



**Preventing Violence through Creating Safer Schools
(15 January 2016- January 14, 2019)
Guyana**

**Final Project Evaluation, April 2019
Help & Shelter**

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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 Help & Shelter Guyana, its partners or the UN Trust Fund

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List of acronyms and abbreviations

ANOVA	Analysis of Variance
BV	Beterverwagting
CPA	Childcare and Protection Agency
ECD	East Coast Demerara
GUYD	Guyana Dollar
HFLE	Health and Family Life Education
H&S	Help and Shelter
IEC	Information Education and Communication
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoPS	Ministry of Public Security
MOU	Memorandum of Understanding
SGBV	Sexual Gender Based Violence
TOR	Terms of Reference
USD	United States Dollar
UK	United Kingdom
UNTF	United Nation Trust Fund

Executive Summary

Project Context

Violence against women and children is a violation of their human rights as it inhibits the fulfillment of their fundamental freedoms. Critical to Guyana's sustainable development is ending all forms of discrimination and other forms of violence against women and children. Over the years, efforts to end gender discrimination has led to an increase in the number of girls in school and the number of women in the workforce (United States Department of State, Country Reports on Human Rights Practices for Guyana 2016). Nonetheless, significant levels of inequalities exist in some communities and regions. Girls in Guyana bear the brunt of the burden of violence against children, accounting for 70 percent of all cases with girls' ages 14-18 years being at greatest risk of SGBV (UNICEF 2017). Specifically, to violence the Safe School Policy encourages head teachers to undertake a range of actions to prevent and combat violence and emphasizes that violence prevention should be integrated across all aspects of the curriculum for students from nursery to secondary. As such the Safe School Policy obligates schools to build on activities and programs that would allow all students to achieve: an understanding of different cultures, respect for human rights, commitment to peace and social justice, skills for healthy relationships, and conflict resolution skills.

Project Description

Founded in 1995, Help & Shelter is a leader in the provision of services for victims of violence – domestic and sexual – and child abuse in Guyana. Through support from the United Nations Trust Fund (UNTF), Help & Shelter (H&S) embarked on a three-year project – January 15, 2016 to January 14, 2019 – geared towards the prevention of violence by creating safer schools. In addition to project's overall aim was to build consensus, engagement and competencies within a community-based framework for addressing and preventing GBV in three schools of two communities. The three target schools are in the Beterverwagting (BV) and Mon Repos area of the East Coast Demerara (ECD) and are semi-rural with its residents falling generally within the low to medium socioeconomic strata.

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Purpose of the evaluation

This report is the product of the UNTF's mandatory external evaluation requirement to assess the project against intended goals and outcomes as stated within the project theory of change. Specifically, this report seeks to achieve the following:

- to access the relevance, effectiveness, sustainability and impact, knowledge generation of project
- to determine if activities, outputs, outcomes and goal as set out in the project theory of change were successfully realized and to what extent.

The evaluation results will be used to enhance service delivery and strategic programming as well as aid in maintaining healthy collaborative relationships with target schools, communities and other alike service providers.

Evaluation Objectives and Scope

Central to this evaluation was the participation of the three schools- Beterverwagting Primary and Secondary, Mon Repos Primary and Mont Rose Primary (control) - and Help & Shelter. The overall objectives of the evaluation were to:

- I. To evaluate the entire project (two to three years from start to end date), against the effectiveness, relevance, efficiency, sustainability and impact criteria, as well as the cross-cutting gender equality and human rights criteria;
- II. To identify key lessons and promising or emerging good practices in the field of ending violence against women and girls, for learning purposes

Evaluation Methodology

The evaluation design is one of pre-test and post-test without comparison group and focus group with comparison group (control). The pre-test and post-test were done with the H&S project staff as part of the routine monitoring of the project interventions. The focus groups with comparison group was done by the evaluation team along with the interviews of girl survivors of GBV.

All relevant administrative project reports (project progress reports, baseline surveys, pre and post intervention evaluations, etc.) were sampled including summary of financial records and weighed against the UK Statistical Authority criteria for the evaluation of administrative data for external

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use. A random sample within each stratum was used to obtain participants for focus groups, key and informant interviews. Child beneficiaries were invited to participate primarily in focus groups while those who were survivors of GBV were invited to participate in interviews.

The evaluation was conducted in keeping with the principles outlined in the United Nations Evaluation Group 'Ethical Guidelines for Evaluation' and all relevant ethical considerations were supervised by the evaluation team lead.

Findings and Analysis per Evaluation Questions

Effectiveness

To what extent were the intended project goal, (project results) achieved and how?

The project was able to achieve its results of female adolescents in 3 schools in 2 communities of BV/Triumph in Guyana feel safer from GBV by December 2018 as stated in the theory change as evidence by the below indicators.

Indicators:

1. Number of female adolescent survivors of GBV who received effective psychosocial services

The focus group discussion and interviews with the 8 girls revealed that they were all pleased with sessions held by H&S and owed to the same their sense of self-worth and confidence had improved. The girls' referenced being in states of depression, anger, guilt and low self-worth before participating in the on-site counseling support sessions.

60 women and girls were the beneficiaries of psychosocial support services over the 3-year period and of this amount 8 girls were sampled. The eight girls sampled were beneficiaries of on-site counseling support - Key Activity 2.2.

2. Perspectives of Female adolescents concerning their safety from GBV in their schools and communities.

Eight girls sampled were beneficiaries of on-site counseling support - Key Activity 2.2. The girls' referenced being in states of depression, anger, guilt and low self-worth before participating in the

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on-site counseling support sessions. Relative to perceptions of their safety from GBV in their schools and communities all but one participant responded “yes” as the participants ensured their safety by avoiding being in the presence of the alleged perpetrators of SGBV as well as avoiding person(s) who appear(s) to be possible perpetrators of SGBV. A sole participant responded “no” referencing the dwelling of the alleged perpetrator in the community as the reason why. Nonetheless all 8 girls referenced that they were in a better position to manage conflict and make better decisions to prevent and respond to SGBV as one girl mention “*I now know who to call to best help me if god forbids it happens again*”. This was in keeping with Output 2.1 in which students would be able to recognize signs, risks, effects, attitudes and behaviors and enhance coping, conflict management and decision-making skills to prevent and respond to SGBV. The focus group discussion for girls and boys in general were comparable and showed that both groups generally felt safer in their schools after the intervention which as in keeping with the general trend of the pre and posttest.

3. Knowledge of relevant laws relating to GBV

Secondary school students demonstrated a solid understanding of GBV and fair knowledge on the relevant laws relating to GBV, domestic violence and child rights this evidence via the results of the post-test and the focus group discussions. Students from Mon Repos Primary generally demonstrated fair understanding of GBV and minimal knowledge on child rights relative to BV Primary and control students at Montrose Primary. The findings for BV Primary and the control students were comparable. During the course of the evaluation it was found that Mon Repos Primary was generally outperformed academically at the national standardize exit exams by the other two primary schools and parents of children attending Mon Repos had lower literacy rates. Factors which may correlate to with findings on under this indicator and give provide some insights as well.

4. Number of adolescents in schools with Knowledge of available service for addressing GBV.

The pretest results showed that students primarily identified police stations as a “helping agencies” or police officers “trusted individuals” for seeking help in the presence of SGBV – 66 percent for girls and 46 percent for boys. The post-test evidenced that students expanded their knowledge on the range of “helping agencies” to include agencies such as H&S and CPA. However, this was not

significant for girls which only increased by 1 percentage point (60 percent to 61 percent) but was significant for boys which had 14 percentage points increase (38 percent to 52 percent). These findings were comparable with focus group discussions across the schools. This was assumed to be primarily attributed to girls generally scoring high in the pre-test relative to boys, thus, having a smaller knowledge gap to fill. Relative to survivors of SGBV, all girls sampled reference enhanced knowledge of available service for GBV with one participant saying she now knows who to call to get help if ever needed again, this result was achieved under Key Activities 1.2.2 and 2.2.1.

5. Number of students able to respond aptly to GBV

It was identified that both girls and boys generally had fair knowledge of the types of GBV during the pretest in both years 2017 and 2018. The posttest results showed that there was an increase in the awareness of the types of sexual abuse in both groups with 10 percentage points increase on average between the pre and posttest for both groups in 2017 and 2018 which was primarily achieved under Key Activity 1.2 (Conduct program of sensitization, awareness and modeling protected behaviors and strategies for school students). During the focus group discussions, the comparator groups were generally able to identify GBV and provide appropriate responses to the same relative to the students who had received the intervention. This may be owed to an enhanced level and/or range of protective factors against SGBV within the NDC or primary school, however, further investigation of the same was beyond the scope of the evaluation.

All together the combined measures of the of the above indicators lends evidence to support that Outcome 1 – female adolescents in three (3) schools improve attitudes, norms, practices & behaviors towards SGBV – and Output 2:1 – Students can recognize signs, risks, effects, attitudes and behaviors and enhance coping, conflict management and decision-making skills to prevent and respond to SGBV– were achieved.

Efficiency

To what extent was the project efficiently and cost-effectively implemented?

The project was efficiently and cost-effectively implemented though there were delays in implementing key activities. However, the project team through sound leadership was able to adhere to the overall timeline of the project as evidenced below.

The total project budget was USD106, 291 comprising of USD 99,950 from UNTF and USD 6,341 from H&S. Disbursement were scheduled to be done in three phases – phase I USD 42668, phase II USD 27,141.00 and phase III USD 27,126.90 with final 10% of third installment upon acceptance of satisfactory reports and other documentation. Release of funds was dependent upon 80% expenditure rate for each reporting period.

At the point of the evaluation the following disbursements were received by H&S:

- GUYD 8,840,809 in 2016,
- GUYD 5, 623, 615 in 2017; and
- GUY \$ 5,669, 522 in 2018.

Indicators:

1. Number of projection millstones/goals/objectives that were completed in accordance to established work-plan timelines.

For the 21 key activities (Table 4), 9 were not complete in accordance to established work-plan however, H&S was able to execute 20 key activities prior to project end date. The implementation of Key Activity 2.2.2 was not relevant to this project as a referral mechanism for follow up services for survivors of SGBV was preexistent in public schools.

2. Percentage of budgetary spending achieved by end date of project.

From the first disbursement GUYD 2,797 200 was reimbursed to UNTF for audit purposes and 78 percent expenditure was achieved at the close of 2016. This was due to late start activities such as

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sensitization sessions, workshops and counselling. Owing to a failure to achieve 80% expenditure rate, the second disbursement was received in May 2017 as reporting queries and clarifications had to be provided to UNTF.

In 2017 H&S achieved 58.69% expenditure which was due to the following reasons:

- Key Activity 1.1.1- Help & Shelter was unable to recruit a suitable consultant for the execution of this component within the specified reporting period. Attempts were made to partner with identified institution providing requested services prove futile.
- Key Activity 1.1.2- Help & Shelter was unable to secure the services of a creative arts trainer therefore, money allotted for travel were not used.
- Posters to be developed in 2016 was completed in the 2nd quarter of 2017. No posters were created in 2017 since, the printing of 2016 posters used up all the money allotted for both 2016 & 2017.
- Key Activity 1.2.2 – Cost for facilitators & coordinator travel is due to the project commence on January 15, 2016 and half month pay was deducted for both fee & travel.
- Key Activity 2.1.1- was pending at the point of the evaluation.
- Community workshop was conducted in 2016. All money allotted were not expended. In 2017, no workshop was conducted given challenges with availability of project beneficiaries.
- Key Activity 2.2.1 – Due to the project start date being Jan 15, 2016, half month fee was deducted.
- Key Activity 2.3.1 – Was delayed pending the completion of additional training for teachers.
- Key Activity 2.3.2 – Sessions were conducted. All moneys were not expended.
- Key M&E Activity 2 - No new materials were developed for the reporting period because they were not needed at that point in time.
- Key M&E Activity 3– Due to the M&E officer’s medical issues, she was unable to travel within the reporting period.
- Management- Due to the project start date being January 15, 2016, half month fee was deducted for personnel.
- Equipment – All equipment purchased; the balance remaining after purchases were made.

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- Indirect Cost - Due to the project start date being January 15, 2016, half month fee was deducted for personnel.

H&S up-fronted GUYD 3,000,000 between May to July 2018 because the third disbursement was not received until August 2018 due to reporting queries on project spending as outlined above. Nonetheless H&S was able to bring spending back in alignment by close of 2018 in keeping with project timelines.

3. Number of project activities and outputs not realized owed financial constraints

Though all key activity were realized, variations in the USD to GUYD exchange rates and allotted enumeration for consultants were imposed real financial constraints in executing related key activities.

Table 4: Description of key activities

Key Activity	Description
1.1.1	A creative arts program for in and out of school youths
1.1.2	Development and dissemination of creative arts program IEC products
1.2.2	Conduct program of sensitization, awareness and modeling protected behaviors and strategies for school students
2.1.1	Development of training modules
2.2.1	Provision of on-site counseling support
2.2.2	Implement referral mechanism for follow up services
2.3.1	Develop training workshop
2.3.2	Conduct training workshop
M&E Activity 2	Collection and analysis of monitoring data on results (outputs, outcomes and project goal)
M&E Activity 3	Monitoring of project activities through field visits

Relevance

To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls? And whether the project was able to adjust to any changes in the context and needs of the primary beneficiaries during the project.

The project continues to be relevant as SGBV – in particular domestic violence and violence against women – continues to be widespread as stated in the Guyana Human Rights Report 2018 by USA State Department. Gender-related discrimination still remains widespread and ingrained in spite its prohibition and by law women enjoy the same rights as men. Sexual harassment is prohibited by law, but this does not extend to schools. Physical and sexual violence against children remains a stark problem with girls bearing the brunt of the burden. Additionally, students from BV Secondary petitioned for the continuation of the project during the focus group discussions as they believed their peers would greatly benefit.

The focus group discussions with students from Mon Repos evidenced a further need for continual intervention but with a focus towards social cohesion. Some students were of the view that SGBV is an Afro-Guyanese issue with Afro-Guyanese being the principle perpetrators of all forms of violence and crime and they sighted limiting interactions with Afro-Guyanese as a protective measure. One student voiced in the focus group discussion “*only black mans does rape and beat people*” a comment which was met approval by the majority of his peers in the focus group of 10 students. No such opinions were voiced at the BV Primary and Secondary – where students were predominately of Afro-Guyanese – and at the Montrose Primary where students were predominately Indo-Guyanese. It is important to note as well that Mon Repos and BV schools students originate from communities/ NDC that are similar in socio-economic status with the Montrose Primary school originating from communities/NDC somewhat higher in socio-economic status.

At the PTA meeting a community leader of Mon Repos reached out to the evaluation team lead to explain that more interventions similar to that of H&S project is needed as the community is “*full-up [a lot of] of man that dose go out drink come home and beat-up them [their] wife*”, he also

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proclaimed “*things terrible down here doc [doctor], nuff nuff [a lot of] social problem we got*”. It was also noted that a significant number of parents and guardians of children attending had difficulty reading and writing which affected the uptake of children for participation in the evaluation study.

The H&S team were able to meet significant challenges baring successful project implementation such as working within the demanding National Grade Six emanation schedule; reaching parents to have their children participate in the project; and tailoring workshop sessions to maximize attendance by teachers without adverse impacts on quality.

Sustainability

To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends?

A range of key activities - 2.1.1 to 2.1.3 and 2.2.2 to 2.3.4 - were implemented to support the sustainability of the project.

1. Number of workshops/ capacity building sessions that were conducted with education professionals and service providers.

