External Evaluation of the Project

No Tolerance for Gender-Based Violence

FINAL REPORT

Location of the evaluation: Serbia
Period of the project: January 1st, 2016 – December 31st, 2018
Date of the final evaluation report: March 5th, 2019
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Name of the organization(s) that commissioned the evaluation: Autonomous Women's Center

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CONTENT

List of Acronyms

AWC – Autonomous Women's Center

CoE – Council of Europe

CoESHF - Code on the Elimination of Sexual Harassment at Faculties

CSO – Civil Society Organizations

CSW – Center for Social Work

EVAW – Ending Violence Against Women

FB - Facebook

MoESTD - Ministry of Education, Science and Technological Development

MoY – Ministry of Youth and Sports

PO – Partner Organization

SGBV – Sexual and Gender Based Violence

SH – Sexual Harassment

ToR – Terms of Reference

UNDP – United Nations Development Programme

UNICEF – United Nations International Children's Emergency Fund

UNTF – United Nations Trust Fund to End Violence against Women

VAW – Violence against Women

1 Executive summary

1.1 Description of the context and the project being evaluated

Gender-based violence in Serbia remains a serious problem and widespread among youth and against them. Research conducted by MoESTD and UNICEF demonstrates that gender-based violence is widely present in primary and high schools in Serbia; that the level of exposure grows with age and forms of violence are gender-related; finally, that boys, more often than girls, justify violence in partner relationships[1]. Moreover, gender-based violence is not recognized at an early stage by public institutions; most cases remain unreported and prejudice against women and victims of gender-based violence is widespread among professionals in all key services, including in the educational system. Sexual harassment against students at faculties is still a taboo and mostly remains unreported. Despite numerous recommendations of international bodies and state obligations[2], there are no curricula on GBV within the formal educational system of Serbia at any level.

As a response to this situation, the project "No tolerance for gender-based violence" was implemented by the Autonomous Women's Center (www.womenngo.org.rs), in partnership with 14 local women's organizations. Project was supported by UNTF. The project duration was three years, from January 1, 2016 until December 31, 2018.

Given that in the next few years Republic of Serbia is obliged to harmonize domestic legislation with the Istanbul Convention, as well as to fulfil recommendations of international bodies related to prevention of violence, the Project was timely designed and presented an opportunity in efforts to harmonise public policies. The project addressed domestic and intimate partner violence (physical, psychological, sexual, economic), as well as sexual violence in public spaces/institutions; it was designed to contribute to the response of the education system to young people survivors of domestic and sexual violence in schools and faculties and their prevention activities. The project is a continuation of activities conducted within the project "Integrated response to violence against women in Serbia", implemented in 2013 – 2015 by UN agencies in Serbia, supported by UNTF. Within this project, AWC was a partner of UNICEF and contributed to the "School Without Violence" programme of the MoESTD and UNICEF, addressing GBV. As part of the same project, AWC was also a partner to UNDP, implementing trainings for professionals in over 10 municipalities in Serbia.

The overall goal of the Project was defined as: "Young girls in 30 high schools in 15 cities and 8 faculties in Serbia experience improved safety from sexual and gender-based violence (SGBV) by the end of December 2018". There were two key outcomes defined:

- Young people (girls and boys) in 30 high schools and 8 faculties in Serbia engage in changing their own attitudes and behaviour and those of other young people against SGBV

- School teachers (in 30 schools) and academic staff and officials (in 8 faculties) in Serbia improve response and prevention of SGBV in 15 local communities

Strategies used in project implementation are prevention of violence through employing information, education and communication; changing individual attitudes; awareness raising and advocacy activities.

The project was to be implemented in the Republic of Serbia in 15 cities/municipalities where women CSO's from Women against Violence Network operate: Novi Sad, Zrenjanin, Sremski Karlovci, Kikinda, Pancevo, Belgrade, Kraljevo, Krusevac, Smederevska Palanka, Zajecar, Uzice, Tutin, Nis, Vlasotince, Leskovac. During implementation of the project, scope was widened as to include 34 high schools and 8 faculties (and as additional activities two more schools with trainings for educational professionals and one faculty outside of

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[1] http://www.mpn.gov.rs/wp-content/uploads/2015/08/Istrazivanje_rodno_zasnovanog_nasilja_u_skolama_u_Srbiji.pdf

[2] Concluding observations on the combined second and third periodic reports of Serbia -CEDAW/C/SRB/CO/2-3 (http://www.refworld.org/docid/58e76fc14.html); ratified Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention (https://rm.coe.int/168008482e); UN Convention on the Elimination of All Forms of Discrimination Against Women (http://www.ljudskaprava.gov.rs/sh/node/1986; General Recommendation no 35. on gender-based violence against women (http://www.ljudskaprava.gov.rs/sites/default/files/dokument_file/preporuka_35_sedow_srb.pdf,

Serbia) while geographic coverage was increased, to 19 communities/cities in RS (adding Becej, Paracin, Crna Trava, Kragujevac) and one city in Bosnia and Herzegovina (Sarajevo)[3].

