



# Final Evaluation of “Kick against Violence”

## Final Report

**Project period covered by evaluation**

January 2016-December 2017

Submitted to

**Skillshare Nepal**

Submitted by

**Ratna Kaji Bajracharya**

External Evaluator

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**Kathmandu, Nepal**

“This Evaluation Report has been developed by an independent evaluation team. The analysis presented in this report reflects the views of the authors and may not necessarily represent those of SkillShare Nepal, its partners or the UN Trust Fund”

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## **List of Acronyms and Abbreviations**

CREHPA	Center For Research on Environment, Health and Population Activities
DDC	District Development Committee
DEO	District Education Office
FGD	Focus Group Discussion
GAG	Gender Advisory Group
GBV	Gender Based Violence
KII	Key Informant Interview
NAP	National Action Plan
NDHS	Nepal Demographic and Health Survey
RRF	Result and Resource Framework
SMC	School Management Committee
SSRP	School Sector Reform Plan
SWC	Social Welfare Council
UN	United Nations
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
UNTF	United Nations Trust Fund

## Executive Summary

"Kick Against Violence" is a two-year project implemented by Skillshare Nepal. The project was implemented to address the issue of GBV in five public schools with a grant (\$ 85,327) from the UN Trust Fund to end Violence against Women (UNTF) from January 2016 to December 2017. They were Saraswoti Higher Secondary School of Bhotechour, Sindhupalchowk, Kalika Sharan Higher Secondary School of Lapsipedi, Kathmandu, Okhreni Secondary School of Sundarijal, Kathmandu, Changunarayan Secondary School of Changunarayan Bhaktapur, and Saraswoti Higher Secondary School of Lele, Lalitpur.

The main objective of the project was to ensure a safe school environment where girl and boy students are free from any kind of GBV and where they can pursue their studies in a very safe and fearless learning environment.

**Primary Beneficiaries:** The primary beneficiaries were girl and boy students of age 13-18 from grade 6-10. The targeted number of primary beneficiaries was 705.

**Secondary Beneficiaries:** School teachers, parent and school management committee members were the secondary beneficiaries. The targeted number of secondary beneficiaries was 840,

### **Purpose of the evaluation:**

The purpose of this evaluation is to assess the achievement of the project that was implemented in five project schools, and draw lessons that can both improve the sustainability of the benefits from this project and aid in the overall enhancement of the Skillshare Nepal programming in similar thematic areas. It is imperative to conduct the final evaluation after the completion of the project to measure change and assess the costs and benefit of the resources utilized throughout the project period.

The final evaluation aims to identify the weakness and strengths of the project design and the implementation strategy to come up with recommendations to avoid similar issues in any follow up to the project. The evaluation will also identify lessons and best practices from the project which could be applied in the future projects to address the issue of GBV in school.

### **Objective of the evaluation:**

The overall objectives of this final evaluations are:

- a) To evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability and impact, with a strong focus on assessing the results at the outcome and project goals;
- b) To generate key lessons and identify promising practices for learning;
- c) To provide knowledge base for the implementing and funding agencies to decide on the scaling up of the project.

### **Data collection methodology and analysis:**

The information was collected through Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) with the primary and secondary beneficiaries as well as project staff, Skillshare Nepal board members and school management. The evaluation team used the post-test survey data collected by Skillshare Nepal for the final report and triangulated the data with the findings from the KIIs and FGDs. A desk review of project documents was carried out to review the progress reports.



The information collected from FGDs and interviews were sub grouped under different broad categories of change in knowledge of GBV, skills to voice and report GBV, change in teaching practices of teachers, change in perceptions about gender/ GBV, realization about the need to address GBV, growth in institutional capacity and institutional response. The information collected was categorized under different headings. Conclusions were drawn and aligned to different outcome and output indicators. In addition, the percentage s of respondents responding in a manner that was aligned with different result indicators (during FGDs and interviews) were also calculated and expressed as a percentage of respondents participating in FGDs, interviews etc.

To assess the gender sensitive teaching practices of trained teachers, a checklist of gender sensitive teaching methodologies was prepared and used during classroom observation of the trained teachers. Data was tabulated on how many teachers were observed to practice gender sensitive teaching methodologies and the percentage of teachers practicing gender sensitive teaching methodologies was then calculated compared to the total number of teachers observed in the classroom.

#### **Limitations:**

Only two schools out of five were visited. The randomly selected schools may not properly represent the status of the remaining schools. However, the evaluation team triangulated the findings with the data collected for the final reporting by Skillshare Nepal.

Since FGDs were one of the key data collection methods, and the evaluator was a stranger to the students they may not have openly responded to the evaluator regarding GBV issues. This may lead to underreporting on the project. To overcome this challenge, the evaluation team engaged a female enumerator so that the students, especially girls, felt more comfortable.

#### **Expected results of the project:**

<b>Goal:</b> Girl students (13-18) in five schools in four districts experience greater safety against Gender Based Violence (GVB) by December 2017.	
<b>Outcome 1:</b> School students (girls and boys) are empowered physically and emotionally to report their experience of GBV in school.	<b>Output 1.1:</b> School students (girls and boys) have increased knowledge and life skills to prevent different forms of gender based violence through football coaching and life skill workshops.
	<b>Output 1.2:</b> School students (girls and boys) practice culture of dialogue and sharing of GBV experiences.
<b>Outcome 2:</b> Teachers practice gender sensitive teaching approach and address GBV issue in school.	<b>Output 2.1:</b> School teachers have increased knowledge of gender sensitive teaching methodologies.
<b>Outcome 3:</b> School and school management	<b>Output 3.1:</b> School has reporting and monitoring

have established gender friendly mechanism for safer environment and sports opportunity for girls.	mechanism to address GBV issues.
	<b>Output 3.2:</b> Students are empowered to advocate gender friendly infrastructure and sports opportunity in school.

The project exceeded the number of targeted beneficiaries as it reached 993 primary beneficiaries (female students) against the target of 705. Similarly, the project reached out to 1160 secondary beneficiaries against the target of 840.

A significant change has been made in the lives of girl and boy students. The awareness levels and confidence of students to speak out about gender and gender based violence has been improved to a large extent. The increasing practice of GBV reporting (81 GBV cases were reported in five project schools) from school students who were bold and confident to share and discuss about gender and GBV demonstrates their increased awareness levels. 86% of the students enrolled in the project activities reported that they can clearly identify the acts that constitute gender based violence.

The strategies adopted by the project were effective in responding to the needs of the male and female students in school to address GBV. Students were happy about the implementation methodologies and strategies adopted by the project. They were satisfied to get opportunities to play football and to learn the subject matter. Adoption of football as a tool to engage students was the most preferred strategies among all (which was reported by students during FGDs). They shared (during FGDs) that football was their initial motivation to participate in the project activities.

All the activities planned for the project period were completed within the time line. The active participation and continuation of learning and sharing of GBV knowledge by students and teachers in school and community has formed promising ground for the sustainability of the results brought by the project intervention. The integration of GBV programs in the academic calendar of school has ensured the continuation of the program beyond the project period. The interest and initiative of the local government to launch the “School free of GBV” has also ensured continuation and scaling up of the program.

## Key Findings

### Effectiveness

- The project was very effective in achieving its intended goal, outcomes and outputs which is evident from the project progress report as well as responses of the interviewed teachers and students. All the project targets have been achieved. The targeted beneficiaries were reached within the project period.
- The project has minimized the incidents of GBV in the project schools. This was reported by school teachers and students during the interviews and FGDs. The school environment has been strengthened, – building a gender friendly environment for girl and boy students with the provision of separate toilets, adoption of GBV code of conduct and gender sensitive teaching practices

- Bullying, harassment and molestation against girls and boys in the school and community has been minimized significantly as shared by students during FGD.
- Self-confidence of students to speak up about gender based violence has increased significantly. The students were bold and confident to share their opinion about gender and gender based violence during FGD and interview which is the result of their participation in the project activities.
- The project also strengthened the physical fitness and confidence of students. Girl students are confident to report the GBV cases.
- The culture of open dialogue and discussions on the issues of gender and GBV has been promoted among the students in five project schools. 80% of the students participating in the project were bold and confident to discuss the issues of gender and GBV which was noted during the observation of student cafés (by the evaluator) carried out in each project school.
- Schools have become safer places for girl students to pursue their studies in a peaceful and dignified manner. From among the girls participating in the project activities, 75% reported that the school has become a safer place for them to read, write and play, in the student perception survey carried out at the end of the project.
- From the intervention of the project, 76% of the teachers who were not aware of gender responsive behaviors are now practicing gender responsive teaching methodologies in the classroom that directly contributed to gaining the trust of students and making teacher-student interaction comfortable and effective which was documented during class observation of teachers at the end of the project. The evaluation team also carried out FGDs where more than 75% of teachers reported that they are practicing gender sensitive teaching approaches.
- All the project schools have now provided separate toilets for girl and boy students. During the field visit, two of the project schools were observed to have provided sanitary pads to girl students in school.

#### Relevancy

- The project was relevant to achieve the objectives of Government of Nepal to incorporate Gender Equality Education and teach the students to end GBV in schools, communities and personal life. The project empowered students through sports for change program at awareness and skill level helping them to voice against GBV and demand a safe learning space. .
- The project also worked with teachers and school management committee through advisory groups and advocated well to achieve the target of the action plan: separate toilets for girl and boy students constructed.
- This project contributed to promoting gender equality by addressing gender based violence in schools as a successful model. This model presented the right subjects and strategies to work with school students and teachers to mainstream gender socialization process and address GBV from the school. During interviews, a male teacher of Saraswoti Higher Secondary School, Lele, shared that they were looking for the right kind of program to increase awareness among students about GBV and minimize GBV incidents in school but he lacked the right strategies and programs to do so. He added that “Kick Against Violence” project was the right strategy that had been initiated to work on GBV with school students.

### Efficiency

- All the project activities have been completed within the planned time line.

### Sustainability

- The project has equipped students and teachers with knowledge and skills on GBV. They are the local resource people and champions to further continue the programs in schools and communities. During interviews, school teachers shared that junior students were observed to follow the footprint of the senior students. Even students during FGDs shared that junior students have learnt the gender sensitive practices from their activities which they believe will be continued in their absence as well. During the FGDs, when students were asked how will they utilize GBV knowledge after graduating from school, they shared that they will engage with their family and community to share their learnings and minimize incidents of GBV in their family and community.
- The schools have internalized the need of the program on gender and gender based violence and included the program in the school academic calendar. This has ensured the continuity of the program beyond the project period.
- One of the local government bodies has started the “GBV free school” campaign. This initiative has contributed to scale up the pilot project. Local government officials in other project school communities are also interested to include the School GBV program in their annual programs.

### Impact

- Most of the unintended results were positive. No negative unintended result was reported during the project period. During the FGDs, the students shared that after learning about gender and GBV and traditional harmful practices, early child marriage has decreased in the project communities. The project school has started providing sanitary pads to girl students during menstruation. The interviewed girls were found satisfied with this provision and the incineration of the used sanitary pads. According to the interviewed teachers and the girls students this provision had resulted in the increase of school attending girl students during their menstruation period.
- The project contributed to minimize the incidents of child marriage in the project community which was reported by teachers during FGD.

### Knowledge Generation

- The project included around 60% of the teachers from each project school in the capacity building trainings. The sharing meeting between trained (60%) and untrained teachers (40%) was not that effective to disseminated and share the subject matter to the other teachers to the same extent as the original training.
- The teacher training was a kind of TOT which was not complemented by other training programs where trained teachers can transfer their knowledge effectively. There were even fewer programs targeting parents Only a few parents who were in the Gender Advisory Group (GAG) were provided GBV orientation training.

## **Recommendations (for Skill Share)**

Based on the assessment during the project evaluation, the evaluation team has suggested following recommendations to be considered by Skillshare Nepal as well as other stakeholders (as given in parenthesis):

### **Effectiveness**

- Contact and follow up with the trained student beneficiaries to assess whether they are applying the learning in their family, community or workplace (Skillshare Nepal).
- Scale-up the program to specially train all school subject teachers of Social Studies, Environment, Population and Health and orient all other subject teachers (Skillshare Nepal/UNTF).

### **Relevance**

- Link project activities with the program of Local Government bodies responsible for promoting Gender Equality and addressing GBV (Skillshare Nepal/ Schools).
- Forge partnership with line agencies such as education, health, police, women and children offices (Skillshare Nepal/Schools/Government).

### **Efficiency**

- Include both software and hardware project activities to demonstrate the program's effectiveness. Software includes the awareness raising and skills development program whereas hardware includes infrastructure support program to school such as safe drinking water, toilets, play-ground improvements etc. (UNTF/Skillshare Nepal).
- Redesign the program to include more community members and educate them to collaborate the school against GBV (UNTF/Skillshare Nepal).

### **Sustainability**

- Support and follow up with the schools to keep-up the GBV components as extra-curricular activities in the academic calendar (Skillshare/Schools).
- Widely disseminate the handbook on “Gender Sensitive Teaching Methodologies” in partnership with Local Government (Skillshare Nepal).
- Build partnership with the Local government, especially with the Municipalities in the urban areas and Rural Municipalities in the rural areas for long term 'GBV Free School' campaign (Skillshare Nepal).

### **Impact**

- Scale up the project to cover more schools especially prioritizing the GBV hotspot areas of the disadvantaged community (UNTF/Skillshare).
- Widen the project activity to include a larger number of parents in the community (UNTF/Skillshare).

**Knowledge generation**

- Replicate the good practices of the project learned on gender equality and GBV to other similar intervention (UNTF/Skillshare).
- Publish and disseminate the good practices for sharing with other stakeholders (UNTF/Skillshare).

**Overall**

- Extend the length of project period to institutionalize the changes brought by the project against gender discrimination and GBV.
- Expand the project coverage to other districts in order to achieve long-term impact.
- Seek partnership of the Local Government for greater impact.

## 1. Background and Context of Project

Empirical studies in Nepal have documented the prevalence of sexual violence suffered by 12% to 50% of women (SAATHI, 1997<sup>1</sup>; WOREC, 2002; Deuba et al 2005; Puri et al, 2007; Puri et al 2010, Puri et al, 2011<sup>2</sup>, Puri et al, 2012<sup>3</sup>). The 2011 Nepal Demographic and Health Survey (NDHS) found that more than one-fifth (22%) of women aged 15-49 years reported experiencing physical violence at some point since the age of 15 years. Among them 9% were physically assaulted in the last year, either regularly (2%) or infrequently (7%). Older, married, rural and Terai<sup>4</sup> women were more likely to experience physical violence than other groups of women. NDHS 2011 report showed that 22% of rural women have ever experienced physical violence. For urban women this figure is 19%. Moreover, 12% of women reported ever experiencing sexual violence (NDHS, 2011). Among ever-married women, the current husband is the most commonly reported perpetrator of sexual violence (87 percent). The next is a former husband (6 percent). Among all women, 3 % have experienced sexual violence perpetrated by a stranger and 2 % by a relative.

A study revealed that almost half of the women (48%) had experienced violence at some point of time in their lives, and 28% had experienced violence in the past 12 months; where emotional violence (40.4%) was most commonly reported type of violence followed by physical violence (26.8%), sexual violence (15.3%) and economic abuse/violence (8%) (OPMCM, 2012)<sup>5</sup>. Sexual Violence Assessment Report (Himrights, 2012) conducted in seven districts of mid-west and far west, has revealed that one girl in every ten experiences sexual violence. Young girls are being victimized physically, sexually and emotionally not only at their workplaces and in communities, but also in their schools and families. Relatives, friends and teachers are amongst the main perpetrators. The report has mentioned that young girls mainly experiences sexual violence from their male friends (23%), school teachers (16%), and relatives and family members (8%).

Keeping in view of this situation, the Government of Nepal developed the National Action Plan (NAP) on Gender Based Violence (NAP 2010) which included “Increased number of students and teachers aware about GBV and its consequences” as one of its targets.<sup>6</sup> Similarly, the Ministry of Education developed the School Sector Reform Plan (SSRP) 2009-15 which includes provisions on gender and inclusion. In order to address the prevalence of GBV in schools the SSRP included this commitment: “Special attention is paid to providing protection to girls by making sanitary facilities, personal safety, and taking measures to curb harassment and bullying practices”.

Given the context, Skillshare Nepal designed the project “Kick Against Violence” to address the issue of GBV in public schools complementing the Government of Nepal’s NAP 2010 and school sector reform plan 2009-15. The project was implemented in five public schools with a grant (\$ 85,327) from the UN

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<sup>1</sup> SAATHI (1997). A situational analysis of violence against women.

<sup>2</sup> Puri, M., Tamang, J., & Shah, I. (2011). Suffering in silence: consequences of sexual violence within marriage among young women in Nepal. BMC public health, 11(1), 29.

<sup>3</sup> Puri, M., Frost, M., Tamang, J., Lamichhane, P., & Shah, I. (2012). The prevalence and determinants of sexual violence against young married women by husbands in rural Nepal. BMC research notes, 5(1), 291.

<sup>4</sup> Terai is the southern plain region of Nepal

<sup>5</sup> OPMCM, (2012). A study on Gender Based Violence (GBV) conducted in selected rural districts of Nepal.

<sup>6</sup> During 2012 the OPMCM has reviewed the NPA and a new "National Strategy and National Plan of Action for Ending Gender Based Violence and Gender Empowerment (FY 2069/070-2073/074) was developed.