A training manual for service provides was developed, piloted and used to conduct 6 training workshops over the course of the project. A total of 61 service providers and members of community-based groups were trained on the basis of enhancing capacity service providers to adequately response to SGBV against students. The participants of the workshops included – but was not limited to – teachers, child protection officers, school welfare officers, police officers, religious leaders and parents/guardians. The evaluation team observed the final workshop where 6 teachers, 3 police officers, 4 health care providers, 3 school welfare officers and 4 guidance and counselling personnel were trained. The workshop was well executed with a clear and participatory delivery of relevant content in keeping with the training modules developed for the same under Key Activity 2.1.1. The participants were actively engaged in peer to peer learning sharing their sector experiences were being aptly guided by the facilitators. At the end of the session participants

found the content to be relevant to their current roles and assured that their practices will be enhanced owed to the knowledge garnered.

2. Implemented referral mechanism for follow up services across the 3 participating schools.

Referral mechanism for follow up services for survivors of SGBV was preexistent in public schools. However operational knowledge of the referral pathway was not clearly understood and fragmented. Key Activities 2.3.2 - Conduct training workshop - aided with this lend to delivery of Outcome 2 - Education professionals and community service providers in the 3 schools have capacities to enhance prevention and provide adequate response to SGBV for students – and Output 2.1 and 2.3 (Textbox 2).

3. Development and dissemination of standardized training modules for education professionals and service providers across the 3 participating schools.

Throughout the duration of the project IEC materials were developed and disseminated to target beneficiaries – primary and secondary. This was done under Key Activity 1.1.1 and 1.1.2 (Table 4) this which had experienced notable delays nonetheless these activities were implemented lend to the production of Output 1.2 and Outcome 1 (Textbox 2).

4. MOU with the Department of Education Demerara-Mahaica and/or schools for the continuation of projects and programs geared towards preventing and addressing SGBV

No MOU between H&S and key stakeholders such as the MoE were drafted and agreed to. Nonetheless, the H&S team enjoyed collaborations with schools, MoE and the Regional Department of Education.

The combined measures of these indicators did translate to some level of sustainability of the project results but are not sufficient to ensure its resilience. More efforts with respect to the formalization of relationships between MoE, RDC, NDC and CPA via MOUs and development of operationalize interagency protocol of the referral pathway into the training manuals and training of service providers was needed.

Impact

To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)?

The project impact is clear as focus group discussions with 144 students across the three target schools evidenced that they have a heightened sense of safety, ability to identify SGBV, protect themselves to a greater extent, and survivors are able to surpass the mental ills associated with SGBV. Implementation of the project highlighted MoE's "zero tolerance" policy towards the prevention and protection of children from violence in schools under the SSP is a cause for concern as it is primarily punitive. And though a referral pathway for follow-up services for SGBV survivors exists, it is somewhat fragmented and clear consensus among teachers on when, how and to whom to refer is lacking. Students are now better able to identify instances of SGBV, but referral pathways and supportive services may not have experienced an associated strengthen to cope with an increase demand. It was found on the conduction of focus group discussion with 51 grade six students from Montrose Primary (control) that they had comparable knowledge with the students who received the intervention. This maybe owed to a greater degree of protective factors found within the school – more robust delivery of HFLE program – or catchment NDC– relatively higher socio-economic status. However, this does not lessen the impact of the project as evidence in the sections above.

1. Perspectives of female adolescents concerning their safety from SGBV in their schools and communities after participating in project activities.

The focus group discussion and interviews with the 8 girls revealed that they were all pleased with sessions held by H&S and owed to the same their sense of self-worth and confidence had improved. The girls' referenced being in states of depression, anger, guilt and low self-worth before participating in the on-site counseling support sessions. Relative to perceptions of their safety from GBV in their schools and communities all but one participant responded "yes" as the participants ensured their safety by avoiding being in the presence of the alleged perpetrators of SGBV as well as avoiding person(s) who appear(s) to be possible perpetrators of SGBV. A sole participant responded "no" referencing the dwelling of the alleged perpetrator in the community

as the reason why. Nonetheless all 8 girls referenced that they were in a better position to manage conflict and make better decisions to prevent and respond to SGBV as one girl mention “*I now know who to call to best help me if god forbids it happens again*”. This was in keeping with Output 2.1 in which students would be able to recognize signs, risks, effects, attitudes and behaviors and enhance coping, conflict management and decision-making skills to prevent and respond to SGBV. The focus group discussion for girls and boys in general were comparable and showed that both groups generally felt safer in their schools after the intervention which is in keeping with the general trend of the pre and posttest.

Knowledge generation

To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW that should be documented and shared with other practitioners?

The H&S team were clearly committed to the project both as individuals and as an institution. This was demonstrated by their ability to meet the overall project timeline in spite of challenges that led to delays in key project activities- marking the team’s commitment and flexibility as a key finding. H&S belief in the project as an institution was backed by its up-fronting of funds in the presence of budgetary constraints and the full use of its institutional capacity to see the project through.

The democratic leadership of the project fostered buy-in by the project staff. The tactful use of individual and institutional networks created an organic synergy between school staff and facilitators and tap into resources such as the use of the RDC and community center facilities.

Imparting knowledge related to complex gender issues to children is a challenging task and more so against the backdrop of high-stake exams - National Grade 6 Examination- but the H&S was able to meet this challenge by use of participatory methods that allowed for maximum retention by students.

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Meeting the psychosocial needs of survivors to allow them to feel safe, empowered and have a healthy degree self-worth was accomplished by a truly diligent effort in providing counselling. As such the counseling methodology employed by H&S is a greatest take away and should be explored furthered.

1. Development of standardized and innovative training modules for education professionals and service providers

A training manual for service providers training was developed. The seven module manual covers topics that includes, self, gender, SGBV, child rights and abuse, and laws and responses to SGBV.

Gender Equality and Human Rights

Cross-cutting criteria: the extent to which human rights based and gender responsive approaches have been incorporated through-out the project and to what extent.

1. Perception of participants on gender sensitivity of project activities

The focus group discussions done by the evaluation team found across all schools and participants that there was no sense of gender bias or discrimination during the program interventions. Teachers remarked that the intervention delivery was of quality and care was taken to address SGBV relative to context of both boys and girls. The interventions under the various Key activities for women and girls were not apart from those for men and boys at the macro level but at the micro level as differences in the delivery of the interventions catered for gender sensitivity. Key Activity 1.1.2 - Conduct program of sensitization, awareness and modeling protected behaviors and strategies for school students - was done sensitive to the context of SGBV for boys and girls. Sessions were held specifically for boys and girls with sessions including both genders. These sessions were facilitated by leads whose gender corresponded to the participants, thus, adhering to their general preference for a same sex counselor for personal and social issues. This particularly the case for the counselling of girl survivors of sexual abuse. This approach was mirrored in the inter M&E process by H&S with separate focus group discussion, and pre and posttest being done accordingly (Annex 111). Additionally, gender of the facilitators for the sensitization sessions were aligned with those

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of the participants and the counseling sessions of girl survivors of SGBV – Key Activity 2.2.1 – was done by a female counselor.

Conclusion

After a robust and careful analysis of the available data, the evaluation team concludes that the ‘Preventing Violence through Creating Safer Schools’ project had a significant overall impact. However, the impact varied between schools with Mon Repos Primary School students experiencing intended benefits of the project to a lesser degree than those of BV Primary and Secondary School. This is possibly owed to the nature and magnitude of SGBV along with the related contextual issues being more deeply rooted Mon Repos community and thus requiring a broader scale intervention which was beyond the scope of the H&S project. The project achieved its intended goal of female adolescents, of Mon Repos Primary School and BV Primary and Secondary School, feeling safer from SGBV as stated in the theory change. Though there were delays in implementing Key Activities, particularly 1.1.1 and 1.1.2, the H&S through sound leadership, flexibility and committed was able to adhere to the overall project timeline. The project goal was achieved via the delivery of all Outputs –exception of full implementation a referral pathway for SGBV services – and all Outcomes. The project continues to be relevant as physical and sexual violence against children remains stark problem with girls bearing the brunt of the burden and the need to meet the possible challenges of deeply rooted risk factors of SGBV within the Mon Repos community. Additionally, students from BV Secondary petitioned for the continuation of the project during the focus group discussions as they believed their peers would greatly benefit. Sustainability was built into the project under a range of activities that included capacity building for service providers and development and dissemination of IEC materials. But more efforts with respect to the formalization of relationships between MoE, RDC, NDC and CPA via MOUs and development of operationalize interagency protocol of the referral pathway into the training manuals and training of service providers was needed to bolster sustainability. The counseling methodology employed by H&S the greatest findings as the project was able to meet the psychosocial needs of survivors to allow them to feel safe, empowered and have a healthy degree of self-worth under Key activity 2.2.1. There was no sense of gender bias or discrimination during the intervention delivery and care was taken to address SGBV relative to the context of both boys and girls.

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Recommendation

The following recommendations are offered by the evaluation team:

As the project remain relevant and more so in the Conduct a second cycle of the project at the Mon Repos Primary School expanding and strengthening the scope of Key Activities 1.2.2 and 2.3.2 (Table 4) to cater for the parents and guardians of the students. Additionally, a component on ethnic cohesion within the context of SGBV should be added in collaboration with the National Department of Social Cohesion. This expected to address the possible familiar contextual issues relative to SGBV which require a broader scale intervention. Notwithstanding the greater need at Mon Repos Primary this project should be rolled out in other schools in at risk communities and continued at BV Secondary as recommended by the students there.

The recruitment of suitable consultants for the execution of Key Activities 1.1.1 and 1.1.2 cause significant delays in the implementation of these two activities. The was owed to asking price by consultants being below the wiliness to pay by H&S, owed to budgetary constraints. It is recommended that all proposed consultant fees – as per budget – be checked against local market prices and possibility for fluctuations in changes be accounted for.

To facilitate a clear and uniform understanding of established pathways for the referral of a child in need of SGBV services by teachers and service providers, the referral pathway should be written in a operationalized manner and incorporated into the training modules – Key Activity 2.1.1 and 2.3.1 – and taught in training workshops – Key Activities 2.3.2.

More efforts with respect to the formalization of relationships between MoE, RDC, NDC and CPA via MOUs is needed along with greater ownership by these subject ministries and agencies for sustainability.

The counseling methodology employed by H&S - Key activity 2.2.1 – is the greatest finding and as such it should be unraveled and package in such a manner that it can be readily adopted by alike projects – an activity which was beyond the scope of this evaluation report.

1.0 Project Context

GBV

Violence against women and children is a violation of their human rights as it inhibits the fulfillment of their fundamental freedoms. ¹ In Guyana, violence – and more so GBV– is a multi-layered and complex issue, perpetrated by a diverse mix of individuals and within a wide range of settings. ^{1,2} And though significant inroads were made in preventing and addressing violence, stark challenges in combating violence against women and children remain.

GBV generally refers to any harmful act which is perpetrated against a person's will based on their gender and more specifically as a result of socially ascribed gender norms. ² It is a form of discrimination and may include physical, sexual, emotional and psychological violence, as well as threats of violence, control over choices and behavior, and restriction of resources and services. GBV is influenced by demographic, geographic, political, social and economic forces.

Economic backdrop

The economy of Guyana is based on agriculture and mining. In 2016, the Bank of Guyana calculated Guyana's GDP at USD 2.6 billion with a per capita GNI of USD 4,090, based on the purchasing power parity model. ³ As such, Guyana remains one of the poorest countries in the Western Hemisphere. However, the economy has exhibited moderate economic growth over the past two years and is expected to undergo a noteworthy transformation with first oil in 2020. ⁴ Critical to Guyana's sustainable development is ending all forms of discrimination and other forms of violence against women and children. ⁵ Over the years efforts to end gender discrimination has led to an increase in the number of girls in school and the number of women in the workforce (United States Department of State, Country Reports on Human Rights Practices for Guyana 2016). Nonetheless, significant levels of inequalities and GBV still exist in some communities and regions. ^{1,6}

GBV against women

As reported by MoPS, physical violence against women is the most frequent form of domestic violence with Region 10 (Upper Demerara-Berbice) having the highest number of reported cases

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per 100,000 female population while Region 4, was ranked fourth.¹ Violence against women is of great concern and more so against a backdrop of increases in the number of reported cases, limited reliable legal support and follow-up.^{1,6} As in 2015, only 36 suspected perpetrators were processed completely through the legal system for sexual assault charges out of 230 reports. However, efforts were strengthened to combat GBV against women and children with the establishment of a children's court, sexual offence court and special training at the university level for members of the judiciary, law enforcement and child protection sector.

GBV against children

Girls in Guyana bear the brunt of the burden of GBV, accounting for 70 percent of all cases of with girls' ages 14-18 years being at greatest risk (UNICEF 2017). Afro-Guyanese children followed by Indo-Guyanese children were the principle victims of child abuse as reported by Childcare and Protection Agency (CPA) during 2011-2016. Region 1 had the highest number of reported cases for 1000 child population (86 girls and 49 boys per 1000 males and females respectively) and Region 4 (Demerara Mahaica), the country's most populated region, was ranked seventh. The leading perpetrators of child abuse were mothers and this was predominately in the form of neglect.

A "zero-tolerance" approach to GBV in schools

In 2011, the Ministry of Education (MoE) articulated its Safe School Policy (SSP) to meet the challenge of "disruptive behavior" which was sighted as a major limiting factor to curriculum delivery and all-round development of students. SSP embodies a "zero tolerance" stand to violence with predetermined and mandatory sanctions to boost deterrence and encourage head teachers to undertake a range of actions to prevent and combat violence (Textbox 1). Additionally, it emphasizes that violence prevention should be integrated across all aspects of the curriculum for students from nursery to secondary. As such the SSP obligates schools to build on activities and programs that would allow all students to achieve: an understanding of different cultures, respect for human rights, commitment to peace and social justice, skills for healthy relationships, and conflict resolution skills. This is primarily enabled by the Health and Family Life Education (HFLE) curriculum which was developed to teach students life skills that are vital for, responsible citizenry, applying values, becoming independent thinkers and conflict resolution.

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Textbox 1

SSP encourages head teachers to:

- provide opportunities for staff to acquire essential knowledge and skills for developing and maintaining a violence free school;
- conduct safety assessments to determine the views of staff, parents and students regarding the level of violence and recommendations; and
- monitor groupings (gangs, associations and antisocial cliques) that may support and perpetuate violence.

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1. UNICEF (2017) *A Statistical Analysis of Violence against Children and Women 2011-2016*, Georgetown: UNICEF.
 2. UK. *Journal of Gender-Based Violence*, 2(3), pp.481-501. Schaffner, L. (2007). Violence Against Girls Provokes Girls' Violence. *Violence Against Women*, 13(12), pp.1229-1248.
 3. World Bank (2019) *Guyana*, Available at: <https://data.worldbank.org/country/guyana> (Accessed: 5 March 2019).
 4. Bloomberg (2016) Guyana Oil Find, Available at: <https://www.bloomberg.com/news/articles/2015-07-21/exxon-s-guyana-oil-find-may-be-worth-12-times-the-nation-s-gdp> (Accessed: 13th March 2019).
 5. Fahmy, E. and Williamson, E. (2018). Poverty and domestic violence and abuse (DVA) in the UK. *Journal of Gender-Based Violence*, 2(3), pp.481-501.
 6. United States Department of State Bureau of Democracy, Human Rights and Labor (2018) *Guyana 2017 Human Rights Report*, : .
 7. Ministry of Education (2011) *Secure and Safe School Environment Protocol* , Guyana: Ministry of Education .

2.0 Project Description

Founded in 1995, Help & Shelter is a leader in the provision of services for victims of violence – domestic and sexual – and child abuse in Guyana. The centre offers shelter to women and their children, counselling services, public education and advocates for the protection of women and children from all forms of violence.

Through support from the UNTF, Help & Shelter embarked on a three-year project – January 15, 2016 to January 14, 2019 – geared towards the prevention of violence by creating safer schools. This project titled ‘Preventing Violence through Creating Safer Schools’. The project’s overall aim was to build consensus, engagement and competencies within a community-based framework for addressing and preventing GBV in three schools in two communities.