Key beneficiaries (as described in the Project Document): 1,200 women and girls - peer educators, high school girls, female students, members of women's groups, participants of local public actions

Secondary beneficiaries include: At least 2000 women and girls, participants of local public actions and campaigns that will gain information on their rights and services for protection from violence within public campaigns; Men and boys (140) training participants, participants of local public actions, members of school parliaments that will gain knowledge and skills and actively participate in prevention of GBV in their local communities in the future; women CSOs, members of Women against Violence Network (young activists, volunteers and feminists); 400 Teachers and professors of civic education, psychologists in secondary schools, members of School teams for protection from violence; Decision-makers at the national level (Ministry of Education, Ministry for Youth, National Education Council, Government Coordination Body for Gender Equalit; Local Youth and Academic Community).

1.2   Purpose and objectives of evaluation

The evaluation covered the entire project duration (January 2016 to December 2018). It focused on the project impact in the target communities, as well as successful practices that came out as a result of the project in Serbia.

The evaluation included the project's target primary and secondary beneficiaries, as well as key partners and stakeholders and selected external experts (e.g. partner organizations – members of the Women against Violence Network, peer educators, external experts, representatives of the Ministry of Education, Science and Technological Development) participating in project implementation.

Purpose of the evaluation

The evaluation results will be used by the UN Trust Fund to End violence against Women to assess the overall impact of the project and to learn what works in the field of EVAW. In addition, they will be used by the Autonomous Women's Center's coordination team to better understand the achieved outcomes, positive effects, obstacles, opportunities overlooked and future needs in the field of prevention of and response to gender-based violence. It will also be used for planning future activities addressing gender-based violence and sexual harassment affecting young women and girls in Serbia and deciding on future advocacy activities in the field of prevention, strategies to ensure sustainability of achieved positive changes, as well as on best methods for dissemination of knowledge products and transferable positive practices.

Objectives of the evaluation

The overall objectives of the evaluation are to:

1) Evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability, impact and the cross-cutting gender equality and human rights criteria, with a strong focus on assessing the results at the outcome and project goals;

2) Identify key lessons and promising or emerging good practices and approaches in the field of ending violence against women and girls, for learning purposes;

3) Identify project connectedness and achieved synergy with other initiatives in the country.

Intended audience

The intended audience therefore includes: the UNTF, AWC, partners organizations, primary and secondary beneficiaries, as well as other stakeholders (national level decision-makers).

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[3] In Sarajevo AWC team delivered training for students on Faculty of Philosophy, responding to a request/call from the students. This is an additional activity and, as such, it was not directly evaluated, but it is mentioned as illustration of a) visibility of the project b) needs in the region and c) AWC flexibility in responding to the needs from the field.

1.3   Evaluation methodology

Evaluation was designed as to take into account following criteria: Effectiveness, Relevance, Efficiency, Sustainability, Impact, Knowledge and as cross-cutting criteria Gender Equality and Human Rights and provide answers to specific questions within each criterion as requested by ToR. Further, evaluation design was tailored according to the evaluation objectives and characteristics of target groups. The evaluation design included: pre-intervention and post-intervention results with comparison group for girls; Pre-intervention and post-intervention without comparison group for assessing changes in knowledge among high school pupils, students and educational professionals, relying on AWC data from knowledge tests. For other target groups, post-intervention evaluation was applied. As to ensure effective data collection, qualitative and quantitative indicators that are relevant, reliable and measurable, have been fully developed.

Data sources included:

- Primary data sources – information collected through field work including: Evaluation workshops[4], Focus groups, Group interviews[5], Questionnaires – directly or online; semi-structured individual interviews.
- Secondary data sources – documentation, audio-video materials, including relevant national legal and strategic framework documents (strategies, laws, protocols), project documentation (project proposal, reports, baseline and end-line surveys, specific activity reports, etc) project website, vlogs, social network content, TV shows and videos created during project and contact lists. Full list of documentation available in Annexes, Section 10.6.

Data Collection Methods

Data collection methods were developed for each of the relevant beneficiary/stakeholder groups. Data collection methods are designed taking into account information gathered from initial analysis of available documentation and evaluation matrix, more specifically indicators for each of the evaluation criterion/key evaluation questions. Indicators are both quantitative and qualitative; therefore, data collection methods are designed to reflect both. Level of precision for methods collecting quantitative data varies depending on the availability of information.