Trust Fund. The project worked with the school students aged 13-18 years old from grades 6 to 10 in five public schools of Nepal from January 2016 to December 2017. All the deliverables of the project were supposed to be completed within the timeline of the project. During the project period, the project worked with school students (girls and boys), teachers, school management and parents to bring all the stakeholders under a common platform to control GBV and to ensure an enabling environment for collective actions to address GBV in schools.

## 2. Description of Project

“Kick against Violence” is an initiative to address the GBV in the Schools of Nepal. The project was designed to work with key stakeholders in school which included students (both male and female), teachers, school management and parents. The project worked with school students (girls and boys) to educate them on GBV and transform them into advocates to minimize incidence of GBV (Sexual Harassment and violence) schools. The schools were: Saraswoti Higher Secondary School of Sindhupalchowk- Bhotechour, Kalika Sharan Higher Secondary School of Kathmandu-Lapsipedi, Okhreni Secondary School of Kathmandu- Sundarijal, Changunarayan Secondary School Bhaktapur- Changunarayan and Saraswoti Higher Secondary School of Lalitpur- Lele. The project coordinated with school management committees and teachers through a training program and gender advisory group (GAG) in order to broaden their understanding towards GBV issues and influence them to play a positive role to address GBV in school. The project introduced “football” as a working tool with students. The project aimed to tap into the passion of young people towards sports to teach them skills and knowledge to challenge incidence of GBV, thereby transforming them into advocates against GBV.

The project was designed with the objective of addressing violence in the community, targeting sexual harassment and violence in public spaces especially the schools. The key area of intervention was the prevention of violence and strengthening of institutional response. The strategies adopted for prevention of violence was raising public awareness among students, equipping students with necessary life skills to prevent GBV, through public outreach and engaging new partners (male students). The project planned to strengthen the capacity of schools to act against GBV in schools.

The main objective of the project was to ensure a safe school environment where girl and boy students are free from any kind of GBV and where they can pursue their studies in a very safe and fearless learning environment.

Primary Beneficiaries: Girls and boy’s students aged 13-18 years old from grades 6-10 were the primary beneficiaries. The targeted number of primary beneficiaries was 705.

Secondary beneficiaries included the school teachers, parents and school management committee members. The targeted number of secondary beneficiaries was 810,

### Result framework:

<b>Goal:</b> Girl students (13-18) in five schools in four districts experience greater safety against Gender Based Violence (GVB) by December 2017.	
<b>Outcome 1:</b> School students (girls and boys) are empowered physically and emotionally to report	<b>Output 1.1:</b> School students (girls and boys) have increased knowledge and life skills to prevent



their experience of GBV in school.	different forms of gender based violence through football coaching and life skill workshops.
	<b>Output 1.2:</b> School students (girls and boys) practice culture of dialogue and sharing of GBV experiences.
<b>Outcome 2:</b> Teachers practice gender sensitive teaching approach and address GBV issue in school.	<b>Output 2.1:</b> School teachers have increased knowledge of gender sensitive teaching methodologies.
<b>Outcome 3:</b> School and school management have established gender friendly mechanism for safer environment and sports opportunity for girls.	<b>Output 3.1:</b> School has reporting and monitoring mechanism to address GBV issues.
	<b>Output 3.2:</b> Students are empowered to advocate gender friendly infrastructure and sports opportunity in school.

The total budget of the project was. Out of the total grant awarded by UN Trust Fund, \$ 84,444.65.

### 3. Purpose of Evaluation

The evaluation is aimed to assess the efficiency and effectiveness of the project “Kick Against Violence” in achieving its intended results. The scope of evaluation also includes an assessment of relevancy, sustainability, impact, and knowledge generation. The purpose of the evaluation is to assess the achievement of the project that was implemented in five project schools, and draw lessons that can both improve the sustainability of the benefits from this project and aid in the overall enhancement of the Skillshare Nepal programming in similar thematic areas. It is imperative to conduct the final evaluation after the completion of the project to measure change and assess the costs and benefits of the resources utilized throughout the project period.

The final evaluation aims to identify the weaknesses and strengths of the project design and the implementation strategies to come up with recommendations to avoid similar issues in any follow up to the project. The evaluation will also identify lessons and best practices from the project which could be applied in the future projects to address the issue of GBV in school.

The findings of the evaluation will be a good resource for Skillshare Nepal and the UN Trust Fund to work on similar projects in the future. The evaluation will also help to map the utility and impact of the resources invested by the Skillshare and the UN Trust Fund to make an impact in the lives of girls to provide them a safe space in schools. The findings of the evaluations will inform the project schools, Skillshare Nepal and funding agencies to help review the project’s strategies and approaches to better design the program in the future.

The report will be a useful resource for the project schools, Skillshare Nepal, UN Trust Fund and other organizations working on similar thematic areas. The evaluation findings will help Skillshare Nepal to decide on how to scale up the project intervention and in generating additional resources.

## 4. Evaluation Objectives and Scope

The scope of the final evaluation is to cover all the activities undertaken in the results and resources framework of the project in the entire duration of the project (01 January 2016 – 31 December 2017). During the final evaluation, the evaluation team visited 40% of the project locations and interacted with the primary and secondary beneficiaries of the project. The evaluation team compared the planned outputs of the project to actual outputs of the project and assessed the actual results to determine their contribution to achieving the intended project outcome and goal.

The final evaluation's assessment encompasses three general areas for which conclusions and recommendations are provided and lesson learnt are drawn:

- 1) Project design
- 2) Project implementation
- 3) Project results

The conclusions of the evaluation highlight the strengths, weaknesses and outcomes of the project. The conclusions are well substantiated by the evidence and logically connected to the findings of the evaluation.

The evaluation team provides feasible recommendations directed to Skillshare Nepal and the intended users of the evaluation about what actions to take and what decisions to make. The recommendations are supported by evidence and connected to findings of the evaluation.

The overall objectives of this final evaluations are:

- d) To evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability and impact, with a strong focus on assessing the results at the outcome and project goals;
- e) To generate key lessons and identify promising practices for learning;
- f) To provide knowledge base for the implementing and funding agencies to decide on the scaling up of the project.

Limitations:

Only two schools out of five were visited. The randomly selected school may not properly represent the status of the remaining schools. However, the evaluation team triangulated the findings with the data collected by Skillshare Nepal for the final/end-line report.

Since FGDs were one of the key data collection methods, students may not have openly responded to the evaluator (as an unknown person to the students) regarding GBV issues. This may have led to underreporting on the progress of the project. To overcome this challenge, the evaluation team engaged a female enumerator so that the students, especially girls, felt more comfortable.

## 5. Final Version of Evaluation Questions with Evaluation Criteria

The evaluation covered the following six evaluation criteria agreed with Skillshare Nepal. The final version of the evaluation questions are mentioned below. The evaluation questions were finalized in mutual understanding and agreement between key stakeholders, Skillshare Nepal and evaluation team.

### **Effectiveness**

- 1) To what extent were the intended project goal, outcomes and outputs achieved and how?
- 2) To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached?
- 3) To what extent has this project generated positive changes in the lives of school girls and boys (targeted beneficiaries) and community girls and boys and women outside school by minimizing violence?
- 4) What are the key changes in the lives of school girls and boys and community girls and women? Please describe those changes.
- 5) What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How?
- 6) To what extent has the project contributed to a culture of dialogue and debate on GBV issues in school?

### **Relevance**

- 1) To what extent was the project strategy and activities implemented relevant in responding to the needs of male and female students of school in addressing GBV?
- 2) To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of male and female students of school?

### **Efficiency**

- 1) How efficiently and timely has this project been implemented and managed in accordance with the Project Document?

### **Sustainability**

- 1) How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?

### **Impact**

- 1) What are the unintended consequences (positive and negative) resulted from the project?

### **Knowledge Generation**

- 1) What are the key lessons learned that can be shared with other practitioners on 'Ending Violence' against girls and boys in school?
- 2) Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions?

## 6. Description of Evaluation Team

Skillshare Nepal hired Mr. Ratna Kaji Bajracharya for the external evaluation of the project “Kick Against violence. Mr. Bajracharya led the two-member team including himself as the team leader and one data enumerator to assist the data collection mainly with the primary beneficiaries. The role and responsibility includes the following;

Evaluation Team Member	Responsibilities
Team Leader- Ratna Kaji Bajracharya	<ul style="list-style-type: none"><li>- Lead the overall design of the evaluation.</li><li>- Develop necessary tool for data collection.</li><li>- Preparation of inception report and final report</li><li>- Coordinate with task manager as necessary during the evaluation process.</li><li>- Conduct in depth key informant interview and FGD with stakeholder and secondary beneficiaries as well as primary beneficiaries as and where suitable.</li></ul>
Data Enumerator- Rachana Ghimire	<ul style="list-style-type: none"><li>- Carry out in-depth interview and FGD with the primary beneficiaries specially with the girl students from school.</li><li>- Support Team leader in data entry and processing of data</li></ul>

## 7. Evaluation Design and Methodology

### *a. Description of overall evaluation design:*

The overall evaluation was conducted by the pre-test and post-test without any comparison group. The evaluation effort is designed using the criteria of relevance, effectiveness, efficiency, sustainability and impact as mentioned above. A set of question covering each criterion was designed and information was collected in response to the need of those framed questions. The qualitative data were collected using the Focus Group Discussion (FGD) and Key Informant Interview (KII).

### *b. Data sources:*

The evaluation team collected primary data from field visit and direct interaction with primary and secondary beneficiaries. Similarly, the team reviewed project documents, quarterly and semi-annual reports of the project as well as case stories and success stories for the secondary data. The evaluation team also collected case stories and success stories directly from the field during the field research. Baseline data was reviewed during the evaluation process and the post test data were compared with baseline data as and where applicable. The same questionnaire were used for the pre and post-test survey and compared to measure the progress.

### *c. Description of data collection methods and analysis:*

The information was collected through FGDs and KIIs with the primary and secondary beneficiaries as well as project staff, Skillshare Nepal board members and school management. The evaluation team used the post-test survey data collected by Skillshare Nepal for the final report and triangulated the data

with the findings from the KIIs and FGDs. A desk review of project documents was carried out to review the progress reports.

The information collected from FGDs and interviews were sub grouped under different broad categories of change in knowledge of GBV, skills to voice and report GBV, change in teaching practices of teachers, change in perceptions about gender/GBV, realization about the need to address GBV, growth in institutional capacity and institutional response. The information collected was categorized under different headings. Conclusions were drawn and aligned to different outcome and output indicators. In addition, the percentages of respondents responding in a manner that was aligned with different result indicators (during FGDs and interviews) were also calculated and expressed as a percentage of respondents participating in FGDs, interviews etc.

To assess the gender sensitive teaching practices of trained teachers, a checklist of gender sensitive teaching methodologies was prepared and used during classroom observation of the trained teachers. Data was tabulated on how many teachers were observed to practice gender sensitive teaching methodologies and the percentage of teachers practicing gender sensitive teaching methodologies was then calculated compared to the total number of teachers observed in the classroom.

*d. Description of sampling:*

The random sampling method was used to select the project schools and critical mass of respondents for FGD and KII. Two out of five schools were selected on lottery method. Two out of five schools represent 40% of the total sample which is sufficient to represent the critical mass. The evaluation team and Skillshare Nepal agreed that 40% sample can represent a critical mass for the study. Through Football coaching and GBV workshops, the project directly worked with 200 girls and 100 boy students. Out of 300 beneficiaries, 10% (30) beneficiaries were consulted through FGDs and interviews during the field study.

**FGD:** In total six FGDs were organized - three in each project school, one with girl students, one with boy students and one with school teachers. In each school, eight girls were included in each FGD while the number of boys in each FGD was 6. From each school, 6 teachers participated in the FGD.

**Key Informant Interview:** Key informant interviews were conducted with school teachers (Male-1, Female-1), Principal, member of GBV redressal mechanism (Teacher-1 and Student-1), Gender Advisory Group (School teacher-1, school parent-2, school staff-1 and School Management Committee (SMC) members-2). In total, four school teachers, school Principal, one student, 2 school parents and 2 SMC members were consulted from each of the two-selected project school. The KIIs were also conducted with Program Manager, Chairperson of Skillshare Nepal and 4 young coaches (2 from each year) who delivered football coaching and GBV workshop in project schools. The past engagement of stakeholders and their knowledge about the project was one of the criteria to select the key informants for interview. The other criteria were the regular presence of the stakeholder in the school and those who were in the project schools throughout the project period.

The evaluation team triangulated the data collected from FGDs and KIIs with the data obtained from reviewing the project progress reports and final report of Skillshare Nepal.

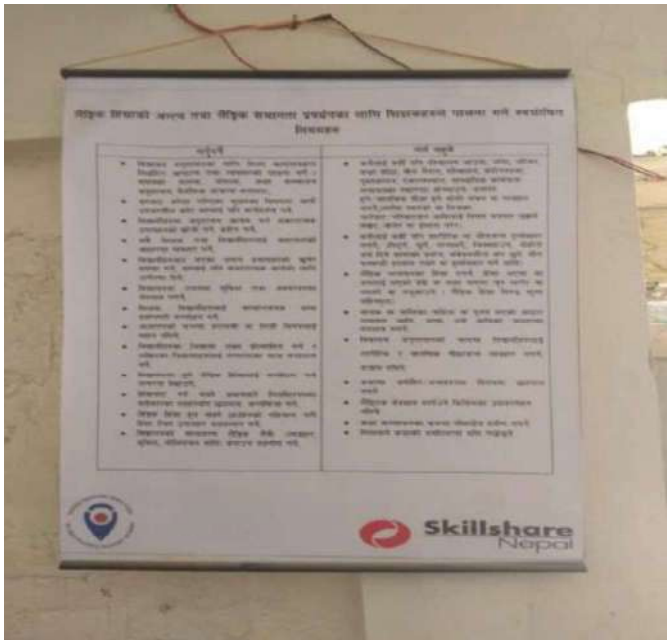
## 8. Ethical considerations:

The evaluation team considered the following ethical standards during the collection of the data.

- Prior to data collection with the students and other stakeholders of school, the evaluation team clearly described the purpose of the evaluation and for what purpose the information would be used.
- Considering the cultural and ethnic diversity of the respondents, the evaluation team fully respected the ethnic and cultural diversity of the respondents and demonstrated no bias towards any religion, culture or ethnicity.
- The evaluation team informed the respondents that they have right to refuse participation in the evaluation process if they were unwilling to provide information to the evaluation team. The evaluation team fully respected their right to make an informed choice according to their own interests. However, none of the students refused to participate.
- For those who were interested to be informants for the final evaluation, the evaluation team received consent from the respondents. For the students under 18 years of age, the evaluation team obtained parental consent. The consent form is attached in the annex of the report.
- The evaluation team selected the place for the FGDs or KIs as per the preferred choice of respondents so that they felt secure.
- The evaluation team used a coding method while collecting data so that the anonymity of the respondents was maintained and sensitive information could not be traced to its source.
- The evaluation team treated all respondents fairly without demonstrating any bias based on gender, culture, religion and ethnicity.
- The evaluation team fully acknowledged the unintended potential negative consequences (risk from perpetrators, social stigma etc.) to the respondents because of participating in the evaluation process. The evaluation team sought every possible solution like maintaining anonymity, taking interviews in secure place, taking information confidentially or interviewing through telephone so that others did not notice about the respondents. In case any situation raised that required further support or referral service, the enumerators will provide necessary information for further support and counselling
- The evaluation team took measures to collect the information safely and securely.
- If the evaluation team took prior consent to use photos, quotes and case stories of the respondents, describing how and for what purpose the products or stories will be used.