The three target schools are in the Beterverwagting and Mon Repos area of the ECD and are semi-rural with its residents falling generally within the low to medium socioeconomic strata. Though the two neighboring communities are quite similar at macro level (socioeconomic standing), at the micro level they are distinct. Micro level distinction was primarily cultural and followed the two streams of Guyana’s major ethnic group as Beterverwagting is predominately Afro-Guyanese community which principally practiced Christianity and Mon Repos a farmer’s market village of predominately Indo-Guyanese who practiced Hinduism.

The project targeted 60 women and girls who were survivors of violence, 45 parents/guardians of child survivors – particularly girls– and 375 women and girls in general as its primary beneficiaries. A total of 75 education professionals, 60 service providers and members of community-based groups and 300 men and boys were the secondary beneficiaries of the project.

The project was centred on a theory of change in which the overall goal was to empower female adolescents within the primary target group to feel safer from SGBV by December 2018. The two expected outcomes were: for adolescents in 3 schools (Beterverwagting Primary and Secondary

and Mon Repos Primary) improve attitudes, norms, practices & behaviors towards SGBV; and for education professionals and community service providers in the same schools to have capacities to enhance prevention and provide adequate response to SGBV for students (Textbox 2). Though there were no joint partners the project implementation was supported via collaboration with key government stakeholders from the child protection, health, education and security sectors (Textbox 3).

Textbox 3

Key government stakeholders:

- The Childcare and Protection Agency
- Beterverwagting Health Centre
- Mon Repos Health Centre
- Welfare services (Region 4)
- Guyana Police Force – representatives from various divisions
- School's welfare

Financial resources were provisioned by direct funding from Help and shelter (USD 6,341) coupled with a grant from the UNTF (USD 99,950) to total USD 106,291. The core team of the project comprised of a project coordinator, financial manager, M&E officer, two facilitators and a psychosocial support officer.

Text Box 2

The strategy and theory of change of the project (results chain) includes: one (1) overall goal:

- Female adolescents (10-19 years) in 3 schools in 2 communities of BV/Triumph in Guyana feel safer from SGBV by December 2018 Outcomes

Two (2) Outcomes:

- Outcome: 1: Female adolescents in three (3) schools improve attitudes, norms, practices & behaviors to SGBV
- Outcome 2: Education professionals and community service providers in the 3 schools have capacities to enhance prevention and provide adequate response to SGBV for students

Five (5) Outputs:

- Output 1:1: In and out of school youth are agents of change and peer educators in prevention of SGBV
- Output 1:2: Students can recognize signs, risks, effects, attitudes and behaviors and enhance coping, conflict management and decision-making skills to prevent and respond to SGBV
- Output 2.1: Service providers, CBOS, FBOS and other relevant stakeholders increase their knowledge, competencies, skills and best practices for prevention and response to SGBV
- Output 2.2: Students who are victims of SGBV receive quicker, better quality referrals and better targeted responses from an integrated and functioning school-based system
- Output 2. 3: Teachers respond effectively to students experiencing SGBV through direct support and the use of referral and reporting systems

Key Activities

- Implement creative arts program for in and out of school youths
- Development and dissemination of creative arts program IEC products
- Development of modules and pre and post-test instruments to measure impact of project activities
- Conduct program of sensitization, awareness and modeling protected behaviors and strategies for school students
- Conduct capacity building training workshop for project personnel
- Develop an implementation plan of action and timeline for roll out of project activities
- Development of training modules
- Conduct training workshops
- Preparation of action plans for SGBV response
- Provision of on-site counseling support
- Implement referral mechanism for follow up services
- Develop training modules
- Conduct training workshop

Preparation of protocol and procedure guidelines to respond to SGBV in schools

3.0 Purpose of the evaluation

This report is the product of the UNTF's mandatory external evaluation requirement to assess the project against intended goals and outcomes as stated within the project theory of change.

Specifically, this report seeks to achieve the following:

- to assess the relevance, effectiveness, sustainability and impact, knowledge generation of project; and

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- to determine if activities, outputs, outcomes and goal as set out in the project theory of change were successfully realized and to what extent.

The evaluation results will be shared with all key stakeholders (Textbox 3) to garner feedback, identify remaining needs and inform future projects to address unmet needs. Additionally, evaluation results will be shared with the public. It is hoped that lessons learnt and best practices stemming from the project evaluation and articulated in the recommendations will be used to bolster prevention and protection of students from GBV in schools and used to advocate for strengthened school-base referral system.

In particular to H&S, the evaluation results will be used to enhance service delivery and strategic programming as well as aid in maintaining healthy collaborative relationships with target schools, communities and other alike service providers.

4.0 Evaluation Objectives and Scope

4.1 Evaluation Objectives

The overall objectives of the evaluation were to:

- III. To evaluate the entire project (two to three years from start to end date), against the effectiveness, relevance, efficiency, sustainability and impact criteria, as well as the cross-cutting gender equality and human rights criteria;
- IV. To identify key lessons and promising or emerging good practices in the field of ending violence against women and girls, for learning purposes.

These two were met through the gathering of information to answer the mandatory evaluation question.

4.2 Evaluation Scope

- Timeframe: The evaluation covered from the starting of the project – January 14, 2016– to its ending – January 15, 2018.

- Geographic coverage: Project interventions were carried out at the Neighborhood Democratic Council (NDC) level in two communities – BV and Mon Repos – and three schools – BV Primary and Secondary and Mon Repos Primary.
- Target populations: The project, targeted 60 women and girls who were survivors of violence, 45 parents/guardians of child survivors – particularly girls– and 375 women and girls in general as its primary beneficiaries. A total of 75 education professionals, 60 service providers and members of community-based groups and 300 men and boys were the secondary beneficiaries of the project.

4.3 Evaluation Limitations

The evaluation focused mainly on the primary beneficiaries - women and girls who were survivors of violence, parents/guardians of child survivors, particularly girls, and women and girls in general. This focus was adopted based on the overall goal of the project for female adolescents in the three target schools to feel safer from GBV. However, girls who would have received the intervention in the first 2 years of the program were generally lost to follow-up owed from their transition from primary to secondary school or graduation from secondary school. This severely constricted sampling for focus group discussions and one-on-one interviews and was particularly the case for child survivors. As such all eight (8) child survivors in which Help & Shelter was still in active contact with were sampled. Additionally, Administrative records (Annex III) on a total of 442 children who participated in the project over the 3-year period were used to provide supporting information to bolster the evaluation owed to inability to reach sample targets. It must be noted as well that direct follow-up of beneficiaries after participation was beyond the scope of the project.

Inability to follow-up children and adults who participated in project prior 2018 prevented external ad judgment of the variability of the impact of the project between years. Owed to this a control group was used to minimize the effect of the contextual socioeconomic factors and zero in on the effect of the project intervention as means circumventing inability to objectively compare priors of the program. However, this could not have accounted for differences -if any- in the impact of the program due to factors intrinsic to the project implementation but did offer insights of what a responsible objective expectation of the project impact could be. Montrose Primary was chosen as

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the control owed to its blend between BV and Mon Repos Primary in terms of ethnic makeup, socioeconomic status and geographic location.

The relatively low literacy levels of parents or guardians of children attending the Mon Repos Primary school presented a stark challenge to participation of these students in the evaluation. A limitation which was mitigated through the enlistment of the aid of the Help and Shelter project team to meet with parents at the PTA meetings and multiple follow-up visits to the school to meet with parents.

Teachers were generally preoccupied with primary school exit exams preparations to participate in the evaluation. Children and teachers from the BV secondary generally had a lack of willingness to participate in the evaluation. As far as it was practicable, this challenge was mitigated by holding focus group sessions during the lunch hour for students and during monthly staff development sessions for teachers. Additionally, a former primary school head teacher - from a different administrative region - was recruited as part of the evaluation team to help navigate these challenges.

5.0 Evaluation Team

The evaluation team was led by Quincy Jones with Anisah Yearwood, Ericka Kirton and Delana Jones as research assistants. Ms. Danuta Radzik, Mr. Kevin Massiah along with other staff of H&S offered important support as it related to the project, school and community context and fostering interactions between school staff and students.

As lead evaluator, Mr. Quincy Jones coordinated the evaluation process in collaboration with H&S and supervised all processes and steps from inception to completion of the evaluation report.

Ms. Anisah Yearwood and Ms. Ericka Kirton, played vital roles in the desk review, and data collection by means of focus group discussions with students from Mon Repos and Montrose Primary (control). In addition, Ms. Yearwood and Ms. Kirton, aided in the analysis of pre and post test data from H&S reports.

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Ms. Delana Jones led data collection efforts via focus group discussions for students from BV Primary and Secondary and Mon Repos Primary. Ms. Jones also conducted the interviews with child survivors of sexual violence – girls – and provided expertise on the education system and policy context as it relates to prevention and protection of children from violence in schools.

All members of the team were exposed to formal training on SGBV and interacting with child survivors; for Mr. Jones, Ms. Yearwood and Ms. Citron this came for the formal training as medical doctors and working as frontline treatment officers for victims of sexual assaults at Accident and Emergency and Ms. Delano Jones this came as capacity building to nursery and primary school teacher to detect and provide initial support and early referral of child survivors of SGBV. In addition, the team lead – Dr. Quincy Jones – has formal specialized training in bioethics and has significant practical research experience relative to the thematic areas of child rights, violence against children and juvenile justice.

The work plan of the evaluation team was as presented in the Table 1.

Table 1

Stage of Evaluation	Key Task	Responsible	Number of working days required	Timeframe (13/11/2018 - 26/04/2018)
Inception Stage	Briefings of evaluators to orient the evaluators	H&S Task Management Evaluation Team	10	First week
	Desk review of key documents	Evaluator & Evaluation Team		First week
	Finalizing the evaluation design and methods	Evaluator & Evaluation Team		Second week
	Preparing an inception report	Evaluator & Evaluation Team		By 5 January 2018
	Review Inception Report and provide feedback	H&S Task Management Evaluation Team Reference Group and Advisory Group	5	By 9 January 2019

	Submitting final version of inception report	Evaluator & Evaluation Team	4	By 12 January 2019
Data collection and analysis stage	Desk research	Evaluator & Evaluation Team	10	
	In-country technical mission for data collection (visits to the field, interviews, questionnaires, etc.)	Evaluator & Evaluation Team	6 - 8 weeks	By Early March 2019
Synthesis and reporting stage	Analysis and interpretation of findings	Evaluator & Evaluation Team	4 weeks 19	By 31 March 2019
	Preparing a draft report	Evaluator & Evaluation Team		
	Review of the draft report with key stakeholders for quality assurance	H&S Task Management Evaluation Team, Reference Group, Commissioning Organization Senior Management, and Advisory Group	10	By 15 April
	Consolidate comments from all the groups and submit the consolidated comments to evaluation team	H&S Task Management Evaluation Team,		
	Incorporating comments and revising the evaluation report	Evaluator & Evaluation Team	2 weeks	By 30 April 2019
	Submission of the final report	Evaluator & Evaluation Team	5	By 8 May
	Final review and approval of report	H&S Task Management Evaluation Team, Reference Group, Commissioning Organization Senior Management, and Advisory Group	5	By 15 May 2019

Dissemination and follow up	Publishing and distributing the final report	commissioning organization led by evaluation manager	4 weeks	By 19 May 2019
	Prepare management responses to the key recommendations of the report	Senior Management of commissioning organization		By 26 May 2019
	Organize learning events (to discuss key findings and recommendations, use the finding for planning of following year, etc.)	commissioning organization		By 26 May 2019

6.0 Evaluation Questions

The list of mandatory evaluation questions as required by UNTF (Table 2) were used to develop an evaluation matrix (Table 3) to best guide the evaluation process and meet evaluation objectives. These questions were first design by the external evaluation team and then discussed with the H&S project team leadership for their inputs and revision. Two additional rounds of revision were then conducted which included the UNTF supervisory team and the final evaluation questions were thereafter accepted into the evaluation inception report.

Table 2: UNTF Mandatory Evaluation Questions

Evaluation Criteria	Mandatory Evaluation Question
Effectiveness	To what extent were the intended project goal, outcomes and outputs (project results) achieved and how? 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? What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How?
Relevance The extent to which the project is suited to the priorities and policies of the target group and the context.	To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?
Efficiency Measures the outputs - qualitative and quantitative - in relation to the inputs. It	To what extent was the project efficiently and cost-effectively implemented? At minimum, this will involve the determination of whether the project was completed on time, to budget and according to

is an economic term which refers to whether the project was delivered cost effectively.

Sustainability

Sustainability is concerned with measuring whether the benefits of a project are likely to continue after the project/funding ends.

work-plan. And as far as practicable other qualitative and quantitative measures of output relative to inputs.

To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends?

Impact

To what extent has the project contributed to ending violence against women, gender equality and/or women’s empowerment (both intended and unintended impact)?

Knowledge generation

Assesses whether there are any promising practices that can be shared with other practitioners.

To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners?

Gender Equality and Human Rights

Cross-cutting criteria: the evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated through-out the project and to what extent.

Table 3: Evaluation Matrix

Evaluation Criteria	Evaluation Questions	Indicators	Data Source and Data Collection Methods
Effectiveness	To what extent were the intended project goal, (project results) achieved and how?	# of female adolescent survivors of SGBV who received effective psycho-social services	Administrative records of students who received care intervention for SGBV
		Perspectives of female adolescents concerning their safety from SGBV in their schools and communities	Analysis of post-test and focus group discussions.
		Knowledge of relevant laws relating to SGBV such as Domestic Violence Act (DVA), Sexual Offences Act (SOA) and Protection of Children's Act for children educated on the same	Analysis of post-test and focus group discussions.
		# Of students able to respond aptly to SGBV.	Comparative analysis of between pre and post-test.
		Number of adolescents in 3 schools with knowledge of available services for addressing SGBV	Pre & Post Test Focus Groups Baseline/End line Study
	To what extent was the project efficiently and cost-effectively implemented?	# Of projection millstones/goals/objectives that were completed in accordance to established work plan timelines.	Project administrative records including financial records

Efficiency		<p>Percentage of budgetary spending achieved by end date of project.</p> <p># of project activities and outputs not realized owed to financial constraints.</p>	
Relevance	To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls? And whether the project was able to adjust to any changes in the context and needs of the primary beneficiaries during the project.	<p>Perspectives of female adolescents concerning their safety from SGBV in their schools and communities after participating in project activities.</p>	<p>Comparative analysis of between pre and post-test. Baseline assessment data Focus group discussions.</p>
		<p># of children who had experience some form of SGBV that were a part of the project and received intervention</p>	<p>Administrative records of students who participated in project. Baseline assessment data</p>
		<p>Use of innovative strategies and activities to meet challenges in content delivery and under resource constraints</p>	<p>Administrative records Key informant interviews.</p>
		<p># Workshops/ capacity building sessions that were conducted with education professionals and service providers.</p>	<p>Administrative records</p>
		<p>Implemented referral mechanism for follow up services across the 3 participating schools.</p>	<p>Administrative records Key informant interviews</p>
		<p>Development and dissemination of standardized training modules</p>	<p>Administrative records Key informant interviews</p>

Sustainability	To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends?	for education professionals and service providers across the 3 participating schools	
		MOU with the Department of Education Demerara-Mahaica and/or schools for the continuation of projects and programs geared towards preventing and addressing SGBV	Key informant interviews
		<i>Inclusion of SGBV in the HFLE module. This indicator was removed as an evaluation criterion as curriculum changes were found to be beyond the scope of the project.</i>	Administrative records Key informant interviews Revision of the HFLE module. H & S Student sensitization Manual & Resource booklet
		<i>Protocol and procedure guidelines to respond to SGBV in schools This indicator was removed as an evaluation criterion as it was beyond the scope of the project.</i>	Administrative records Key informant interviews
Impact	To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)?	Perspectives of female adolescents concerning their safety from SGBV in their schools and communities after participating in project activities.	Analysis of post-test and focus group discussions. Comparative analysis of between pre and post-test. Baseline assessment data Focus group discussions.
	To what extent has the project generated knowledge, promising or emerging	Development of standardized and innovative training modules for	Administrative records Key informant interviews

Knowledge generation	practices in the field of EVAW/G that should be documented and shared with other practitioners?	education professionals and service providers	Review of modules
		Inclusion of SGBV in the HFLE module.	Administrative records Key informant interviews Revision of the HFLE module. Posters, Manuals & Booklets
Gender Equality and Human Rights	Cross-cutting criteria: the evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated through-out the project and to what extent	Perception of participants on gender sensitivity of project activities	Focus group discussions. Pre & Post Test questions on child rights Baseline/End line comparisons on Gender Equality

7.0 Evaluation Methodology

Central to this evaluation was the participation of the 4 schools- BV Primary and Secondary, Mon Repos Primary and Montrose Primary (control) - and Help & Shelter.

