignity and respect, means that it could be temporary if not reinforced.

What would be important to do for the project would be to review the context and the activities and activism to assess what its broader impact really is. After all, the purpose of increased engagement of any group of people is to contribute towards a critical mass and “tipping point” that would ultimately create sustained change.

The absence of a broader change agenda defined **by the** community to form the container for such actions also makes it unlikely that this level of activism has the probability of continuing for a very long time beyond the life of the project, aside from the instances where partners have secured funding to continue with components of the project.

(v) Involvement of Key and Strategic Groups

Beyond the infrastructure that was created for the implementation of the project, the question to ask is what more the project could have done to contribute to an environment that is indeed more sensitised to VAW/G. A strong point of this particular project is that partners did engage different constituent

¹⁸ WHO (2009). Why engage men in the fight to end violence against women and girls?.
http://www.who.int/gender/topics/why_engage_men/en/index.html

¹⁹ This was affirmed by all respondents who participated in fieldwork as they were all involved in the project in some form or the other.

groups at the community level, and public sector units such as Department of Health and The Victim Support Unit, paralegals, health service providers and lawyers.

The importance of involving strategic groups such as local governments and institutions, the business community, media, civil society organizations and communities is based on their potential to contribute to a climate in which VAW/G is no longer tolerated. Prevention requires achieving both economic and political empowerment of women and girls and a critical mass within any given society or community that rejects VAW/G. Once again it is important for partners to really explore with the community what economic empowerment would look like beyond actual training. As noted by one of the mother mentors: *“Perhaps the project could have supported us with a small contribution towards tools (equipment) that would enable us to generate our own financial resources with our own hands.”*

This is a critical success factor for this project. However, for scaling up purposes, project partners have to look at how they can leverage the training and investment made such that it seeded greater collaboration to with diverse strategies through a sustained process of change. All strategies would have to fulfill a criteria that articulates a clear sense of what they are seeking to change and how. Potential actors should encompass the community, broadly conceptualised as (women, men, youth, and children) to religious and other opinion leaders, local governments, health care providers, police officers, journalists, professional associations, researchers, trade unions, and other non-governmental organizations

(vi) Legislation, Policies and Norms that Support the End of VAW and Girls

Primary prevention cannot be effective where there is minimal commitment to secondary and tertiary prevention. Where there is lack of political will to (a) implement existing laws or (b) provide the basic services necessary to address the consequences of violence, then prevention measures are unlikely to be prioritised and are likely to fail as they will, justifiably, be viewed as disingenuous. It is, therefore, critical that a holistic coordinated approach would engage in coordinated efforts to ensuring this in place. The project certainly made great efforts in this area through its legal reform and advocacy agenda and by including both secondary and tertiary prevention strategies in the model. However, all of the strategies and content of the primary, secondary and tertiary prevention strategies could do with a review on tightening it and ensuring that it speaks consistently to the same broader political agenda which is to address the root causes of VAW/G. Thus each prevention strategy needs to have a curriculum that ultimately is targeting the area of changing norms and behaviours. This is not an easy thing to do, but the project has certainly made a good start already.

KEY EVALUATION QUESTION 5:

What is the sustained benefit of this project to the partners and the community?

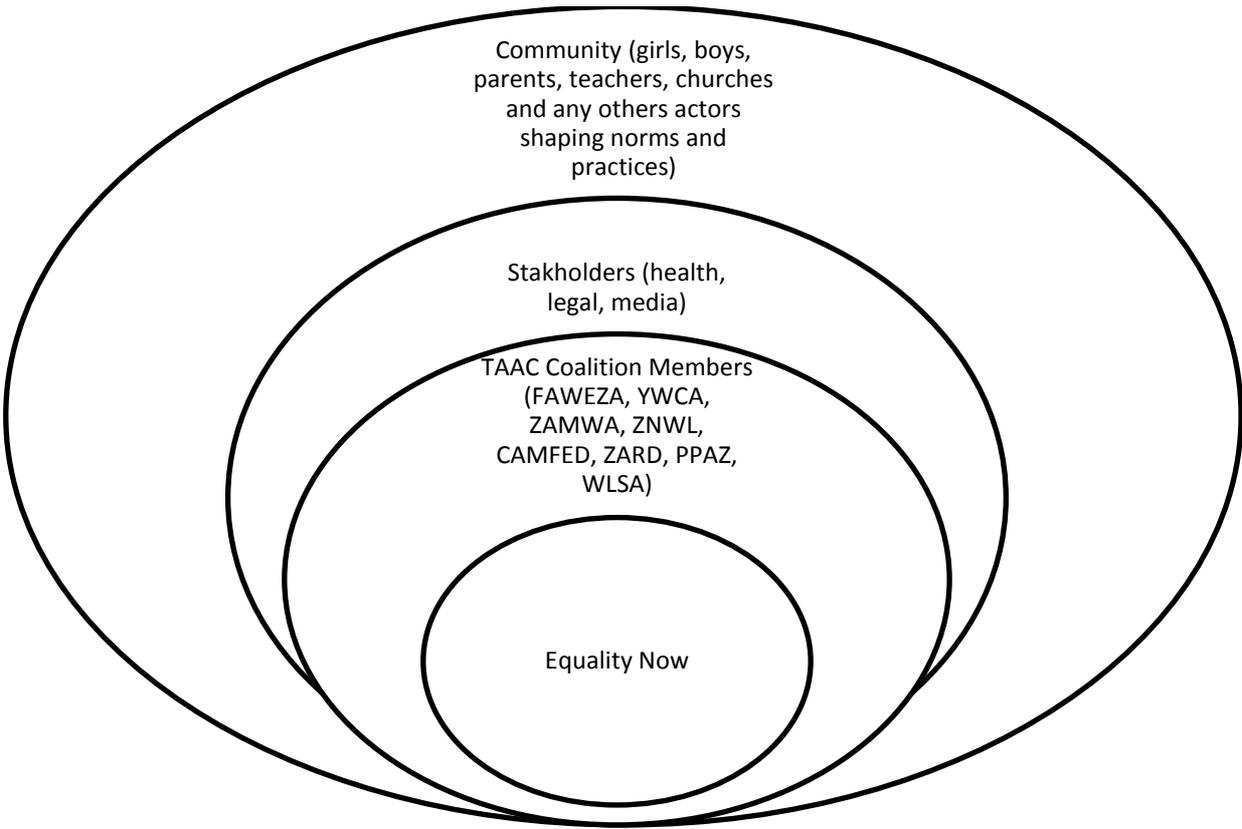
Overall it was found that the overall benefit of the project was that it served to:

- Raise public awareness of the issue of violence against adolescent girls
- Increased knowledge among adolescent girls of their rights and recourse mechanisms, and making known the availability and location of services and
- Contributed to creating an enabling environment of response to violence against adolescent girls. This was done through the engagement and capacity building of the range of stakeholders.
- Promoted a culture where boys and men challenged violence against adolescent girls
- Promoted broader community engagement and involvement in promoting and protecting the rights of adolescent girls to be free from any forms of violence. The community in this case includes the parents, teachers and school system

When looking at the sustained benefit of the project, it is useful to review it from different perspectives.

Figure 9 identifies four levels of beneficiaries.

Figure 9: Project Beneficiaries



Equality Now

The greatest benefit of this project to Equality Now was that they were given an opportunity to design and pilot a social mobilisation strategy to reduce violence against adolescent girls in a Zambian context. Through the support from UNTF, Equality Now was able to expand their expertise from legal advocacy to more directed mobilisation at different levels to achieve social change.

For Equality Now, the members of the TAAAC Coalition offered access to communities in Zambia. Given that Equality Now had not done direct project implementation at the level as this project in Zambia before, access would have been difficult without local partners. From this perspective, the partners offered a good entry point.

As mentioned earlier, there was an over estimation by Equality Now of the capacity of the Coalition to implementation of the project. Equality Now had the constraint of working with partners who had uneven capacities and resources, thus requiring more support in order to effectively activate the project. The Coalition, through Equality Now, provided the partners with an opportunity to build a record of credibility and legitimacy on the issue of addressing violence against adolescent girls.

Coalition Members

Overall, the partner organisations that formed part of the coalition benefitted greatly from the project. The project signed an MOU with partners outlining roles and responsibilities. The MOU included the distribution and management of funds that would be allocated for partners to achieve the objectives of the project.

For partners, the project has increased their institutional capacity and track record to implement an agenda that addresses sexual violence against adolescent girls. In addition to benefits to each individual organisation, the Coalition also benefited from their participation in the collective. On the one hand partners had to learn to work together, to leverage different strengths and ultimately create and exploit opportunities for collaboration. On the other hand from the outside, the Coalition was seen as this strong and organised voice that had the expertise, analysis and tenacity to ensure that the issues of reducing sexual violence against adolescent girls remained a priority on the national agenda. Overall, the Coalition as a collective created a strong track record with project implementation.

Stakeholders

Stakeholders were organisations or institutions that were already connected in the chain of responding to sexual violence against adolescent girls. These include health personnel, paralegals, lawyers and journalists. Coalition members identified which stakeholders to engage to support the achievement of the project goal. In addition to the stakeholders mentioned previously, the Coalition also engaged the Victim Support Unit (police services) as this is another crucial point of contact for adolescent girls in responding to the issue of violence against adolescent girls.

Stakeholders welcomed the engagement with the project when it was started because it provided an opportunity to assist their own work in preventing violence against adolescent girls. Generally, the engagement of the stakeholders were important as the engagement with the project strongly supported existing mandates of stakeholders, yet the engagement strengthened the links of these mandates to the prevention of VAW and girls in communities.

Stakeholders reported that they felt the project was beneficial in that it increased their knowledge and understanding of their role in supporting the prevention and reduction of violence against adolescent girls. The accounts of stakeholders being able to use the training received is sporadic and is illustrative of the weakness in programming. This weakness relates to what could have been done to capitalise on the investment in training in a more strategic manner.

Overall, the evaluation found that there was a lack of follow through on the investment made in mobilising stakeholders for the broader project goal.

Community

The heart of the project's work was its connections to communities through the schools where Safe Spaces and boys' networks were active. In addition to the direct engagement with girls and boys, parents and teachers were also engaged in awareness-raising. However, the engagement was very much of the different Coalition members with the community to different groups. The focus on the engagement was also more based on getting the support of these groups in ensuring the successful completion of project activities. The budget for allowances for mentors (both juniors, teacher and mother mentors) was an issue that was raised by the focus groups. Due to the reduction in funding available, at times there was a reduction in the amount of allowances paid to mentors. At the same time, where partners had exhausted their funds for the area of the project they were implementing, they had merely stopped going to the community. This confused the community members who indicated that they expected to be communicated with at least. Unfortunately the economic realities as mentioned in the context analysis means that allowances are a means to engage people. Yet, some of the mentors indicated that they would have done the work even if there had been no allowances and if there had instead been a means to equip them with tools to generate their own economic resources that would support them with their basic needs.

In thinking of the sustained benefit to the community, the evaluation finds that in this project it is a missed opportunity when it comes to sustainability. Sustained mobilisation takes place when communities remain active and empowered after a project ends. The mobilisation of the community never really focused on transferring ownership of the initiative to the community itself. For example, a key sustainability issue mentioned by Safe Space mentors was that quite a few of the junior mentors would move on from their schools. A sustainability measure in this instance would have focused on developing over the three years of the project the capacity of the teacher and mother mentors to continue developing each year a cohort of junior mentors such that there would always be a pool of junior mentors being mentored until they need to step up.

In fact, in shaping the agenda for this project, community members were never really involved. They were only engaged at the stage of training/capacity building. Thus, at the time of the evaluation, several community members felt abandoned by the project as in many of the sites project activities had discontinued. The experience and views expressed by the members of the community also gives some food for thought in how and why civil society initiatives engage communities and what should be the principles that underpin that; such as communication, ownership and involvement.

Overall sustainability

When thinking about sustainability the question to ask is what is realistic to expect in terms of sustainability in a project with a short lifecycle of only three years. The fact that several of the partners (FAWEZA, PPAZ, YWCA, ZNWL) are continuing different aspects of the work started under this project as part of their existing and continuing organizational strategies is a positive indicator of sustainability as it means the work continues.

Yet, the fact that it is not part of a more coordinated body of work that works towards the same goal could possibly lend to the impact being slightly diluted. In addition, the fact that sustainability was not on the agenda right at the beginning of the project inception is a further weakness exposed by the evaluation. Finally, sustainability of the work is only really possible where communities are empowered to take the work forward and where when a project leaves, the community has bought into it to such an extent that they are able to continue with it. Thus, with a sustainability goal at the outset of the project, it would have allowed for partners to build the capacities (and resources) of community

structures to be able to continue the work and truly to make the work of reducing sexual violence against adolescent girls their business. Overall, the short project implementation cycle, did not allow sufficient time for real engagement with regard to sustainability. Also, the social mobilisation process followed did not allow for time for repositioning or handover to other entities (the community), which undermined opportunities for sustainability.