## 9. Finding and Evaluation per Evaluation question

### Evaluation Criteria: Effectiveness

Evaluation Criteria	Effectiveness
Evaluation question	<ul style="list-style-type: none"> <li>To what extent were the intended project goal, outcomes and outputs achieved and how?</li> </ul>
Response to the evaluation question with analysis of key findings by the evaluation team	<p>The project goal was achieved significantly which is evident from the information and data analyzed.</p> <p><b>Goal: Girl students (13-18) in five schools in four districts experience greater safety against GBV by December 2017.</b></p> <p><i>Indicator 1: No of reported GBV incidents in school, segregated by Sex.</i></p> <p><i>Indicator 2: No of schools having safe environment for girl students against GBV</i></p> <ul style="list-style-type: none"> <li>All five project schools have significantly improved safety in schools by adopting GBV codes of conduct, the formation of reporting and monitoring mechanisms on GBV and by ensuring separate toilets for girls and boys. The institutional capacity of the project schools to prevent, act and respond to incidents of GBV has been strengthened in the last two project years.</li> <li>GBV code of conduct for teachers was in place as it was seen in the teachers room at Saraswoti Higher Secondary School, Lele, Lalitpur.</li> </ul>  <ul style="list-style-type: none"> <li>In total, 81 cases of GBV have been reported in five project schools in the project period. Prior to project implementation, there was no reporting</li> </ul>

	<p>mechanism in school to report GBV experiences. The establishment of GBV reporting mechanisms has given space for students to speak out and report GBV incidents.</p> <ul style="list-style-type: none"> <li>75% of girl students who participated in the FGDs and interviews reported that schools are safer for them since the project began, while the percentage during the baseline survey was only 41.12%<sup>7</sup>. These girls expressed their self-confidence to report incidents and seek justice when they face incidents of GBV during interviews and FGDs. It clearly indicated the improvement in the institutional capacity of the project schools to act and respond on GBV.</li> </ul> <p><i>"I was not aware of the gender and GBV. After participating in the football coaching and GBV workshop, I learn about the different types of GBV and reporting mechanisms. One day, I and my friend were lining up to drink water in the tap. One of the boy came and push her hardly touching the sensitive parts which was painful and she was very uncomfortable. Since I have learnt that this act constitutes GBV, I motivated my friend and went together to teachers to report the GBV case."</i> - (Kriti Karki, Girl Student of Class 10 of Okhreni Secondary School of Sundarijal, Kathmandu)</p> <ul style="list-style-type: none"> <li>There is a strong realization among male students, teachers and school management that GBV is a serious issue and they need to be sensitive and responsive to prevent incidents to enable girls to pursue their career in a peaceful and dignified way.</li> </ul> <p><i>"I used to tease girl students and dominate them in the classroom and playgrounds. But after participating in the project activities, I learnt that teasing and making girl uncomfortable is also part of violence. So, I have stopped teasing girls. I also learnt that girls are equal in all respects as boys. So, I respect them and help them instead of dominating. I also take their help when needed in study or games"</i> - Subash Lama, boy student of Class 10, of Okhreni Secondary School of Sundarijal, Kathmandu.</p> <p><i>"GBV was new topic for me. I had never thought in the past whether the language I am using is gender sensitive or not. Similarly, the resource materials I used and examples I cited in many occasions were found gender biased after learning about gender responsive teaching methodologies. This project has contributed to change my perception towards gender and GBV. I feel that I am more gender responsive now. This has helped to practice gender responsive teaching in classroom. After adopting gender responsive teaching practices, the classroom participation of girls in class has increased"</i> - Gautam Khanal, Teacher of Okhreni Secondary School of Sundarijal, Kathmandu.</p>
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<sup>7</sup> The number of students interviewed were same but the students were not the same.



	<p>Outcome 1: School students (girls and boys) are empowered physically and emotionally to report their experience of GBV in school.</p> <p><i>Indicator 1: % of reported GBV cases to the school reporting mechanism that have been addressed through institutional action</i></p> <ul style="list-style-type: none"> <li>From a review of school records, it is noted that 49.38% (40 out of 81 reported cases) of reported cases in the School GBV redressal mechanism has been addressed through institutional action in schools. Prior to the project intervention, there was no such mechanism to report GBV cases limiting the children's rights to seek justice in cases when they were violated or exploited. These 40 cases were serious<sup>8</sup> in nature and hence were prioritized and solved. Remaining cases were minor<sup>9</sup> in nature.</li> <li>All the incidents of GBV have been reported by female students. This clearly showed that GBV is dominantly prevalent against female students in schools.</li> </ul> <p><b>Output 1.1: School students (girls and boys) have increased knowledge and life skills to prevent different forms of gender based violence through football coaching and life skill workshops.</b></p> <p><i>Indicator 1: % of girls and boys participated in the project activity who can clearly identify the acts that constitute gender based violence.</i></p> <p><i>Indicator 2: % of girls who are aware about complain procedure and confident (confidence and leadership) to lead reporting of GBV cases.</i></p> <p>Knowledge of students on gender, sex and gender based violence has been strengthened and this contributed to their ability to identify the acts that constitute different forms of GBV. The ability to identify GBV incidence and improved confidence to report cases has established a strong foundation among students to seek justice and bring perpetrators to book.</p> <ul style="list-style-type: none"> <li>From the end line posttest survey, it is reported that 86% of the students who completed the test can clearly identify acts that constitute GBV in the form of physical, psychological or sexual violence while only 42.5% of students reported that they can identify some incidents of physical and psychological forms of violence during the baseline survey<sup>10</sup>.</li> <li>283 students among the 300 participating in the football coaching and GBV workshops reported being confident about reporting GBV cases during the post-test survey carried out at the end of the project. They were aware</li> </ul>
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<sup>8</sup> Serious cases included but not limited to incidents which were of sexual in nature, directly touching sensitive boy parts, physical pain

<sup>9</sup> minor cases included but not limited to using nick name, exclusion of girls from the sports team, teasing

<sup>10</sup> Number of respondents attending post-test was same but individuals respondents were different. Since some of the respondents who participated in the baseline in the first project year were pass out of school, new respondents were considered while taking posttest in the project second year

	<p>about the legal procedure of reporting and which local service providers look into issues of gender based violence.</p> <ul style="list-style-type: none"> <li>• According to the respondents of the FGDs, the boy students, after learning how their behaviors and practices are harming the girl students, realized that they need to change the way they see and treat their female friends. Similarly, according to the respondents of FGDs, girl students also expressed their opinion that they are equal to boys in all ways and deserve equal quality of life which they need to demand if not given. This realization has contributed to the transformative shift in the mindset of students towards fair and equitable school and society.</li> <li>• During the FGDs, it was observed that participating in football activities and organizing group work has strengthened students leadership skills and confidence to overcome the challenges as a team which has been translated at individual level as well.</li> </ul> <p><b>Output 1.2: School students (girls and boys) practice culture of dialogue and sharing of GBV experiences.</b></p> <p>Indicator 1: % of students who participate in open discussions who are engaged proactively on GBV issues</p> <ul style="list-style-type: none"> <li>• From the review of progress and annual reports prepared by the Skillshare Nepal, it was found that 24.66% of students participating in student cafés were observed to have open discussions on GBV issues at the baseline survey while 80% of the students participating in the student cafés were observed to have open discussions on GBV issues at the end of the project.</li> <li>• During the FGDs, all students out of 8 participating in FGDs were observed to openly express their opinion about GBV and share their experiences of participating in the project. They were bold and confident to talk about the subject matter on GBV. This showed that the intervention of the project has promoted a culture of open discussion on issues of gender, sex, GBV and sexual and reproductive health which is now normal for students both girl and boys in the project school. Understanding sexual and reproductive health is key and normal for adolescents, since the project girl students have started sharing information about the menstrual cycle with teachers (even male teachers) and asked for sanitary pads. This was shared by teachers during FGD and interview. Teachers also mentioned that girl students didn't use to ask prior to project intervention.</li> <li>• The students (girls and boys) very comfortably discussed and shared their opinions about gender, sex and gender based violence during focus group discussions with the research team which is testimony that an open culture of dialogue and discussions on subject matters that were previously suppressed in the closed Nepalese society have become normal and they are open for discussion and sharing. This has minimized the probability of</li> </ul>
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	<p>hiding GBV cases. These bold girls and boys will motivate others to do the same in cases when they face incidence of GBV in their life.</p> <p><b>Outcome 2: Teachers practice gender sensitive teaching approach and address GBV issues in school</b></p> <p><i>Indicator 1: No of girl students in targeted school who are comfortable with the teaching approach of teachers</i></p> <p><i>Indicator 2: No of gender sensitive teaching technique adopted by teachers</i></p> <ul style="list-style-type: none"> <li>• The adoption of a gender sensitive teaching approach has built trust between students and teachers. This was evident from the student perception survey, which found that 75% of students who responded are comfortable with the teaching practices of teachers against the baseline data of 41.12%<sup>11</sup>.</li> <li>• Interviewed teachers responded that the project has helped them be aware of the issues of gender and gender based violence, as well as the important role of school in the socialization process to overcome gender stereotypes and contribute towards a more gender equitable society. They have realized that knowingly or unknowingly they were validating the gender stereotypes students learnt from their family and community.</li> <li>• During the FGDs, teachers shared that by engaging in the project, they were able to assess their gender blind behaviors and practices, and correct those inappropriate behaviors by learning and adopting gender sensitive teaching practices.</li> </ul> <p><b>Output 2.1: School teachers have increased knowledge of gender sensitive teaching methodologies.</b></p> <p><i>Indicator 1: % of targeted teachers who have adopted gender sensitive teaching methodologies.</i></p> <ul style="list-style-type: none"> <li>• From classroom observation, it was found that 76% of the teachers who had been trained on gender sensitive teaching methodologies were now practicing gender sensitive teaching in the classroom.</li> <li>• The gender sensitive teaching methodologies adopted by teachers included gender sensitive lesson plans, gender sensitive teaching, a selection of gender sensitive resource and reference materials, use of gender sensitive language while teaching (such as choosing appropriate words while interacting in class) and acknowledging adolescent needs and managing the classroom accordingly.</li> </ul> <p><b>Outcome 3: School and school management have established gender friendly</b></p>
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<sup>11</sup> The questionnaire used for the perception survey was same. Regarding the respondents, 50% were from the baseline respondents while rest of the respondents were new from the baseline survey.

	<p><b>mechanism for safer environment and sports opportunity for girls.</b></p> <p>Indicator 1: No of reported GBV cases referred to local service providers by school focal person.</p> <p>Indicator 2: % of girl students involved in the project activities who believe that they have access to sports opportunity in school.</p> <ul style="list-style-type: none"> <li>• The annual report of Skillshare Nepal reported that all five project schools have become safer through the provision of mechanisms, guidelines and a code of conduct related to GBV. During the evaluation, the evaluation team verified that these mechanisms and guidelines were in place in two of the schools.</li> <li>• Gender friendly mechanisms such as separate toilets for girl and boy students, a GBV redressal and monitoring mechanism have been established in all the project schools, strengthening the capacity of the schools to address GBV.</li> <li>• The evaluation team during the field visit found that the number of parents engaged in the project was limited. Further, the number of activities planned for the parents and school management was limited. Local leaders were not engaged much in the project activities. Had they been engaged frequently, the impact of the project would have been amplified.</li> <li>• The evaluation team during the field visit found that the GBV redressal mechanism has developed a working guideline which outlines the procedures to handle reported GBV cases where they handle the minor cases themselves and refer criminal cases to the local service providers. .</li> <li>• The annual report of Skillshare Nepal included that all five project schools have a GBV code of conduct for students and teachers displayed in the school premises. During the field visits by the evaluation team, the GBV code of conduct was found to be displayed on the school premises in the two schools. This information is helpful to raise awareness on the Do's and Don'ts in school premises and minimize the incidents of violence as well as demotivating the perpetrators due to the fear of action.</li> <li>• The number of sports activities for girl students has increased in schools which was evident while reviewing their annual academic calendar. Girls' sports activities were clearly marked in the school academic calendar. 90% of girl students interviewed believed that they now have easy access to sports activities in school while only 40% reported that they have easy access to sports activities in school in the baseline .</li> </ul> <p><b>Output 3.1: School has reporting and monitoring mechanism to address GBV issues.</b></p> <p><i>Indicator1: # of school having reporting mechanism (focal points).</i></p>
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	<p><i>Indicator 2: # of school having monitoring mechanism (Gender advisory group).</i></p> <ul style="list-style-type: none"> <li>• All five project schools have formed and operationalized GBV redressal mechanisms which serve as reporting mechanisms as well as act on the reported cases. The formation of GBV redressal mechanisms has ensured a safer environment within school premises by giving space for victims to report and seek justice. However, during the interview, members of the GAG shared that there is a need for capacity strengthening among the members of the reporting mechanism on GBV case management, psycho social counselling and child protection risk assessment to make it more functional and capable to address the reported cases.</li> <li>• In the guidance of the project, all the five-project schools have formed “Gender Advisory Groups (GAG)” which include 15 members (School teachers, representative from school management, parents and students) who are mandated to produce periodic guidance to promote gender friendly and safer school environments. During the interviews and FGDs, GAG members shared that they are aware of their mandate but still lack adequate knowledge and skills to effectively carry out their responsibilities.</li> <li>• The members of the school management committee change on a yearly basis. Similarly, the parents whose children graduate from school are no longer involved. As a result, there is a need to change the members of the GAG annually. Due to change of members and lack of refresher training for GAG members, the level of understanding of the role and mandate of GAG members is not at the same level. This was shared by the respondents during interviews by the evaluation team.</li> <li>• The inputs from the GAG helped the schools provide separate toilets for girl and boy students. In two of the project schools, provision of sanitary pads for girls was also observed which was the positive outcome of GAG engagement with school management.</li> </ul> <p><b>Output 3.2: Students are empowered to advocate gender friendly infrastructure and sports opportunity in school.</b></p> <p>Indicator 1: # of initiatives (##) taken by students demanding gender friendly structures. (separate toilets for girls and boys, girls changing room).</p> <p>Indicator 2: No of girl sports event integrated in yearly school calendar.</p> <ul style="list-style-type: none"> <li>• Separate toilets for girl and boy students have been provided in all the project schools. This has helped minimize incidence of GBV as many of the cases occurred in the common toilets for both genders. Many vulgar words used to be written on the walls of the common toilets that reportedly led to threats or actual physical sexual misconduct or harassment.</li> <li>• However, separate girls’ changing rooms have not been constructed in any of the project schools despite regular lobbying from the students’ due to</li> </ul>
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	<p>lack of resources in the project schools. During interactions with teachers, they agreed that there is need and reported working on exploring resources to construct separate rooms for changing as all the schools lack the resources.</p> <ul style="list-style-type: none"> <li>Project schools have started to provide sports activities for girls in the annual academic calendar of the school and this did not exist prior to the project intervention. The project has been able to break gender stereotypes within sports activities. Girl students can now take part in football activities: which was typically a masculine game in Nepalese society. None of the schools reported conducting football games for girls prior the project intervention.</li> </ul>
Quantitative and/or qualitative evidence by the evaluation team to support the response and analysis above	<p><b>Quantitative Evidence</b></p> <ul style="list-style-type: none"> <li>End Line Survey conducted with a sample of 109 primary beneficiaries during the preparation of year two annual report by Skillshare Nepal.</li> </ul> <p><b>Qualitative Evidence</b></p> <ul style="list-style-type: none"> <li>Document review of files provided by the Project Coordinator. These included: project progress and interim reports, workshop and sensitization sessions reports, meetings minutes, project documents, evaluation reports (pre-and post-test results), partner reports and community mobilizers' report.</li> <li>FGDs with 28 students by the research team</li> <li>Key informant interviews conducted with 30 secondary beneficiaries (22 teachers, four SMC members, four parents)</li> <li>Key informant interviews conducted with selected staff members-2, students-2</li> </ul>
Conclusions	<p>The project has achieved almost all the results as planned in the results and resources framework. The project has brought significant change in the knowledge level of gender and gender based violence among students, teachers, school management and parents. Seriousness of the GBV and need of working on gender issues within school premises has been realized by the major stakeholders of the school. Students are well equipped to voice and report the issues of GBV in school. Teachers have realized the need to adopt gender friendly approaches for a safe and conducive education environment in school for boy and girl students. The schools are committed to making the school environment gender friendly. The project has contributed to ensuring the schools adopt policy guidelines and form mechanisms to address GBV. But these mechanisms require further support to make them fully functional as the two-year timeframe was too short to institutionalize them.</p>
Others	

Evaluation Criteria	Effectiveness
Evaluation Question	1) To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached?
Response to the evaluation question with analysis of key findings by the evaluation team	<p>The project reached out to a total of 2153 beneficiaries (primary and secondary) through this project. The detail includes the following:</p> <ul style="list-style-type: none"> <li>• 993 female students</li> <li>• 785 male students</li> <li>• 50 school teachers</li> <li>• 50 School Management Committee members</li> <li>• 25 school parents</li> </ul> <p>Indirect beneficiaries:</p> <ul style="list-style-type: none"> <li>• 250 community members through community activities and campaign. Under the community activities, Skillshare Nepal carried out mass rallies to raise awareness on GBV, celebrated “16 Days’ of Activism and International Women’s Day to shed light on the need to address GBV rampant in the Nepalese society.</li> </ul>
Quantitative and/or qualitative evidence by the evaluation team to support the response and analysis above	<ul style="list-style-type: none"> <li>• Audit of the project’s progress and annual reports and young coach reports</li> <li>• Information from project schools on the number of students who participated.</li> </ul>
Conclusions	The project exceeded the number of targeted beneficiaries as it reached 993 primary beneficiaries against the target of 705. Similarly, the project reached out to more secondary beneficiaries than planned. The project was successful in meeting and exceeding the target for beneficiaries to make the best impact possible within the available resources of the project.
Others	

Evaluation Criteria	Effectiveness
Evaluation Question	2) To what extent has this project generated positive changes in the lives of school girls and boys (targeted beneficiaries) and community girls and boys

	and women (untargeted) by minimizing violence?
Response to the evaluation question with analysis of key findings by the evaluation team	<p>The project has generated a great deal of positive changes in the lives of school girls and boys, which has had a demonstrable effect on community girls, boys and women through enhanced knowledge to minimize violence.</p> <ul style="list-style-type: none"> <li>• School students are observed to be well aware of the issue of gender based violence. They can identify different acts that constitute GBV. Self-confidence of students to discuss and dialogue on the issues of Sexual and Reproductive Health has been strengthened which eventually translated in reporting of the incidents of GBV. This is evident from the reports that security personnel have harassed girl students on the way to school. During the meeting of the GAG, girl students reported that army personnel teased and harassed them on the way to school. After learning about the incidents, the members of the GAG together with teachers and the school administration held a meeting with the chief of the army camp and reported the case. A commitment from the chief of the security personnel was sought to prevent any incidents in the future as well as to hold accountable those who were part of the incidents. Girl students were able to share that the harassers were army personnel due to the dress of the perpetrators but they were unable to identify specific individuals as they were part of a group patrolling near the army camp. Since reporting the incident, the girl students shared that teasing and harassment by security personnel has stopped on the way to school.</li> <li>• Project students have clearly understood that traditional practices contribute to gender stereotypes and are now motivated to lead by example to break those gender stereotypes. The incidents of teasing and harassment within school premises has reduced significantly, as reported by the students in the FGDs. Using football contributed to breaking gender stereotypes as football is typically considered a masculine game. It also reassured students that boys and girls can work and play together.</li> </ul>





- The mindsets of teachers regarding gender and gender roles have been constructively transformed. The transformation of mindsets contributed to the adoption of gender responsive behaviors in schools as well as in their community. This realization has contributed to the process of encouraging young students towards a more gender just society. Among the 11 teachers (Male-6, Female-5) interviewed in schools during for the external evaluation, the majority of the teachers expressed that they have become more gender sensitive which is also reflected during the time of interview and FGDs. .
- Almost all the girls who participated in the FGDs were confident about their safety in school and motivated to learn and perform better in their academic studies. While discussing with the students in FGDs, female students were more active in comparison to male students. Girl students were more aware of gender issues and GBV and confident to report cases of GBV.
  - Behavioral change among boy students has been visible in the project period as there has been a reduction in the incidence of bullying, harassment and misbehaviors in school. This was reported by school teachers during interviews and FGDs.