7.1 Description of evaluation design

The evaluation design is one of pre-test and post-test without comparison group and focus group with comparison group (control). The pre-test and post-test were done by session facilitators - who were primarily H&S project team members- as part of the routine monitoring of the project interventions. The focus groups with the comparison group was done by the evaluation team along with the interviews of girl survivors of GBV.

7.2 Data sources

All relevant administrative project reports were sampled including summary of financial records and weighed against the UK Statistical Authority criteria for the evaluation of administrative data for external use where applicable (Textbox 4 and Annex III). Pre-post and post-test data were tabulated into descriptive statistics as part of the routine M&E process by H&S and as such the relevant information to inform evaluation questions answers were extracted. The pre and post-test were administered by gender to the participants by session facilitators - who were primarily H&S project team members – and the results then tabulated by the team leadership. The data via the pre and post-test method was collected on all beneficiaries of interventions that focused on enhancing awareness, knowledge and capacity building, which included girls and boys from all three of the target schools as well as education professionals and community service providers. This method of data collection was not employed for survivors of SGBV who benefited from counseling sessions. Pre-tests were administered before the interventions and post-test at the end of the group of interventions corresponding to Key activity under which they fell and generally had a six-month interval. The data collected from the focus group discussions was compiled and used to inform answers to the relevant evaluation questions as well. Responses from participants during the focus group discussions coded as ‘opposing’, ‘agreeing’, ‘changing mind’ or ‘silence’ to best understand

how opinion of the participants as group. The Montrose Primary School was used as a comparator in the evaluation.

Textbox 4

Significant findings on evaluation of administrative data and records quality

- Records and data were not accompanied by metadata on administrative events that may have impacted data collection and quality.
- Duplication and incorrectly entered data were not an issue.
- The reference time for the records were in keeping with the project timeframe (January 5, 2016 – January 14st, 2019) specific time periods were explicitly stated.
- Missing data and records were not a significant issue.
- Poorly and unclassified entries along with duplication were not found.
- At the macro level the records were sufficiently accurate. Analysis of accuracy at the micro level was done as far as practicable and found the data to be accurate.
- In respect to structure, variables and concepts, all compiled data were stable throughout the project period.

7.3 Description of Sampling

All relevant administrative project reports were sampled including summary of financial records.

As outlined in the project document the primary beneficiaries are:

- 60 women and girls who were survivors of violence;
- 45 parents/guardians of child survivors – particularly girls; and
- 375 women and girls in general.

And the secondary beneficiaries are:

- 75 education professionals;
- 61 service providers and members of community-based groups; and
- 300 men and boys.

The ‘Survey System’ sample size calculator was used to determine sample size based on beneficiary’s population size and a 95 percent confidence level to adjudge the statistical significance or not of the results.⁸ And following sample sizes were obtained:

- 52 women and girls who were survivors of violence
- 40 parents/guardians of child survivors – particularly girls
- 190 women and girls in general
- 63 education professionals

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- 52 service providers and members of community-based groups
- 169 men and boys

A random sample within each stratum was used to obtain participants for focus groups, key and informant interviews. Child beneficiaries were invited to participate primarily in focus groups while those who were survivors of GBV were invited to participate in interviews. The count of primary beneficiaries sampled are as follows:

- Of 52 women and girls who were survivors of violence that were expected to be sampled, 8 girls were sampled owing to lost follow-up.
- Of the 40 parents/guardians of child survivors – particularly girls – that were expected to be sampled none was sampled as contact information for these persons was available owing to lost to follow-up.
- Of 190 women and girls in general that were expected to be sampled, 68 girls were sampled owing to lost to follow-up and lack of parental and child consent. Lack of child consent was mostly an issue among secondary school girls.

And the count of secondary beneficiaries sampled are as follows:

- Of the 63 education professionals that were expected to be sampled, 21 were sampled
- Of 52 service providers and members of community-based groups that were expected to be sampled, 14 were sampled owing to lost follow-up.
- Of the 169 men and boys that were expected to be sampled, 76 boys were lost to follow-up and lack of parental and child consent. Lack of child consent was mostly an issue among secondary school boys.

A total of 51 students (23 boys and 28 girls) from Montrose Primary were sampled as controls. Administrative records reflected that a total of 442 children (220 girls, 211 boys and gender for 20 persons were missing) who participated in the project over the 3-year period were subjected to pre-test and post-test. Additionally, these records were used to provide supporting information to bolster the evaluation owing to inability to reach sample targets. As, participants who would have received the intervention in the first 2 years of the program were generally lost to follow-up owing to their transition from primary to secondary school or graduation from secondary school and this severely constricted sampling.

8. (2012) *The Survey System*, Available at: <https://www.surveysystem.com/sscalc.htm> (Accessed: 13 March 2019).

Table 1: Category of Participant

Category of participant sampled	Count	Data Collection method	Location
Women and girls who were survivors of violence	8 girls	Interviews and Focus group discussion	BV Secondary
Women and girls in general	68 girls		Mon Repos 31 BV Primary 27 BV Secondary 10
Education professionals	21		Mon Repos 9 BV Primary 9 BV Secondary 3
service providers and members of community-based groups	14	Interviews and Focus group discussion	Betervwagting Health Centre Betervwagting Police Station Betervwagting Primary School Betervwagting Secondary School Child Care & Protection Agency Ministry of Social Protection, Welfare Social Services- Triumph Region #4 Mon Repos Health Center- Region #4 Mon Repos Primary School School's Welfare (Education Department) Region #4
Men and boys	76 boys		Mon Repos 38 BV Primary 27 BV Secondary 11
Control	51 (23 boys and 28 girls)	Montrose Primary	

7.4 Description of ethical considerations in the evaluation

The evaluation was conducted in keeping with the principles outlined in the UNEG ‘Ethical Guidelines for Evaluation’ and all relevant ethical considerations were supervised by evaluation team lead. All data and administrative records were stored on a laptop computer where the data analysis was performed and encrypted, backups was stored on a password protected thumb drive. No breach of data security had occurred throughout the process of the evaluation. Additionally, best practices and standard ethical considerations in research – more so those involving children – were applied. These standard considerations were but not limited to:

- A duty of confidentiality towards informants and participants
- A duty to protect participants from harm, by not disclosing sensitive information
- A duty to treat participants as intelligent beings, able to make their own decisions on how the information they provide can be used, share and made public (through informed consent)
- A duty to inform participants how information data obtained will be used, processed, shared, disposed of, prior to obtaining consent.
- A duty to obtained parental consent in the case of minors and to UN ethical guidelines and best practices for obtaining information from children.

The interviews and focus group sessions with the 8 child survivors occurred at three (3) separate locations, BV secondary, BV Primary and Mon Repos Primary. All interviews were done in an enclosed room under the supervision of the counsellor who was responsible for the psychosocial support and therapy of the girls throughout the project. The interviewer – who was a member of the evaluation team – was thoroughly briefed and guided before each encounter. The role of the presence of the counsellor was to lend psychosocial support to the interviewee throughout the process, to ensure that the interview was always done in best interest of the child and to act as mental health first aid responder if needed. On debrief of the girls at the end of the interview by counsellor, no cause for concern resulting from the interview was discovered or reported.

In using Montrose Primary as a comparator in the evaluation the same ethical and safety considerations as outlined above were exercised. Parents- or guardians- were duly informed that

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their children did not participate in the project and their child's participation in the evaluation will be in the form of a control group. And was clearly explained as outlined in the consent forms (Annex II) which is in keeping with WHO ethical guidelines for qualitative research involving children. In addition, permission to use this school as a control was requested from the regional Department of Education – Regional Education Officer – and the head teacher of the selected school.

8.0 Findings and Analysis per Evaluation Questions

8.1 Effectiveness

To what extent were the intended project goal, (project results) achieved and how?

The project was able to achieve its results of female adolescents in 3 schools in 2 communities of BV/Triumph in Guyana feel safer from GBV by December 2018 as stated in the theory change as evidence by the below indicators.

Indicators:

6. Number of female adolescent survivors of GBV who received effective psychosocial services

The focus group discussion and interviews with the 8 girls revealed that they were all pleased with sessions held by H&S and owed to the same their sense of self-worth and confidence had improved. The girls' referenced being in states of depression, anger, guilt and low self-worth before participating in the on-site counseling support sessions.

60 women and girls were the beneficiaries of psychosocial support services over the 3-year period and of this amount 8 girls were sampled. The eight girls sampled were beneficiaries of on-site counseling support - Key Activity 2.2.

7. Perspectives of Female adolescents concerning their safety from GBV in their schools and communities.

Eight girls sampled were beneficiaries of on-site counseling support - Key Activity 2.2. The girls' referenced being in states of depression, anger, guilt and low self-worth before participating in the on-site counseling support sessions. Relative to perceptions of their safety from GBV in their schools and communities all but one participant responded "yes" as the participants ensured their safety by avoiding being in the presence of the alleged perpetrators of SGBV as well as avoiding person(s) who appear(s) to be possible perpetrators of SGBV. A sole participant responded "no" referencing the dwelling of the alleged perpetrator in the community as the reason why. Nonetheless all 8 girls referenced that they were in a better position to manage conflict and make better decisions to prevent and respond to SGBV as one girl mention "*I now know who to call to*

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best help me if god forbids it happens again". This was in keeping with Output 2.1 in which students would be able to recognize signs, risks, effects, attitudes and behaviors and enhance coping, conflict management and decision-making skills to prevent and respond to SGBV. The focus group discussion for girls and boys in general were comparable and showed that both groups generally felt safer in their schools after the intervention which as in keeping with the general trend of the pre and post-test.

8. Knowledge of relevant laws relating to GBV

Secondary school students demonstrated a solid understanding of GBV and fair knowledge on the relevant laws relating to GBV, domestic violence and child rights this evidence via the results of the post-test and the focus group discussions. Students from Mon Repos Primary generally demonstrated fair understanding of GBV and minimal knowledge on child rights relative to BV Primary and control students at Montrose Primary. The findings for BV Primary and the control students were comparable. During the course of the evaluation it was found that Mon Repos Primary was generally outperformed academically at the national standardize exit exams by the other two primary schools and parents of children attending Mon Repos had lower literacy rates. Factors which may correlate with findings under this indicator and provide some insights as well.

9. Number of adolescents in schools with Knowledge of available service for addressing GBV.

The pretest results showed that students primarily identified police stations as a "helping agencies" or police officers "trusted individuals" for seeking help in the presence of SGBV – 66 percent for girls and 46 percent for boys. The post-test evidenced that students expanded their knowledge on the range of "helping agencies" to include agencies such as H&S and CPA. However, this was not significant for girls which only increased by 1 percentage point (60 percent to 61 percent) but was significant for boys which had 14 percentage points increase (38 percent to 52 percent). These finding were comparable with focus group discussions across the schools. This assumed to be primarily attributed to girls generally scoring high in the pre-test relative to boys, thus, having a smaller knowledge gap to fill. Relative to survivors of SGBV, all girls sampled reference enhanced knowledge of available service for GBV with one participant saying she now knows who to call to get help if ever needed again, this result was achieved under Key Activities 1.2.2 and 2.2.1.

10. Number of students able to respond aptly to GBV

It was identified that both girls and boys generally had fair knowledge of the types of GBV during the pretest in both years 2017 and 2018. The posttest results showed that there was an increase in the awareness of the types of sexual abuse in both groups with 10 percentage points increase on average between the pre and posttest for both groups in 2017 and 2018 which was primarily achieved under Key Activity 1.2 (Conduct program of sensitization, awareness and modeling protected behaviors and strategies for school students). During the focus group discussions, the comparator groups were generally able to identify GBV and provide appropriate responses to the same relative to the students who had received the intervention. This may be owed to an enhanced level and/or range of protective factors against SGBV within the NDC or primary school, however, further investigation of the same was beyond the scope of the evaluation.

All together the combined measures of the above indicators lends evidence to support that Outcome 1 – female adolescents in three (3) schools improve attitudes, norms, practices & behaviors towards SGBV – and Output 2:1 – Students can recognize signs, risks, effects, attitudes and behaviors and enhance coping, conflict management and decision-making skills to prevent and respond to SGBV– were achieved.

8.2 Efficiency

To what extent was the project efficiently and cost-effectively implemented?

The project was efficiently and cost-effectively implemented though there were delays in implementing key activities. However, the project team through sound leadership was able to adhere to the overall timeline of the project as evidenced below.

The total project budget was USD106, 291 comprising of USD 99,950 from UNTF and USD 6,341 from H&S. Disbursement were scheduled to be done in three phases – phase I USD 42668, phase II USD 27,141.00 and phase III USD 27,126.90 with final 10% of third installment upon acceptance of satisfactory reports and other documentation. Release of funds was dependent upon 80% expenditure rate for each reporting period.

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At the point of the evaluation the following disbursements were received by H&S:

- GUYD 8,840,809 in 2016,
- GUYD 5, 623, 615 in 2017; and
- GUY \$ 5,669, 522 in 2018.

Indicators:

4. Number of projection millstones/goals/objectives that were completed in accordance to established work-plan timelines.

For the 21 key activities (Table 4), 9 were not complete in accordance to established work-plan however, H&S was able to execute 20 key activities prior to project end date. The implementation of Key Activity 2.2.2 was not relevant to this project as a referral mechanism for follow up services for survivors of SGBV was preexistent in public schools.

5. Percentage of budgetary spending achieved by end date of project.

From the first disbursement GUYD 2,797 200 was reimbursed to UNTF for audit purposes and 78 percent expenditure was achieved at the close of 2016. This was due to late start activities such as sensitization sessions, workshops and counselling. Owing to a failure to achieve 80% expenditure rate, the second disbursement was received in May 2017 as reporting queries and clarifications had to be provided to UNFT.

In 2017 H&S achieved 58.69% expenditure which was due to the following reasons:

- Key Activity 1.1.1- Help & Shelter was unable to recruit a suitable consultant for the execution of this component within the specified reporting period. Attempts were made to partner with identified institution providing requested services prove futile.
- Key Activity 1.1.2- Help & Shelter was unable to secure the services of a creative arts trainer therefore, money allotted for travel were not used.
- Posters to be developed in 2016 was completed in the 2nd quarter of 2017. No posters were created in 2017 since, the printing of 2016 posters used up all the money allotted for both 2016 & 2017.