KEY EVALUATION QUESTION 6:

What were most significant changes brought about by the project?

Everyone who participated in focus groups identified that the initiative had changed them in some way. Accounts ranged from an increase in knowledge, self-esteem, self-worth, and independence.

Shifts in attitudes and perceptions

A baseline survey was conducted by Population Council²⁰ in June and July 2011, before program activities were implemented. An endline survey was conducted in April 2013. The survey included questions on perceptions of personal risk within school, attitudes towards sexual abuse against women and girls, reported safety practices, gender-related norms that place females at risk of sexual abuse, and exposure to awareness-raising activities and media campaigns conducted by Coalition members.

Similar sampling and data collection methods were used for both surveys. A random sample of 100 girls and 100 boys per school, for a total of 1600 participants, was proposed for this study. Random computer generated numbers were matched with sequential numbers allocated to student class lists to select a random and age-representative sample of girls and boys from each school. Inclusion criteria were all girls and boys, aged between 14 and 18 years in grades eight through eleven. For the endline survey, students in grade twelve students were also included.

Informed consent was obtained from both students and parents. The surveys were self-administered in an exam-style setting with students seated at separate desks and a facilitator guiding participants through the questions. Due to high school absence rates, insufficient over-sampling and lack of electronic school lists, the response rate at baseline was low, yielding a total sample of 725. At endline, oversampling at higher rates yielded a larger sample of 1,488 respondents.

Data Analysis

Baseline and endline surveys were merged and results were compared by site (intervention versus control) to assess changes in girls' and boys' attitudes and experiences. Six schools received the intervention, while two schools served as controls. Descriptive and bivariate analyses were conducted to identify changes in key indicators. These indicators include attitudes towards sexual abuse of girls, having gender related norms that put women and girls of risk of sexual violence, their views on prevention strategies and self-reporting of sexual violence. Respondents were also asked about their exposure to key awareness-raising activities and media messages.

Program Exposure

At endline, participants in both the intervention and control sites reported having participated in safe spaces and boys networks groups. Within intervention sites, almost a third of girls (30%) and half of boys (49%) participated in groups. In control sites, one out of eight girls (13%) and three out of five boys (61%) also reported that they participated in groups.

Various communication methods were used to communicate program messages on prevention of sexual abuse. There was no significant difference in intervention and control sites in regards to exposure to pamphlets, and drama performances. About half of respondents had been exposed to pamphlets, while close to three out of five had seen drama performances. Students in control sites were significantly more likely to have been exposed to program messages through radio shows (47%

²⁰ The evaluators only had access to the baseline and endline studies that was conducted and thus base this discussion on the available documentation

control, 35% intervention), TV shows (65% control, 54% intervention) and newspapers (51% intervention, 39% control). Overall, the majority of students were exposed to at least one communication method, with higher exposure in control (84%) versus intervention sites (79%).

Prevalence of Sexual Violence

Respondents were asked to identify the most common types of abuse within their schools, including: making sexual comments or teasing about sex, someone exposing themselves, someone touching their private parts, trading sex for grades, and rape and defilement. At baseline, girls in control sites were more likely to identify sexual comments, while girls in intervention sites were more likely to identify indecent touching, someone exposing themselves and rape. At endline, there were no significant differences between control and intervention sites in the types of abuses identified as being most common in schools.

Within the intervention sites, there was an increase in girls' perceptions about the commonality of someone exposing themselves (29% baseline, 41% endline), and a reduction in the proportion of girls who identified indecent touching (25% baseline, 14% endline).

Sexual Violence Attitudes, Norms and Beliefs

The program did not have an impact on most of the indicators related to attitudes, norms and beliefs. When comparing intervention and control groups, there was no difference in the proportion of girls agreed that girls should not be blamed for sexual harassment and male teachers do not have a right to demand sex from students. Similarly, there was no difference in the proportion of girls who stated that they would say no to a student who requested them to have sex in exchange for help with school-work. For one indicator, girls in the control group actually appeared to show greater improvement than girls in intervention sites. At endline, control girls were more likely to state that they would say no/refuse sex with teachers than intervention girls.

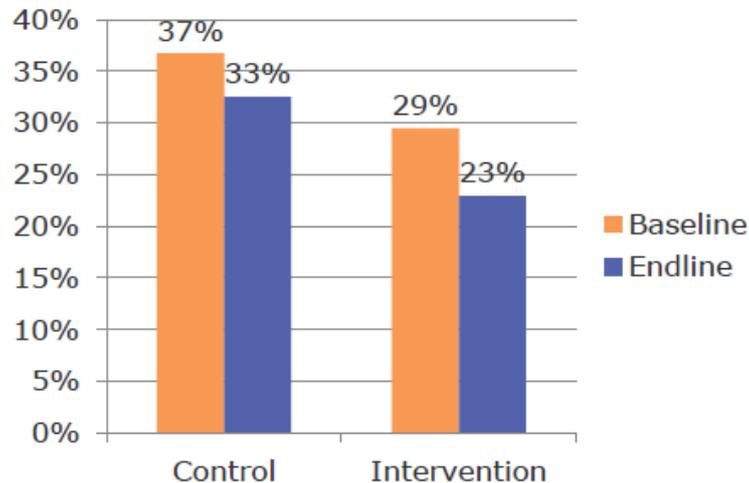
Boys's attitudes, norms and beliefs were assessed using a range of indicators. In almost all cases, there were no significant differences between control and intervention sites both at baseline and at endline. In particular, no change was observed in the proportion of boys agreeing that women should have the same rights as men, that men can prevent sexual abuse against girls and other gender-related norms that put women and girls at risk of sexual violence. There was, however, one exception. Boys in intervention sites were more likely to disagree that it is a girls' responsibility to avoid being raped, as compared to boys in control sites.

Sexual Violence Behaviors and Experiences

Girls were asked whether they had experienced various types of abuse by students or teachers at school, including having someone make sexual comments, being touched in a sexual way and being forced to have sex. At baseline, there were no significant differences between intervention and control sites in regards to these experiences.

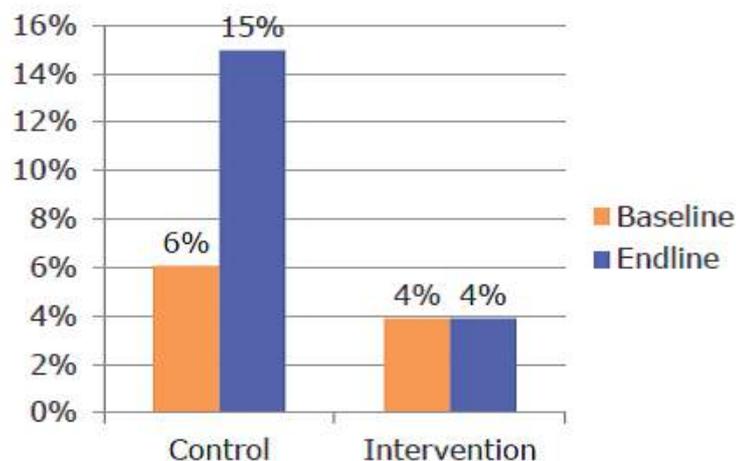
At endline, both control and intervention sites had significant decreases in the proportion of girls who stated they were harassed by a student making sexual comments.

Greater Decrease in Sexual Comments by Students towards Girls in Intervention Sites



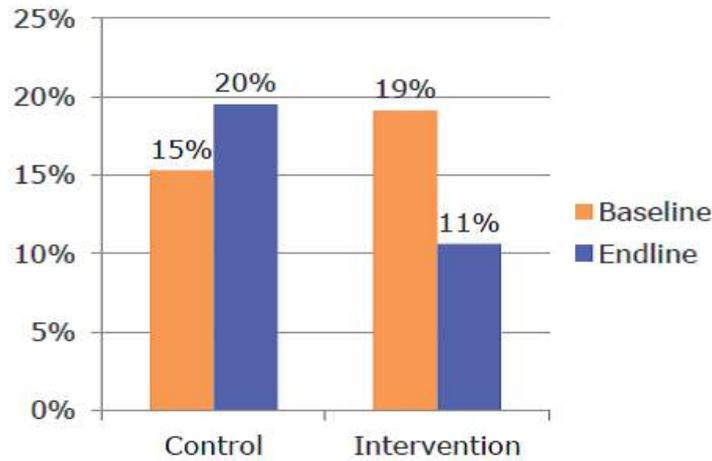
Two positive impacts were observed in the intervention sites. First, the prevalence of sexual comments by teachers increased significantly in the control group (6% baseline, 315% endline) but there was no change in the intervention sites (4% baseline and endline).

No Change in Sexual Comments Made by Teachers for Girls in Intervention Sites, but Increase in Control Sites



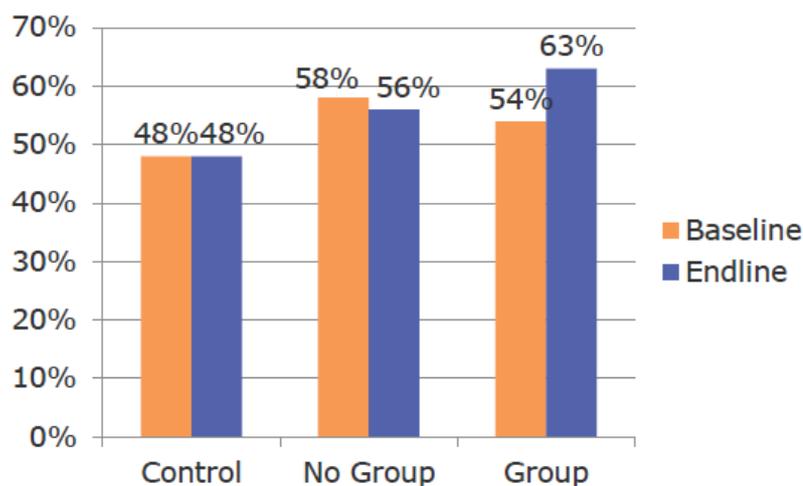
Second, girls at intervention sites were significantly less likely to have experienced inappropriate sexual touching by a schoolmate.

Decrease in Experience of Indecent Touching for Girls in Intervention Sites

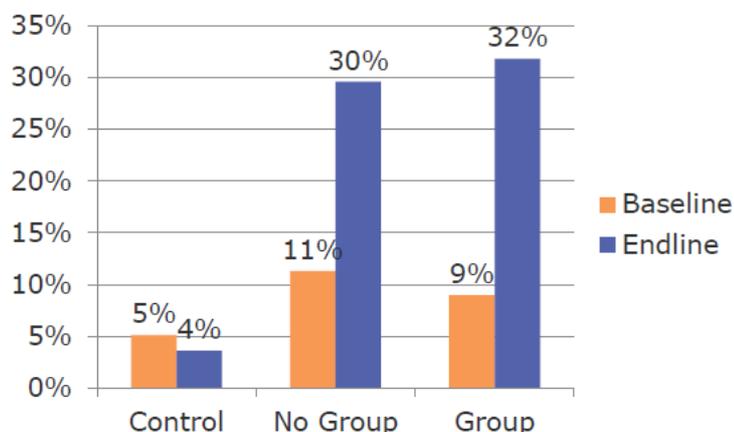


When asked what they did after experiencing these types of abuse, some girls stated that they reported them to authorities or trusted adults. Girls in intervention sites were significantly more likely to report incidents of sexual comments made by students and sexual touching by teachers. Reporting rates were particularly higher for girls who participated in safe-spaces groups, compared to those who did not. There was no significant difference in reporting of incidents of forced sex by students, sexual touching by teachers and sex with teachers. In the figure chart below No Group refers to an Intervention School respondent who did not participate in the Safe Space.

Increase in Reporting of Incidents by Girls: Sexual Comments Made by Students

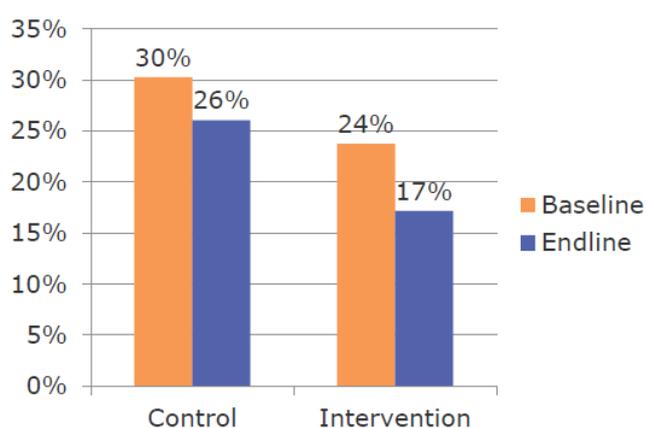


Increase in Reporting of Incidents by Girls: Indecent Touching by Teachers

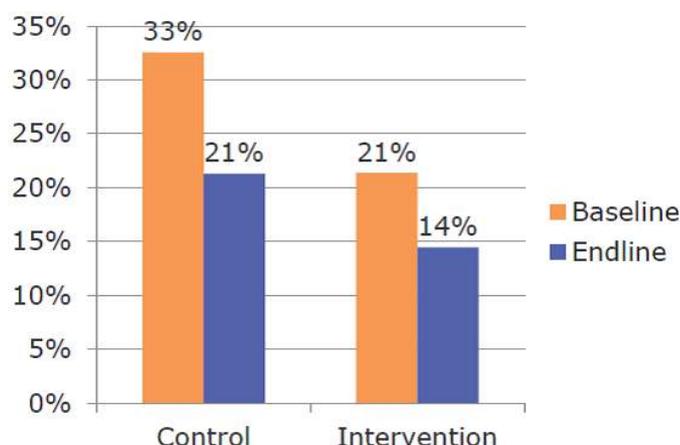


Boys were asked whether they had ever been perpetrators of sexual abuse, including making sexual comments, touching a girl sexually or forcing a schoolmate to have sex. There were no significant differences in each of these behaviors at baseline, between control and intervention sites. At endline, there was no impact on the proportion of boys who had forced a schoolmate to have sex. However, there were positive changes in two indicators: boys at intervention sites were significantly less likely to have made sexual comments and to have touched a girl sexually.