“Poonam Tamang is an active participant of Football coaching and GBV workshop. She was teased by community boys on the way to school. Street teasing was frequent and she felt very uncomfortable. Since she was aware that street teasing is an act of violence, she reported the case to her school teachers as well as her mother. Both the school teachers and mother met the group of boys and aware them not to repeat the street teasing again. Since that day, Poonam has not faced any kind of street teasing. She feels comfortable to

	commute on the way to school. “ - Poonam Tamang, girl student of Class 7 of Okhrene Secondary School of Sundarijal, Kathmandu.
Quantitative and/or qualitative evidence by the evaluation team to support the response and analysis above	<ul style="list-style-type: none"> <li>• FGD with students (male and female separately)</li> <li>• Interview with teachers</li> <li>• Interview with parents</li> </ul>
Conclusions	School students are more confident about their safety. They are aware about GBV and able to identify acts that constitute GBV. Girl and boy students participating in the project are more open to discussing issues of sex, gender and gender based violence. They are confident to share the GBV issues with their friends and teachers. Incidence of GBV has been minimized in the school premises enabling students to study in safe school environment. Realization and behavioral change among boy students have decreased the vulnerabilities of the girl students in school. This was evident from the girl students who reported feeling more comfortable in school, during the FGDs and interviews.
Others	

Evaluation Criteria	Effectiveness
Evaluation Question	3) What are the key changes in the lives of school girls and boys and community girls and women? Please describe those changes.
Response to the evaluation question with analysis of key findings by the evaluation team	<p>Following are the key changes noticed from the field study as expressed by teachers, students and parents:</p> <ul style="list-style-type: none"> <li>• Following the participation of students (boys and girls) in the project activities, bullying, harassment and molestation against girls and boys in the school and community has been reduced sharply. Students also reported that incidence of child marriage has been reduced in the project school communities. The knowledge gained in the project activities and practice of sharing the knowledge with family members and communities contributed to minimize the incidence of child marriage in the community shared by students and teachers during FGDs and interviews. The culture of knowledge sharing was greatly promoted through student cafés carried out in the schools under this project.</li> <li>• Students reported that unwanted physical touch by teachers against girls and boys has been decreased. This means that the knowledge gained by teachers from teacher training related to gender sensitive practices and</li> </ul>

	<p>teaching has translated into action and changed behaviors. The gender sensitive teaching practices of teachers promoted a healthy environment for teaching and learning. Teachers were found to be more attentive, providing equal opportunities to both boy and girl students.</p> <ul style="list-style-type: none"> <li>• The level of confidence and trust among girl students towards teachers was observed to have increased significantly in the project schools. Girls and boys feel that the teachers now behave respectfully towards them in school. They feel comfortable to ask questions of teachers. Students reported during FGDs that teachers answer the queries of both girl and boy students with same priority and with equal respect.</li> <li>• Behavioral change among boy students is noteworthy. Girls and boys have learnt to respect each other as writing derogatory names on walls has stopped. There is a realization among boys that their actions were creating problems for their female peers. This has promoted mutual trust and spirit of cooperation to collectively fight against gender based violence in school. Prior to the project, girls were not confident to share their bench with boys, whereas now they feel comfortable to sit on the same bench.</li> </ul> <p><i>“I used to feel shy to sit with girl students in the classroom. After participating in the football coaching and GBV workshops, I became friendlier with girl students in the playground and slowly in the classroom. Now, I can confidently share the bench with girl student.” – Sudeep Diyali, boy student of Class 8 of Saraswati Higher Secondary School, Lele Lalitpur.</i></p> <p><i>“I used to tease girl students with their nick name and linking them with my male friends of the class. After participating in the project activity, I got chance to interact with female students and learn how my activity hurted them. Now, I stopped using nick name and linking them with male student.” –Ashish Tamang, boy student of class 9, Okhreni Secondary School of Sundarijal, Kathmandu.</i></p> <ul style="list-style-type: none"> <li>• Girls have become bold to report the indecent behavior of boys which they do not like. Self confidence among girls has been increased. They can put their health needs to the teachers, especially during the menstruation. This was shared by students and teachers during FGDs and interviews. Teachers appreciated their confidence and leadership to share their health needs and supported them by providing sanitary pads, space to rest when they have pain.</li> <li>• Integration of football in the activity has contributed to the physical fitness of students participating in the project. Girl students are confident and willing to play with boy students in the team.</li> <li>• Team work spirit and leadership capabilities of girl and boy students have increased with the participation in the project activities. Students who participated in the project activities are more active in the extra-curricular</li> </ul>
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	activities of school.
Quantitative and/or qualitative evidence by the evaluation team to support the response and analysis above	<ul style="list-style-type: none"> <li>• FGDs and interviews with girl and boy students separately.</li> <li>• Interviews with the young coaches</li> </ul>
Conclusions	<p>A significant change has been made in the lives of girl and boy students. The awareness level and confidence of students have been improved to a large extent. This is evident from the quotes of students during the FGDs mentioned above. Girl students are confident to speak out about harassment and inappropriate touching, reporting incidents to teachers and members of the GBV redressal mechanism to seek justice. With the adoption of gender sensitive teaching by school teachers, girls are more comfortable with teachers and motivated to interact and share their questions with teachers in the classroom. This has contributed to improving the academic environment for girl students to learn. During the FGDs, teachers reported that students participating in the project activities have become more laborious in their studies as well. The performance of students especially in social studies and Health and Population class has been improved as the project activities complemented some of the lessons in these textbooks. Behavioral change among boy students is instrumental to reduce the vulnerabilities of girl students in school. The bond of trust and cooperation has increased between girl and boy students. The culture of collective work and action among girl and boy students has been promoted.</p>
Others	

Evaluation Criteria	Effectiveness
Evaluation Question	4) What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How?
Response to the evaluation question with analysis of key findings by the evaluation team	<p>Major internal and external factors that contributed to the achievement of the intended project goal, outcomes and outputs are listed below;</p> <ul style="list-style-type: none"> <li>• Skillshare International has been working with school students in the sector of gender based violence for a long time. The past experience of Skillshare International to design and manage similar kinds of project (Coaching for Hope) contributed to the effective design and implementation of the project “Kick Against Violence”. The training manual and resource materials developed in the past by Skillshare International contributed to the design of the training manual of “Football Coaching and GBV Workshop” which</li> </ul>

	<p>was planned under this project. This training manual was the key document to implement school related project activities. The manual was developed by Skillshare Nepal with the technical support of Skillshare International. Skillshare International tapped the expertise of running the coaching for hope program which used football to raise the awareness of youth on GBV. The manual was tested among a pool of experts on GBV and the students. Feedback from the experts and lessons from working with students was then reflected in the manual. The manual was the guiding document for the young coaches to deliver football coaching sessions and GBV workshops in schools. Based on the manual, young coaches delivered football coaching sessions and GBV workshops. To develop master trainers amongst the young coaches, Skillshare International contacted and outsourced one of its best trainers who travelled to Nepal to deliver the master training on “Football Coaching and GBV Workshop” – this was a milestone to effectively run the football sessions and GBV workshops in the project schools. This also strengthened the in-house capacity of Skillshare Nepal to deliver similar kinds of training.</p> <ul style="list-style-type: none"> <li>• Skillshare Nepal was already working with the project schools since the earthquake in 2015 on emergency relief and rehabilitation of earthquake affected families. This strong partnership already established with the project schools facilitated the effective implementation of the project for the entire project period.</li> <li>• SABAH Nepal coordinated with the government agencies such as District Education Office (DEO), District Development Committee (DDC), Social Welfare Council (SWC) and local stakeholders (school parents and SMC) from the very beginning of the project implementation. This coordination contributed to shape and manage the project in an efficient manner. The engagement of the stakeholders from the very beginning of the project helped to establish their ownership on the project.</li> <li>• Young coaches were the key actors in implementing the project activities in school. identification of the right candidates for the young coach positions and their proper training was pivotal for the success of the project. Skillshare Nepal gave top priority to identification and selection of young coaches and was able to find the right team of young coaches as no one dropped out through the entire project period. Skillshare Nepal reached out to university students studying social work to select those who have a passion for football and felt need strongly of ending GBV. In-depth interviews and written tests were carried out to assess their interest, skills, time availability, prior volunteer experience, experience working with school students and motivation to work as young coaches. The dialogue was held with academic institutions and agreement was reached do that their work as young coaches could be accepted as field work and accredited as academic work/credit hours. This was additional motivation for young</li> </ul>
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	<p>coaches to effectively work in the field with students and continue working throughout the assigned period.</p> <ul style="list-style-type: none"> <li>Partnerships with right kind of sports institutions to provide refresher training and mentoring to the young coaches on football coaching and GBV workshops contributed to ensuring that the knowledge of young coaches was kept up-to-date and helped them to address their gaps to better run the school programs. Sports institutions were selected based on their past experience and similar nature of work. The partnership was informal in nature where Skillshare Nepal outsourced their expert to provide football coaching and mentoring support throughout the project period. Mentoring included support to customize football sessions as per the emerging need, technical support to organize inter school football competition etc.</li> <li>Formation of a strong internal project advisory team consisting of a gender expert (who had formerly served at a high level of government and in non-government agencies) contributed to reviewing the work and reflecting on lessons learned in a timely manner to correct the course of project implementation. Information on project budget, project activities as well as roles and responsibilities of relevant stakeholders ensured transparency and accountability towards the beneficiaries, project stakeholder and partner organizations which helped effective implementation of the project. The project advisory team was formed from among the board members of the Skillshare Nepal who have past experience of working in GBV issues. The project advisory team were mandated to provide their feedback and inputs to improve the quality implementation of the project. Their advice was sought for strategic planning, making training curricula effective and monitoring the project implementation. The feedback from the project advisory team was considered and incorporated by project school and Skillshare Nepal as and where applicable.</li> </ul>
Quantitative and/or qualitative evidence by the evaluation team to support the response and analysis above	<ul style="list-style-type: none"> <li>Interviews with the Skillshare Nepal board and project management team.</li> </ul>
Conclusions	Skillshare Nepal utilized the past experience and expertise of Skillshare International, ensured effective coordination government and non-government stakeholders, constantly document the lesson learn and reflect the learning in the planning and strategies to make the project a successful one.
Others	

Evaluation Criteria	Effectiveness
Evaluation Question	5) To what extent has the project contributed to promoting a culture of dialogue and debate on GBV issues in school? Has the project been able to boost the confidence of school students to reports cases of GBV? if yes, how?
Response to the evaluation question with analysis of key findings by the evaluation team	<ul style="list-style-type: none"> <li>Project school students were observed to be open and comfortable during FGDs and KIIs to discuss and share their opinion on the topic of gender based violence Student cafés (a monthly discussion series for students on contemporary issues of GBV) has served as a common platform to broaden their understanding on the issue of GBV as well as promoted the culture of open dialogue and discussions among peer students. By the end of the project the students had developed their confidence to share on issues of GBV, sexual and reproductive health with teachers as well. The sharing of information on the menstrual cycle with female and male teachers and asking the teachers for sanitary pads during periods demonstrates that the girl students had built high self-confidence to share and discuss the issues of GBV, sexual and reproductive health and other issues with the teachers.</li> <li>The culture of such sharing is not only limited to the school premises but also reached out to the family of the students. Now, the girls became more comfortable to share learning with their brother/sisters as well as parents. During the field visit in school, one of the parents reported that his daughter shared what she learned in the project activities with him and her mother. According to him the sharing of such issues with the family will gradually break the silence of girls, thereby developing the confidence of sharing gender sensitive issues and personal hygiene concerns in school as well as at home and in the community. <i>“ My daughter didn’t use to openly talk and share her issues with me. After she started participating in the project activities, she has become bold and open to share and discuss on the agendas related to gender roles as well as her personal need for academics and personal growth. I am so happy to see my daughter becoming bold and vocal to relevant subject matter”- Bir Ram Lama, Parent, Okhreni Secondary School of Sundarijal, Kathmandu.</i></li> <li>School parents reported that their children are more open to interact with parents and share their needs related to their academics, stationary required or their interest to participate in other activities that need monetary support from parents. Thus, the confidence of school students has increased to a greater extent.</li> </ul>
Quantitative and/or qualitative evidence by the evaluation	<ul style="list-style-type: none"> <li>Interviews with teachers</li> <li>FGDs with students</li> </ul>

team to support the response and analysis above	<ul style="list-style-type: none"> <li>Interviews with parents</li> </ul>
Conclusions	The students are confident to speak on the issues they feel strongly about and share with their friends, teachers and parents. The project has broken the silence and helped to open up students to discuss and talk on the issues that matter to them or their friends, family and society. Their regular engagement in the project has boosted their confidence to speak in the mass, debate and dialogue on the agendas and put forward their opinion. This has directly contributed to preparing students physically and mentally to report the behaviors of others they are not comfortable with.
Others	

#### Evaluation Criteria: Relevance

Evaluation Criteria	Relevance
Evaluation Question	1) To what extent was the project strategy and activities implemented relevant in responding to the needs of male and female students of school in addressing GBV?
Response to the evaluation question with analysis of key findings by the evaluation team	<ul style="list-style-type: none"> <li>The project strategy was very relevant to the needs of the male and female students of school to address GBV. The project worked with the young students who were passionate about sports activities. Since the project used football as a tool to engage and educate students, students enjoyed the activities. The project strategy was a combination of indoor theoretical workshops and outdoor football activities. The knowledge gained in the workshops was practiced in the outdoor football activities. Since they enjoyed football, the learning was effective. Football gave them opportunities to learn the subject matter in an exciting way they are fond of.</li> <li>The project placed two young coaches (male-1 and female-1) in the project schools to work with students. Since the young coaches were just a bit older in age than the students, they enjoyed the learning from the young coaches. Engaging young coaches facilitated peer learning as the students felt more connected. Had there been adult or older professionals engaged, students wouldn't have felt closer to the same extent and learning would have been affected. More than a professional or teacher, young coaches were considered brothers and sisters for students.</li> <li>The project planned most of its activities to be held on the second half of Fridays as school classes end after one pm on Fridays. The objective was to avoid harming the studies of the students for the sake of participation in</li> </ul>



	<p>the project activities. This strategy was highly appreciated by schools, teachers and parents as they were concerned about the studies of their students/children.</p> <ul style="list-style-type: none"> <li>• While forming the GBV redressal mechanism and gender advisory group, students were also included as members of the committee. Having students in the committee helped them interact with students and enable them to raise issues and coordinate between students and the committee</li> <li>• Awareness on gender, GBV, types of GBV, reporting of GBV and knowledge on traditional practices was very relevant to the needs of the girl students as they were facing different types of gender based violence in school. This activity has helped them to raise their voice and lessen their vulnerabilities.</li> </ul> <p><i>“Football was very interesting to play. It attracted me to participate in the project activities as I was very passionate to play football which was not available for girl both in school and community”- Rebica Lama, girl student of Class 10 of Okhrenei Secondary School of Sundarimal, Kathmandu.</i></p> <p><i>“Young coaches were sister and brother for me. I got a lot of support from them. I could share my problems which I couldn’t have shared to teachers and my family members as well” – Anisha Rai, girl student of Class 9 of Saraswati Higher Secondary School, Lele Lalitpur.</i></p>
Quantitative and/or qualitative evidence by the evaluation team to support the response and analysis above	<ul style="list-style-type: none"> <li>• Opinion of the girls and boys who participated in the FGDs</li> <li>• Views of the teachers interviewed.</li> </ul>
Conclusions	<p>The strategies adopted by the project were effective to respond the needs of the male and female students in schools to address GBV. Students (male and female) were happy about the implementation methodologies and strategies adopted by the project. They were observed to have been very satisfied to get opportunity to play football and learn the subject matter. Adoption of the football as a tool to engage students was the most preferred strategies among all. The activities planned under this project were much appreciated by school teachers and student as the subject matter was relevant and need of the time.</p>
Others	