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- Key Activity 1.2.2 – Cost for facilitators & coordinator travel is due to the project commence on January 15, 2016 and half month pay was deducted for both fee & travel.
- Key Activity 2.1.1- was pending at the point of the evaluation.
- Community workshop was conducted in 2016. All money allotted were not expended. In 2017, no workshop was conducted given challenges with availability of project beneficiaries.
- Key Activity 2.2.1 – Due to the project start date being Jan 15, 2016, half month fee was deducted.
- Key Activity 2.3.1 – Was delayed pending the completion of additional training for teachers.
- Key Activity 2.3.2 – Sessions were conducted. All moneys were not expended.
- Key M&E Activity 2 - No new materials were developed for the reporting period because they were not needed at that point in time.
- Key M&E Activity 3– Due to the M&E officer’s medical issues, she was unable to travel within the reporting period.
- Management- Due to the project start date being January 15, 2016, half month fee was deducted for personnel.
- Equipment – All equipment purchased; the balance remaining after purchases were made.
- Indirect Cost - Due to the project start date being January 15, 2016, half month fee was deducted for personnel.

H&S up-fronted GUYD 3,000,000 between May to July 2018 because the third disbursement was not received until August 2018 due to reporting queries on project spending as outlined above. Nonetheless H&S was able to bring spending back in alignment by close of 2018 in keeping with project timelines.

6. Number of project activities and outputs not realized owed financial constraints

Though all key activity were realized, variations in the USD to GUYD exchange rates and allotted enumeration for consultants imposed real financial constraints in executing related key activities.

Table 4: Description of key activities

Key Activity	Description
1.1.1	A creative arts program for in and out of school youths
1.1.2	Development and dissemination of creative arts program IEC products
1.2.2	Conduct program of sensitization, awareness and modeling protected behaviors and strategies for school students
2.1.1	Development of training modules
2.2.1	Provision of on-site counseling support
2.2.2	Implement referral mechanism for follow up services
2.3.1	Develop training workshop
2.3.2	Conduct training workshop
M&E Activity 2	Collection and analysis of monitoring data on results (outputs, outcomes and project goal)
M&E Activity 3	Monitoring of project activities through field visits

8.3 Relevance

To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls? And whether the project was able to adjust to any changes in the context and needs of the primary beneficiaries during the project.

The project continues to be relevant as SGBV – in particular domestic violence and violence against women – continues to be widespread as stated in the Guyana Human Rights Report 2018 by USA State Department. Gender-related discrimination still remains widespread and ingrained in spite its prohibition and by law women enjoy the same rights as men. Sexual harassment is prohibited by law, but this does not extend to schools. Physical and sexual violence against children remains a stark problem with girls bearing the brunt of the burden. Additionally, students from BV Secondary petitioned for the continuation of the project during the focus group discussions as they believed their peers would greatly benefit.

The focus group discussions with students from Mon Repos evidenced a further need for continual intervention but with a focus towards social cohesion. Some students were of the view that SGBV is an Afro-Guyanese issue with Afro-Guyanese being the principle perpetrators of all forms of violence and crime and they sighted limiting interactions with Afro-Guyanese as a protective measure. One student voiced in the focus group discussion “*only black mans does rape and beat people*” a comment which was met with approval by the majority of his peers in the focus group of 10 students. No such opinions were voiced at the BV Primary and Secondary – where students were predominately of Afro-Guyanese – and at the Montrose Primary where students were predominately Indo-Guyanese. It is important to note as well that Mon Repos and BV schools students originate from communities/ NDC that are similar in socio-economic status with the Montrose Primary school originating from communities/NDC somewhat higher in socio-economic status.

At the PTA meeting a community leader of Mon Repos reached out to the evaluation team lead to explain that more interventions similar to that of H&S project is needed as the community is “*full-up [a lot of] of man that dose go out drink come home and beat-up them [their] wife*”, he also proclaimed “*things terrible down here doc [doctor], nuff nuff [a lot of] social problem we got*”. It was also noted that a significant number of parents and guardians of children attending had difficulty reading and writing which affected the uptake of children for participation in the evaluation study.

The H&S team were able to meet significant challenges baring successful project implementation such as working within the demanding National Grade Six examination schedule; reaching parents to have their children participate in the project; and tailoring workshop sessions to maximize attendance by teachers without adverse impacts on quality.

8.4 Sustainability

To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends?

A range of key activities - 2.1.1 to 2.1.3 and 2.2.2 to 2.3.4 - were implemented to support the sustainability of the project.

1. Number of workshops/ capacity building sessions that were conducted with education professionals and service providers.

A training manual for service providers was developed, piloted and used to conduct 6 training workshops over the course of the project. A total of 61 service providers and members of community-based groups were trained on the basis of enhancing capacity service providers to adequately respond to SGBV against students. The participants of the workshops included – but was not limited to – teachers, child protection officers, school welfare officers, police officers, religious leaders and parents/guardians. The evaluation team observed the final workshop where 6 teachers, 3 police officers, 4 health care providers, 3 school welfare officers and 4 guidance and counselling personnel were trained. The workshop was well executed with a clear and participatory delivery of relevant content in keeping with the training modules developed for the same under Key Activity 2.1.1. The participants were actively engaged in peer to peer learning sharing their sector experiences were being aptly guided by the facilitators. At the end of the session participants found the content to be relevant to their current roles and assured that their practices will be enhanced owed to the knowledge garnered.

2. Implemented referral mechanism for follow up services across the 3 participating schools.

Referral mechanism for follow up services for survivors of SGBV was preexistent in public schools. However operational knowledge of the referral pathway was not clearly understood and fragmented. Key Activities 2.3.2 - Conduct training workshop - aided with this led to delivery of Outcome 2 - Education professionals and community service providers in the 3 schools have capacities to enhance prevention and provide adequate response to SGBV for students – and Output 2.1 and 2.3 (Textbox 2).

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3. Development and dissemination of standardized training modules for education professionals and service providers across the 3 participating schools.

Throughout the duration of the project IEC materials were developed and disseminated to target beneficiaries – primary and secondary. This was done under Key Activity 1.1.1 and 1.1.2 (Table 4) this which had experienced notable delays nonetheless these activities were implemented lend to the production of Output 1.2 and Outcome 1 (Textbox 2).

4. MOU with the Department of Education Demerara-Mahaica and/or schools for the continuation of projects and programs geared towards preventing and addressing SGBV

No MOU between H&S and key stakeholders such as the MoE were drafted and agreed to. Nonetheless, the H&S team enjoyed collaborations with schools, MoE and the Regional Department of Education.

The combined measures of these indicators did translate to some level of sustainability of the project results but are not sufficient to ensure its resilience. More efforts with respect to the formalization of relationships between MoE, RDC, NDC and CPA via MOUs and development of operationalize interagency protocol of the referral pathway into the training manuals and training of service providers was needed.

8.5 Impact

To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)?

The project impact is clear as focus group discussions with 144 students across the three target schools evidenced that they have a heightened sense of safety, ability to identify SGBV, protect themselves to a greater extent, and survivors are able to surpass the mental ills associated with SGBV. Implementation of the project highlighted MoE's "zero tolerance" policy towards the prevention and protection of children from violence in schools under the SSP is a cause for concern

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as it is primarily punitive. And though a referral pathway for follow-up services for SGBV survivors exists, it is somewhat fragmented and clear consensus among teachers on when, how and to whom to refer is lacking. Students are now better able to identify instances of SGBV, but referral pathways and supportive services may not have experienced an associated strengthen to cope with an increase demand. It was found on the conduction of focus group discussion with 51 grade six students from Montrose Primary (control) that they had comparable knowledge with the students who received the intervention. This maybe owed to a greater degree of protective factors found within the school – more robust delivery of HFLE program – or catchment NDC– relatively higher socio-economic status. However, this does not lessen the impact of the project as evidence in the sections above.

1. Perspectives of female adolescents concerning their safety from SGBV in their schools and communities after participating in project activities.

The focus group discussion and interviews with the 8 girls revealed that they were all pleased with sessions held by H&S and owed to the same their sense of self-worth and confidence had improved. The girls’ referenced being in states of depression, anger, guilt and low self-worth before participating in the on-site counseling support sessions. Relative to perceptions of their safety from GBV in their schools and communities all but one participant responded “yes” as the participants ensured their safety by avoiding being in the presence of the alleged perpetrators of SGBV as well as avoiding person(s) who appear(s) to be possible perpetrators of SGBV. A sole participant responded “no” referencing the dwelling of the alleged perpetrator in the community as the reason why. Nonetheless all 8 girls referenced that they were in a better position to manage conflict and make better decisions to prevent and respond to SGBV as one girl mention “*I now know who to call to best help me if god forbids it happens again*”. This was in keeping with Output 2.1 in which students would be able to recognize signs, risks, effects, attitudes and behaviors and enhance coping, conflict management and decision-making skills to prevent and respond to SGBV. The focus group discussion for girls and boys in general were comparable and showed that both groups generally felt safer in their schools after the intervention which is in keeping with the general trend of the pre and post-test.

8.6 Knowledge generation

To what extent has the project generated knowledge, promising or emerging practices in the field of EAW that should be documented and shared with other practitioners?

The H&S team were clearly committed to the project both as individuals and as an institution. This was demonstrated by their ability to meet the overall project timeline in spite of challenges that led to delays in key project activities- marking the team's commitment and flexibility as a key finding. H&S belief in the project as an institution was backed by its up-fronting of funds in the presence of budgetary constraints and the full use of its institutional capacity to see the project through.

The democratic leadership of the project fostered buy-in by the project staff. The tactful use of individual and institutional networks created an organic synergy between school staff and facilitators and tap into resources such as the use of the RDC and community center facilities.

Imparting knowledge related to complex gender issues to children is a challenging task and more so against the backdrop of high-stake exams - National Grade 6 Examination- but the H&S was able to meet this challenge by use of participatory methods that allowed for maximum retention by students.

Meeting the psychosocial needs of survivors to allow them to feel safe, empowered and have a healthy degree self-worth was accomplished by a truly diligent effort in proving counselling. As such the counseling methodology is employed by H&S is greatest take away and should be explored furthered.

2. Development of standardized and innovative training modules for education professionals and service providers

A training manual for service providers training was developed. The seven module manual covers topics that includes, self, gender, SGBV, child rights and abuse, and laws and responses to SGBV.

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8.7 Gender Equality and Human Rights

Cross-cutting criteria: the extent to which human rights based and gender responsive approaches have been incorporated through-out the project and to what extent.

1. Perception of participants on gender sensitivity of project activities

The focus group discussions done by the evaluation team found across all schools and participants that there was no sense of gender bias or discrimination during the program interventions. Teachers remarked that the intervention delivery was of quality and care was taken to address SGBV relative to context of both boys and girls. The interventions under the various Key activities for women and girls were not apart from those for men and boys at the macro level but at the micro level as differences in the delivery of the interventions catered for gender sensitivity. Key Activity 1.1.2 - Conduct program of sensitization, awareness and modeling protected behaviors and strategies for school students - was done sensitive to the context of SGBV for boys and girls. Sessions were held specifically for boys and girls with sessions including both genders. These sessions were facilitated by leads whose gender corresponded to the participants, thus, adhering to their general preference for a same sex counselor for personal and social issues. This was particularly the case for the counselling of girl survivors of sexual abuse. This approach was mirrored in the inter M&E process by H&S with separate focus group discussion, and pre and post-test being done accordingly (Annex 111). Additionally, gender of the facilitators for the sensitization sessions were aligned with those of the participants and the counseling sessions of girls' survivors of SGBV – Key Activity 2.2.1 – was done by a female counselor.

9.0 Conclusion

After a robust and careful analysis of the available data, the evaluation team concludes that the ‘Preventing Violence through Creating Safer Schools’ project had a significant overall impact. However, the impact varied between schools with Mon Repos Primary School students experiencing intended benefits of the project to a lesser degree than those of BV Primary and Secondary School. This is possibly owed to the nature and magnitude of SGBV along with the related contextual issues being more deeply rooted Mon Repos community and thus requiring a broader scale intervention which was beyond the scope of the H&S project. The project achieved its intended goal of female adolescents, of Mon Repos Primary School and BV Primary and Secondary School, feeling safer from SGBV as stated in the theory change. Though there were delays in implementing Key Activities, particularly 1.1.1 and 1.1.2, the H&S through sound leadership, flexibility and committed was able to adhere to the overall project timeline. The project goal was achieved via the delivery of all Outputs –exception of full implementation a referral pathway for SGBV services – and all Outcomes. The project continues to be relevant as physical and sexual violence against children remains stark problem with girls bearing the brunt of the burden and the need to meet the possible challenges of deeply rooted risk factors of SGBV within the Mon Repos community. Additionally, students from BV Secondary petitioned for the continuation of the project during the focus group discussions as they believed their peers would greatly benefit. Sustainability was built into the project under a range of activities that included capacity building for service providers and development and dissemination of IEC materials. But more efforts with respect to the formalization of relationships between MoE, RDC, NDC and CPA via MOUs and development of operationalize interagency protocol of the referral pathway into the training manuals and training of service providers was needed to bolster sustainability. The counseling methodology employed by H&S the greatest findings as the project was able to meet the psychosocial needs of survivors to allow them to feel safe, empowered and have a healthy degree of self-worth under Key activity 2.2.1. There was no sense of gender bias or discrimination during the intervention delivery and care was taken to address SGBV relative to the context of both boys and girls.

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10.0 Recommendation

The following recommendations are offered by the evaluation team:

As the project remain relevant and more so in the Conduct a second cycle of the project at the Mon Repos Primary School expanding and strengthening the scope of Key Activities 1.2.2 and 2.3.2 (Table 4) to cater for the parents and guardians of the students. Additionally, a component on ethnic cohesion within the context of SGBV should be added in collaboration with the National Department of Social Cohesion. This expected to address the possible familiar contextual issues relative to SGBV which require a broader scale intervention. Notwithstanding the greater need at Mon Repos Primary this project should be rolled out in other schools in at risk communities and continued at BV Secondary as recommended by the students there.

The recruitment of suitable consultants for the execution of Key Activities 1.1.1 and 1.1.2 cause significant delays in the implementation of these two activities. The was owed to asking price by consultants being below the wiliness to pay by H&S, owed to budgetary constraints. It is recommended that all proposed consultant fees – as per budget – be checked against local market prices and possibility for fluctuations in changes be accounted for.

To facilitate a clear and uniform understanding of established pathways for the referral of a child in need of SGBV services by teachers and service providers, the referral pathway should be written in a operationalized manner and incorporated into the training modules – Key Activity 2.1.1 and 2.3.1 – and taught in training workshops – Key Activities 2.3.2.

More efforts with respect to the formalization of relationships between MoE, RDC, NDC and CPA via MOUs is needed along with greater ownership by these subject ministries and agencies for sustainability.

The counseling methodology employed by H&S - Key activity 2.2.1 – is the greatest finding and as such it should be unraveled and package in such a manner that it can be readily adopted by alike projects – an activity which was beyond the scope of this evaluation report.

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A study of the Montrose Primary School to better understand what the protective factors at work are and how can they be organically spread across community boundaries. This owed is the comparable knowledge competencies of Montrose students with students who received the intervention.

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Annex I

Help & Shelter, Preventing Violence through Creating Safer Schools- External Evaluation

Focus Group Discussions; children

Informed Consent Form Help & Shelter External Evaluation

This informed consent form is for parents of children participating in the external evaluation of the Help & Shelter project titled “Preventing Violence through Creating Safer Schools” of which the principle evaluator is Dr. Quincy Jones- lead consultant HESC. This Informed Consent Form has two parts:

- Information Sheet (to share information about the study with you)
- Certificate of Consent (for signatures if you agree that your child may participate)

You will be given a copy of the full Informed Consent Form

[Part I: Information Sheet](#)

Introduction

I am Dr. Quincy Jones and I work at HESC as a lead consultant who will be conducting the external evaluation of the Help & Shelter project for preventing violence through creating safer schools. In our evaluation we will talk to children – girls and boys - in focus groups and ask them a number of questions. Whenever a project evaluation involves discussions with children, we talk to the parents and ask them for their permission. After you would have read more about the evaluation, and if you agree, then we will ask your daughter or son for their agreement as well. Both of you have to agree independently before they can participate in the focus group. Before deciding whether or not you agree to have your child participate in this evaluation you can talk to anyone you feel comfortable with.