Greater Decrease in Proportion of Boys at Intervention Sites who had Ever Made a Sexual Comment



Greater Decrease in Proportion of Boys at Intervention Sites who had Ever Touched a Student Indecently



The Baseline Survey and the Endline Study, even though it was completed more than a year apart, is a good measure for assessing what the most fundamental changes were that the project brought about among the most important target groups, girls and boys. The findings indicate that the project was successful in changing some attitudes and behaviors, but there may have been other external projects that may have also influenced observed effects.

There were several notable program impacts on behaviors and experiences of sexual violence.

- *Girls in intervention sites were less likely to experience inappropriate sexual touching by students and more likely to report incidents of sexual comments made by students and sexual touching by teachers.* This could be attributed to the fact that girls interviewed as part of this Evaluation noted that their increased awareness did not only impact positively on them, but on their peers as well. In other words, girls who participated in the Safe Spaces shared messages as well as information with other girls that were not part of the Safe Spaces. This is an important indicator of change as it demonstrates that as a result of the intervention by TAAAC, there has been a shift in empowerment and behavior for the primary target audience.
- *Boys were more likely to agree that it is girls' responsibility to avoid being raped and less likely to have made sexual comments or to have touched a girl sexually.* The tension evident in this finding from the endline is an indicator of the fact that there was increased information and messaging about the consequences of VAW/G and that it is in fact wrong. On the other hand, the fact that boys still thought that it was girls' responsibility to avoid being raped is reflective of the omission of a deeper process of gender conscientisation that supported boys to understand their own masculinity as well as gender inequality that form the root causes of gender-based violence. This is a critical area for inclusion for the work with boys going forward.
- *The project appears to have been less successful in changing boys and girls' attitudes and norms regarding sexual violence among girls.* Once again, the curriculum developed allowed for deep engagement for girls as it relates to their own lives and their bodies and most obviously sexual violence. Similar to boys, the curriculum did not locate the work in a deeper framework of understanding gendered identity and construction and how it contributes to the reality of women's lived experience. This is a critical area of inclusion in the curriculum to facilitate a process for both boys and girls to participate in constructing alternative norms.

- *Participation in groups and exposure to communication messages about prevention of violence were the main intervention strategies implemented in intervention schools. However, many boys and girls in control sites also reported having participated in groups and being exposed to project messages. It is not clear whether these were spillover effects of the project itself, or whether they were influenced by other similar projects targeting sexual violence among youth. The exposure in the control group might explain some of the improvements observed in the control sites. It might also explain why some of the improvements in intervention sites were not statistically significant from changes in control sites. Notwithstanding the issue of attribution and other projects' influences, the fact that there were shifts in control sites as well as intervention sites is a positive indicator of success for TAAAC. This is an indicator that the combination of the interventions of Safe Spaces and Boys Networks as well as an active communications strategy was effective. This is a good lesson in terms of broader community sensitisation that can be expanded and deepened if needed. However, at the same time, a deeper assessment of what this broader impact was of these components (messaging) is still a useful exercise.*

The findings of the Baseline Survey and the Endline Survey provides a rich resource for reflection by the project partners. In particular although the time difference between baseline and endline is not that great, there does seem to be a shift in empowerment (power within and power to do something) in girls. This is a good basis to build on and deepen in continued work with adolescent girls.

For adolescent boys, the finding of both the baseline and endline raises the question about assumptions about boys' experience of sexual violence. In addition, the fact that the endline shows a shift in behavior in the form of boys being less likely to make sexual comments or touch a girl indecently is a positive indicator of change. At the same time, the fact that there was no real shift in boys participating in preventing violence against women and girls is another flag. A major assumption and rationale for the involvement and engagement of men and boys is indeed that they would take action to prevent abuse against women and girls. This reinforces earlier comments made in the report to critically review assumptions of what would shift attitudes, behavior and engagement among boys and men to achieve project girls. Combining this reflection with a much more structural analysis for content of engagement with boys would certainly shift this body of work to another level.

Shifts in Awareness

Whilst acknowledging that social change occurs in many ways and over a period of time, the evidence shows that indeed there had been shifts in the awareness amongst mentors, adolescent girls, and other beneficiaries (boys and stakeholders) with regard to them having a better knowledge and understanding of the nature and extent of sexual violence against adolescent girls. Many of them expressed that they realised for the first time that they were experiencing or witnessing types of abuse that they never realised existed.

"It made me understand that what happened to me was wrong and something should have been done." (Safe Space participant)

"I feel very much imparted with knowledge and confidence to speak to others. My self-esteem was low before but now I can talk without shivering." (Safe Space participant)

At the community level, there seemed to be heightened awareness and visibility of VAW/G through the communications component of the project. The fact that the coalition ensured that it covered issues relating to the types of recourse and actions that could be taken means that it empowered the community members with knowledge to do something.

"As a mother mentor I do not feel as helpless anymore. I know that there are many organisations that are there to help us protect our girls. I also know that I can do something. This has helped me feel safer and also powerful." (Mother mentor)

Shifts in Behavior

All those consulted in this evaluation reported that that project has contributed towards change within themselves. There was evidence that there were shifts in behavior, with both girls, boys and other stakeholders saying that the training had empowered them, and given them confidence to act appropriately against VAW/G in their communities. Awareness had also extended to giving them insight into the negative consequences of VAW/G, especially on the community and children.

“The program helped me to be able to speak out.” (Junior Mentor, Safe Space Group)

“As a young man I am able to speak to other boys and tell them that girls can do the things that we can do. That their safety has to be our concern as well. It has made me proud to be able to speak out and also show other boys a different way.” (Boys Network Member)

Mr. Banda, father to one of the participants said the following:

“We thank you for inviting our child to participate in your training. Since she started attending YWCA activities she has improved a lot at home.” (Parent of Junior Mentor)

“It has made me more aware of the impact of what I write and report on as a journalist. I now do more research and consider the impact of my reporting and my responsibility to contribute to reducing sexual abuse.” (Journalist who attended training).

“I am more able to use the training I received to effectively help girls who report their issues to me. I realize I have a responsibility which I take seriously.” (Teacher Mentor, Safe Space group)

Shifts in Engagement

As a result of the project, girls participating in Safe Spaces have indicated that they participate more in projects such as those run by partner organisations. Some of the mentors have also indicated that they are using what they learnt in other community spaces they find themselves in (like church). Boys as well have said their interaction with the project has contributed to them shifting their engagement from just accepting what is happening to them wanting to do something about it.

“The Safe Space has helped me a lot in the sense that I have information on different issues affecting me and I am able to share this information with other girls in school.” (Safe Space Participant)

V. CONCLUSIONS

The TAAAC undertook a three-year social mobilisation approach to create synergistic action that would ultimately reduce violence against adolescent girls.

It is clear from the literature and the findings that VAW/G is not restricted to the communities targeted by the project during its lifecycle, and therefore there is tremendous scope for the project to go to scale. Before further scale up is considered, a number of issues need to be taken into account in order to improve project performance and assure sustainability.

Overall, there is much to celebrate in terms of achievement of the project, however the critique of the project rests on two levels, a theoretical level as well as a qualitative level of deepening the work.

PROJECT RESEARCH AND DESIGN

Project partners are applauded for investing significantly in process and innovation. However, there was a need for deeper reflection and ongoing research to unpack the assumptions inherent in the strategies such that it could have informed strategies throughout the project life cycle. It appears that the project had all the elements of a social mobilisation model that would effect deep change. However, given that these elements were employed more in a project-based fashion, it has meant that unless the project partners continue working in the sites, the changes effected through the work of the Coalition, may not endure. As mentioned previously, there is room for exploration of ways that would ultimately challenge and transform the norms.

Whilst partners invested time in the training components of this project, the evaluators believe that greater emphasis could be placed on helping communities to deeply consider and respond to issues that contribute to VAW/G, rather than just focus on the prevention of VAW/G. Future training should provide scope for; mentorship, refresher training and debriefing in order to support and sustain appropriate actions. These processes should be clearly documented to guide organisations providing such support.

THEORETICAL LEVEL

TAAAC utilised a theory of change that is premised on activating transformation at the level of girls, boys, stakeholders that have contact with girls, the community and finally the Coalition itself. The core of their strategy has thus included (1) capacity-building, (2) awareness-raising and mobilization, (3) legal reform, (4) empowerment of girls and boys.

The design of the project was based on research and also the engagement of stakeholders. This was premised on the fact that an approach that is participatory, multi-level, engaging multi-stakeholder would effect the desired change. Secondly, that this would be achieved using a framework that respects human rights, empowers women and girls, communities, organisations, and public institutions, that would in turn effect changes that bring about improved safety for girls and enable them to exercise their right to enjoy those spaces

In reviewing the overall strategy to reduce VAW/G, the following points are worth noting:

- The model developed is a good one. However, there is a need for TAAAC to review the model and possibly break down the different elements in phases to allow for deepening and consolidation, whilst expanding the agenda. It is not possible to address all of these levels at the same time within a 3 year period. That instead it would have been useful to consider a phased approach utilising a monitoring, evaluation, learning and knowledge approach.

- There is a greater need to reflect on strategies that would address the root causes of VAW/G at the community level. That is an approach that goes beyond the girls to their communities and families and community structures.
- The existing strategy does not address critical risk factors such as secure livelihood issues (as noted in almost all focus groups), some of which are structural, such as housing and unemployment. This is important when considering that the project has been implemented in resource poor contexts and thus places strain on the ability of leaders and members to sustain their engagement without some form of livelihood support.

LACK OF DOCUMENTATION AND EVIDENCE BASE

There were mixed responses to the question as to whether sexual violence had been reduced. One partner indicated that cases had not reduced and they had no evidence to support that cases had reduced. However, they felt that the fact that more people are reporting sexual violence is an indicator that a positive shift has occurred. This is a clear indication that the most critical element of documentation has been an omission as a principle of the way the Coalition had worked.

TARGETED COMMUNITIES

Due to funding limitations and the base of partners, it meant that communities that were targeted were primarily in the geographical area of Lusaka. However, it would have been useful to roll out the project in a rural area to see whether the outcomes would have been the same. At the same time even in the geographical area that was covered, the project was thinly spread, and in some ways struggled to amplify the actions.

PROJECT PARTNER ROLES

Whilst there seemed to be general satisfaction in the experiences of working as a coalition and the distinction of roles, the key issue to be explored if a project was to be scaled up was sustainability and also what it means to have an international organization working at the local level, expectations and also potential challenges. Critical for consideration is also thinking through the different levels of coordinating organization, partner organization, and community partners and factor that into strategies early on in the project.

Whilst the social mobilisation approach was informed by strong research and consultation, it appears that whilst partners recognized and respected each other's expertise, it meant that sometimes roles were too delineated and ultimately the broader foundational view of the big picture was held in the coordination role of the Coalition. Whilst this function prioritized ensuring that all partners held the big picture, it was not always possible as a result of staff attrition in partner organizations. It was only as the grant reached the end of the cycle that partners had developed really strong relationships with one another, thus meaning that during the life of the project collaboration was not always at its optimum.

Whilst the role of Equality Now was the coordination function, in many ways due to the uneven capacity among partners, the function extended to technical support and capacity building as well. The coordination of the Coalition allowed for sharing of information and experiences. Although 90% of the partners were satisfied with the role of Equality Now, it was noted by one partner that at times the course of the project was being determined more by the secretariat in Nairobi than the coordinator based locally and it is important for such projects to run well and successfully you need to take the bottom up approach in order to take into consideration the national aspects in project implementation. For example, whilst having a resource person from Kenya at the initial training, it should have progressed to using local resource persons in subsequent training sessions. A further example shared by another partner of the tensions in terms of roles were: *"Communication was not done very well*

sometimes for example after agreeing on dates for training and Nairobi gave a go ahead the dates were changed by Nairobi and we could no change because we had already sent out invitations. We conducted the training and Nairobi was not happy and did not give feedback so we do not know whether that training was accepted or not even though for us it was the best training that we had.”