Evaluation Criteria	Relevance
Evaluation Question	2) To what extent do achieved results (project goal, outcomes and outputs)

	continue to be relevant to the needs of male and female students of school?
Response to the evaluation question with analysis of key findings by the evaluation team	<ul style="list-style-type: none"> <li>• School related gender based violence is a pertinent issue in the context of Nepalese society. The Government of Nepal has strongly shed light on the need to work to address and minimize the incidents of gender based violence in school. NAP 2010 on gender based violence clearly outlined the need to work with students, teachers and school management to address gender related violence in school. To complement the government priority to work on GBV in school, the Government of Nepal revised the text books of lower secondary and secondary level schools and included lessons on gender issues and gender based violence. But, there was lack of programs to capacitate teachers to deliver classes on gender and gender based violence. The project therefore complemented the government plan to address the GBV.</li> <li>• This project demonstrated a successful model to integrate gender and GBV activities in school bringing students, teachers, parents and school management on a common forum through the formation of Gender Advisory Group (GAG). In the GAG, parents, school management representatives teachers and students worked together to monitor the gender responsive school environment and produce timely guidance to address gender issues in school. The project has piloted the successful model of working on GBV at school. There is large scope for scaling up of the project in different schools across the country.</li> <li>• This is still relevant as the incidents of GBV in school has been reported time and again in different parts of the country. The relevance has been reassured by the initiation of local government in the project area to make schools free of GBV.</li> <li>• The achieved results in terms of knowledge, skills and confidence to tackle GBV is very relevant to address school related GBV in the days to come. These students who have been empowered with knowledge and skills to combat GBV can be the champions to voice and shed light on the agenda of school related GBV. The achieved progress in the awareness of GBV is very important in the long journey of combating GBV in school of Nepal.</li> </ul>
Quantitative and/or qualitative evidence by the evaluation team to support the response and analysis above	<ul style="list-style-type: none"> <li>• Opinion of the girls and boys participated in the FGD</li> <li>• View of the teachers and parent interviewed.</li> </ul>
Conclusions	Gender based violence in school is very important area where there is need of

	effective and long-term intervention. School plays an important role in the gender socialization process of the young generation. This project has significantly contributed to mainstreaming the gender socialization process of young generation towards a gender equitable society. The program to address gender based violence in school is very relevant in the context of Nepal as there is high prevalence of physical, psychological and sexual form of violence in school. This is evident from frequent reporting of GBV incidents in school in local and national media. There is need of long term and wider intervention to address GBV in schools of Nepal which was reported by school management and teachers during interview and FGDs. They shared that they were ignorant about gender issues prior to project implementation. After the project implementation, they shared that they have understood the gender concept and realize the essence. According to them, this kind of activities should be carried out in other schools too.
Others	

#### **Evaluation Criteria: Efficiency**

Most of the activities planned for the project period were completed within the project time. The activities were implemented as per the timeline agreed in the result and resource framework. All the planned activities were timely executed except the quarterly review meeting of the GAG in the first six months of the second year. The delayed of quarterly review meeting in the first six months of the second year was covered in the last six months of the second year by scheduling the review meeting every two months. To ensure that all activities were completed, the work plan was rescheduled and the quarterly meeting were organized on a bi-monthly basis in the last six months of second year of the project. Thus, it didn't affect the expected result.

All the activities were conducted making the optimum utilization of the allocated budget. There is no variation of budget vs expenditure beyond the permissible margin. The resources have been used for the activities planned in the result and resource framework. With the use of the agreed resources, beneficiaries more than the targeted number have been reached. This showed that Skillshare Nepal has fully assured the value for money and make the best use of available resources.

#### **Evaluation Criteria: Sustainability**

Evaluation Criteria	Sustainability
Evaluation Question	1) How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?
Response to the evaluation question with analysis of key	<ul style="list-style-type: none"> <li>The interviewed girls and boys, who were the direct beneficiaries of the project shared that they have learnt behavioral change and will continue to</li> </ul>

findings by the evaluation team	<p>practice in their life time and be the role models.</p> <ul style="list-style-type: none"> <li>• The girls and boys have transferred their knowledge and behavioral change to their family and community with long enduring effect. During the FGD, parents shared that girl students shared their learning to their mothers and family members. This helped to broaden the understanding of GBV among family members which then transferred to community people.</li> <li>• Other girls and boys of the school who are not the direct beneficiaries of the project have also learnt to change their behavior from their senior fellow students and will continuously transfer this knowledge in the future. This was reported by school teachers during interview.</li> <li>• The interviewed teachers who participated in the training during the project have realized the need of change in attitude and behavior. They have followed what they learnt during the project and shared with other colleagues and friends. They also reported that they are committed to apply the key learning in the school and community, which will sustain for long.</li> <li>• The resource materials have been developed and delivered to the school which can be tapped by the project school to train new teachers and continue the gender sensitive teaching approaches.</li> <li>• The project activities of Football coaching and GBV workshop has been included in the extra curriculum calendar of the project school. The project will continue the activities beyond project period. School teachers from Sundarijal shared that they have included football coaching and GBV workshop and student café in their annual extra-curricular activities.</li> <li>• Local government has started the campaign of “GBV free school” after observing the positive impact by the project to school environment. The initiative of local government has established local ownership and gave strong foundation for continuation of the project activities beyond the project period.</li> </ul>
Quantitative and/or qualitative evidence by the evaluation team to support the response and analysis above	<ul style="list-style-type: none"> <li>• Interview with students and teachers</li> <li>• FGD with students and teachers</li> <li>• Interview with the project team and board member of Skillshare Nepal</li> </ul>
Conclusions	<p>The active participation and continuation of learning and sharing of GBV knowledge by students and teachers in school and community has formed promising ground for the sustainability of the results brought by the project intervention in the piloting school and communities. The integration of GBV programs in the extra-curricular activities of school is one of the good example of giving continuation to the program even after the project period. This has</p>

	been further supported by the initiation of the local government to launch the “School free of GBV” in their jurisdiction. Such initiation will ensure the continuation and scaling up of the program in the local community.
Others	

### Evaluation Criteria: Impact

Evaluation Criteria	Impact
Evaluation Question	1) What are the unintended consequences (positive and negative) resulted from the project?
Response to the evaluation question with analysis of key findings by the evaluation team	<ul style="list-style-type: none"> <li>The interviewed parents reported that the project activities have given confidence and built trust among them that their children are safe in the piloting schools. The student inflow in school has increased due to safe school environment ensured by the project as shared by school teachers.</li> <li>The relation between male and female teachers have been improved. Male teachers have corrected their dominative behavior and female teachers felt that they are more respected in school after project intervention. Power dynamics of male and female teachers have been reshuffled moving towards more gender balance and equitable school environment. This had been evident from the sharing of both male and female teachers during FGD.</li> <li>Parents have realized the need of their active participation to ensure good environment in school. Parents of those students who were part of the project have become more active and watchful about the academic activities as well as extracurricular activities.  “Prior to the project, I didn’t use to visit school. When the project started, I was invited to join the gender advisory group. To attend the quarterly meeting of gender advisory group, I started coming to school frequently which gave me opportunity to query about my daughter performance in academics as well as in project activities. Even, I started checking whether my daughter has completed homework at home before she leaves for school.” Sher Bahadur Lama, Parent, Okhrenei Secondary School of Sundarijal, Kathmandu.</li> <li>The interviewed girl stated that they felt comfortable while talking about their health issues with their parents. Male parents started discussing with their daughters regarding their adolescents and menstruation and supported to manage stress due to changes during puberty. The realization was the outcome of their participation in GAG and observation and learning of other project activities. Prior to the project intervention, male parents never thought that they needed to interact with their daughters regarding</li> </ul>

	<p>the changes in puberty. Nepal is a country where daughters are kept in distance from father and brother during first menstruation due to traditional belief that daughter should not see her father and brother during first menstruation for 7-10 days.</p> <ul style="list-style-type: none"> <li>• The project promoted sports activities in school and gave girl students opportunity to participate in football competition. Girl football team was formed for the first time in the project school. Parents and girl of the community felt proud to see their daughters and sisters playing football.</li> <li>• Due to awareness on sexual and reproductive health, girl students were able to convince their parents that child marriage is a bad practice. The prevalence of child marriage has been reduced in the project school community in the project period which was reported by school students as well as teachers during FGD in school.</li> </ul>
Quantitative and/or qualitative evidence by the evaluation team to support the response and analysis above	<ul style="list-style-type: none"> <li>• Interview and FGD with student, teachers, school parents and school management</li> <li>• Interaction with the project team</li> </ul>
Conclusions	No negative impact were noted. Some of the lesson learn has been included under the knowledge generation sessions
Others	

#### Evaluation Criteria: Knowledge Generation

Evaluation Criteria	Knowledge generation
Evaluation Question	1) What are the key lessons learned that can be shared with other practitioners on Ending Violence against girls and boys in school?
Response to the evaluation question with analysis of key findings by the evaluation team	<ul style="list-style-type: none"> <li>• The realization that there is need for resources to provide separate toilets but project did not provide a budget for the infrastructure. It is lesson learnt that the project should provide resources for infrastructure as well.</li> <li>• The project was able to raise awareness on the issue of gender and gender based violence among school students and teachers who have started practicing as well in the school and community, but there remains a need to take this knowledge to the whole community for larger impact. The project period was short to deeply internalize the knowledge and put it into practice fully. Project school have learnt that they need to be responsive to gender needs but lack technical skills to implement it fully.</li> </ul>

	<ul style="list-style-type: none"> <li>• Project should be designed such that parents and local leaders are engaged more in the project activities that will contribute to create enabling environment for students to interact at family and community. The engagement of a limited number of parents meant the gender discourse at the family and community level was at low. The increased engagement of parents and local leaders could multiply the effect to larger audience.</li> <li>• The project distributed t-shirts, shorts and sport shoes for the students participating in the project activities. During the FGDs, it was shared by girl students that they would have been more comfortable to wear trousers and play football instead of shorts. However, none of the girls selected drop the activities for that reasons. This could be a lesson learned while scaling up the project or design similar projects in the future.</li> </ul> <p>“</p>
Quantitative and/or qualitative evidence by the evaluation team to support the response and analysis above	<ul style="list-style-type: none"> <li>• FGD with students</li> <li>• Interview with teachers and parents</li> <li>• Interaction with the project team</li> </ul>
Conclusions	The two- year experience of project implementation in five project schools from four districts have given good lesson learn that can be reflected and took reference for designing of the similar kind of project in the future.
Others	

Evaluation Criteria	Knowledge generation
Evaluation Question	2) Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions?
Response to the evaluation question with analysis of key findings by the evaluation team	<ul style="list-style-type: none"> <li>• Using football in delivering project activities was very effective to engage student in the project and make them understand GBV in an interesting way. This method can be replicated in other projects as well as work with young students.</li> </ul> <p>A handbook on “Gender sensitive teaching methodologies” has been developed. During the interviews with male teachers in Okhreni Secondary School of Sundarjal, Kathmandu, they shared that the handbook is an effective tool to promote gender socialization process in school. School and other similar initiatives working on gender issues in school can replicate</p>

	<p>similar methodologies to work with school teachers.</p> <ul style="list-style-type: none"> <li>• “A handbook on gender sensitive teaching methodologies has become a guiding tool to adopt gender sensitive teaching practice for me. The handbook has become resource materials to understand gender, GBV and develop checklist to ensure our practices are gender sensitive. I have been able to improve my teaching practices and make it gender friendly. New teachers who were not part of the teachers training can also refer to the handbook and learn the methodologies. This handbook is a useful and effective resource”- Sushil Kumar Khanal, Teacher, Saraswati Higher Secondary School, Lele Lalitpur.</li> <li>• During the FGDs with students and interviews with teachers, they shared that engaging young coaches to train and educate students on gender and GBV issues was very effective as students could be more open and speak freely with young coaches. During the FGD, student shared that the same level of engagement and excitement wouldn’t have been possible with adult or professional coach. During FGDs, students expressed that young coaches were like brothers and sisters for them, more than a teacher. Students and teachers both appreciated the provision of male and female young coaches. Having both male and female young coaches in each project school addresses the gender specific needs of girl students who were comfortable with female young coaches and boy students were comfortable with male young coaches.</li> </ul>
Quantitative and/or qualitative evidence by the evaluation team to support the response and analysis above	<ul style="list-style-type: none"> <li>• FGD with students</li> <li>• Interview teachers</li> <li>• Interaction with project team</li> <li>• Review of training materials and manual developed</li> </ul>
Conclusions	<p>Number of practices provisioned and executed in the project were observed to be promising and effective to work with school students. These practices can be replicated and scale up to work with school students and school teachers to aware them on gender and GBV.</p>
Others	



## 10. Conclusions

Evaluation Criteria	Conclusions
<b>Overall</b>	<ul style="list-style-type: none"> <li>• The project has achieved the expected goal, outcomes and outputs in the project period. The project has become successful in making students and teachers aware of gender issues. The confidence level of students to speak out and report GBV has increased significantly. In all the project schools, a visible change in behaviors has been noted. Girls were confident to openly discuss and share about the issue of gender based violence. Boys have become more cooperative and friendlier to girl students. Gender sensitivity has been instilled in the mindset of teachers. The dominant nature of male teachers has been softened and female teachers feel more respected and dignified. The project has broken the silence of GBV. School are safer and more secure from GBV. Zero tolerance towards the GBV has been increased in the project schools. Incidents in school that used to be perceived from only moral and disciplinary lens are now looked at through the gender lens. This has helped the school to address GBV issues. The mechanism has been established for hearing the complaint against GBV as well as to monitor the gender friendliness environment of the schools. The mechanism has helped to raise the level of self-confidence among girl students.</li> <li>• Girl students, who were part of the project, have become champions to address GBV. There is significant change in their lives as their vulnerability to sexual harassment and misbehavior has been decreased significantly. Girl students are found comfortable and confident towards their safety. They feel they are respected and treated equally, irrespective of their gender and age. They have become more comfortable with teachers and motivated to interact, as well as to pursue their studies in safe and peaceful manner in school.</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>• The project was very effective in achieving its intended goal, outcomes and outputs. All the project targets have been achieved. The targeted beneficiaries were reached within the project period. Significant behavioral change among primary and secondary beneficiaries has been observed in the project schools. The project has minimized the incidents of GBV in the project schools. The school environment has been strengthened towards a gender friendly school enabling environment for girl and boy students to live a safe and dignified life.</li> <li>• Bullying, harassment and molestation against girls and boys in the school and community has been minimized significantly. Unwanted physical touch by male teachers and boys to the girl students has been decreased to a large extent. Self-confidence of students to raise voice against gender based</li> </ul>

	<p>violence has increased significantly. The project not only enhanced their knowledge and skills but also strengthened their physical fitness and confidence. Girl students are confident to report the GBV cases to school reporting mechanism as well as local service providers. Teachers began to realize the need for behavior change to make school gender friendly.</p>
<b>Relevance</b>	<ul style="list-style-type: none"> <li>Gender Based Violence in school is the priority of the government. To respond to the GBV, government marked 2010 as “Year Against Gender Based Violence” and implement National Plan of Action. Out of 5 objectives of NAP 2010, the project contributes Objective 4:” Raise awareness against Gender Based Violence of people at different levels and promote zero tolerance” and strategy 14 “Special programs in schools to end gender based violence” complementing to the activities “Organize awareness programs against gender based violence with the involvement of school teachers and students, local community and private sector and prioritize the construction of separate toilets and changing rooms for boys and girls.” The project contributed to achieving this objective by empowering students through a 'sport for change' program, contributing the NAP indicator. The project also worked with teachers and school management committees through the advisory group which achieved the major target of the action plan.</li> <li>School is one of the key actor of the gender socialization process. This project contributed to promote gender socialization and ultimately the social justice by addressing gender based violence in schools.</li> <li>Time and again, there were discussions that proper gender equitable environment should start first from the school level. But, individuals and institutions were not able to design and implement comprehensive program to address such need. “Kick Against Violence” project has piloted a successful model and presented the right subject and strategies to work with school community including girls and boys students, teachers, and parents to mainstream gender socialization process and address the GBV issues in school.</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>All the project activities have been completed within the planned time line.</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>The project has equipped students and teachers with knowledge and skills on GBV. They are the local resource person and champion to further continue the programs in school and community as far as they remain in their community. The project schools have internalized the need of the program on gender and gender based violence and included the program in the school extra-curricular activities. This has ensured the continuity of the program beyond the project period. The project team coordinated with the local government on the need of the program in order to reduce GBV in schools. As a result, the local government of Godawari has started the “GBV</li> </ul>

	free School” campaign. This initiative has contributed to scale up the project. Local government in other project school community are also interested to include the School GBV program in their annual program.
<b>Impact</b>	Most of the unintended results were positive.
<b>Knowledge Generation</b>	<ul style="list-style-type: none"> <li>• The interviewed students and teachers informed that the project should have provided some infrastructure and resources for infrastructure such as the girls changing rooms.</li> <li>• The interviewed teachers stated that the project included only a limited number of teachers from each project school in TOT program for capacity building training supposing that other colleagues would learn from the sharing. But the interviewed teachers expressed that the learning sharing between the trained and untrained teachers was not that effective to realize the subject matter to the fullest extent. The untrained teachers also wished similar kind of TOT. According to them it is necessary that formal teachers training should be organized incorporating GBV aspects to widely inform all school teachers, in which the trained teacher can work as resource persons to transfer their knowledge effectively.</li> <li>• As told by the respondent teachers and parents the number of parents targeted by the project was not significant.</li> </ul>
<b>Others (if any)</b>	