Purpose

The primary focus of this external evaluation is to assess the relevance, effectiveness, knowledge generation, impact and sustainability of the Preventing Violence through Creating Safer Schools project by Help & Shelter. As children were among the key beneficiaries, we will talk to children about what they have learnt to help prevent and protect from violence- more so sexual and gender-based violence (SGBV). The knowledge we gather from them will be used as one of the measures to see if the project was able to help children feel safer from SGBV.

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Type of Research Intervention

The method that will be used to gather information will be a focus group.

Selection of Participants

We would like to talk to many children -both those who participated in the project and those who did not. We would like to ask your daughter or son to be part of the focus group because she/he would have participated in the project or did not participate in the project but attends a school in the target community.

Voluntary Participation

You do not have to agree that your daughter/son can talk to us and this will not affect your child's schooling. We know that the decision can be difficult when it involves your children. And it can be especially hard when the research includes sensitive topics like SGBV.

Procedure

Your daughter/son will take part in a discussion with 8-12 other children within their age group and from their school. Discussion will be guided by educator Ms. Delana Duff or me.

The group discussion will start with me, or the focus group guide making sure that the participants are comfortable. We will also answer questions about the evaluation that they might have. Then we will ask questions about how safe is their community and will not ask them to share personal stories or anything that they are not comfortable sharing.

The discussion will take place in a class room at their school. A teacher from the school that the children are familiar with will be present at all times along with the guide and a member of the project. The entire discussion will be recorded, but no-one will be identified by name on the tape. The recording will be stored on a password protected flash drive. The information recorded is confidential, and no one else except Delana Duff and Dr. Quincy Jones will be allowed to listen to the recordings. The recordings will be deleted after the final evaluation report is submitted and approved.

Duration

The focus group discussion will take about 30-40 minutes

Risks and Discomforts

Your daughter/son may feel uncomfortable talking about some of the topics and should know that she/he does not have to answer any question or take part in the discussion if they choose not to do so – this can be

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at any point. He/she does not have to give us any reason for not responding to any question, or for refusing to take part.

Benefits

There will be no immediate and direct benefit to your child or to you from this evaluation exercise, but your child's participation is likely to help us find out more about the relevance of the project and if it should be roll out to other schools.

Reimbursements

Your daughter/son will not be provided with any payment to take part in the evaluation.

Confidentiality

We will not be sharing information about your son or daughter outside of the evaluation team. The information that we collect will be kept confidential. We will ask your child and others in the group not to talk to people outside the group about what was said in the group. We will, in other words, ask each participant to keep what was said in the group confidential. You should know, however, that we cannot stop or prevent participants who were in the group from sharing things that should be confidential.

Sharing of Research Findings

The findings from the focus group will form part of the final evaluation report which would be given to Help & Shelter.

Right to refuse or withdraw

You may choose not to have your child participate in this evaluation and your child does not have to take part if she/he does not wish to do so. Choosing to participate or not will not affect your child's future schooling in any way. Your child may stop participating in the discussion/interview at any time that you or she/he wish.

Who to Contact

If you have any questions you may ask them now or later, even after the study has started. If you wish to ask questions later, you may contact any of the following: Dr. Quincy Jones qjones@hesepad.com.

PART II: Certificate of Consent

Certificate of Consent

I have been asked to give consent for my daughter/son to participate in this evaluation study which will involve her/him participating in a focus group discussion. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian _____

Signature of Parent of Guardian _____

Date _____

Day/month/year

If parent /guardian is unable to read and/or write.

I have witnessed the accurate reading of the consent form to the parent of the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness _____

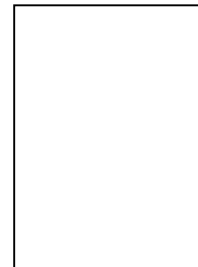
AND

Thumb print of participant

Signature of witness _____

Date _____

Day/month/year



Statement by the researcher/person taking consent

I have accurately read out the information sheet to the parent of the potential participant, and to the best of my ability made sure that the person understands that the following will be done:

- Your daughter/son will take part in a discussion with 8-12 other children within their age group and from their school. Discussion will be guided by educator Ms. Delana Duff or me.
- The group discussion will start with me, or the focus group guide making sure that the participants are comfortable. We will also answer questions about the evaluation that they might have. Then we will ask questions about who safe they is their community and will not ask them to share personal stories or anything that they are not comfortable sharing.
- The discussion will take place in a class room at their school. A teacher from the school that the children are familiar with will be present at all times along with the guide and a member of the project. The entire discussion will be recorded, but no-one will be identified by name on the tape. The recording will be stored on a password protected flash drive. The information recorded is confidential, and no one else except Delana Duff and Dr. Quincy Jones will be allowed to listen to the recordings. The recordings will be deleted after the final evaluation report is submitted and approved.

I confirm that the parent was given an opportunity to ask questions about the study, and all the questions asked by him/her have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the parent or guardian of the participant ____

Print Name of Researcher/person taking the consent_____

An Informed Assent Form will ____ OR will not ____ be completed.

Questions

1. Let us first talk about what you remember about H&S sessions. Can you remember some of the topics shared/talked about/discussed?

- Gender based violence
- Sexual abuse
- Self esteem
- Physical abuse
- Sex
- Sex and gender
- Men can produce sperm
- Low self-esteem and High self esteem
- Masculine and feminine
- Low self-esteem has to do with being angry, shy, vex unhappy, afraid
- Name calling
- Psychological abuse
- Sex means male or female
- If someone abuse you, don't be afraid to tell someone you trust
- If someone tries to rape you, you can run away or tell someone
- If someone touches you at home or school, you can report it to the nearest police station
- Threats
- You would not want to be in the same room with someone who abuses you
- If someone touches your private parts, you can tell someone you trust the police or Help & Shelter
- Children may not want to sleep because they are afraid that persons who sexually abused them may want to do it again
- Abusers would give you gifts to sleep with them
- Abusers may give you gifts to ensure you don't tell
- If a man has sex with a teenage girl she can get pregnant

- Call childcare and protection if someone does you anything you don't want them to do

2. Was H&S sessions good/useful/ how were they useful?

Some was good, some was not good

Teaches who to complain to

What to do

How to think

Tell you who to report abuse to

If someone abuses you, you must tell

You can go to H & S if someone touches you on your private parts

To save yourself from abuse

I would know what to do if someone tries to abuse me

Not to accept gifts from anyone I don't know

Always tell someone where you are going when you leave the house

You can scream if someone is trying to rape you

3. Has your behavior or things you use to do before changed as a result of H&S sessions?

Can you give an example?

Yes:

- Stop fighting
- From fighting to loving
- Stop cursing
- Stop hitting other people
- Stop giving rudeness to your parents or teachers
- Stop saying untrue things about people
- Stop stealing from my phone
- I tell my mother where I am going
- Stop begging strangers
- Stop taking things from people you don't know

4. Has there been any changes in teachers' behavior since the H&S sessions? Can you give examples?

Yes (5) and No (7)

- My teacher used to beat but not anymore
- My teacher started writing heat on the blackboard
- Teacher does beat less

- Teacher still calls us stupid
- Teacher would holler on us
- The teacher used to put us to stand up like scooter as punishment but don't do it anymore
- Teacher still beats us

5. Has name calling/insults/cursing stopped or reduced since H&S sessions?
Explain/Give examples?

Reduced,

- Some students still continue to call other students names
- It has reduced a little

6. Has there been any less fighting/pushing/hitting/shoving since H&S session?
Explain/Give examples?

Yes and NO

- a. Every week there is a fight before children used to fight everyday

7. Is there less bullying/threats since H&S sessions/? Explain/Give examples?

The grade 6 bullies the grades 1 & 2

The grade 6 would often pick fights with the grades 5

The grade 6 would take away the younger students money, biscuits and juice.

8. Has there been less licks/threats by teachers since H&S sessions? Explain/ Give examples?

- a. No

9. Have you experienced unwanted touching at school/shown unwanted pictures/images/messages words. Has this increased/decreased/stayed the same since H&S sessions? (*more emphasis on this question for BV Sec students*)

No

A boy from grade 6 feel up a girl

My cousin and my friend showed me unwanted pictures

We have not watch it since you spoke to us about it

10. Have you shared any of what you learnt from H&S sessions with others? With who?

Give examples?

a. Yes:

- i. Mother
- ii. Cousins
- iii. Father
- iv. Brother
- v. Both Parents
- vi. Those who I live with
- vii. friends

Shared on:

- told them no one should touch their private parts
- stop hitting
- cursing

11. Would you like H&S session to continue?

Annex III

List of Administrative Project Reports Sampled

Administrative Records/Reports	UK Statistical Authority criteria for the evaluation of administrative data for external used	Categories of Beneficiaries
Project financial summary	No	Not applicable
Results of Help & Shelter Awareness School Programme –students pretest (2) –January to June 2017	Yes	Women and girls in general
Results of Help & Shelter Awareness School Programme –students pre and posttests January to June 2018	Yes	Women and girls in general
Help & Shelter UNTF comparative pretest (1) & post-test (1) (year 1) BV and Mon Repos Primary and BV Secondary.	Yes	Women and girls in general and men and boys
UNTF Help & Shelter final draft report	No	Not applicable
Report on focus group discussions girls, Mon Repos Grade	Yes	Women and girls in general
Help & Shelter progress report January to June 2018	No	Not applicable
Pre/post test results – BV Secondary, grade 9, BV Primary grade 6, February to June 2018	Yes	Women and girls in general
Help & Shelter UNTF results of focus group discussions for year 3, January to June 2018	Yes	Women and girls in general

Help & Shelter Progress Report January to June 2017	No	Not applicable
Help and Shelter Annual Report 2017	No	Not applicable
Help & Shelter UNTF Structured/Semi-structured Interviews- Focus Group Discussions for Sensitization Sessions, September to December 2017 Mon Repos Primary School – girls	Yes	Women and girls in general
Help & Shelter UNTF Structured/Semi-structured Interviews- Focus Group Discussions for Sensitization Sessions, September to December 2017 Mon Repos Primary School – Boys	Yes	Men and boys
Help & Shelter UNTF Structured/Semi-structured Interviews- Focus Group Discussions for Sensitization Sessions, September to December 2017 Beterverwagting Primary – Girls	Yes	Women and girls in general
Help & Shelter UNTF Structured/Semi-structured Interviews- Focus Group Discussions for Sensitization Sessions, September to December 2017 Beterverwagting Primary - Boys	Yes	Men and boys

Help & Shelter UNTF results of baseline survey May 2016	Yes	Women and girls in general and men and boys
Help & Shelter UNTF analysis of pretest (1) students Mon Repos primary (June 2016)	Yes	Women and girls in general and men and boys
Help & Shelter UNTF analysis of pretest (1) students BV Primary (June 2016)	Yes	Women and girls in general and men and boys
Help & Shelter UNTF analysis of pretest (1) students BV Secondary	Yes	Women and girls in general and men and boys
Help & Shelter Progress Report 2016	No	Not applicable
Help & Shelter Annual Report 2016	No	Not applicable
Help & Shelter UNTF Report Student Focus Group (1) BV Primary Girls	Yes	Women and girls in general
Help & Shelter UNTF Summary of Focus Group Discussions BV Primary Girls	Yes	Women and girls in general

Annex IV

List of Individuals and Institutions interviewed or consulted, and site visited

Individuals / Institutions

2. Help and Shelter project team
3. Help and Shelter on site councilor
4. Mon Repos Primary School Students
5. BV Primary School Students
6. BV Secondary School Students
7. Montrose Primary School Students
8. Mon Repos Primary School Teachers
9. BV Primary School Teachers
10. BV Secondary School Teachers
11. Regional Democratic Council
Demerara-Mahaica

Women & Girls in General Primary Beneficiaries – Sensitization Session

Men & boys – secondary beneficiaries – sensitization sessions

SCHOOL/CLASS 2018	GIRLS	BOYS	TOTAL
Mon Repos Primary Grade 6	43	44	87
BV Primary Grade 5	20	27	47
BV Primary Grade 6	19	26	45
BVSS Grade 9	32	39	71
TOTAL	114	136	250

Women & girls survivors of violence - Primary Beneficiaries

SCHOOL/GRADE 2018	GIRLS
Mon Repos Primary Grade	13
BV Primary	12
BVSS	6
TOTAL	31

Primary beneficiaries other

	TOTAL 2016-2018
Primary beneficiaries other	13

TEACHERS –MON REPOS PRIMARY/BV PRIMARY/ BVSS –SECONDARY BENEFICIARIES

	TOTAL 2016-2018
Teachers	67

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School based response & referral system

School	Number of Teachers
Mon Repos Primary Teachers	10
BV Primary Teachers	11
BVSS Teachers	4
TOTAL	25

Service providers – police/health workers/probation & welfare officers

	TOTAL 2016-2018
SERVICE PROVIDERS	61

Annex V

HELP & SHELTER

TERMS OF REFERENCE – External Evaluator

1. BACKGROUND & CONTEXT.

Help & Shelter’s UNTF project, ‘Preventing violence through creating safer schools and communities’ start date was January 15, 2016 and end date is January 14, 2019.

The project is in the final six months of implementation with ongoing activities scheduled to be completed by end of November 2018. Below is a chart outlining the status of project activities as of September 30, 2018?

Activities	Status
Implement creative arts program for in and out of school youths	Ongoing
Development and dissemination of creative arts program IEC products	Ongoing
Conduct programme of sensitization, awareness and modeling protected behaviors and strategies for school students	Ongoing
Conduct training workshops for teachers and service providers	Ongoing
Provision of on-site counseling support	Ongoing
Development of modules and pre & post-test instruments to measure impact of project activities	Completed
Conduct capacity building training workshop for project personnel	Completed
Develop an implementation plan of action and timeline for roll out of project activities	Completed
Development of training modules	Completed
Preparation of protocol and procedure guidelines to respond to SGBV in schools	Completed
Preparation of action plans for SGBV response	To be completed
Implement referral mechanism for follow up services	To be completed

The forms of violence the project the project intended to address falls into 2 categories:

- ✓ Violence in the family specifically sexual violence and violence against the girl child
- ✓ Violence in the community specifically violence in schools and sexual harassment and violence in public spaces and institutions

The aim of the project was to build consensus, engagements and competencies within a community-based framework for addressing and preventing SGBV in 3 schools in 2 communities. Targeted primary beneficiaries include a total of 480 primary beneficiaries which includes 375 women and girls in general, 60 women and girls’ survivor of violence and 45 other parents/guardians of girl survivors of violence and children affected. Secondary beneficiaries

included 60 service providers and members of community based groups, 75 educational professionals and 75 men and or boys.