Should the project be replicated it seems that much of the conceptual work has been done under this project. Therefore project partners would know, from the outset, the set of activities that will be undertaken which will build the internal programme capacity from the outset. In addition, also to create spaces to honestly reflect on tensions in terms of roles.

STIPENDS AND ALLOWANCES

Whilst the disbursement of allowance is a characteristic of working in communities, it also becomes an inhibitor to continuity and also sustainability. The reality of poverty in most communities also mean that participation in projects has become a source of income for community members, albeit very minimal. The issue of allowances was a constraint in the project as sometimes delays in disbursement of funds ended up resulting in parts of the activities discontinuing or discontent on the part of the community.

FUNDING, CAPACITY AND RESOURCES

However, some partners struggled with both capacity at times and financial shortages. Unfortunately, the financial resources available for the project did not often allow partners to address these institutional challenges they faced. In addition, the issues of expectations of allowances was also something that at times due to delay in funding posed an inhibiting influence as mentors may not feel as motivated to continue with the work. That said, it is important to point out that the majority of mentors were receptive to the project and grateful for the support received and training and involvement they had.

The minimal resources that were available were used to reach a wider coverage. The resources were used for the intended purpose and it was good that it the resources were spread out to different organisations instead of just one organisation that was a good way of avoiding the risk of failure. However, resources did not support human resource and administrative aspects to the extent that was needed. There is a need for partners to have an accurate assessment of resources used in this project (including the non-financial and financial) contributions made by each organisation so that it can form the basis of more realistic budgeting in future projects.

LONGER TERM SUSTAINABILITY

The main barrier identified was funding. However, the fact that the community is positive about the project is an enabler to keep going. At least five of the partners noted that they would continue with the work beyond the life of the project, for example with Safe Spaces, Boys Network and dissemination of information. However, longer-term sustainability issues relates to a coherent agenda that continues beyond the life of this grant. There are significant gaps as there was no real sustainability strategy. In addition, the lack of involvement of community stakeholders also affects the longer-term impact of the project.

MOST SIGNIFICANT CHANGE

In terms of most significant change, at the individual level, all those interviewed expressed that they have been changed through either increases in knowledge, self-confidence and also awareness. At the community level, the issue of VAW/G has become more visible and actors and actions to address it

have been promoted. In terms of partners, they have indicated an expansion of focus, increase in reach and capacity of their staff.

Although the project refers to the centrality of communication in their strategy, there is no evidence as to what the impact and effect of the communication has been.

The model is valuable to share as it targets the perpetrators, the victims and the community and other organisations that can support the victims. The project caused shifts in awareness, behavior and engagement. The project brought new knowledge, for example some of the material used in the Safe Spaces had never been used before the project. Mapping was also a new skill that was learnt by partners and the outputs produced were parts of the changes identified.

V. RECOMMENDATIONS

PROJECT RESEARCH AND DESIGN

Baseline Research and Community Assessment

- For future initiatives, it is critical that the baseline research is done before the launch of the project and is expanded to be rooted in the cultural context and entails a deeper exploration of the cultural context and how those contribute to gender relations, gendered power dynamics and how this results in changes in cultural norms, beliefs and behaviors that maintain VAW/G. The baseline research should also explore with the community ways to confront and create new norms within their cultural contexts to create alternative realities.
- Furthermore, community organizations or smaller groups could emerge that can contribute towards the success of the project by being a community partner.

Development of a Concrete Agenda

- It is important that the communities are involved in the development of an agenda that will remain concrete, clear and transferable over time, with strong links maintained to the prevention of VAW/G. The development of the agenda should be combined with the development of the community capacity to engage in a deeper analysis and connection to gendered power relations and thus the buy-in of the strategic focus on the reduction of VAW/G.

Consciousness-Raising

- The training component of future initiatives should include the following components: (i) analysis of power and how it contributes to VAW/G, (ii) gender training and (iii) activism strategies (based on best practices and focused on relevance for the context). The approach should focus on creating processes for the community to develop a common understanding of what VAW/G is and engaging community members in analyzing the root causes of violence and how violence negatively affects their relationships, families and communities. This would then contribute to the change agenda, which comes after the initial consciousness-raising with key actors (a cross-section) in the community.

Programme Design

- From a strategy perspective, greater consideration needs to be given to expanding and building capacity of different actors in addition to the partners.
- There should be greater clarity with regard to partner roles to ensure that responsibility is clearly allocated and processes are in place to support areas of weakness. Clear vertical reporting and communication is critical to support the partnerships and ultimately ensure a high quality project is delivered to communities.
- Less is more. In designing project initiatives for future partners should consider taking on less but doing it in greater depth.
- The works with the Boys Network should include conscientisation on the root causes of VAW/G as well as their own gendered identities. This could be combined with the existing elements of the components that mobilised them to action.
- Future training should capacitate the different audiences to work with their communities to deeply consider and respond to issues that contribute to VAW/G, rather than just focus on the prevention of VAW/G and also recognize the link between HIV, VAW and GBV.
- The work on engagement with boys should be reviewed and built in such that it integrates sensitization of their own power and privilege so they understand why they are participating in the project.

- Opportunities for refresher training need to be made available to mentors to support them in sustaining appropriate actions. Mentoring of mentors will help entrench and expand their skills, also offering time for reflection, learning and debriefing. These processes should be clearly documented to guide organisations providing such support.
- There is the potential to adapt the training for older audiences to expand engagement beyond adolescent boys and girls.
- The project should explore making provision for different target groups based on gender, age, sexual orientation and people living with disabilities.
- From the outset, clear agreements need to be in place with regard to the budget and associated budgetary line items especially in relation to allowances and possible incentives (capacity and tools). This will further increase community accountability and ownership.
- In the pre-planning phase, the program needs to develop a realistic, modest and comprehensive long-term budget that should be secured to ensure the project has time to take root in the community. Financial resources can be secured from multiple sources and partners and can also include non-monetary resources such as venues, equipment, transport, etc.
- Build in a sustainability objective at the outset of the project so that it is done throughout the life of the project.
- Make stronger links between community and the public sector linkages that is sustainable. Take into account Zambian context.

THEORETICAL LEVEL

TAAAC utilised a theory of change that is premised on activating transformation at the level of girls, boys, stakeholders that have contact with girls, the community and finally the Coalition itself. The core of their strategy has thus included (1) capacity-building, (2) awareness-raising and mobilization, (3) legal reform, (4) empowerment of girls and boys.

Primary prevention cannot be effective where there is minimal commitment to secondary and tertiary prevention.

In reviewing the theory of change, TAAAC can take the following into account:

- A phased approach that takes seriously issues of monitoring, evaluation, learning and knowledge in order to be truly multi-level, multi-stakeholder and participatory. The lessons and knowledge generated can be applied to the next phase of project planning.
- Deeper thinking given to the transforming the community level environment – where structural causes of VAW/G play out in the form of socialization, practices and norms.
- Take into account what is needed to create the political will to (a) implement existing laws or (b) provide the basic services necessary to address the consequences of violence. There has been some progress made towards this in this particular project, especially the advocacy component of the project. The project should continue building on the legal agenda and processes as this is one where there is great potential for expanding impact.
- An approach that capacitates a whole of society (government, civil society, community, faith-based groups and other relevant stakeholders) to be part of the coordinated approach, each having a stake in the reduction of VAW/G. It is important that in the next phase consideration needs to be given to how such activities and actions initially may be driven by the coordinating organisation and lead stakeholders (with capacity-building in the community), to eventually being championed by community groups themselves.

LACK OF DOCUMENTATION AND EVIDENCE BASE

In order to ensure that the project has an approach that centres monitoring, evaluation, learning and knowledge generation, all partners have to take seriously the need to collect relevant data, to reflect on strategies and also to evaluate their work. A process to assess capacity and perhaps also identifying an external partner to support and monitor this area of work is a potential strategy to be considered to ensure that this area is a central part of any expanded implementation of this project.

TARGETED COMMUNITIES

To increase the scope and reach of violence prevention efforts, a strategy should be developed to build on the work that has already started with stakeholders engaged as well as to consider extending the reach beyond Lusaka. An expanded list of stakeholders would include:

- Girls, boys (a comprehensive education and conscientisation programme)
- Parents and other community members (gender sensitization and analysis of root causes of VAW/G)
- Community and faith-based groups (understanding the 'whole of society' approach, consciousness raising)
- Government service providers (consciousness raising and revised approaches in service delivery)

In doing so, the project would need to unpack how these range of different stakeholders would be engaged and contribute to the broader agenda and its outcomes. In addition, strategies should include concrete mechanisms for facilitating this. In expanding stakeholder base, the following recommendations could be considered:

- *Communicate, communicate, communicate.* Make sure that lines of communication within the coalition and among the coalition, the media, and the community are wide open. Open communication will assure that no one feels left out of the loop, and that everyone has the information necessary to make coalition efforts successful. Good communication with the media and the community will increase your chances for publicity and support.
- *Be as inclusive and participatory.* In terms of expanding the work beyond the coalition members, efforts could include making the coalition a group in which anyone in the community will feel welcome, and continue to invite people to join after the first meeting. An approach would be to try to involve everyone in the coalition in generating vision and mission statements, planning, and major decisions. The more people feel ownership of the coalition itself, the harder they'll be willing to work to achieve its goals, and the less likely they'll be to allow turf issues or minor conflicts to get in the way of the coalition's progress.
- *Network like crazy.* TAAAC could consider involving or at least to keep informed, as many other groups in the community as possible. Let them know what they are doing, invite them to coalition meetings (to make presentations, if appropriate, or just to see what's going on), invite them to join if they're interested, educate them about the issue. If groups in the community are informed about your work, they're more likely to be supportive, and to tell others about what you're doing as well. They may also have better connections to policy makers than you have, and may be able to help you approach them.

PROJECT PARTNER ROLES

To facilitate better coordination and synergy amongst partners the following recommendations could be considered:

- *Set concrete, reachable goals.* Success is great glue - achieving reachable goals early can help a coalition develop the strength to later spend the years it may take to pursue and achieve long-term goals
- *Be creative about meetings and collaboration.* If each coalition meeting can be different, and creative options are explored to expand the work to those in and outside of clusters – it is likely to ensure greater participation and coordination among coalition members. Some possibilities include rotating the responsibility for meetings among the groups comprising the coalition; having only a small number of meetings a year, each with a particular theme, and doing most of the work of the coalition in committees or task forces; or regularly bringing in exciting presentations on the issue or in areas that relate to it.
- *Deal with diverse interests, and conflicts.* Project partners should know, from the outset, the set of activities that will be undertaken which will build the internal programme capacity from the outset. In addition, also to create spaces to honestly reflect on tensions in terms of roles. In addition, by being open about conflicting or competing demands or interests it enables for transparency and engagement among coalition members.

STIPENDS AND ALLOWANCES

It is important at the outset to establish alternative mechanisms for engaging but also motivating members of the community to participate in transforming their community. This could be motivators such as:

- Skills/Training
- Vocational Training Support
- Knowledge
- Or other alternatives identified by the community.

FUNDING, CAPACITY AND RESOURCES

In terms of accurately reflecting resource usage, it is important that all partners record the amount of resources that is dedicated to this project. This includes both financial and non-financial (human, social capital). All these would provide a basis for understanding the true cost of rolling out such an initiative. As part of the sustainability strategy, partners could be supported throughout the project with expanding their capacity to mobilise resources to ensure that the project continues beyond the funding cycle of one primary funder.

LONGER TERM SUSTAINABILITY

Beyond the issue of funding, it is recommended that the project looks into developing a sustainability strategy. This would include addressing the current lack of involvement of community stakeholders. Some proposals include:

- More attention needs to be given to the sustainability aspects of the model. The model is currently heavily dependent upon the presence of partners and their financial and technical support. This would mean that project partners would seriously strategise as to what would be in place if they discontinued their interventions in the context.

- If such an initiative is to be implemented again, it is critical that pre-project rollout research goes into considering what would be the best infrastructure to sustain activities and the investments made. There is considerable research that has been done on different models that have worked. These models could form a basis for initial discussions and through community engagement would refine and shape the ultimate infrastructure that emerges to continue the activities. Project activities would be implemented simultaneously to the capacity-building and strengthening of community infrastructure to ensure that the work and agenda lives on long after actors such as the Coalition may leave the communities.
- The recommendation listed under target communities provide some proposals on how to enhance the connection between project partners and communities. This needs to be part of the broader sustainability strategy.

MOST SIGNIFICANT CHANGE

In order to understand the true impact of the investment made of resources (financial, technical and human) in the longer term, it is critical that an impact assessment is conducted to understand what has shifted and to what extent (beyond the anecdotal evidence), so as to ascertain whether the outputs are equivalent to the inputs. This includes supporting and building capacity of partners to be able to document systematically and to build into the institutional arrangements as a coalition learning processes.