## 11. Recommendations

<b>Evaluation Criteria</b>	<b>Recommendations</b>	<b>Relevant Stakeholders</b> (Recommendation made to whom)	<b>Suggested timeline</b> (if relevant)
<b>Overall</b>	Extend the length of project period to institutionalize the changes brought by the project against gender discrimination and GBV.	UNTF	5 years
	Expand the project coverage to other districts in order to achieve the long term impact.	UNTF/SkillShare	2 years
	Seek partnership of the Local Government for greater impact.	SkillShare/Schools	1 years
<b>Effectiveness</b>	Provision of resources for small infrastructure such as changing rooms for the girls strengthen the effectiveness of the project	UNTF/Skillshare Nepal	
	Enlarge the program to specially train all school subject teachers of Social Studies, Environment, Population and Health and orient all other subject teachers.	UNTF/SkillShare/Schools teachers	2 years
<b>Relevance</b>	Link project activities with the program of Local Government bodies responsible for promoting Gender Equality and addressing GBV.	SkillShare/community school	1 year
	Forge partnership with line	SkillShare/School/government	1 years

	agencies such as education, health, police, women and children offices.		
<b>Efficiency</b>	Include both software and hardware project activities to demonstrate the program's effectiveness. Software includes the awareness raising and skills development program whereas hardware includes infrastructure support program to school (such as safe drinking water, toilets, play-ground improvements etc)	UNTF/SkillShare	
	Redesign the program to include more number of community members for educating them to collaborate the school against GBV.	UNTF/SkillShare	1 year
<b>Sustainability</b>	Support and follow up the schools to upkeep the GBV activities in the academic calendar.	SkillShare/Schools	1 year
	Widely disseminate the handbook on "Gender sensitive teaching methodologies" in partnership with Local Government bodies.	SkillShare/Schools	1 year
	Build partnership with the Local government, especially with the Municipalities in the urban areas and Rural Municipalities in the rural areas for long term 'GBV	SkillShare	1 year

	Free School' campaign		
<b>Impact</b>	Scale up the project to cover more numbers of schools especially prioritizing the GBV hotspot areas of the disadvantaged community.	UNTF/SkillShare	
	Widen the project activity to include larger number of parents in the community.	UNTF/SkillShare	
<b>Knowledge generation</b>	Replicate the good practices of the project learned on gender and GBV to other similar intervention.	UNTF/SkillShare	1 year
	Publish and disseminate the good practices for sharing with other stakeholders.	UNTF/SkillShare	Six months
<b>Others (if any)</b>		Please adapt all recommendations.	

## Annexes

### 1) Final Version of Terms of Reference (TOR) of the evaluation

#### 1. Background and Context

##### 1.1 Description of the project that is being evaluated.

“Kick against Violence” is an initiative to address the gender based violence issues in the School of Nepal. The project is designed to work with both the demand side and supply side in the school. The project has identified girl students as demand side whereas boy students, teachers and school management are the supply side while advocating for safe school environment for girls against GBV. The project will work with School students (girls and Boys) to educate them on Gender based violence and transform them as an advocate to minimize the incidents of GBV (Sexual Harassment and violence) in School. The project will coordinate with management committee and teachers through training program and gender advisory group in order to broaden their understanding towards GBV issues and influence them to play positive role to address the issue of GBV in school. The project introduces “football” as a working tool with students. The project aims to tap the passion of young people towards sports to teach skills and knowledge and cascade the learning to challenge the incidents of Gender based Violence, thereby transforming them as an advocate against GBV.

Skillshare Nepal is implementing the project “Kick Against Violence” in partnership with UN Women Trust Fund since 2016. The project is working with the school students of age 13-18 from grade 6 to 10 in five public schools of Nepal. The project duration is from Jan 2016 to Dec, 2017. The project is designed to address the prevalence of different forms of gender based violence in public schools of Nepal. The deliverables of the project are in line with the time frame outlined in the project document. The activities of the fourth quarter of second project year is under implementation which will be completed by end of December, 2017. During the implementation of the project, the prevalence of physical, psychological and sexual form of gender based violence were observed in the project school. Majority of the incidents were related to physical and psychological forms of violence whereas sexual violence was also significant among female students.

The main objective of the project is to ensure the safe school environment where girls and boys students are free from any kind of gender based violence and where they can pursue their studies in a very safe and fearless environment.

Primary Beneficiaries: Girls and boy’s students of age 13-18 from grade 6-10.

Secondary Beneficiaries: School teachers, parent committee members, school parents, school management committee members,

##### 1.2 Strategy and theory of change

**Goal:** Girl students (13-18) in five schools in four districts experience greater safety against GVB by December 2017.

**Outcome 1:** School students (girls and boys) are empowered physically and emotionally to report their experience of GBV in school.

**Output 1.1:** School students (girls and boys) have increased knowledge and life skills to prevent different forms of gender based violence through football coaching and life skill workshops.

**Output 1.2:** School students (girls and boys) practice culture of dialogue and sharing of GBV experiences.

**Outcome 2:** Teachers practice gender sensitive teaching approach and address GBV issue in school.

**Output 2.1:** School teachers have increased knowledge of gender sensitive teaching methodologies.

**Outcome 3:** School and school management have established gender friendly mechanism for safer environment and sports opportunity for girls.

**Output 3.1:** School has reporting and monitoring mechanism to address GBV issues.

**Output 3.2:** Students are empowered to advocate gender friendly infrastructure and sports opportunity in school.

Project activities delivered in School:

- Develop manual on football coaching and life skill workshop in relation to GBV.
- Training young coaches and engaging them to run school program
- Organize 24 sessions of football coaching and life skill workshop to students in each school each year. Each school batch includes 30 students (20 girls and 10 boys)
- Run monthly student café, 12 sessions in each school, each year.
- Gender sensitive teaching manual development and teacher's induction training on the manual
- Formation of Gender advisory group in school including members from management committee, School parents and teachers.
- Gender training for Gender advisory group on Gender sensitivity
- Quarterly review meeting of Gender advisory group facilitated by Skillshare Nepal
- Inter-School girls football program

1.3 The geographic context, such as the region, country and landscape, and the geographical coverage of this project. Inputs required by grantee

“Kick Against Violence” is being implemented in five schools from four districts of Nepal. They include Kathmandu, Lalitpur, Bhaktapur and Sindhupalchowk. The project schools are located in the rural part of these four districts. The project locations have good access to road and can travel through road. From Kathmandu, all the project school can be reached in 2 hours at maximum through road travel. The project districts lie in the hilly region of the country.

1.4 Total resources allocated for the intervention, including human resources and budgets

The total budget for the project implementation in the five-project school for the period of two years is USD 88,347. Out of the total budget, USD 85,327 was contributed by UN Trust Fund while Skillshare Nepal contributed USD 3020. The project supported part time country programme Manager, one programme officer and one finance officer.



1.5 Key partners involved in the project, including the implementing partners and other key stakeholders. Inputs required by grantee

Skillshare Nepal led and implement the project on its own in partnership with five public school from four districts. These school are listed below:

- Shree Saraswoti Secondary School, Bhotechour, Sindhupalchowk
- Kalika Sharan Secondary School, Lapsiphedi, Ktm
- Okhreni Secondary School, Sundarijal, Ktm
- Shree Saraswoti Secondary School, Lele, Lalitpur
- Changunarayan Secondary School, Changunarayn, Bhaktapur

## 2. Purpose of the evaluation

The evaluation assesses the efficiency and effectiveness of the project “Kick Against Violence” in achieving its intended results. The evaluation is also expected to assess the relevancy, sustainability of the output to contribute to longer term outcome and goal of the project. The purpose of the evaluation is to assess the achievement of the project implemented in five project schools, and draw lessons that can both improve the sustainability of benefits from this project and aid in the overall enhancement of the Skillshare Nepal programming in the similar thematic areas. It is imperative to conduct the final evaluation after the completion of the project to measure the change and cost benefit of the resources utilized throughout the project period.

The final evaluation also aims to identify the weakness and strength of the project design and implementation strategy to come up with recommendations to avoid similar issues in the follow up project. The evaluation will also identify lessons and best practices from the project which could be applied in the future projects to address the issues of gender based violence in school.

The findings of the evaluations will be a good resource for Skillshare Nepal and UN Trust fund to work on similar projects in the future. The evaluations also help to map the utility and impact of the resources invested by UN Trust fund to make impact in the life of girls to provide them safe space in school. The findings of the evaluations will contribute project school, Skillshare Nepal and Funding agencies to review the strategies and approaches to better design the program in the future.

The report will be used by project school, Skillshare Nepal, UN Women Trust fund and other organizations working on similar thematic areas. The evaluations findings will help Skillshare Nepal to decide on the scaling up of the project interventions generating additional resources.

## 3. Evaluation objectives and scope

The scope of the final evaluation will cover all the activities undertaken in the result and resource framework of the project in the entire duration of the project. During the final evaluations, the evaluation team should visit at least 60% of the project location and interact with the primary and secondary beneficiaries of the project. The evaluation team will compare the planned outputs of the project to actual outputs of the project and assess the actual results to determine their contributions to achieve the intended project outcome and goal.

The final evaluations assessment should cover atleast three general areas for which conclusions and recommendations should be provided and lesson learn should be identified;

- 4) Project design
- 5) Project implementation
- 6) Project results

The conclusions should be comprehensive and balance, and highlight the strength, weakness and outcome of the project. They should be well substantiated by the evidence and logically connected to the findings of the evaluation.

The recommendations should be feasible and directed to the intended users of the evaluation about what actions to take and what decisions to make. The recommendations should be supported by evidence and connected to findings of the evaluation.

The overall objectives of this final evaluations include the following but not limited to;

- g) To evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability and impact, with a strong focus on assessing the results at the outcome and project goals;
- h) To generate key lessons and identify promising practices for learning;
- i) To provide knowledge base for the implementing and funding agencies to decide on the scaling up of the project.

#### 4. Evaluation Questions

The evaluation should cover the following six evaluation criteria agreed between Skillshare Nepal and funding agencies. The outline of the questions in six evaluation criteria has been outlined below. These are the guiding questions. Evaluation questions must be agreed upon among Skillshare Nepal and key stakeholders and accepted or refined in consultation with the evaluation team. Evaluation questions define the information that the evaluation needs to generate. This section proposes the questions that, when answered, will give intended users of the evaluation the information they seek in order to make decisions, take action or add to knowledge.

At minimum, the following evaluation questions need to be specified in the TOR, and response/answer to each of these mandatory questions must be provided in final evaluation report. The key questions that need to be answered by this evaluation include the following divided into five categories of analysis. The five overall evaluation criteria – relevance, effectiveness, efficiency, sustainability and impact - will be applied for this evaluation.

##### **Effectiveness**

- 1) To what extent were the intended project goal, outcomes and outputs achieved and how?
- 2) To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached?
- 3) To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes.

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

#### **Relevance**

- 3) To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls?
- 4) To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?

#### **Efficiency**

- 2) How efficiently and timely has this project been implemented and managed in accordance with the Project Document?

#### **Sustainability**

- 2) How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?

#### **Impact**

- 2) What are the unintended consequences (positive and negative) resulted from the project?

#### **Knowledge Generation**

- 1) What are the key lessons learned that can be shared with other practitioners on Ending Violence against Girls in school?
- 2) Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions?

### **5. Evaluation Methodology**

#### **1) Proposed evaluation design**

The evaluator is expected to frame the evaluation effort using the criteria of relevance, effectiveness, efficiency, sustainability and impact as mentioned above. A set of question covering each criterion have been drafted and included in the TOR. The evaluation team is expected to amend, complete and submit the matrix as part of the evaluation inception report, and shall include it in the annex of the final report.

#### **2) Data sources**

The evaluation team can collect primary data from field visit and direct interaction with primary and secondary beneficiaries while the team can review project documents, quarterly and semi-annual report of the project as well as case stories and success stories.

#### **3) Proposed data collection methods and analysis**

The proposed data collection method includes questionnaire survey, focus group discussions and key informant interview with the primary and secondary beneficiaries as well as project staffs, Skillshare Nepal board members and school management. Desk review of project

documents can be done to review the progress reported. The evaluation team can suggest the best data collection tool that best help to documents the findings.

#### 4) Proposed sampling methods

The evaluation team can use random sampling method to select the respondents. However, we are open to any suggestions that best help to collect credible data.

#### 5) Field visits

The evaluation team will visit minimum of three schools out of five project school.

The final decisions about the specific design and methods for the evaluation should emerge from consultations among the project staff, the evaluators, and key stakeholders about what is appropriate and feasible to meet the evaluation purpose and objectives and answer the evaluation questions, given limitations of budget, time and existing data.

### 6. Evaluation Ethics

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

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

The evaluator must consult with the relevant documents as relevant prior to development and finalization of data collection methods and instruments. The key documents include (but not limited to) the following:

- World Health Organization (2003). Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women.  
[www.who.int/gender/documents/violence/who\\_fch\\_gwh\\_01.1/en/index.html](http://www.who.int/gender/documents/violence/who_fch_gwh_01.1/en/index.html)
- Jewkes, R., E. Dartnall and Y. Sikweyiya (2012). Ethical and Safety Recommendations for Research on the Perpetration of Sexual Violence. Sexual Violence Research Initiative. Pretoria, South Africa, Medical Research Council. Available from  
[www.svri.org/EthicalRecommendations.pdf](http://www.svri.org/EthicalRecommendations.pdf)
- Researching violence against women: A practical guide for researchers and activists November 2005  
[http://www.path.org/publications/files/GBV\\_rvaw\\_complete.pdf](http://www.path.org/publications/files/GBV_rvaw_complete.pdf)

- World Health Organization (WHO), 'Ethical and safety recommendations for researching documenting and monitoring sexual violence in emergencies' 2007, [http://www.who.int/gender/documents/OMS\\_Ethics&Safety10Aug07.pdf](http://www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf)

## 7. Key deliverables of evaluators and timeframe

The key deliverables of the evaluation are included in the following table.

S.N	Deliverables	Description of the expected deliverables	Timeline of deliverables
1.	<b>Evaluation Inception report:</b> (language of report: English)	<ul style="list-style-type: none"> <li>• An inception report must be prepared by the evaluators before going into the technical mission and full data collection stage. It must detail the evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods, proposed sources of data and data collection/analysis procedures.</li> <li>• The inception report must include a proposed schedule of tasks, activities and deliverables, designating a team member with the lead responsibility for each task or product.</li> <li>• The structure must be in line with the suggested structure of the annex of TOR.</li> </ul>	Within 15 days of signing of the assignment
2	<b>Draft evaluation report:</b> (language of report: English)	<ul style="list-style-type: none"> <li>• Evaluators must submit draft report for review and comments by all parties involved.</li> <li>• The report needs to meet the minimum requirements specified in the annex of TOR.</li> <li>• The grantee and key stakeholders in the evaluation must review the draft evaluation report to ensure that the evaluation meets the required quality criteria.</li> </ul>	Within 1.5 months of the signing of the assignment

3	<b>Final evaluation report:</b> (language of report: XXX)	<ul style="list-style-type: none"> <li>• Relevant comments from key stakeholders must be well integrated in the final version, and</li> <li>• The final report must meet the minimum requirements specified in the annex of TOR.</li> <li>• The final report must be disseminated widely to the relevant stakeholders and the general public.</li> </ul>	Within two months of signing of the assignment.
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## 8. Evaluation team composition and required competencies

The Evaluation Team will be consisting of one national consultant. The evaluator will be responsible for undertaking the evaluation from start to finish and for managing the evaluation team under the supervision of evaluation task manager from the grantee organization, for the data collection and analysis, as well as report drafting and finalization in English.

The Evaluator must have the following qualifications;

- Evaluation experience at least 5 years in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods
- Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls.
- Specific evaluation experiences in the areas of ending violence against women and girls.
- Experience in collecting and analysing quantitative and qualitative data.
- In-depth knowledge of gender equality and women's empowerment.
- A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used.
- A strong team leadership and management track record, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used.
- Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts
- Country experience and knowledge: in-depth knowledge of Nepal and rural community is required.
- Language proficiency: fluency in English and Nepali is mandatory; good command of local language (Tamang) is desirable.
- Prior experience of evaluation of School related GBV project is desirable.