The strategy and theory of change of the project (results chain) includes: one (1) overall goal:

- ✓ Female adolescents (10-19 years) in 3 schools in 2 communities of BV/Triumph in Guyana feel safer from SGBV by December 2018 Outcomes

Two (2) Outcomes:

- ✓ Outcome: 1: Female adolescents in three (3) schools improve attitudes, norms, practices & behaviors to SGBV
- ✓ Outcome 2: Education professionals and community service providers in the 3 schools have capacities to enhance prevention and provide adequate response to SGBV for students

Five (5) Outputs:

- ✓ Output 1;1: In and out of school youth are agents of change and peer educators in prevention of SGBV
- ✓ Output 1:2: Students are able to recognize signs, risks, effects, attitudes and behaviors and enhance coping, conflict management and decision making skills to prevent and respond to SGBV
- ✓ Output 2.1: Service providers, CBOS, FBOS and other relevant stakeholders increase their knowledge, competencies, skills and best practices for prevention and response to SGBV
- ✓ Output 2.2: Students who are victims of SGBV receive quicker, better quality referrals and better targeted responses from an integrated and functioning school based system
- ✓ Output 2. 3: Teachers respond effectively to students experiencing SGBV through direct support and the use of referral and reporting systems

Key Activities

- ✓ Implement creative arts programme for in and out of school youths
- ✓ Development and dissemination of creative arts programme IEC products
- ✓ Development of modules and pre & post-test instruments to measure impact of project activities
- ✓ Conduct programme of sensitization, awareness and modeling protected behaviors and strategies for school students
- ✓ Conduct capacity building training workshop for project personnel
- ✓ Develop an implementation plan of action and timeline for roll out of project activities
- ✓ Development of training modules
- ✓ Conduct training workshops
- ✓ Preparation of action plans for SGBV response
- ✓ Provision of on-site counseling support
- ✓ Implement referral mechanism for follow up services
- ✓ Develop training modules
- ✓ Conduct training workshop

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- ✓ Preparation of protocol and procedure guidelines to respond to SGBV in schools

Geographic Context

The project is located within two (2) communities in the BV/Triumph area on the East Coast of Demerara. Project communities are semi-rural and residents fall within the low to medium economic bracket. The 2 main project communities in which project schools are located are Mon Repos a predominately Indo-Guyanese community and BV a predominately Afro-Guyanese community.

Human & Financial Resources, Overall Budget

The human resources allocated for the intervention are as follows: Project Coordinator, M& E Officer, facilitators (2), Psycho/social support Officer, Volunteer and Financial Manager.

The total budget allocated for the intervention is USD 106291, of this amount USD 99950 has been provided by UN Trust Fund and USD 6341 was provided by Help & Shelter.

Key Partners/ Key Stakeholders

There are no joint project partners but in implementing the project help & Shelter collaborated with a number of government agencies which offer services for SGBV. These agencies included:

- The Childcare and Protection Agency
- Beterverwagting Health Centre
- Mon Repos Health Centre
- Welfare services (Region 4)
- Guyana Police Force – representatives from various divisions
- School's welfare

2. PURPOSE OF THE EVALUATION

The Evaluation is a mandatory requirement of the UN trust Fund to End Violence against Women. The purpose of the **evaluation is to address the relevance, effectiveness, sustainability and impact, knowledge generation of project** and if targets, activities, outputs, outcomes and goal as set out in the project results chain were successfully realized and to what extent.

The evaluation results will be disseminated to key stakeholders, The Ministry of Education, and the wider general public. It is hoped that if successful, project component can be used and assimilated into school curricula in order to improve prevention and protection of students from SGBV in schools and in their homes. Additionally the introduction of a SGBV integrated school based reporting and referral system as envisaged in the project can be introduced and maintained in project schools and in wider education system.

Recommendations and findings arising out of the final evaluation of the project and lessons learned will be used to improve Help & Shelter's service delivery in future projects

and in our strategic programming.. Findings and recommendations will also assist in maintaining our networking relationships with schools, communities and service providers.

3. EVALUATION OBJECTIVES & SCOPE

The evaluation needs to cover the entire time frame of the project starting from January 15, 2016 and ending in January 14, 2019. The geographic context consists of 2 communities in the BV/Triumph area and specifically 3 schools, Mon Repos Primary School, BV Primary School and BV Secondary School and social service providers such as health centres, police and MoSP probation, social and welfare officers in the BV/triumph area.

Target groups include a total of 480 primary beneficiaries which includes 375 women and girls in general, 60 women and girls survivor of violence, 45 other parents/guardians of girl survivors of violence and children affected. Secondary beneficiaries, 60 service providers and members of community based groups, 75 educational professionals and 75 men and or boys.

4. EVALUATION QUESTIONS

Evaluation needs to address relevance, effectiveness, sustainability and impact of project. The following questions should be used as a guide.

Mandatory Evaluation Questions

Evaluation Criteria	Mandatory Evaluation Question
<p>Effectiveness <i>A measure of the extent to which a project attains its objectives / results (as set out in the project document and results framework) in accordance with the theory of change.</i></p>	<p>1. To what extent were the intended project goal, outcomes and outputs (project results) achieved and how? <i>In addressing this question please assess the extent to which the project directly benefited the targeted beneficiaries. At project goal level this refers to primary beneficiaries (women and girls) an at outcome level, secondary beneficiaries (such as men and boys). Please include a table on the number of beneficiaries reached as an annex.</i></p> <p>2) 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.</p> <p>2) What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How? Alternative questions in case of project focusing at the policy level</p>
<p>Relevance <i>The extent to which the project is suited to the priorities and policies of the target group and the context.</i></p>	<p>2. To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls? <i>In addressing this question please assess the extent to which the project strategies and activities were relevant and appropriate to the needs of women and girls and whether the project was able to adjust to any changes in the context and needs of the primary beneficiaries during the project.</i></p>
<p>Efficiency</p>	<p>3. To what extent was the project efficiently and cost-effectively implemented?</p>

<p>Measures the outputs - qualitative and quantitative - in relation to the inputs. It is an economic term which refers to whether the project was delivered cost effectively.</p>	<p><i>In addressing this question, you may wish to consider whether the activities were delivered on time and to budget and whether activities were designed to make best use of resources (e.g. were cost comparisons made between different intervention/activity types before decisions taken?). Also consider whether the project has been managed well to make best use of human and financial resources.</i></p>
<p>Sustainability Sustainability is concerned with measuring whether the benefits of a project are likely to continue after the project/funding ends.</p>	<p>4. To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends? <i>In addressing this question, you may need to assess the likelihood for sustainability (given that the evaluation is conducted at the end of the project when longer-term sustainability cannot yet be assessed). For example, what steps have been taken to institutionalize the project, build capacity of stakeholders or secure benefits for rights holders through accountability and oversight systems?</i></p>
<p>Impact Assesses the changes that can be attributed to a particular project relating specifically to higher-level impact (both intended and unintended).</p>	<p>5. To what extent has the project contributed to ending violence against women, gender equality and/or women’s empowerment (both intended and unintended impact)? <i>In addressing this question, you may have to repeat some evidence and analysis from question one on effectiveness, however this question should specifically identify any changes in the situation for women and girls in relation to specific forms of violence and look at both intended and unintended change for both women and girls targeted by the project and those not (if feasible).</i></p>
<p>Knowledge generation Assesses whether there are any promising practices that can be shared with other practitioners.</p>	<p>6. To what extent has the project generated knowledge, promising or emerging practices in the field of EAW/G that should be documented and shared with other practitioners? <i>In addressing this question, it must be clear that the knowledge generated is new, innovative, builds on evidence from other projects or has potential for replication or scale up in other projects or contexts. It should not include generic lessons or knowledge that has already been frequently documented in this context.</i></p>
<p>Gender Equality and Human Rights</p>	<p>7. Cross-cutting criteria: the evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated through-out the project and to what extent. <i>Practically this could mean: incorporating an assessment of human rights and gender responsiveness throughout the evaluation questions above - if not obvious; ensuring the evaluation approach and methods of data collection are gender responsive (e.g. women and girls must feel safe to share information); specify that the evaluation data must be disaggregated by sex and other social criteria of importance to the project’s subject.</i></p>

5. EVALUATION METHODOLOGY

Evaluation methodology should include one of the following designs based on consultations with project evaluation team

- ✓ Post-test without comparison group
- ✓ Pre-test and post-test without comparison group
- ✓ Pre-test and post-test with comparison group

- ✓ Randomized control trial

and must include identification of data sources, proposed data collection methods and analysis, sampling and field visits based on consultations with project team.

6. EVALUATION ETHICS

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

The evaluator to take all necessary action to ensure;

- ✓ Safety and confidentiality of respondents and members of the research team.
- ✓ Apply relevant protocols to ensure anonymity and confidentiality of respondents.
- ✓ Select and train research team on ethical issues
- ✓ Provide referrals for support services including counselling for primary and secondary project beneficiaries as necessary.
- ✓ Ensure compliance with protocols/guidance for researching and interviewing children.
- ✓ Store data collected on evaluation safely and securely.

7. KEY DELIVERABLES AND TIMEFRAME

The following table outlines the key products the evaluator and evaluation team will be required to submit to Help & Shelter within a specific timeframe

Deliverables	Description of expected deliverables	Timeline date/month/year
Inception report	<p>Inception report provides Help & Shelter and evaluator(s) with an opportunity to verify that they share the same understanding about evaluation and to clarify any misunderstandings at the outset.</p> <p>The inception report must be prepared by evaluator(s) before starting technical mission and full data collection stage. It must detail what is being evaluated and why and showing how each evaluation question will be answered in respect to proposed methods, sources of data and data collection/analysis to be used.</p> <p>Inception report must include a proposed schedule of tasks, activities and deliverables and with lead responsibility for each task or deliverable.</p>	By 02 nd November 2019

	The relevant attached TOR annexes must be used for the inception report	
Draft evaluation report	<p>Evaluator(s) must submit a draft for review and comment by all parties including help & Shelter, UNTF M&E Team and UN Women Focal Point.</p> <p>Draft report needs to meet the minimum requirements as specified in the TOR annex attached</p> <p>Help & Shelter and key stakeholders in the evaluation must review the draft evaluation report to ensure it meets required quality criteria.</p>	By 4 th March 2019
Final evaluation	<p>Relevant comments from key stakeholders must be well integrated into the final version. The final report must also meet the minimum requirements specified in the TOR annex provided.</p> <p>The final report must be disseminate widely to relevant stakeholders and the general public</p>	By 14 th March 2019

8. EVALUATION TEAM COMPOSITION AND ROLES AND RESPONSIBILITIES

The senior evaluator will be responsible for undertaking the evaluation from start to finish and managing any other evaluation assistants. Evaluators must be independent from any organization that has been involved in designing, executing, managing or advising any aspect of the project which is the subject and any other UNTF funded projects.

Required Competencies

Senior Evaluator

- 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 analyzing quantitative and qualitative data
- In-depth knowledge of gender equality and women's empowerment
- A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used
- 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
- Regional and in-depth knowledge of Guyana is required and language proficiency and fluency in English is mandatory
- Quality of writing must be clear, precise, user friendly, utilizing correct terminology with competencies in the use of appropriate graphs and tables and compliance with specific UNTF evaluation report structure and annexes is required
- Provide two references you have worked with in the past five (5) years.

9. MANAGEMENT ARRANGEMENT FOR THE EVALUATION

This section describes the management structure of the evaluation and defines the roles, key responsibilities and lines of authority of all parties involved in the evaluation process. Management arrangements are intended to clarify expectations, eliminate ambiguities, and facilitate an efficient and effective management of evaluation process.

Name of Group	Role and responsibilities	Actual name of staff responsible
Evaluation Team	External evaluators/consultants to conduct an external evaluation based on the contractual agreement and the Terms of Reference, and under the day-to-day supervision of the Evaluation Task Manager.	External evaluator(s)
Evaluation Task Manager	<p>Someone from the grantee organization, such as project manager and/or M&E officer to manage the entire evaluation process under the overall guidance of the senior management, to:</p> <ul style="list-style-type: none"> • lead the development and finalization of the evaluation TOR in consultation with key stakeholders and the senior management; • manage the recruitment of the external evaluators; • lead the collection of the key documents and data to be share with the evaluators at the beginning of the inception stage; • 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; • provide administrative and substantive technical support to the evaluation team and work closely with the evaluation team throughout the evaluation; 	Help & Shelter Task Management Evaluation Team

	<ul style="list-style-type: none"> • lead the dissemination of the report and follow-up activities after finalization of the report 	
Commissioning Organization	Senior management of the organization who commissions the evaluation (grantee) – responsible for: 1) allocating adequate human and financial resources for the evaluation; 2) guiding the evaluation manager; 3) preparing responses to the recommendations generated by the evaluation.	Help & Shelter Board and Help & Shelter Task Management Evaluation Team
Reference Group	Include primary and secondary beneficiaries, partners and stakeholders of the project who provide necessary information to the evaluation team and to reviews the draft report for quality assurance. Include H&S UNTF Portfolio Manager	<i>Students</i> <i>Teachers</i> <i>Service providers</i> <i>PTA members</i> <i>Valentina LoGiudice</i>
Advisory Group	Must include a focal point from the UN Women Regional Office and the UN Trust Fund Monitoring and Evaluation personnel to review and comment on the draft TOR and the draft report for quality assurance and provide technical support if needed.	<i>Gemma Wood,</i> <i>Daniele Elizaire,</i> <i>Gabrielle Henderson</i> <i>Marcia Lavine</i>

10. TIMELINE OF THE ENTIRE EVALUATION PROCESS

Please see table, lists, tasks and deliverables which evaluator(s) or evaluation team will be responsible and accountable for as well as responsibilities of other stakeholders such as Help & Shelter, UNTF M&E team, UNTF portfolio Manager, UN Women Focal Point indicating due date or time-frame (e.g., work plan, agreements, briefings, draft report, final report), as well as who is responsible for its completion. At a minimum, the time breakdown with the five stages for the following activities should be included.

Stage of Evaluation	Key Task	Responsible	Number of working days required	Timeframe (dd/mm/yyyy - dd/mm/yyyy)
Preparation Stage	Prepare and finalize the TOR with key stakeholders	Help & Shelter Task Management Evaluation Team	30	By 5 October 2018
	Compiling key documents and existing data	H&S M&E Officer	10	By 12 October 2018
	Recruitment of external evaluator(s)	H&S Task Management Evaluation Team		By 12 October 2018

Inception Stage	Briefings of evaluators to orient the evaluators	H&S Task Management Evaluation Team	10	First week
	Desk review of key documents	Evaluator & Evaluation Team		First week
	Finalizing the evaluation design and methods	Evaluator & Evaluation Team		Second week
	Preparing an inception report	Evaluator & Evaluation Team		By 26 October 2018
	Review Inception Report and provide feedback	H&S Task Management Evaluation Team Reference Group and Advisory Group	5	By 2 November 2018
	Submitting final version of inception report	Evaluator & Evaluation Team	4	By 8 November 2018
Data collection and analysis stage	Desk research	Evaluator & Evaluation Team	10	
	In-country technical mission for data collection (visits to the field, interviews, questionnaires, etc.)	Evaluator & Evaluation Team	6 - 8 weeks	By Early January 2019
Synthesis and reporting stage	Analysis and interpretation of findings	Evaluator & Evaluation Team	4 weeks 19	By 31 January 2019
	Preparing a draft report	Evaluator & Evaluation Team		
	Review of the draft report with key stakeholders for quality assurance	H&S Task Management Evaluation Team, Reference Group, Commissioning Organization Senior Management, and Advisory Group	10	By 15 February
	Consolidate comments from all the groups and submit the consolidated comments to evaluation team	H&S Task Management Evaluation Team,		
	Incorporating comments and revising the evaluation report	Evaluator & Evaluation Team	2 weeks	By 1 March 2019

	Submission of the final report	Evaluator & Evaluation Team	5	By 8 March
	Final review and approval of report	H&S Task Management Evaluation Team, Reference Group, Commissioning Organization Senior Management, and Advisory Group	5	By 15 March 2019
Dissemination and follow up	Publishing and distributing the final report	commissioning organization led by evaluation manager	4 weeks	By 19 April 2019
	Prepare management responses to the key recommendations of the report	Senior Management of commissioning organization		By 26 April 2019
	Organize learning events (to discuss key findings and recommendations, use the finding for planning of following year, etc.)	commissioning organization		By 26 April 2019

11. BUDGET

The total budget for this evaluation is USD 3500. The first payment of 25% after approval of inception report, second payment of 50% after submission of draft report, final payment of 25% after approval of final report.