APPENDICES

APPENDIX I: COMPOSITION OF THE EVALUATION TEAM

Lead Evaluator

Shamillah Wilson has significant experience in strategy development and formulation. She has a background in social studies and has had extensive involvement in community and youth development. Furthermore, Shamillah is an expert in strategy development. One of her core competencies is developing planning skills, and her work in this field primarily involves planning and facilitation of strategic planning processes. In addition, Shamillah is well trained in identifying and putting in place monitoring and evaluation systems. Her professional experience is complemented by the Master of Business Administration degree she holds from the University of Liverpool in the UK, and her BA degree in Social Research and Religious Studies.

Shamillah is experienced with community development skills and training. Her qualifications in social research in combination with her MBA empower her to deliver quality services, particularly in the field of youth development strategizing. For example, she has been responsible for developing mechanisms to engage young women in defining women's rights and development and contributing to the sustainability of women's movements internationally. She has had numerous program development and implementation roles in various companies and organizations, and has been instrumental in strategy planning, drafting policies, and content development. She is also experienced with risk analysis and other diagnostic services.

In terms of consulting services, Shamilla has been a Strategic Advisor and Associate for the Movement Building Initiative for Southern Africa. This initiative aimed to build capacity, impact, and voice for women infected and affected by HIV and AIDS, and to empower them to participate in responses to the pandemic in their countries. As part of the project, Shamilla conducted Needs Assessments in Malawi and Zambia, which entailed consulting with various national stakeholders (including government, bilateral companies, CSOs, and HIV and AIDS women's groups). The Assessments also entailed a scan of facilitating policies and frameworks, and an examination of economic, social, and political issues related to women's responses to HIV and AIDS.

Shamillah is currently an independent consultant and entrepreneur. She is a founding Board Member of the Youth Against AIDS Network, a regional network of youth leaders in Africa; a founding member and Chairperson of the Sonke Gender Justice Network; a member of the Advisory Council for the Africa Region for the Global Fund for Women; and the Director of the Learners' Network, a group that develops youth leadership to engage them in the struggle against HIV and AIDS.

Researcher

Wala Nalungwe is a women's rights and youth activist and consultant. Her experiences includes working as Program Manager at Youth Vision, Consulting assignment on feminist Movement Building with JASS Southern Africa as well as being a Leader within the Generation Alive Youth Movement in Zambia. Wala holds a Bachelor of Arts majoring in Psychology from the University of Zambia. She is currently registering for a Masters in Public Health.

APPENDIX 2: DATA COLLECTION TOOLS

INFORMED CONSENT FORM

CONSENT TO PARTICIPATE IN RESEARCH

Evaluation of Programme: UN Trust Fund Project: Our Girls, Our Future: Building Synergy to End Violence Against Girls

You are being asked to participate in an evaluation conducted by Shamillah Wilson on behalf of Equality Now. This is an evaluation of UN Trust Fund Project: Our Girls, Our Future: Building Synergy to End Violence Against Girls. You were selected as a possible participant in this evaluation because you have relevant knowledge and information about the project, and your experiences with and opinions about the project may provide valuable information.

1. PURPOSE OF THE STUDY

This study aims to explore the thoughts, feelings, and experiences of individuals with regards to the implementation of the programme.

PROCEDURES

If you volunteer to participate in this study, I would ask you to do the following things: You would respond to a series of questions regarding your perceptions of the programme. These questions will come in the form of a focus group discussion or interview.

If you feel uncomfortable about discussing these perceptions, feel free not to participate or to decline to answer any specific questions. Prior to the commencement of the focus group discussion or interview, you will be asked for your permission, to record on an audiotape the answers you provide. The focus group discussion and or interviews will last between sixty and ninety minutes. Please tell the interviewer facilitating your focus group or conducting your interview if you have any time constraints or if you need to leave at any time.

2. POTENTIAL RISKS AND DISCOMFORTS

Speaking about your perceptions of the programme may be uncomfortable if it reminds you of painful experiences or highlights difficulties you are currently facing. If at any time you feel you do not want to answer a particular question, please tell the interviewer and you will not be asked to answer. You are free to decline to answer any question that you do not want to.

If you feel distressed/upset at the end of the focus group or interview, please tell the interviewer and he/she will arrange an appropriate form of support/counselling for you.

3. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

There are no direct benefits to the subject for participating in this study.

4. PAYMENT FOR PARTICIPATION

Participants will receive no payment for participating in this study.

5. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of the use of pseudonyms and the removal of identifying information from records. Confidentiality will be ensured by making the collected

KEY INFORMANT INTERVIEW GUIDE WITH EQUALITY NOW STAFF

Interviewer to review the informed consent form with the participant. Once the form is signed the interview can begin.

Name: _____

Date: _____

Time: _____

Position: _____

About Process

1. How is this project aligned with national strategic objectives as it relates to human rights and gender equality in Zambia?
2. Can you describe your role in Equality Now in relation to this project?
3. When Equality Now was awarded the grant (on behalf of the coalition) for this project, what was the process followed to put together an implementation plan (workplan)?
4. How would you define this process?
5. Was this process applied throughout the life of the project? Please provide details of different stages where this approach was applied.
6. Based on this approach, how did you allocate resources to ensure that this approach was a central component of how this project was implemented?
7. Could resources have been used differently? How?
8. Through the life of the project, how did the process used to define project objectives and activities explore socio-cultural relevance, cultural beliefs, practices and local community norms?
9. How were these then taken into account in the development of the social mobilization strategy?
10. What were the innovations that came about as a result of the planning process used?
11. Through the planning and implementation process used, what evidence has Equality Now and its partners collected that shows that VAW (adolescent girls) has been reduced?
12. At the end of the project cycle, would Equality Now recommend this approach for addressing violence against women? Is there anything that you would change?
13. What are the some of the lessons that can be taken from this project and applied to other initiatives?

Coordination and Coherence

14. What was Equality Now's role in the coalition?
15. What were some of the challenges in coordinating this initiative?
16. What were some of the factors that accelerated project delivery as it pertains to coordination and coherence?
17. What lessons could be drawn from this initiative as it relates to coordination and coherence?

Implementation of social mobilization strategy

18. What were the different activities implemented as part of the strategy?
19. How did these relate to the workplan submitted to UN Trust Fund?
20. Did Equality Now (and her partners) achieve the project indicators as laid out in the workplan/ agreements with UNTF?
21. What were the roles of each of the project partners (Equality Now and the coalition members)?
22. What capacity-building, and general support was provided by Equality Now to ensure that people at different levels of the project were well trained to manage and implement the strategy?
23. What were some project constraints in implementation?
24. What were some of the key enablers that supported project implementation?
25. What were the outcomes of the project (intended and unintended)?

Addressing violence against women

26. What particular strategies were implemented to address violence against women and girls (VAW/G)?
27. Which settings were strategies implemented in?
28. What was the reason for the choice of these settings, over and above others – i.e. who was targeted?
29. Did the strategies address all the risk factors associated with VAW/G?
30. What other prevention activities could have been implemented?
31. What other types of activities are also important in providing a holistic response to VAW/G (care, support, legal aid, police etc.)?
32. Do you think that the activities that were decided on for this project provide sufficient exposure for communities to effect changing behavior in relation to VAW/G and in particular adolescent girls?

Longer-term sustainability

33. What activities is likely to continue beyond the life of the project?
34. What are the key enablers/ barriers to continuing the project?
35. How did the project contribute towards the long-term sustainability of the coalition members to address VAW/G?
36. What social mobilization activities are the coalition members continuing to implement (independent of UNTF funds)?

Most significant change

37. Identify instances where there has been a significant change with regard to behaviour/ actions in preventing VAW/G from Equality Now's perspective.
38. Does Equality Now think that the model that was developed (as it is currently) is a valuable model to share with others to address VAW/G?
39. What is the most significant change experienced by Equality Now during the life of this project?

KEY INFORMANT INTERVIEW GUIDE WITH COALITION MEMBERS

Researcher to review the informed consent form with the participant. Once the form is signed the interview can begin.

Name: _____

Date: _____

Time: _____

Position: _____

About Process

1. Can you describe your role in the organisation in relation to this project?
2. What was your involvement in the process followed to put together an implementation plan (workplan) when the grant was awarded?
3. Was this process applied throughout the life of the project? Please provide details of different stages where this approach was applied.
4. Through the life of the project, how did the planning process explore socio-cultural relevance, cultural beliefs, practices and local community norms?
5. How were these then taken into account in the development of the social mobilization strategy?
6. What were the innovations that came about as a result of the planning process?
7. Through the planning and implementation process, what evidence has your organisation collected that shows that VAW/G has been reduced?
8. At the end of the project cycle, would you recommend the approach used for addressing VAW/G? Is there anything that you would change?

Implementation of social mobilization strategy

9. What were the different activities implemented as part of the strategy?
10. What did you see as the role of the coalition members in implementation of this project?
11. How did the coalition members understand the role of Equality Now?
12. How did these roles complement each other?
13. What capacity-building, general and supervision support was provided to coalition members to ensure that people at different levels of the project were well trained to manage and implement the strategy?

14. What were the challenges of working as a coalition?
15. What were some of the opportunities of working as a coalition?
16. What are some of the lessons that you think are worthwhile taking forward into future initiatives as it pertains to coordination and coherence?
17. What is your view of how resources were used in this project? Could it have been differently?
18. What are the lessons as it relates to the use of resources in this projects (time, human and financial)
19. What were some project constraints in implementation?
20. What were some of the key enablers that supported project implementation?
21. What were the outcomes of the project (intended and unintended)?

Addressing violence against women and girls

22. What strategies were implemented to address VAW/G?
23. Which settings were strategies implemented in?
24. What was the reason for the choice of these settings, over and above others – i.e. who was targeted?
25. Did the strategies address all the risk factors associated with VAW/G?
26. What other prevention activities could have been implemented?
27. What other types of activities do you consider as also important in providing a holistic response to VAW/G (care, support, legal aid, police etc.)?
28. Do you think that the activities that were decided on for this project provide sufficient exposure for communities to effect enduring changing behavior in relation to VAW/G?

Longer-term sustainability

29. What activities will continue beyond the end of the project?
30. What are the key enablers/ barriers to continuing the project?
31. With the support you have received during this initiative, what have you been able to achieve better or differently as a coalition member/organisation in terms of your own strategic objectives?
32. How has the implementation of this project fit in with your wider goals and other activities? E.g.:
 - How easily did it fit in with your other management processes – e.g. around reporting or learning?

- Has it helped or hindered you to pursue your own priorities or support different kinds of projects or social change?
 - Has it helped or hindered you to reach 'hard to reach' / different kinds of beneficiaries & organisations? (What challenges do you face here?)
 - Has it caused confusion among staff or members?
 - Has it taken up more or less of your time than other project models?
33. How did the project contribute towards the long-term sustainability of your organisation to address VAW/G?
34. Has working on this initiative with the other partners helped you to identify and share lessons on how to address VAW/G from an organizational perspective?
35. What activities are your organisation continuing to implement (independent of UNTF funds)?

Most significant change

36. Identify instances where there has been a significant change with regard to behaviour/ actions in preventing VAW/G from your organisation's perspective.
37. Does your organisation think that the model that was developed (as it is currently) is a valuable model to share with others to address VAW/G?
38. What is the most significant change experienced by your organisation during the life of this project?
39. What is the most significant change that you as an individual working on this project experienced during the life of the project?

KEY INFORMANT INTERVIEW GUIDE FOR OTHER SECTOR PLAYERS

Researcher to review the informed consent form with the participant. Once the form is signed the interview can begin.

Name: _____

Date: _____

Time: _____

Position: _____

Introduction/Context

1. What do we mean by violence against women/girls?
2. Why is a focus on VAW/G important?
3. What is your organization/institution's current involvement in addressing VAW/G?
4. From your experience, what does a holistic approach to addressing VAW look like?
5. Could you share examples of institutional based responses to violence against women? What is your assessment of these?
6. Could you share examples of community-based responses? What is your assessment of these?
7. What are good indicators for assessing whether an initiative has effectively addressed VAW/G?
8. What do you consider are some of the risks in developing community-based responses to addressing VAW/G?
9. Do you know about the social mobilization approach used by the UN Trust Fund Project: Our Girls, Our Future: Building Synergy to End Violence Against Girls? If yes, what do you know about it? If no, provide brief overview of the model.
10. What do you think could enhance this model?
11. What do you think would need to be considered when implementing such a model? (Consider enablers and inhibitors)
12. What are some of the challenges in getting shifting definitions, behavior and engagement of communities around VAW/G?
13. Do you have anything else to add in relation to responses to violence against women?

SEMI-STRUCTURED INTERVIEW GUIDE FOR PROGRAMME BENEFICIARIES

Researcher to review the informed consent form with the participant. Once the form is signed the interview can begin.