## 9. Management Arrangement of the evaluation

Name of group	Roles and Responsibilities	Name of staff responsible
Evaluation team	<ul style="list-style-type: none"> <li>Conduct an external evaluation based on the contractual agreement and the Terms of Reference, and under the day-to-day supervision of the Evaluation Task Manager</li> </ul>	
Evaluation task management	<ul style="list-style-type: none"> <li>lead the development and finalization of the evaluation TOR in consultation with key stakeholders and the senior management;</li> <li>manage the recruitment of the external evaluators;</li> <li>lead the collection of the key documents and data to be share with the evaluators at the beginning of the inception stage;</li> <li>liaise and coordinate with the evaluation team, the reference group, the commissioning organization and the advisory group throughout the process to ensure effective communication and collaboration;</li> <li>provide administrative and substantive technical support to the evaluation team and work closely with the evaluation team throughout the evaluation;</li> <li>lead the dissemination of the report and follow up activities after finalization of the report</li> </ul>	Santosh Acharya, Program Manager, Skillshare Nepal
Commissioning organization	<ul style="list-style-type: none"> <li>Allocating adequate human and financial resources for the evaluation;</li> <li>Guiding the evaluation manager;</li> <li>Preparing responses to the recommendations generated by the evaluation.</li> </ul>	<p>Santosh Acharya, Programme Manager, Skillshare nepal</p> <p>Sandip Poudel, Finance Officer, Skillshare Nepal</p>
Reference group	<ul style="list-style-type: none"> <li>Provide necessary information to the evaluation team and to reviews the draft report for quality assurance</li> </ul>	<ul style="list-style-type: none"> <li>Project school students</li> <li>School principals</li> <li>Project school focal point</li> <li>Chair of the school management committee</li> </ul>
Advisory group	<ul style="list-style-type: none"> <li>Review and comment on the draft</li> </ul>	<ul style="list-style-type: none"> <li>Kirti Thapa-UN Women</li> </ul>

	TOR and the draft report for quality assurance and provide technical support if needed.	Nepal <ul style="list-style-type: none"> <li>• Nuntana Tangwinit - Regional focal point</li> <li>• Vesna Jaric- Portfolio Manger, UN Women Trust Fund</li> </ul>
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#### 10. Timeline of the entire evaluation process

Stage of evaluation	Key Task	Responsible	No of working days required	Timeframe
<b>Preparation stage</b>	Prepare and finalize the TOR with key stakeholders	Commissioning organization and evaluation task manager	7 days	By end of September, 2017
	Compiling key documents and existing data		2 days	By end of November, 2017
	Recruitment of external evaluator(s)		7 days	By last week of December, 2017
<b>Inception stage</b>	Briefings of evaluators to orient the evaluators	Evaluation Task Manager	Half day	By 15 <sup>th</sup> of January, 2018
	Desk review of key documents	Evaluation Team	1 day	
	Finalizing the evaluation design and methods	Evaluation Team	2 days	
	Preparing an inception report	Evaluation Team	2 days	
	Review Inception Report and provide feedback	Evaluation Task Manager, Reference Group and Advisory Group	3 days	
	Submitting final version of inception report	Evaluation Team	Half day	
<b>Data collection and analysis stage</b>	Desk research	Evaluation team	2 days	By 25 <sup>th</sup> of Jan, 2018
	In-country technical mission for data collection (visits to the field,	Evaluation team	4 days	



	interviews, questionnaires, etc.)			
<b>Synthesis and reporting stage</b>	Analysis and interpretation of findings	Evaluation team	3 days	By last week of Feb, 2018
	Preparing a draft report	Evaluation team	3 days	
	Review of the draft report with key stakeholders for quality assurance	Evaluation Task Manager, Reference group, Commissioning Organization Senior Management, Advisory group	2 days	
	Consolidate comments from all the groups and submit the consolidated comments to evaluation team	Evaluation Task Manger	2 days	
	Incorporating comments and revising the evaluation report	Evaluation team	1 day	
	Submission of the final report	Evaluation team	1 day	
	Final review and approval of report	Evaluation Task Manager, Reference Group, Commissioning Organization Senior Management, and Advisory Group	1 week	
<b>Dissemination and follow-up</b>	Publishing and distributing the final report	commissioning organization led by evaluation manager	1 week	By end of March, 2018

	Prepare management responses to the key recommendations of the report	Senior Management of commissioning organization	1 week	
	Organize learning events (to commissioning discuss key findings and recommendations, use the finding for planning of following year, etc)	Commissioning organization	1 week	

## 2) Evaluation Matrix

Evaluation Criteria	Evaluation questions	Indicators	Data source and data collection method
Effectiveness	6) To what extent were the intended project goal, outcomes and outputs achieved and how?	<p><b>Goal Level indicator:</b></p> <p># Indicator 1: no of reported GBV incidents in school, segregated by Sex</p> <p># Indicator 2: % of girl's students involved in the project who feel that school is safe for them.</p> <p><b>Outcome level indicators:</b></p> <p># Indicator 1.1: % of reported GBV cases to the school reporting mechanism that have been addressed through institutional action</p> <p># Indicator 2.1: Indicator 1: No of girl students in targeted school who are comfortable with the teaching approach of teachers</p> <p>Indicator 3.1: No of reported GBV cases referred to local service providers by school focal person.</p> <p>Indicator 2: % of girl students involved in the project activities who believe that they have access to sports opportunity in school</p> <p><b>Output level indicator:</b></p> <p>Indicator 1.1.1: % of girls and boys participated in the project activity who can clearly identify the acts that constitute gender based violence.</p> <p>Indicator 1.1.2: % of girls who are aware about complain procedure and confident (confidence and leadership) to lead reporting of GBV cases</p> <p>Indicator 1.2.1: % of students who participate in open discussions who are engaged proactively on GBV issues .</p> <p>Indicator 2.1.1: % of targeted teachers who</p>	<p># Review of the progress report</p> <p># cross check in the field through KII, FGD</p>

		have adopted gender sensitive teaching methodologies. Indicator 3.1.1: # of school having reporting mechanism (focal points). Indicator 3.1.2: # of school having monitoring mechanism (Gender advisory group). Indicator 3.2.1: # of initiatives taken by students demanding gender friendly structures.( separate toilets for girls and boys, girls changing room) . Indicator 3.2.2: No of girl sports event integrated in yearly school calendar.	
7) To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached?	# no of primary beneficiaries reached # no of secondary beneficiaries reached	# Review of the progress report, event attendance sheet, record kept by organization # cross check in the field through KII, FGD	
8) To what extent has this project generated positive changes in the lives of school girls and boys (targeted beneficiaries) and community girls and boys and women (untargeted) by minimizing violence?	#no of primary beneficiaries aware about GBV # no of beneficiaries confident to speak and report GBV # no of cases reported and addressed by institutional action # perception of girl students about the safe school environment.	# Field visit, interview documentation, FGD, data from post test survey	
9) What are the key changes in the lives of school girls and boys and community girls and women? Please describe those changes.	# no of success case stories collected from primary and secondary beneficiaries	Case stories collected by the organization as well as collected by the evaluation team during field work	
10) What internal and	#Internal factors that impacted positively or		

	external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How?	negatively for the achievement or failure of project # External factors that impacted positively or negatively for the achievement or failure of project	
	11) To what extent has the project contributed to promote culture of dialogue and debate on GBV issues in school? Has the project been able to boost of confidence among school students to reports the cases of GBV? if yes, how?	# practice of open dialogue and debate about sex, gender and GBV in school	Review of progress report Observation of the open dialogue and debate about sex, gender and GBV during FGD  KII with student and teachers how frequently and openly they discuss on GBV issues in school and families.
Relevance	1) To what extent was the project strategy and activities implemented relevant in responding to the needs of male and female students of school in addressing GBV?	# strategies appreciated by students and teachers  # strategies where students and teachers provided input/comment for progress  # no of strategies school are willing to continue beyond project period	KII and FGD with teachers and students  Review of feedback provided by students and teachers in the earlier event report and progress report
	2) To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of male and female students of school?	#no of schools willing to continue the program beyond project period	KII and FGD with school teachers and management and parents
Efficiency	1) How efficiently and timely has this project been implemented and	# Did all the activities completed within timeline? # Did SKN follow the agreed work plan and	Review of the program and financial reports

	managed in accordance with the Project Document?	timeline? # Resource allocation and deviation while spending	
Sustainability	1) How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?	# Post project completion plan of SKN to continue and scale up the program # no of schools taking ownership of the program and planning to continue the program #No of schools integrating project activities in their annual academic calendar	FGD and KII with school teachers and management  FGD and KII with SKN board and management team
Impact	2) What are the unintended consequences (positive and negative) resulted from the project?	# no of success stories documented in the report # no of negative consequences documented in the report	FGD and KII, case studies
Knowledge Generation	1) What are the key lessons learned that can be shared with other practitioners on Ending Violence against girls and boys in school?	# no of initiatives taken to share the lesson learned and best practices	# FGD with SKN management team and Board
	2) Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions?	# No of best practices documented for wider sharing  # Plan of action of SKN to replicate best practices in other school initiatives and during scaling	Review of SKN documentation  KII with SKN board regarding replication and scaling up of the best practices

### 3) Final version of Results Monitoring Plan

A. Statement of Project Goal, Outcomes and Outputs	B. Indicators for measuring progress towards achieving the project goal, outcomes and outputs	C. Data collection method	D. Baseline data  Please provide actual baseline data per indicator	E. Timeline of baseline data  For each indicator listed in column B, when was BASELINE data collected? Please specify month/year.	F. Endline data  Please provide actual endline data per indicator	G. Timeline of endline data collection  For each indicator listed in column B, when was endline data collected? Please specify month/year.
Goal	Indicator 1: no of reported GBV incidents in school, segregated by Sex	School record review	Zero ( No mechanism to report the GBV cases	Jan-Feb, 2016	81 cases	Dec, 2017
	Indicator 2: % of girl students involved in the project who feel that school is safe for them	Interview with girl students	Zero ( No school has GBV addressing mechanism, policy and there is no practice of gender responsive behaviour, students feel not safe)	Jan-Feb, 2016	75%	Dec 2017
Outcome 1	Indicator 1: % of reported GBV cases to the school	School record	Zero (No practice and mechanism to report GBV	Jan-Feb,	49.38% (40 out of 81 reported	Dec, 2017 by SKN

	reporting mechanism that have been addressed through institutional action	review	cases)	2016	cases)	team
Outcome 2	Indicator 1: No of girl students in targeted school who are comfortable (##) with the teaching approach of teachers	Student perception survey	41.12% of girl participating in the perception survey reported that they are comfortable with the teaching approach of teachers	Jan-Feb, 2016	75% of girl participating in the perception survey reported that they are comfortable with the teaching approach of teachers	Dec, 2017
	2 No of gender sensitive teaching technique adopted by teachers	Classroom observation and note taking	Only 12% teachers responded that they know about gender sensitive teaching approach and were observed to practice some form of 1-3 methodologies out of 7 listed in the teacher's handbook.	Jan-Feb, 2016	76% teachers participating in the project were observed to practice gender sensitive teaching approach	Dec, 2017
Outcome 3	Indicator 1: No of reported GBV cases referred to local service providers by school focal person.	School record review and analysis	Zero (Project school lack both the formal reporting mechanism and GBV redressal focal point)	Jan-Feb, 2016	Zero (There was no any cases which is need to refer to local service. School GBV redressal mechanism was handling the cases)	Dec, 2017
	Indicator 2: % of girl students involved in the project activities who	Focus Group Discussion	Girl students perceive sport event is for boy students. More than 60% girls during	Jan-Feb, 2016	80% of the students believed that they have access to sports opportunity in school. 20% of	Dec, 2017



	believe that they have access to sports opportunity in school	among girls	FGD reported that boys related games are more in sports weeks. In response to the game like football, volleyball, basketball and cricket, they reported that there is no opportunity for girls to play these games.		students believed that the school have initiated to provide sport opportunities for girls however there are less sports opportunities in comparison to boys.	
Output 1.1	Indicator 1: % of girls and boys participated in the project activity who can clearly identify the acts that constitute gender based violence.	Pre-post	42.25% students enrolled in the football coaching and GBV workshops were able to identify some form of acts that consist physical, psychological and sexual form of violence.	March, 2016	86% of the students participating in the football coaching and GBV workshop in the second year reported that they can clearly identify acts that constitute GBV.	Dec, 2017
	Indicator 2: % of girls who are aware about complain procedure and confident (confidence and leadership) to lead reporting of GBV cases	Pre-post test	53 students out of 150 participating in the football coaching and GBV workshop were aware on complaining procedure	March, 2016	140 (Out of 150 students participated in the football coaching and GBV workshop, 130 students reported that they can report the cases of GBV. In addition, 10 young coach expressed their confidence to report GBV cases. In total, 140 girls and boys reported confidence to report the GBV cases.	Dec, 2017
Output 1.2	1. Indicator 1: % of students who participate in open discussions who	Observation	24.66% (37 students out of 150) of students attending the student cafe participated	March, 2016	80% of students who participate in student cafe were observed to participate	Nov and Dec, 2017

	are engaged proactively on GBV issues		in the GBV discussion in the first session of student cafe. It was noted that students were comfortable to open up among students and shy in front of teachers		in open discussion in their school in the last moth of the reporting period.	
Output 2.1	Indicator 1: % of targeted teachers who have adopted gender sensitive teaching methodologies.	Observation	12.5% teachers reported knowledge on gender and gender sensitive teaching approach who were observed to practice 1-3 methodologies out of 7 listed in teacher's handbook.	Feb, 2016	76% (19 teachers out of 25 teachers trained) were observed to practice more than 60% of gender sensitive teaching methodologies while six teachers were noted to practice less than 40% of the skills they learnt.	Dec, 2017
Output 3.1	Indicator1: # of school having reporting mechanism (focal points).	School record review	None of the project school has the GBV reporting mechanism. Class teacher are supposed to look after any cases of classes.	Jan-Feb, 2016	All the five project schools have the reporting mechanism.	Dec, 2017
	Indicator 2: # of school having monitoring mechanism (Gender advisory group).	School record review	None of the project school has gender monitoring mechanism	Jan-Feb, 2016	All the five project schools have monitoring mechanism	Dec, 2017
Output 3.2	Indicator 1: # of initiatives taken by students demanding gender friendly structures.( separate toilets for girls	Review of school reports	No project school has recorded student initiatives demanding gender friendly infrastructures.	Jan-Feb, 2016	Two activities were organized in each project school where students organized meeting with school teachers and management for provision of	Dec, 2017

	and boys, girls changing room) .					adequate water and sanitary pad for girls. Similarly, they organized meeting with sports teachers demanding the changing room for girls during sports activities.	
	Indicator 2: No of girl sports event integrated in yearly school calendar.	Review of school report	only 1 project school has been practicing 1 girl sports (football) one time a year.	Jan-Feb, 2016	Seven girl sports activities were planned in the second year in project school	Dec, 2017	

#### 4) Beneficiary Data Sheet

	The number of beneficiaries reached
Beneficiary Group	
A. Primary Beneficiary	
1. Female student	993
2. Male student	785
Primary Beneficiary total	1778
B. Secondary Beneficiary	
1. Teachers	50
2. Parents	25
3. School Management Committee members	50
4. Community Members	250
Secondary Beneficiary total	375

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## 5) Additional methodology-related documentation

### **FGD and Interview with teachers and School management**

- How helpful was the project to raise GBV awareness among students, teachers and school management?
- What is your understanding about gender and GBV in school? Are all teachers and school management on the common grounds towards making school gender friendly?
- Has there been impact of the project to minimize GBV incidents of violence? Please, feel free to highlight both positive as well as negative impact that you have observed or noticed.
- What are the key changes made by the project intervention between and among students (boys, girls) and teachers (male female) in school (Knowledge, skill, practice, mindset, institutional changes)?
- Has the project contributed to improve gender responsive teaching practices? If yes, how?
- Has the project contributed to improve gender friendly learning environment and improve the study of the students? If yes, how? Can you provide any case stories or examples to validate your answer?
- Do you see any impacts (positive/negative) on the study of the students because of their participation in the project activities?
- How relevant is the project in the present context?
- How do you feel about the implementing strategy /methodology of this project?
- Do you think that the project should be continued in school?
- Is your school thinking of continuing the project activities beyond project period?
- Additional question for parents, does your children share the learnings of GBV in your family? What change have you noticed in your children after participating in the “Kick Against Violence” project? How has it impacted her study (Positive/negative) and interpersonal development?

### **FGD with girl students**

#### Guiding questions for discussions:

- The project has worked with you for the last 24 months on gender and GBV issues. By now, what is your understanding about gender and GBV? Are you aware of different types of GBV? If yes, please name them. Can you identify different acts that constitute GBV?
- How normal is it to discuss the issues of gender, sex and GBV in school with friends and teachers for you? Do you notice change before and after project intervention?
- Are you aware about local service providers and reporting mechanisms?
- If you face any kind of GBV incidents, will you report the incidents or hide it? Do you see any risk factors on reporting GBV? Are you physically and emotionally confident to report the cases of GBV in school as well as local service providers?
- If you saw your friends and family members facing GBV, do you support and motivate them to report the cases? Why/Why not?
- Is there reporting mechanism in school? Is it accessible to you? Does it exist prior project intervention or it was formed in the project period?
- What change the project brought in your life?

- 
- Is there any change in the behavior and teaching practice of teachers after project intervention? if yes, what kind of changes do you see? Are you comfortable with the teacher's behavior in school? Or do you still suggest improvements in their teaching behavior?
  - How safe is the school environment from gender and GBV perspectives? Do you feel safe in classroom, playgrounds, toilets and canteen of school? Do you think the school is safer than previous? If yes, how?
  - Do you observe any kind of change in behavior and teaching practice from teachers and school management among boy and girl students?
  - You played football during project activities? Was it normal to play football for girl students? What challenges you faced while being part of the football coaching and GBV workshops?
  - How did boy students perceived earlier and how they perceive now in regards to your participation in football?
  - Male students were together with female students while attending different activities of the project. Did it change the perspectives towards each other?
  - How helpful are boy students to address GBV? Has their thinking and behavior changed in the course of the project?
  - Do you think such programs should be continued and carried out for other students as well? Can you explain why?
  - Do you suggest any improvement in the program module based on your experience?