12. ANNEXES

1) Key stakeholders and partners to be consulted Inputs required by Grantee

- A list of key stakeholders and other individuals who should be consulted, together with an indication of their affiliation and relevance for the evaluation and their contact information.
 - Head teachers from BV Secondary & Primary School
 - Head teacher from Mon Repos Primary
 - PTA
 - Students
- This annex can also suggest sites to be visited.
 - *Beterverwagting Primary & Secondary Schools*
 - *Mon Repos Primary School*
 - *Mon Repos Health Centre*
 - *Beterverwagting Health Centre*

2) Documents to be consulted Inputs required by Grantee

Data sources and documents may include (but not limited to):

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- Relevant national strategy documents
- Strategic and other planning documents (e.g. project documents)
- Baseline data of the project (i.e. Results Monitoring Plan and Baseline Report)
- Monitoring plans, indicators and summary of monitoring data
- Progress and annual reports of the project
- Reports from previous evaluations of the project and/or the organization, if any.]

Annex C: Inception Report Structure

This is a template for the evaluator/s to complete that can be used as a guide, and therefore should be adjusted as appropriate. All text in *blue italics* serve as instructions to inform the evaluator/s of the requirements for each section and subsection of the inception report, and for Evaluation Task Managers to reference as they review deliverables from the evaluator(s). All sections that require mandatory text to adhere to the mandatory UN Trust Fund guidelines are highlighted in yellow.

Inception Report Outline

- I. Introduction:**
 - Background and context of the project
 - Description of the project (including theory of change and the results chain – project goal, outcomes and outputs)
 - Purpose, objectives and scope of the evaluation
 - Evaluation criteria and key questions (including – but not limited to – the mandatory questions requested by the UN Trust Fund in Table 2)
- II. Methodology**
 - Evaluation design, including:
 - Description of overall design
 - Data sources
 - Method of data collection and analysis
 - Sample and sampling design
 - Limitations of the methodology and how these will be addressed
- III. Safety and ethical considerations and protocols to be put in place**
- IV. Workplan including roles and responsibilities**
 - A work plan with associated activities, deliverables, timeline, roles and responsibilities, as well as travel and logistical arrangements.
- V. Annexes**
 - **Evaluation Matrix** (this matrix summarizes the key aspects of the evaluation exercise by specifying what will be evaluated and how and the key indicators the evaluator/s will use to measure results – see template **Annex D in the UNTF guidelines**).
 - Data collection instruments (questionnaires and interview guides, etc., including ethical and safety protocols such as consent forms)
 - List of documents consulted
 - List of stakeholders/partners to be consulted
 - Draft outline of final report (**Annex E in the UNTF guidelines**).

Section I: Introduction

1. Background and Context of the Project

This section should specify what is being evaluated —specifically, identifying the critical social, economic, political, geographic and demographic factors within which the project operates and has a direct bearing on the evaluation.

2. Description of Project

This section should provide details on the evaluation object. This includes: name of the project organization; project duration; project start date and end date; current project implementation status; description of the specific forms of violence addressed by the project; main objectives of the project; description and graphic representation of targeted primary and secondary beneficiaries; theory of change (or results chain) of the project; total resource allocation; and key partners.

3. Purpose of Evaluation

This section should explain why the evaluation is being conducted, who will use or act on the evaluation results and how they will use or act on these results. The purpose should also include some background and justification for why the evaluation is needed at this time.

4. Evaluation Objectives and Scope

Drawn directly from the TOR and to include the mandatory UN Trust Fund objectives, this section defines the parameters and focus of the evaluation. It includes the aspects of the intervention to be covered by the evaluation—specifically, the timeframe, implementation phase, geographic area and target primary and secondary beneficiaries as well as broader stakeholders. In addition, this section specifies the main objectives that the evaluation must achieve. Meaning, it is linked directly to the key questions of the evaluation so that users will have the information they need for pending decisions or actions.

5. Description of evaluation team

This section should introduce each evaluation team member and include a brief description of their role and responsibilities.

6. Final version of Evaluation Questions with evaluation criteria

This section should include an explanation of the evaluation criteria used for key evaluation questions and a listing of the final questions. This must include the mandatory questions prescribed by the UN Trust Fund. It should also include a narrative explanation for any questions which have been added, removed or reframed.

Section II: Methodology

7. Evaluation Design and Methodology

This section must describe, in detail, the overall approach and method for conducting the evaluation. It presents the data sources and tools that are most appropriate and feasible to meet

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the evaluation purpose and objectives and answer the evaluation questions. It also addresses the evaluation's limitations.

Required subsections include:

7.1. Overall evaluation design

At a minimum, this subsection must specify the overall evaluation design such as: 1) post-test only without comparison group; 2) pre-test and post-test without comparison group; 3) pre-test and post-test with comparison group; or 4) randomized control trial.

7.2. Data sources

This subsection must specify what information and documents the evaluation will draw on and how it will be accessed.

7.3. Data collection methods and analysis

This subsection must describe the level of precision required for quantitative methods; value scales or coding used for qualitative analysis; and the level of stakeholder participation throughout evaluation process.

7.4. Sampling framework

This subsection must describe the area and population (number of people in the project target area) to be represented; rationale for selection; mechanics of selection; and the limitations to the sample. When applicable, it should also reference indicators and benchmarks (previous indicators, national statistics, human rights treaties, gender statistics, etc.)

7.5. Limitations of the methodology

This section must articulate the boundaries of the evaluation methodology—detailing any constraints or any information needs which may not be met based on methodological choices.

Section III: Safety and ethical considerations and protocols to be put in place

This section should set out the specific steps the evaluator/s will take to ensure that the evaluation will be conducted in accordance with the principles outlined in the UNEG 'Ethical Guidelines for Evaluation' in accordance with the requirements set out in the TOR, It must include explicit language and protocol to protect the safety and security of participants as well as the evaluation team; process for obtaining informed consent; and resources and referrals for participants who might need them.

8. Work plan

This section should include the specific timeline and deliverables to be submitted by the evaluator(s) through the submission of the finalized report.

9. Annexes

This section should include the following attachments to the main body of the inception report.

- **Evaluation Matrix** (this matrix summarizes the key aspects of the evaluation exercise by specifying what will be evaluated and how and the key indicators the evaluator/s will use to measure results – see below).

- **Data collection instruments** (questionnaires and interview guides, etc., including ethical and safety protocols such as consent forms)
- **List of documents consulted**
- **List of stakeholders/partners to be consulted**
- **Draft outline of final report** (see the template below at annex D).

Annex D: Evaluation Matrix Template

The evaluation matrix is a key tool for the evaluator/s that elaborates how the evaluation questions will be answered through the evaluation methods. This **must** be completed by the evaluator/s and annexed to both the inception report and evaluation report. **It must include the mandatory UN Trust Fund evaluation criteria and questions.** The indicators to measure the evaluation questions *should include some of the project's own indicators from the Results and Resources Framework* and make use of the end line / final project reports prepared by the grantee organization.

Evaluation Criteria	Evaluation Questions	Indicators	Data Source and Data Collection Methods
Effectiveness	To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?	<i>To be completed by the evaluator/s</i>	<i>To be completed by the evaluator/s</i>
Relevance	To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?	<i>To be completed by the evaluator/s</i>	<i>To be completed by the evaluator/s</i>
Efficiency	To what extent was the project efficiently and cost-effectively implemented?	<i>To be completed by the evaluator/s</i>	<i>To be completed by the evaluator/s</i>
Sustainability	To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends?	<i>To be completed by the evaluator/s</i>	<i>To be completed by the evaluator/s</i>
Impact	To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)?	<i>To be completed by the evaluator/s</i>	<i>To be completed by the evaluator/s</i>
Knowledge generation	To what extent has the project generated knowledge, promising or emerging practices in the field of EAW/G that should be documented and shared with other practitioners?	<i>To be completed by the evaluator/s</i>	<i>To be completed by the evaluator/s</i>
Gender Equality and Human Rights	Cross-cutting criteria: the evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated through-out the project and to what extent	<i>To be completed by the evaluator/s</i>	<i>To be completed by the evaluator/s</i>

Annex E: Evaluation Report Structure

This is a template for the evaluator/s to complete that can be used to structure the final evaluation report. Evaluator(s) may add additional sections to the evaluation report as they wish. All text in *blue italics* is provided as instructions explain each section and to inform contracted evaluator/s of UN Trust Fund requirements for each section and subsection, and for evaluation task managers to reference as they review deliverables.

Box 8: Final Project Evaluation Report Outline

- I. Title and opening pages**
 - Title page (with key project information)
 - Table of contents
 - List of acronyms and abbreviations
- II. Context and description of the project**
- III. Evaluation purpose, objectives and scope**
 - Evaluation criteria and key questions (including – but not limited to – the mandatory questions requested by the UN Trust Fund)
- IV. Evaluation methodology (see suggested template)**
 - Description of overall design
 - Data sources
 - Description of data collection methods and analysis
 - Description of sample and sampling design
 - Limitations
- V. Safety and ethical considerations and protocols put in place**
- VI. Findings with analysis per evaluation question (see suggested template)**
- VII. Conclusions per evaluation criteria (see suggested template)**
- VIII. Recommendations per evaluation criteria (see suggested template)**
- IX. Annexes:**
 - Terms of reference
 - Evaluation matrix
 - Beneficiary data sheet
 - Data collection instruments and protocols
 - List of stakeholders interviewed or consulted (without direct reference to individuals unless consent has been given)
 - List of documents reviewed

Evaluation Report Structure with detailed instruction

1. Title and cover page

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

2. Table of Content

3. List of acronyms and abbreviations

4. Executive summary

A standalone synopsis of the substantive elements of the evaluation report that provides a reader with a clear understanding of what was found and recommended and what has been learnt from the evaluation. It includes:

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

5. Context of the project

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

6. Description of the project

The project being evaluated needs to be clearly described. Project information includes:

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

- Budget and expenditure of the project

7. Purpose of the evaluation

- Why the evaluation is being done
- How the results of the evaluation will be used
- What decisions will be taken after the evaluation is completed
- The context of the evaluation is described to provide an understanding of the setting in which the evaluation took place

8. Evaluation objectives and scope

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

9. Evaluation Team

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

10. Evaluation Questions

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

11. Evaluation Methodology

*Methodology needs to be clearly described with rationale for choices made explicit. See **Annex G** for optional template. This section must include:*

- Description of overall design
- Data sources
- Description of data collection methods and analysis
- Description of sampling
- Description of ethical considerations in the evaluation
- Limitations of the evaluation

12. Findings and Analysis per Evaluation Question

*Findings and analysis must provide direct answer to each evaluation question with conclusive statements, sound analysis and concrete evidence to substantiate findings. See **Annex H** for optional template.*

13. Conclusions

*Conclusions must be presented with clear logic and correlation to findings. See **Annex I** for mandatory template.*

14. Recommendations

Recommendations must be provided with clear actionable steps to be taken within specific timeframe. Evaluator(s) are strongly encouraged to add additional paragraphs/sub-sections in narrative format to elaborate on the rationale for recommendations made. See Annex J for mandatory template.

15. Annexes

The following annexes must be submitted to the UN Trust Fund as attachments to both the draft and final report. They should be compiled and merged with the main report, and not sent as separate files.

- **Final Version of Terms of Reference (TOR) of the evaluation**
- **Evaluation Matrix.** *This should be submitted complete with indicators, data sources and data collection methods per evaluation question. See Annex D for the template.*
- **Beneficiary Data Sheet.** *This should provide the total number of beneficiaries reached by the project as assessed by the evaluator/s. See Annex F for the template.*
- **Additional methodology-related documentation** *This should present data collection instruments including questionnaires, interview guide(s), observation protocols, informed consent statements, etc. And safety and ethical protocols.*
- **Lists of persons and institutions interviewed or consulted and sites visited**
 - *As appropriate, specification of the names of individuals interviewed should be limited to ensure confidentiality in the report. Please provide the names of institutions or organizations that they represent.*
- **List of supporting documents reviewed**

Annex F: Beneficiary Data Template

The beneficiary data sheet is a key tool for the evaluation which quantifies the individuals who directly benefited from the project (primary), as well as those individuals the project worked with to change the lives of the primary beneficiaries (secondary). This **must** be annexed to the evaluation report. Further guidance is available for evaluator/s on request. If it is not possible to collect or reliably provide this data, the evaluator/s should explain in the report

TOTAL BENEFICIARIES REACHED BY THE PROJECT

Type of Primary Beneficiary	Number
Female domestic workers	
Female migrant workers	
Female political activists/ human rights defenders	
Female sex workers	
Female refugees/ internally displaced asylum seekers	
Indigenous women/ from ethnic groups	
Lesbian, bisexual, transgender	
Women/ girls with disabilities	
Women/ girls living with HIV/AIDS	
Women/ girls survivors of violence	
Women prisoners	
Women and girls in general	
Other (Specify here :)	
TOTAL PRIMARY BENEFICIARIES REACHED	-
Type of Secondary Beneficiary	Number
Members of Civil Society Organizations	
Members of Community Based Organizations	
Members of Faith Based Organizations	
Education Professionals (i.e. teachers, educators)	
Government Officials (i.e. decision makers, policy implementers)	
Health Professionals (doctors, nurses, medical practitioners)	
Journalists / Media	
Legal Officers (i.e. Lawyers, prosecutors, judges)	
Men and/ or boys	
Parliamentarians	
Private sector employers	
Social/ welfare workers	
Uniformed personnel (i.e. Police, military, peace keeping)	
Other (Specify here :)	
TOTAL SECONDARY BENEFICIARIES	
Indirect beneficiaries reached	Number
Other (total only)	
GRAND TOTAL	

Annex G: Methodology Template

The methodology template is a key tool for describing the distinct components of the methodological approach the evaluator/s should ensure all elements are included in the Inception Report and the Draft and Final Evaluation Report.

Sub-sections	Inputs by the evaluator(s)
Description of evaluation design	<i>Please specify if the evaluation was conducted by one of the following designs: 1) post-test¹ only without comparison group; 2) pre-test and post-test without comparison group; 3) pre-test and post-test with comparison group; or 4) randomized control trial.</i>
Data sources	<i>This must be coherent with the evaluation matrix (Annex D)</i>
Description of data collection methods and analysis (including level of precision required for quantitative methods, value scales or coding used for qualitative analysis; level of participation of stakeholders through evaluation process, etc.)	<i>This must be coherent with the evaluation matrix (Annex D)</i>
Description of sampling <ul style="list-style-type: none"> • Area and population to be represented • Rationale for selection • Mechanics of selection limitations to sample • Reference indicators and benchmarks/baseline, where relevant (previous indicators, national statistics, human rights treaties, gender statistics, etc.) 	
Limitations of the evaluation methodology used	

¹ "Test" means project/intervention in this context.

Annex H: Findings Template

The findings template may be used to provide direct answer to each evaluation question in the Final Evaluation Report with analysis and concrete evidence. This is an optional template.

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

Evaluation Criteria	Relevance
Evaluation Question 2	To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?
Response to the evaluation question with analysis of key findings by the evaluation team	
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	
Conclusions	

Annex I: Conclusions Template

This template should be used to provide conclusive statements organized per evaluation criteria, in addition to those for overall conclusions. Evaluator(s) may add additional paragraphs/sub-sections in narrative format as needed.

Evaluation Criteria	Conclusions
Overall	
Effectiveness	
Relevance	
Efficiency	
Sustainability	
Impact	
Knowledge Generation	
Gender Equality and Human Rights	
Others (if any)	

Annex J : Recommendations Template

This template should be used by the evaluator/s to provide recommendations per evaluation criteria. Evaluators may add additional paragraphs/sub-sections in narrative format as needed.

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