Name: _____

Date: _____

Time: _____

Position: _____

Safe Spaces Members

Name:

Age:

1. When did you join the Safe Space?
2. Why did you join the Safe Space?
3. How many sessions have you attended so far?
4. What topics discussed during the sessions have been the most memorable?
5. Has the Safe Space helped you as an individual, in terms of leadership, friends, relationships, reproductive health, addressing gender-based violence?
6. What do you like best about the Safe Space? (If need to probe: what activities or topics?)
7. What do you least like about the Safe Space? (Least favorite activity, teacher, session, etc.)
8. What is the mentor's role in the Safe Space, how do they help? How are they different from the teachers?
9. Do you have any ideas of how to improve the Safe Space?
10. Have you heard of the Boys' Network? What do you know about it? How much do you interact with Boys Network? Examples?

Safe Spaces Mentors

Name:

Profession:

School:

Number of girls enrolled in Safe Space:

Number of girls who attend regularly:

1. What do you do as a mentor for the Safe Space program?
2. Why is it important to have a girls only program at this school, with this age group?
3. How many hours a week do you devote to the program? Is time too much, too little or just right, and why?
4. What do you feel has been the greatest success of this program?
5. What have you personally gained/learned from your involvement?
6. What additional knowledge, skills or time would you like to have in order to improve upon your role as a mentor? (What would help you do your job better?)
7. What challenges have you faced working as a mentor for this program? How did you overcome them?
8. Do you think the program should expand at this school (or to other schools)? Why or why not? What would be required?
9. What would you recommend to improve the Safe Space program? (Such as activities, resources, time, concepts, training)
10. To what extent does the Safe Space interact/engage with boys' network? How? Should there be more collaboration or dialogue? Why or why not?

Boys' Network Members

Name:

Age:
Grade:
School:

1. When did you join the boys' network?
2. Why did you join the boys' network?
3. How many sessions have you attended so far?
4. What topics discussed during the sessions have been the most memorable?
5. Has the boys' network helped you as an individual, in terms of leadership, friends, your awareness of sexual violence against girls, how you view girls in society and how you relate to girls?
6. From what you have learned or seen, what does it mean to be a man/woman? What is a man's role or roles, in the family, at work, etc.?
7. What are the main roles of a woman (to her husband, to her children, friends etc.)
8. What do you like best about the boys' network? (If need to probe: what activities or topics?) What do you least like about the Boys Network? Least favorite activity, teacher, session, etc.
9. What is the patron's role in the boys' network, how do they help? How are they different from the teachers?
10. Do you have any ideas of how to improve the boys' network?
11. Have you heard of Safe Spaces? What do you know about it? How much do you interact with SS? How/examples?

Boys' Network Patrons

Name:

Profession:

School:

Number of boys enrolled in boys' network:

Number of boys who attend regularly:

1. What do you do as a patron for the boys' network program?
2. Why is it important to have a boys only program at this school, with this age group?
3. How many hours a week do you devote to the program? Is time too much, too little or just right, and why?
4. What do you feel has been the greatest success of this program?
5. What have you personally gained/learned from your involvement?
6. What additional knowledge, skills or time would you like have in order to improve upon your role as a patron? (What would help you do your job better?)
7. What challenges have you faced working as a patron for this program? How did you overcome them?
8. Do you think the program should expand at this school (or to other schools)? Why or why not? What would be required?
9. What would you recommend to improve the boys' network program? (Such as activities, resources, time, concepts, training)
10. To what extent does the Boys Network interact/engage with Safe Spaces? How? Should there be more collaboration or dialogue? Why or why not?

Health Providers

Name:

Location:

1. What is your position and how long have you worked at this clinic?
2. In the PPAZ training for health providers handling Sexual Violence cases, what topics did you cover?
3. What topics and lessons covered in the training were the most helpful in handling Sexual Violence cases at the clinic?
4. What topics and lessons covered in the training were the least helpful in handling Sexual Violence cases at the clinic?
5. What additional training would be beneficial to handling Sexual Violence cases at the clinic?
6. How many Sexual Violence cases have you handled since you received the training?
7. How do you handle cases when you receive them? Are you in touch with the local police/VSU about cases?
8. Do you have any connection to the One-Stop Centre at University Teaching Hospital or the Coordinated Response Centres in Burma or Mtendere?
9. Has this programme helped you? How did it help you? Are you happy with the outcome? If you had another problem like this, would you go to them again?
10. How do you see the effectiveness of the project? Any successes/challenges/constraints pertaining to project implementation? What contribute to the success you observe?

Journalists

Name:

Position:

Location:

1. How long have you worked as a journalist?
2. In the ZAMWA training for journalists to enhance reporting on Sexual Violence, what topics did you cover?
3. What topics and lessons covered in the training were the most helpful?
4. What topics and lessons covered in the training were the least helpful?
5. What additional training would be beneficial to enhance reporting on Sexual Violence?
6. How many articles/news segments on Sexual Violence have you written since you received the training?
7. What are the most commonly reported stories concerning Sexual Violence in Zambia?
8. What, if anything, keeps you from reporting on Sexual Violence issues/cases?
9. Is your leadership of the media house, such as the editor, on board for reporting on Sexual Violence?
10. Has this programme helped you? How did it help you? Are you happy with the outcome?
11. What is the most significant change that happened to you as a result of your engagement or involvement with this project?
12. Do you know of other processes they use that address violence against women?
13. Do you think this project should be continued? Do you think you would do something differently in the future or the same? Why and how? What are the best practices from this process you observed?

Lawyers

Name:

Position:

Location/Firm:

1. How long have you worked at your current location?
2. In the WLSA legal training under TAAAC, what topics did you cover?
3. What topics and lessons covered in the training were the most helpful?
4. What topics and lessons covered in the training were the least helpful?
5. What additional training would be beneficial to enhance the legal response to Sexual
6. Violence?
7. How many Sexual Violence cases have you encountered and/or represented since you received the WLSA training?
8. What, if anything, keeps you from representing Sexual Violence cases?
9. What do you feel are the gaps in the national legal system concerning the protection and/or representation of Sexual Violence cases?
10. Has this programme helped you? How did it help you? Are you happy with the outcome?
11. What is the most significant change that happened to you as a result of your engagement or involvement with this project?
12. Do you know of other processes they use that address violence against women?
13. Do you think this project should be continued? Do you think you would do something differently in the future or the same? Why and how? What are the best practices from this process you observed?
14. Do you have any suggestions of how to improve the legal response to Sexual Violence in Zambia?

Paralegals

Name:

Position:

Location:

1. How long have you worked at this paralegal centre?
2. In the WLSA training for paralegals handling Sexual Violence cases, what topics did you cover? What topics and lessons covered in the training were the most helpful in handling Sexual Violence cases in the community?
3. What topics and lessons covered in the training were the least helpful in handling Sexual Violence cases in the community?
4. What additional training would be beneficial to handling Sexual Violence cases?
5. How many Sexual Violence cases have you handled since you received the training?
6. How do you handle cases when you receive them? Are you in touch with the local police/VSU and/or local clinics about cases?
7. Do you have any connection to the One-Stop Centre at University Teaching Hospital or the Coordinated Response Centres in Burma or Mtendere?
8. Has this programme helped you? How did it help you? Are you happy with the outcome?
9. What is the most significant change that happened to you as a result of your engagement or involvement with this project?
10. Do you know of other processes they use that address violence against women?
11. Do you think this project should be continued? Do you think you would do something differently in the future or the same? Why and how? What are the best practices from this process you observed?

Government officials

Name:

Position:

1. How have you been involved or interacted with the TAAAC Coalition?
2. What is your take on the current situation in Zambia concerning sexual violence against adolescent girls?
3. What is your impression of the impact TAAAC has had on addressing the issue of sexual violence against girls?
4. Do you have any recommendations of how to improve the programming?
5. Do you have any recommendations on how to improve coordination with government programming?
6. Any other thoughts or comments?

FOCUS GROUP DISCUSSION GUIDE WITH GIRLS SAFE SPACE GROUPS AND BOYS NETWORK

Researcher to review the informed consent form with the participants. Once the form is signed the focus group can begin.

Introduction/ Contextual information

1. Why do you think it is important to address violence against women and girls?
2. How big is the problem here?

Questions about being a girls Safe Space member and a Boys Network member

3. Why did you sign up to join the girls Safe Space / the Boys Network?
4. If you think about the training you received, which part of the training was the most helpful to you?
5. What in the training do you think needs to be changed?
6. What did you learn in the training that was easy to implement in your life? Why?
7. What did you learn in the training that was difficult to implement? Why?
8. Was there anything else that you think the training should have covered?
9. Is there anything else that could have been provided by the project that would have helped you as a girl or a boy?

Overall thoughts on the impact of the project

1. What have you personally gained by being a member of the girls Safe Space/Boys Network?
2. What in this project has made the greatest difference to you/ your family/ your community?
3. Please give examples from your community where you have seen the most significant change in terms of preventing VAW/G.
4. What do other people say about the project?
5. Have you any suggestions for improving the project and/ or reducing VAW in this community?

APPENDIX 4: BUDGET AND EXPENDITURE OVERVIEW

The project has a budget of USD 1,254,914 to be spent over the three-year period. An overview of the budget and expenditure of the project over the lifecycle of the project.

| Activities | Total Budget | Total Expenditure |
|---|---------------|-------------------|
| PERSONNEL | | |
| Coalition Coordinator | \$ 120,800.00 | \$ 120,800.00 |
| Equality Now Nairobi Program Officer | \$ 50,796.00 | \$ 50,796.00 |
| Equality Now Nairobi Director | \$ 32,500.00 | \$ 32,500.00 |
| Equality Now NY Director of Programs | \$ 95,080.00 | \$ 95,080.00 |
| Equality Now NY Communications Director | \$ 12,990.00 | \$ 12,990.00 |
| Equality Now EN Legal Advisor | \$ 14,160.00 | \$ 14,160.00 |
| CAPACITY DEVELOPMENT | | |
| UN Trust Fund Activities | \$ 2,020.00 | \$ 2,020.00 |
| ADVOCACY/AWARENESS RAISING | | |
| Safe Spaces for Girls (including trainings) | \$ 204,594.00 | \$ 202,474.00 |
| Adolescent boys' sensitization networks | \$ 36,778.00 | \$ 42,081.00 |
| Teacher, principal, PTA sensitization | \$ 11,135.00 | \$ 8,803.00 |
| Journalist trainings & editor meetings | \$ 38,783.00 | \$ 41,443.00 |
| Community sensitization through drama | \$ 7,040.00 | \$ 6,166.00 |
| Review of legal provisions & strategy paper on reform | \$ 29,231.00 | \$ 34,906.00 |
| Pamphlet-adolescent girls' rights & repro. health w/ref. services | \$ 14,895.00 | \$ 15,438.00 |
| Safe Spaces participant handbook | \$ 15,003.00 | \$ 15,003.00 |
| Mapping of services for Safe Spaces communities | \$ 16,845.00 | \$ 13,922.00 |
| <i>Proof in Print</i> project | \$ 3,276.00 | \$ 3,276.00 |
| Public Service Announcements (PSAs) | \$ 34,432.00 | \$ 26,436.00 |
| Radio media campaign-boys | \$ 8,047.00 | \$ 8,766.00 |
| Radio media campaign-talk shows | \$ 16,118.00 | \$ 22,821.00 |
| Documentary film | \$ 49,640.00 | \$ 52,694.00 |
| TECHNICAL ASSISTANCE | | |
| Coalition trainings | \$ 79,191.00 | \$ 83,850.00 |
| Lawyers & law faculty training | \$ 35,657.00 | \$ 36,852.00 |
| Paralegal training & follow up meetings | \$ 13,862.00 | \$ 12,927.00 |
| Health service provider training (and monitoring of 6 clinics) | \$ 41,635.00 | \$ 41,182.00 |
| Ministry of Education guidelines | \$ 16,575.00 | \$ 16,766.00 |
| Coalition campaign materials | \$ - | \$ - |
| Fee for office space/equipment for Coordinator | \$ 25,751.00 | \$ 25,091.00 |
| Website/listserv and standardized form design | \$ 6,000.00 | \$ 6,017.00 |
| EQUIPMENT | | |
| Laptop Computer/Coalition Coordinator | \$ 1,155.00 | \$ 1,155.00 |
| Scanner for <i>Proof in Print</i> project | \$ 180.00 | \$ 180.00 |
| MONITORING & EVALUATION | | |
| Baseline KAP survey design and implementation | \$ 21,202.00 | \$ 21,202.00 |
| Train and supervise project coordinator in monitoring, data collection and analysis | \$ 11,511.00 | \$ 12,702.00 |
| Monitoring of Coalition activities | \$ 24,000.00 | \$ 24,000.00 |
| Endline KAP survey design and implementation | \$ 49,837.00 | \$ 28,313.00 |

| | | |
|--|------------------------|------------------------|
| Mid-project review (evaluator's time and travel) | \$ 16,574.00 | \$ 16,574.00 |
| Travel costs for EN Program Officer to evaluate project progress | \$ 25,652.00 | \$ 30,059.00 |
| Coordinator transport costs to conduct ongoing evaluations | \$ 10,905.00 | \$ 9,451.00 |
| Final project review (evaluator's time and travel) | \$ 17,729.00 | \$ 20,420.00 |
| AUDIT | \$ 25,000.00 | \$ 28,092.00 |
| INDIRECT COST | \$ 17,500.00 | \$ 17,506.00 |
| TOTAL | \$ 1,254,079.00 | \$ 1,254,914.00 |