### **FGD with boy students:**

- The project has worked with you for the last 24 months on gender and GBV issues. By now, what is your understanding about gender and GBV?
- Are you aware of different types of GBV? If yes, please name them.
- Can you identify different acts that constitute GBV?
- After participating in the project, what change do you see in yourself and in the school?
- Are there any changes in your behavior and perceptions towards female friends after participating in the project? if yes, explain the changes you made afterwards.
- Have you been part of any ill practices to your female friends or students? if yes, do you feel that you need to improve it now? why/why not
- Do you think your (boy student) role is important to address GBV? If yes, what made you feel that your role is important and how will you support?
- Was the program useful to aware students on gender, sex and GBV? Do you suggest such programs should be continued?
- You played football together with girl students? What was your earlier reaction and what you feel now about their participation in football activities?
- Are there any changes in the behavior and practice of teachers in classroom and school?
- Do you observe any kind of biasness from teachers and school management among male and female students?

### **Guiding Interview questions with girl students**

- How you feel being part of the KAV project?

- 
- Can you share the key learnings from the project in brief?
  - What changes you notices in yourself after participating in the project?
  - What improvements you see in the school after project intervention?
  - Is there culture of reporting of GBV in the school? If yes, where they report?
  - Have you ever faced GBV in school or observed your friends facing GBV? Please, let me know if you are comfortable to share the incidents. If not, it's not mandatory.
  - If you face GBV, will you report? Yes/No
  - If yes, what motivates you to report? if you have not been part of the project, will you be reporting the GBV cases? If not, why you don't report GBV cases?
  - Have you observed any changes in the behavior and practices of teachers in school? How comfortable are you with the changed behavior of teachers? Are the changed behaviors progressive towards gender friendliness?
  - Are you aware about the reporting and monitoring mechanism in school?
  - From your observation, what you find in the prevalence rate of GBV incidents in school? Is it increasing or decreasing after project intervention?
  - What is the trend of reporting GBV cases in school? Increasing/Decreasing. Can you explain why?
  - How safe you feel about your classroom, playgrounds, canteen, toilet, teachers room in your school? Do you used to feel same kind of safety earlier as well or your perception of safety has changed?
  - F Do you believe that school is safer than previous from gender perspective? If yes, what change made you believe that?
  - Do you suggest to continue the program in school or is it not necessary now?

### **Guiding Interview questions with boy students**

- How you feel being part of the KAV project?
- Can you share the key learnings from the project in brief?
- What changes you notices in yourself after participating in the project?
- What improvements you see in the school after project intervention?
- Is there culture of reporting of GBV in the school? If yes, where they report?
- Have you ever faced any kinds of GBV incidents in school? if yes, what you did afterwards?
- If you saw your female friends facing GBV, will you help them to report and get justice? why/why not?
- Do you think boys has role to address and minimize GBV in school? If yes, what make you feel that? If not, why you don't think boys has no role to address GBV?
- After participating in the project, is there any change in your perceptions towards girls and women? If yes, please, share the changes the project brought in your thinking and perceptions.
- After participating in the project activities, did you assess your past activities? Were there any activities that you now think might have hurt and put girls in trouble? Yes/ No
- If yes, will you change those kind of behavior and practices?
- Have you observed any changes in the behavior and practices of teachers in school? How comfortable are you with the changed behavior of teachers? Are the changed behaviors progressive towards gender friendliness?
- Are you aware about the reporting and monitoring mechanism in school? Are you aware about reporting procedures to local service providers?
- Do you believe that school is safer than previous from gender perspective? If yes, what change made you believe that?

- 
- Do you suggest to continue the programme in school or is it not necessary now?
  - Do you suggest that more boys should be engaged in such programs to reduce GBV in school?



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## CONSENT FORM

Project: Evaluation of Kick Against Violence

Chief Investigator: Ratna Kaji Bajracharya

I have been asked to take part in the Skillshare's 'Kick Against Violence' project evaluation specified above. I have been informed and explained about the project and I hereby consent to participate in this evaluation process.

I consent to the following:	Yes	No
Audio recording during the interview/focus group	<input type="checkbox"/>	<input type="checkbox"/>
Taking part in a focus group of 7-10 individuals	<input type="checkbox"/>	<input type="checkbox"/>
The researchers using identifiable data collected in this project in future projects	<input type="checkbox"/>	<input type="checkbox"/>

Name of Participant \_\_\_\_\_

Participant Signature \_\_\_\_\_ Date \_\_\_\_\_

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## PARENT CONSENT FORM

Project: Evaluation of Kick Against Violence

Chief Researcher: Ratna Kaji Bajracharya

**My son/daughter/cousin has been asked to take part in the Skillshare's 'Kick Against Violence' project evaluation specified above. I have been informed and explained about the project and I hereby consent the participation of my daughter/son/cousin in this evaluation process.**

I consent to the following:	Yes	No
The researcher meeting and interviewing my son/daughter/student/ward (below 18 years)	<input type="checkbox"/>	<input type="checkbox"/>
Taking part in a focus group of 7-10 individuals	<input type="checkbox"/>	<input type="checkbox"/>
The researchers using identifiable data collected in this project in future projects	<input type="checkbox"/>	<input type="checkbox"/>
Audio recording during the interview/focus group	<input type="checkbox"/>	<input type="checkbox"/>

Name of respondent student

### 6) Lists of persons and institutions interviewed or consulted and sites visited

A total of 72 stakeholders inclusive of primary and secondary beneficiaries were consulted throughout the evaluation process. The list of stakeholders consulted in the process of evaluation are mentioned below;

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**Primary Beneficiaries:**

- Female Students- 17
- Male students- 13

**Secondary Beneficiaries:**

- Teachers-22 (Independent as well as members of GAG and GBV redressal mechanism)
- Parents-4 (Parents from GAG)
- School Management Committee members-4 (From GAG)
- School staffs-2
- Young Coach-4

**Skillshare Nepal Staff:**

- Programme Manager
- Programme Officer
- Admin/Finance Officer

**Skillshare Nepal Executive Board**

- Chairperson
- Secretary
- Treasurer

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## 7) List of supporting documents reviewed

- Project document related to “Kick Against Violence
- Project Cooperation Agreement between SKN and UN Trust Fund
- Narrative and Financial report prepared by SKN and submitted to UN Trust Fund
- Baseline report produced by Skillshare Nepal
- Full proposal submitted to UN Trust Fund by Skillshare Nepal
- Knowledge materials and training manual produced by Skillshare Nepal
- GBV code of conduct developed to students and teachers
- Project resource and result framework, result chain, indicators and targets
- Case stories and success stories documented by Skillshare Nepal team

## 8) Result framework of the project

Result chain	Indicators	Data collection method	Remarks
<b>GOAL:</b> Girl students (13-18) in five schools in four districts experience greater safety against GBV by December 2017.	<p>Indicator 1: no of reported GBV incidents in school, segregated by Sex</p> <p>Indicator 2: No of schools having safe environment for girls students against GBV"</p>	<p>-School record review</p> <p>-Review of findings of perception survey towards teachers gender friendly behaviour and classroom observation under outcome 2</p> <p>-Review of redressal mechanism operation</p>	
<b>Outcome 1:</b> School students (girls and boys) are empowered physically and emotionally to report their experience of GBV in school. (Both GBV experience faced by own or observed other facing)	Indicator 1: % of reported GBV cases to the school reporting mechanism that have been addressed through institutional action	Complain record review in school.	
<b>Output 1.1:</b> School students (girls and boys) have increased knowledge and life skills to prevent different forms of gender based	Indicator 1: % of girls and boys participated in the project activity who can clearly identify the acts that constitute gender based	Pre test/post test (42.5%)	Pre test post test questionnaire would be sufficient to measure

Result chain	Indicators	Data collection method	Remarks
<b>violence through football coaching and life skill workshops</b>	<p>violence.</p> <p>Indicator 2: % of girls who are aware about complain procedure and confident (confidence and leadership) to lead reporting of GBV cases</p>	<p>DCM: pre-test post test</p> <p>53 students reported they are aware on complain procedure</p>	indicator 2 as well
Activity 1.1.1: To develop Football coaching and life skill workshop manual	Indicator: 1 manual on football coaching and life skill workshop developed	Hardcopy and electronic versions of the manual	
Activity 1.1.2: Train 10 young coaches per annum on Master training	<p>Indicator: No of master training conducted (1 each year)</p> <p>Indicator 2: No of participants who attended master training young coaches each year</p>	Report from the training	
Activity 1.1.3: To run 24 number of Football coaching and life skill workshops per school by young coaches	<p>Indicator 1: No of events conducted (1 each months)</p> <p>Indicator 2: No of participants who attended football coaching and life skill workshop</p>	Report from the workshops	
Activity 1.1.4: To carry out 1 Refresher training for young coaches as above per annum	<p>Indicator 1: number of refresher training each year</p> <p>Indicator 2: Number of participants</p>	Report from the training	
<b>Output 1.2: School students (girls and boys) practice culture of dialogue and sharing of GBV experiences.</b>	Indicator 1: % of students who participate in open discussions who are engaged proactively on GBV issues	<p>Observation</p> <p>37 students out of 150 participated in open discussions</p>	
Activity 1.2.1: To organize a monthly Student café (in each school in the	Indicator: Number of student cafés taken place	School records	

Result chain	Indicators	Data collection method	Remarks
project?)	Indicator: Number of students attending.		
<b>Outcome 2:</b> Teachers practice gender sensitive teaching approach and address GBV issue in school	<p>Indicator 1: No of girl students in targeted school who are comfortable (##) with the teaching approach of teachers (Baseline-End line)</p> <p>-No of gender sensitive teaching technique adopted by teachers</p> <p>* checklist as developed in Gender sensitive teaching approach manual</p>	<p>-Students perception survey on improvement of gender friendly behavior from teachers</p> <p>58.88% students are not comfortable with the teacher's language and behavior</p> <p>0 (No teachers were about gender sensitive teaching approach)</p> <p>-Classroom teaching observation and note taking on the technique adopted (1 class for each teacher)</p>	
<b>Output 2.1:</b> <b>School teachers have increased knowledge of gender sensitive teaching methodologies.</b>	Indicator 1: % of targeted teachers who have adopted gender sensitive teaching methodologies.	<p>0 (None of the teachers are aware on gender sensitive teaching approach. Only 12% teachers who know about GBV reported gender</p> <p>Pre test-post test</p>	
<p>Activity 2.2.1: Gender sensitive teaching approach manual development</p> <p>Sub activity 2.2.1.1:</p>	Indicator 1: Manual on gender sensitive teaching approach developed.	Manual hardcopy and electronic copy	Participatory approach

Result chain	Indicators	Data collection method	Remarks
<p>Participatory approach of drafting the manual with teachers, ministry of education etc.</p> <p>Sub activity 2.2.1.2: Piloting the manual with selected teachers.</p> <p>Sub activity 2.2.1.3: Finalization of the draft.</p>			
Activity 2.2.2: Orientation workshop: 30 teachers inducted on Gender sensitive teaching approach manual per annum	Indicator 2: no of teachers participated in gender sensitive teaching approach manual induction	Workshop report	
<b>Outcome 3:</b> School and school management have established gender friendly mechanism for safer environment and sports opportunity for girls.	<p>Indicator 1: No of reported GBV cases referred to local service providers by school focal person.</p> <p>Indicator 2: % of girl students involved in the project activities who believe that they have access to sports opportunity in school</p>	<p>-School record review and analysis</p> <p>-Focus group discussion among girls</p>	
<b>Output 3.1: School has reporting and monitoring</b>	Indicator1: # of school having reporting mechanism (focal	School record review	



Result chain	Indicators	Data collection method	Remarks
<b>mechanism to address GBV issues</b>	points) .  Indicator 2: # of school having monitoring mechanism (Gender advisory group).		
Activity 3.1.1: Establishment of a Gender advisory group in each school	Indicator: # of schools having gender advisory group  Indicator 2: # of Gender advisory group formed in schools	School records  Project Advisory groups' meeting minutes	
Activity 3.1.2  Appointment of focal person for reporting GBV incidents in school by school management	Indicator1 : # of School making provision of gender focal person  Indicator 2: # of teachers assigned as gender focal person		
Activity 3.1.2: To carry out one Learning Workshop on Gender sensitivity and GBV to Gender advisory group including reporting focal person per annum	Indicator 1: No. of workshop organized  Indicator 2: No. of participants attending the workshop	Workshop report	
Activity 2.1.3:  Gender advisory group quarterly review gender policies, systems and activities and produces guidance to school management and board	Indicator 1: # of school formulation and adopting confidentiality and safeguarding policy  Indicator 2: # of guidelines, systems and activities adopted by school following guidance issued	Meeting minutes	
<b>Output 3.2:</b>  <b>Students are empowered to advocate gender</b>	Indicator 1: # of initiatives (##)taken by students demanding gender friendly structures.( separate toilets	School reports	

Result chain	Indicators	Data collection method	Remarks
<b>friendly infrastructure and sports opportunity in school</b>	for girls and boys, girls changing room) .  Indicator 2: No of girl sports event integrated in yearly school calendar.		
Activity 3.2.1: Students advocacy program	Indicator 1: Number of advocacy events  Indicator 2: No of participants in advocacy events	Events' reports	
Activity 3.2.1: (Five) School Girls sports program	Indicator 2: No of girls participated in the event	School reports	

## 9) Project Efficiency

Evaluation Criteria	Efficient				
Evaluation Question	2) How efficiently and timely has this project been implemented and managed in accordance with the Project Document?				
Response to the evaluation question with analysis of key findings by the evaluation team	Expected Outcome	Expected Output	Activity	Planned date	Delivery date
	Outcome 1: School students (girls and boys) are empowered physically and emotionally to report	Output 1.1: School students (girls and boys) have increased knowledge and life skills to prevent different forms of gender	1.1.1: To develop football coaching and life skill workshop manual on Gender and GBV issues.	Quarter 1	Quarter 1
			1.1.2: Master	Quarter 2	Quarter 2

	their experience of GBV in School.	based violence through football coaching and life skill workshops	training for 10 young coaches- Master training program for young coaches to build their capacity to run sports program for school students on Gender based violence.	and 5	and 6
			1.1.3: Football coaching and life skill workshops on Gender and GBV issues-To run 24 number of football coaching and life skill workshop per school by young coaches.	Quarter 1 to 8	Quarter 1-8
			1.1.4: Refresher training-To run one refresher training for young coaches as above per annum.	Quarter 3 and 6	Quarter 3 and 6
		Output 1.2: School students (girls and boys) practice culture of	1.2.1: To organise monthly student café- It is regular monthly	Quarter 1 to 8	Quarter 1 to 8

		dialogue and sharing of GBV experiences.	discussion forum for school students at school premises where students will discuss on the issues of sexual violence and harassment, other GBV issues and Sexual and reproductive health.		
	Outcome 2: Teachers practice gender sensitive teaching approach and address GBV issues in School	Output 2.1: School teachers have increased knowledge of gender sensitive teaching approach methodologies.	2.1.1: Gender sensitive teaching approach manual development	First quarter	First quarter
			2.1.2: Orientation workshop: 25 teachers inducted on gender sensitive teaching approach manual per annum	Quarter 2 and 5	Quarter 2 and 5
	Outcome 3: School have established gender friendly	Output 3.1: School has reporting and monitoring mechanism to	3.1.1: Establishment of a Gender advisory group in each School.	Quarter 1	Quarter 1

	mechanism for safer environment and sports opportunity for girls.	address GBV issues.	3.1.2: Appointment of focal person for reporting GBV incidents in School by School management.	Quarter 2	Quarter 2
			3.1.3: To carry out one learning workshop on Gender sensitivity and GBV to gender advisory group including reporting focal person per annum	Quarter 1 and 5	Quarter 1 and 6
			3.1.4: Gender advisory group quarterly review gender policies, mechanisms, and produce guidance to School management and board	Quarter 2 to 8	Quarter 2 to 8
		Output 3.2: Students are empowered to advocate gender friendly infrastructure and sports opportunity in	3.2.1: Student Advocacy program	Quarter 3,4,6,7 and 8	Quarter 3,4,6,7 and 8

		school.			
			3.2.2: School girls' sports program among project school	Quarter 4 and 8	Quarter 4 and 8
			3.2.3: Video documentation of girl sports activities and change stories	Quarter 7 and 8	Quarter 7 and 8
	All the project activities were completed as per the plan outlined in the result and resource framework (RRF).				
Quantitative and/or qualitative evidence by the evaluation team to support the response and analysis above	<ul style="list-style-type: none"><li>• Review of the progress report and annual report prepared by Skillshare Nepal.</li><li>• Interaction with the project team.</li></ul>				
Conclusions	All the activities planned for the project period were completed within the project time. The activities were implemented as per the timeline agreed in the result and resource framework. All the planned activities were timely executed except the quarterly review meeting of the GAG in the first six months of the second year. The delayed of quarterly review meeting in the first six months of the second year was covered in the last six months of the second year by scheduling the review meeting every two months.				
Others					