APPENDIX 5: LIST OF PEOPLE INTERVIEWED DURING FIELD WORK FOR THE TAAAC EVALUATION

Partner Organisations

| # | Name | Organisation |
|----|---------------------------|--|
| 1 | Pamela Hamweemba | TAAAC Focal Pt, CAMFED |
| 2 | Mwelwa Kamanda | Community Health Programme Coordinator, CAMFED |
| 3 | Regina Lialaba | Co-Executive Director, CAMFED |
| 4 | Maimbo Ziela | National Coordinator, WLSA |
| 5 | Besa Mwansa | Programmes Assistant, WLSA |
| 6 | Mwenya Chiti Mabuku | Programmes Officer & TAAAC Focal Point, FAWEZA |
| 7 | Felistus Chipako | Board Chair and Acting National Coordinator, ZAMWA |
| 8 | Priscilla Chileshe | Director, ZARD |
| 9 | Olivia Nyanda | Finance Officer, ZARD |
| 10 | Mercy Banda | Intern, ZARD |
| 11 | Golden | TAAAC Focal Point and Programme Officer, ZNWL |
| 12 | Juliet Chibuta | Executive Director, ZNWL |
| 13 | Levy Mkandwaire | Programme Officer and TAAAC Focal Point, PPAZ |
| 14 | Caroline Muthoni Muriithi | Programme Officer, Equality Now |
| 15 | Eugenia Temba | TAAAC Coalition Coordinator, Equality Now |
| 16 | Brenda Mwinga Chisala | Youth Coordinator and TAAAC Focal Point, YWCA |

Beneficiaries

Lawyers and Paralegals

| | | |
|---|-----------------|--|
| 1 | Waicha Ndhlovu | National Legal Aid Clinic for Women, Legal Officer (Lawyer) |
| 2 | Cynthia Chapewa | National Housing Authority, Authority Secretary (Lawyer) |
| 3 | Martha Mvula | Zambia Civic Education Association Kamanga Legal Advise Center (Paralegal) |

| | | |
|---|------------------|--------------------------------------|
| 4 | Agness Mumba | Caritas Zambia, Trained as Paralegal |
| 6 | Joel Kasonkomona | Zambia Civic Education, Paralegal |

Teacher Mentors Safe Spaces for Girls

| # | Name | School |
|---|--------------------|----------------------|
| 1 | Mrs. Betty Chibawe | Chongwe Basic School |

Boy's Network Patrons

| # | Name | School |
|---|----------------|----------------------|
| 1 | Mr. Mwase | Kamwala High School |
| 2 | Mr. Tungati | Chongwe Basic School |
| 3 | Mr. Kaunda | Chongwe Basic School |
| 4 | Joseph Ngweshe | Munali Boys High |

Boys Network Members (One on One Interview)

| # | Name | School |
|---|-----------------|----------------------|
| 1 | Dominic Njikiza | Kamwala High School |
| 2 | Alick Mchinzi | Kamwala High School |
| 3 | Audrey Mutale | Chongwe Basic School |
| 4 | Bettah Phiri | Chongwe Basic School |

Boy's Network Members Focus Group Discussion Participants

| | | |
|----|-------------------|---------------------|
| 1 | Moses Chisenga | Kamwala High School |
| 2 | Davis Phiri | Kamwala High School |
| 3 | Winfred Hamalambo | Kamwala High School |
| 4 | Dominic Njikiza | Kamwala High School |
| 5 | Alick Mchinzi | Kamwala High School |
| 6 | Lloyd Kaimbo | Kamwala High School |
| 7 | George Chimfwembe | Kamwala High School |
| 8 | Muhammad Phiri | Kamwala High School |
| 9 | Simon Mutale | Kamwala High School |
| 10 | David Banda | Kamwala High School |

| | | |
|----|----------------------|----------------------|
| 11 | Audrey Mutale | Chongwe Basic School |
| 12 | N. Matongo | Chongwe Basic School |
| 13 | Mirriam Phiri | Chongwe Basic School |
| 14 | Shiloh Banda | Chongwe Basic School |
| 15 | David Phiri | Chongwe Basic School |
| 16 | Andrew Mutinta | Chongwe Basic School |
| 17 | Elias Mwanza | Chongwe Basic School |
| 18 | Chrispine Nalungwana | Chongwe Basic School |
| 19 | Bettah Phiri | Chongwe Basic School |
| 20 | Charity Banda | Chongwe Basic School |
| 21 | Hasten Phiri | Chongwe Basic School |
| 22 | Terrence Mwiinga | Munali Boys High |
| 23 | Howard Zulu | Munali Boys High |
| 24 | Keela Simunza | Munali Boys High |
| 25 | Harrison Banda | Munali Boys High |
| 26 | Chesinga V Ngandwe | Munali Boys High |
| 27 | Lewis Malunga | Munali Boys High |
| 28 | James Lumbwa | Munali Boys High |
| 29 | Innocent Lusekelo | Munali Boys High |
| 30 | Letson Brian Mwake | Munali Boys High |
| 31 | Phillip Siyangwe | Munali Boys High |
| 32 | Gift Bandu | Munali Boys High |
| 33 | Kulonde S Chushi | Munali Boys High |

Safe Space Members Focus Group Discussion Participants

| | | |
|---|--------------------|---------------------|
| 1 | Loweda Ngosa | Kamwala High School |
| 2 | Esther Mwaba | Kamwala High School |
| 3 | Memory Chinymba | Kamwala High School |
| 4 | Joyce Banda | Kamwala High School |
| 5 | Caro Chitambo | Kamwala High School |
| 6 | Prosperity Chimena | Kamwala High School |
| 7 | Pharecy Joko | Kamwala High School |
| 8 | Talisai Tembo | Kamwala High School |

| | | |
|-----|-------------------|-----------------------|
| 9 | Jacqueline Mwesli | Kamwala High School |
| 10 | Memory Mvusonda | Kamwala High School |
| 11 | Nope Musonde | Kamwalanga Girls High |
| 12 | Nalukui Nosuku | Kamwalanga Girls High |
| 13 | Mirriam Phiri | Kamwalanga Girls High |
| 14 | Alice Njobru | Kamwalanga Girls High |
| 15 | Titamenji Mwalie | Kamwalanga Girls High |
| 16 | Janet Mwape | Kamwalanga Girls High |
| 17 | Najame Faith | Kamwalanga Girls High |
| 18 | Norah Kapupa | Kamwalanga Girls High |
| 19 | Lala Phiri | Kamwalanga Girls High |
| 20 | Joyce Mulendema | Kamwalanga Girls High |
| 21 | Hawa Ndemanga | Kamwalanga Girls High |
| 22 | Niector Katele | Kamwalanga Girls High |
| 23 | Jane Chilekwa | Kamwalanga Girls High |
| 24. | Zinta Chilenkwa | Kamwalanga Girls High |
| 25 | Tisa Banda | Kamwalanga Girls High |
| 26 | Loveness Phiri | Kamwalanga Girls High |
| 27 | Jenipher Kalasa | Kamwalanga Girls High |
| 28 | Mercy Kampeya | Kamwalanga Girls High |
| 29 | Ruth Mumba | Kamwalanga Girls High |
| 30 | Tracy Musekeka | Kamwalanga Girls High |
| 31 | Dina Mulenga | Kamwalanga Girls High |
| 32 | Doreen Nankonda | Kamwalanga Girls High |
| 33 | Bridgut Banda | Kamwalanga Girls High |
| 34 | Zera Zuu | Kamwalanga Girls High |
| 35 | Nelly Kalaba | Kamwalanga Girls High |
| 36 | Chipo Chila | Kamwalanga Girls High |
| 37 | Ntama Mwambazi | Kamwalanga Girls High |
| 38 | Choolwe Kangomble | Kamwalanga Girls High |
| 39 | Chilowa Chilla | Kamwalanga Girls High |

Safe Space Junior Mentors Focus Group Discussion Participants

| | | |
|---|------------------|--------------------|
| 1 | Petronella Aliti | Munali High School |
| 2 | Mercy Chooma | Munali High School |
| 3 | Autina Mwape | Munali High School |
| 4 | Rita Banda | Munali High School |
| 5 | Precious Chibesa | Munali High School |
| 6 | Saphi Mambepa | Munali High School |

Safe Space Senior Mentors

| | | |
|---|-------------------|------------------------|
| 1 | Precious Nyirongo | Kamwalanga High School |
| 2 | Mavassen Nenechi | Kamwalanga School |
| 3 | Tambudzan Mutali | Kamamwalanga School |
| 4 | Rita Banda | Munali High School |
| 5 | Precious Chibesa | Munali High School |
| 6 | Saphi Mambepa | Munali High School |
| 7 | Barbara Chiko | Kamwala High |

Safe Spaces (One on One Interview)

| # | Name | School |
|----------|------------------|------------------------|
| 1 | Mirriam Likomeno | Kamwala High School |
| 2 | Esabel Jere | Kamwalanga High School |
| 3 | Iness Nohlovu | Kamwalanga High School |
| 4 | Bettah Phiri | Chongwe Basic School |

APPENDIX 6: SCOPE OF WORK

Terms of Reference for End of Project Evaluation UN Trust Fund Project: Our Girls, Our Future: Building Synergy to End Violence Against Girls Lusaka, Zambia Equality Now

PROJECT BACKGROUND

Zambia's Fifth National Development Plan 2006-2010 identified gender-based violence as "Zambia's most significant invisible threat, and a critical problem that affects many women and children in particular." "Defilement" or the rape of minors, of girls in particular, is rampant in Zambia. A Human Rights Watch report from 2003 identified schools as sites of frequent and mostly unreported, sexual abuse with teachers preying on vulnerable girls and exchanging higher grades for sex. The following statistics are indicative of the problem:

- A sexual behavior survey undertaken by the Government of Zambia in 2003 revealed that 16.3% of female respondents from all age groups had experienced forced sexual encounters, with 17.7% of the youngest sample (15 to 19 years old) reporting "forced sex."⁴
- In 2006, the YWCA reported that it recorded eight cases of rape of minors every week (about 416 cases a year); at its center in Lusaka⁵ and that same year the Central Police Victim Support Unit (VSU) in Lusaka recorded 754 cases of "defilement".⁶
- In 2007, the VSU recorded 696 defilement cases with prosecutions resulting in 160 convictions and 26 acquittals.⁷ Also in 2007, the University Teaching Hospital disclosed that it recorded over 500 cases of abuse of girls between 11 and 15 years.⁸ During the same period over 200 cases were reported involving children under 6 years and about 170 cases for children between 6 and 10 years.⁹
- From January to March 2008 alone, the YWCA center's Sexual violence coordinator reported 184 defilement cases and during the same two-month period 70 cases were recorded at the Kasama YWCA.¹⁰
- Most recently, the Human Rights Watch 2009 World Report cites a report by WILDAF-Zambia and the VSU, which found that between January and August 2008 there were 65

In response to the issues described above, Equality Now through the Adolescent Girls' Legal Defence Fund (AGLDF) positioned a strategy to address sexual abuse of adolescent girls in Lusaka, Zambia. In 2007, Equality Now supported a 13 year old girl, R.M, to sue the Government of Zambia for the sexual abuse she experienced at hands of her teacher. In 2008, the High Court of Zambia in this matter held that the school and the Government of Zambia through the Ministry of Education was liable for the sexual abuse of R.M and awarded her compensation for her suffering. The Judge held that it was clear from the evidence presented in Court that the Principal of the School knew that the teacher was an abuser but kept him as an employee while the Ministry of Education as the responsible authority for hiring of teachers in Government schools was equally at fault for not taking any action against the said teacher. The Judge called on the Ministry of Education to put in place clear guidelines on addressing sexual violence in Schools and called on the Director of Public Prosecutions to arrest and prosecute the teacher. The R.M judgement was the first of its kind in Zambia and was considered a landmark decision that highlighted the sexual abuse of girls in schools. It was the catalyst for the creation of a coalition of local non- governmental organisations called the Tisunge Ana Athu Akazi Coalition¹³("TAAAC Coalition")whose members¹⁴ came together to address violence against girls in schools facilitated by Equality Now. The Coalition developed a joint work plan that identified key strategies and activities that the coalition would undertake to tackle sexual violence in schools in Zambia.

In 2009, Equality Now on behalf of the Coalition applied and won a UN Trust Fund grant to support the coalition's project: Our Girls, Our Future: Building Synergy to End Violence Against Girls Lusaka, Zambia. The project timeline was 2010-2013, providing a grant of USD\$ 999,999 for the three year project.

The goal of the project is to create zero tolerance for sexual violence against girls by supporting and coordinating the efforts of the coalition, building its capacity and building the capacity of and encouraging and supporting efforts of the Zambian government in this regard, while ensuring that all interventions are girl-centered. It was envisioned that by the end of the project girls in the project areas would be empowered to claim their rights and a better system of response and prevention of violence against adolescent girls will be instituted in Zambia. It is also anticipated that the project will support the UN Secretary-General's Unite to End Violence against Women Campaign 2008-2015 through contributing to the enforcement of national laws and to social mobilisation and prevention strategies. The main strategies employed to meet this goal were coalition building and creation of key partnerships, development of stakeholders' capacity, strategies aimed at the empowerment of girls, working with men and boys, and public outreach.

The expected results of the project are: (i) A coordinated response to support the existing community mechanisms to identify, refer and report sexual violence against adolescent girls, by 2012 (ii) The legal system is more responsive to violence committed against adolescent girls, by 2012; (iii) Empower girls to prevent, identify and report sexual violence by creating a conducive school environment by the end of the project; and (iv) Improved awareness and attitudes among target communities on sexual violence against girls by the end of the project. The project's primary beneficiaries are adolescent girls, a crucial and uniquely vulnerable group. In addition, the various members of the Coalition whose capacity to address and prevent violence against girls will be significantly enhanced through the project, as well as various other duty bearers (paralegals, health service providers, journalists, teachers and parents) who are also expected to benefit from the project.

PURPOSE OF EVALUATION

In line with the UN Trust Fund guidelines, an End of Project Evaluation of the project has been scheduled for 27 May 2013-1 July 2013. The overall objective of the purpose of the Evaluation is to provide an independent, systematic and objective assessment of the overall performance of the UNTF project including a review of the design implementation and results vis à vis project objectives. The evaluation approach is also to make a significant contribution to the global knowledge base on evidence-based approaches to ending violence against women. The evaluation is expected to assess the extent to which interventions adopt a dual approach, in terms of how they tackle the root causes of violence against women and girls (i.e. gender discrimination), as well as address the direct impact of violence on the lives of women and girls. Further, the evaluation is expected to identify and document success stories, design and implementation gaps and opportunities as well as recommendations.

The results of the Evaluation will be shared with coalition members to enable them reflect on successes and develop strategies on the challenges experienced in addressing sexual violence against adolescent girls in Zambia. This information will go towards improving on their programs and Equality Now programmes through the lessons learnt from the implementation of the project for the last three years.

EVALUATION OBJECTIVE AND SCOPE

Scope

The evaluation will cover interventions in Lusaka, Zambia. The duration of the evaluation will be 35 days with time spent at Equality Now offices in Nairobi and out in the field. The evaluation will target the 8 implementing partners and primary beneficiaries; including boys and girls in the Safe Space communities, community members, teachers, parents, trained lawyers and journalists. The evaluation will also target secondary beneficiaries such as Government officials, and other Civil Society Organisations within Lusaka, Zambia.

Objectives

The objectives of the End of Project Evaluation are to:

- provide an independent evaluation on the performance of the project compared against ,

- indicators and overall project goal;
- Review the project design process including an assessment of the logic of the intervention, the underlying assumptions and the relevance of choices made (i.e. activities and processes) to achieve of the objectives of the project;
- Assess the extent to which the project outputs and outcomes including intended and unintended results as well as positive and negative outcomes have been achieved, and any shortcomings/challenges experienced;
- Review the risk analysis of the project and whether effective and timely budgeted mitigation strategies have been considered by the project;
- Assess the extent to which the project has built partners' and beneficiaries' capacities to date, including on participatory monitoring and evaluation
- Indicate if the project has generated substantive knowledge and the extent to which this has been shared and documented to date.
- Critically analyse the implementation, coordination and feedback mechanisms used for integrating lessons and recommendations into the project's decision-making processes. Especially assessing whether and how the findings, recommendations and lessons from the project reports i.e. quarterly reports and midterm review reports informed decision making processes during its implementation;
- Review the monitoring and evaluation framework of Equality Now's UNTF project

Evaluation Questions:

The evaluation questions will be agreed upon among coalition members and key stakeholders and accepted or refined by Consultant and the Equality Now team. The evaluation should focus on assessing project relevance/appropriateness, effectiveness; efficiency and sustainability. The evaluation questions should address the following:

- **Relevance:** whether the project met the local need and priorities in addressing sexual violence against adolescent girls in Lusaka Zambia.
- **Appropriateness:** is the tailoring of project activities to local needs increasing ownership, accountability, and cost-effectiveness accordingly
- **Effectiveness:** Did the project attain its objectives as stipulated in the project document
- **Efficiency:** Did the project meet set outputs - qualitative and quantitative - in relation to the inputs? Was the project managed efficiently taking into consideration the use of resources in order to achieve the desired results?
- **Sustainability:** Are the benefits of the project likely to continue after UNTF funding is withdrawn.

Key deliverables of evaluator:

- 1) Evaluation inception report—an inception report should be prepared by the evaluators before going into the technical mission and full data collection stage.
 - a. It should 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.
 - b. The inception report should include a proposed schedule of tasks, activities and deliverables, designating a team member with the lead responsibility for each task or product.
 - c. The inception report provides the project unit and the evaluators with an opportunity to verify that they share the same understanding about the evaluation and clarify any misunderstanding at the outset.
- 2) Draft evaluation report—the project unit and key stakeholders in the evaluation should review the draft evaluation report to ensure that the evaluation meets the required quality criteria (see the UN Trust Fund evaluation report guidelines). The Draft evaluation report will be shared with stakeholders in Lusaka, Zambia.
- 3) Final evaluation report—Comments received from stakeholders will be incorporated into the final report and submitted to Equality Now (see the UN Trust Fund evaluation report guidelines).

The Consultant's work will be executed in the following manner:

- Preparation: Equality Now documents and reports (including the log frames, quarterly updates generated, quarterly and annual reports) —will be sent in advance for the Consultant's review;
- Evaluation inception report: The evaluator after reviewing all materials and documents from the project will develop an inception report before going out to the field to collect additional information and data.
- Field visit in Lusaka, Zambia and conduct interviews: The Consultant will visit beneficiaries, partners, and other stakeholders(face-to-face, by phone and by email);
- Compilation of Draft Evaluation report: The Consultant will compile the findings from the field, analyse information received and include recommendations into a draft report
- Present draft report to the stakeholders in Lusaka, Zambia and note recommendations and comments

Incorporate inputs received into the final evaluation report which should not exceed 20 pages and will be submitted to Equality Now 7 days after the conclusion of the review exercise and submit the same to Equality Now. This should include an Executive Summary, as a separate document, not exceeding 3 pages.

Evaluator core competencies:

- Equality Now will select the Consultant who meets the following criteria:
- Masters Degree or higher in Gender Studies/ Human Rights/ Women's Rights or any other relevant field
- Demonstrable experience of producing high-quality, credible evaluations (examples required).
- More than 3 years' experience in Monitoring and Evaluation including different methodologies for evaluation across Africa
- Demonstrable experience of working with/evaluating NGO work.
- Demonstrable experience with participatory methodologies. Familiarity with work on violence against women.
- Experience of working in, or assessing, coalitions.
- Ability to write concise, readable and analytical reports and understanding of public communications
- Excellent writing and verbal communication skills in English. Management Arrangement of the Evaluation:

Evaluation Team/Evaluator(s): This will comprise of the consultant (s) to conduct the evaluation based on the contractual agreements and terms of reference and under the day to day supervision of the Evaluation Manager

Evaluation Manager: Equality Now Nairobi Program Officer for Sexual Violence in collaboration with the Equality Now Project Coordinator in Zambia will manage the entire evaluation process under the overall guidance of the Senior Management at Equality Now, including:

1. Supervise the development and finalisation of the Evaluation of the TOR in consultation with key stakeholders and senior management
2. Manage the recruitment of the Evaluator (s)
3. Supervise the collection of key documents and data and share with the

Evaluator at the beginning of the inception stage

4. Supervise the coordination of communication between the Evaluation

Team, Senior management at Equality Now, the Reference Group and the Advisory Group

*Reference Group: include primary and secondary beneficiaries, partners and stakeholders of the project who provide necessary information and reviews the draft report for quality control

*Advisory Group- a focal point from the UN Women Regional Office and the Portfolio Manager and Monitoring and Evaluation Specialist from the UN Trust Fund Secretariat in order to review and comment on the draft TOR and

Evaluation Ethics:

The evaluation will be conducted in accordance with the principles outlined in the UN 'Ethical

Guidelines for Evaluation'15 and in the World Health Organisation's 'Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies'. The Evaluator familiarises herself/himself with the said guidelines and ensures that they observe the following principles in carrying out the evaluation:

Independence: Evaluators shall ensure that Independence of judgment is maintained and that evaluation findings and recommendations are independently presented.

Impartiality: Evaluators shall operate in an impartial and unbiased manner and give a balanced presentation of strengths and weaknesses of the policy, program, project or organisational unit being evaluated.

Conflict of Interest: Evaluators are required to disclose in writing any past experience, which may give rise to a potential conflict of interest, and to deal honestly in resolving any conflict of interest which may arise.

Honesty and Integrity: Evaluators shall show honesty and integrity in their own behavior, negotiating honestly the evaluation costs, tasks, limitations, scope of results likely to be obtained, while accurately presenting their procedures, data and findings and highlighting any limitations or uncertainties of interpretation within the evaluation.

Competence: Evaluators shall accurately represent their level of skills and knowledge and work only within the limits of their professional training and abilities in evaluation, declining assignments for which they do not have the skills and experience to complete successfully.

Accountability: Evaluators are accountable for the completion of the agreed evaluation deliverables within the timeframe and budget agreed, while operating in a cost effective manner.

Obligations to Participants: Evaluators shall respect and protect the rights and welfare of human subjects and communities, in accordance with the UN Universal Declaration of Human Rights and other human rights conventions. Evaluators shall respect differences in culture, local customs, religious beliefs and practices, personal interaction, gender roles, disability, age and ethnicity, while using evaluation instruments appropriate to the cultural setting. Evaluators shall ensure prospective participants are treated as autonomous agents, free to choose whether to participate in the evaluation, while ensuring that the relatively powerless are represented.

Confidentiality: Evaluators shall respect people's right to provide information in confidence and make participants aware of the scope and limits of confidentiality, while ensuring that sensitive information cannot be traced to its source.

Avoidance of Harm: Evaluators shall act to minimise risks and harms to, and burdens on, those participating in the evaluation, without compromising the integrity of the evaluation findings.

Accuracy, Completeness and Reliability: Evaluators have an obligation to ensure that evaluation reports and presentations are accurate, complete and reliable. Evaluators shall explicitly justify judgments, findings and conclusions and show their underlying rationale, so that stakeholders are in a position to assess them.

Transparency: Evaluators shall clearly communicate to stakeholders the purpose of the evaluation, the criteria applied and the intended use of findings. Evaluators shall ensure that stakeholders have a say in shaping the evaluation and shall ensure that all documentation is readily available to and understood by stakeholders.

Omissions and wrongdoing: Where evaluators find evidence of wrongdoing or unethical conduct, they are obliged to report it to the proper oversight authority.

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Zambia's Fifth National Development Plan 2006-2010, p. 211. 3 Suffering in Silence, January 27, 2003, <http://www.hrw.org/en/reports/2003/01/27/suffering-silence?print>
Zambia Sexual Behavior Survey (ZSBS) 2003, p.2 :www.cpc.unc.edu/measure/publications/pdf/tr-04-19.pdf,

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Project Documents Reviewed

- UN Trust Fund Annual Report 2010
- UN Trust Fund Annual Report 2011
- UN Trust Fund Annual Report 2012
- Annual Workplan 2010
- Annual Workplan 2011-2012
- Annual Workplan 2013
- Mid-term Evaluation 2011
- KAP Survey Baseline Results 2012
- Guidelines Against Sexual Violence in Schools (2010)
- TAAAC Submission on Penal Code and Anti GBV Bill
- TAAAC 2012 M&E Matrix
- Mapping Exercise Concept Note
- TAAAC Communications Strategy 2013
- TAAAC Digital Marketing
- Baseline Survey 2012 on GBV Mapping (John Kipp, Infonet)
- Documentation and Mapping Program TAAAC – Metrics and Update
- Original Logframe and Workplan 2010
- Revised Logframe 2011

- Population Council Report – Adolescent Girls Programming Workshop, March 2010
- Population Council, Safe Space Narrative Report, Jan – Jun 2011
- Population Council, Safe Space Narrative Report, Jul – Dec 2011
- Population Council, Safe Space Narrative Report, Jan – Jun 2012
- UNTF Financial Reports (2010, 2011, 2012)