Limitations

As a limitation in the implementation of an external evaluation methodology, a short period of time available for the implementation of data collection and analysis was recognized. In addition, data collection had to be conducted at the end of the year period which is also a period when schools and institutions enter holidays (New Year and Christmas breaks). Data collection therefore was prolonged into January. This intensified field work, and significantly shortened period available for analysis, as well as availability of some of the target groups. Due to these factors, certain lack of interest of representatives of some of the target groups in participating in evaluation was noted. While for the most part this limitation was overcame with the support of Evaluation Task Manager and partner organizations, it was not possible to reach local decision-makers and local youth offices/other CSOs from communities. Two other limitations are worth mentioning: firstly, baseline study could not be fully utilized, as end line study had somewhat different sample and therefore not fully comparable[6]; evaluation team used results of baseline study whenever possible. In addition, evaluation team designed tools as to cover wider list of elements than baseline study, with focus on factors influencing motivation (drivers of change), which was important for assessing sustainability and support to AWC in deciding next steps. Secondly, as the evaluation was conducted during final months of project implementation, assessing project impact was recognized as a challenge, because impact, in some cases, can be properly evaluated only after certain time has passed. Evaluation team

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[4] Method designed for high school pupils, as an attempt to make the work more interesting and interactive, with varying number of participants, and questions were asked through exercises including work in small groups or pairs, games. They can include up to 20 participants.

[5] Both methods are, in essence, group discussions. Focus groups include between 6 – 10 participants and all participants are expected to answer the questions asked; group interviews have 5 or less participants, and not all participants are expected to answer the same question.

[6] Baseline study included larger number of girls as well as boys; endline study, however, was targeting only girls and on a smaller sample.

therefore identified areas in which impact was achieved as well as areas in which impact is likely, or has potential to be achieved, but there was not enough evidence to assess the extent to which it was actually achieved.

1.4   Major findings

It can be concluded that project outputs and outcomes have been achieved to a significant extent: young people in targeted communities increased their understanding and knowledge of SGBV in significant measure and, with support from AWC and POs were effective in informing their peers and communities about SGBV, thus actively changing their own and attitudes of their peers against discrimination and SGBV in positive direction.

Response of educational system was improved to a certain extent through significantly increased knowledge/skills of targeted educational professionals in the area of preventing/responding to SGBV; with the support of AWC, they improved school programs and practices in a certain number of schools. On the other hand, awareness of the issue on sexual harassment and recognition of importance of this issue at targeted faculties were achieved to a lower extent.

Overall project goal – young girls experiencing improved safety from SGBV in targeted communities – was partially achieved. Two main factors influenced such result: a) external factors beyond AWC's control (changed atmosphere toward cooperation with CSOs early in the project implementation hindered achieving changes in policies and practices; b) quite ambitious project plan aiming for significant changes at different levels of educational system and AWC underestimating the level of efforts and time needed to achieve policy changes at faculties. Nevertheless, project made an important progress in tackling the issue of young women's safety.

Most importantly, the project managed to design and test a comprehensive feminist and human rights based approach to the issue of preventing and reacting to SGBV among youth and within the educational system. Successful practices, promising/innovative practices and gaps/obstacles within educational system and in working with youth are now thoroughly mapped and there is an established excellent base for further work on this issue, not only for AWC, but also for other organizations that want to tackle this issue.

The project generated positive changes in the lives of targeted women/girls to a significant extent through changing girls' (pupils and students[7]) attitudes and behaviour about SGBV; contributing to a more supportive environment for preventing and reacting to SGBV, through certain level of changes in attitudes of boys regarding SGBV and increased ability of educational professionals to react/prevent SGBV; established connections between local CSOs (POs) and schools that are contributing to strengthening community network against SGBV. In addition, increased level of information and visibility on SGBV and the issue of GBV in early partner relationships among youth is a positive change in lives of both targeted and untargeted women and girls.

Further, project was successful to a significant extent in motivating youth to engage in activism in the field of ending violence against women as well as in motivating educational professionals to initiate change that contributes to ending VAW. On the other hand, project was only partially successful in motivating academic staff to initiate changes.

All achieved results are highly relevant to the needs of women and girls. Project results also have high potential to remain relevant in the future, but continued relevance will also depend on further steps taken (nurturing achieved project results).

Project was highly cost-effective and implemented in an efficient way, with well-prepared and implemented monitoring and reporting mechanisms, good managerial structure and high level of support to partner's organizations and collaborators. AWC coordinator, team and external collaborators, all demonstrated professionalism in preparation, excellent communication, responsiveness and reliability. Despite a rather ambitious plan, AWC team managed to implement all planned and unplanned (additional) activities within the project timeframe, although a somewhat better fit between project activities and school schedules

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[7] In this report, the terms pupil and pupils is used to refer to young people attending secondary school, while student and students are terms used to refer to young people studying at university.

might have made implementation easier. Only rather late start with advocacy activities at faculties somewhat negatively influenced efficiency in achieving this output.

Achieved results (positive changes generated in the lives of girls) related to individual changes in attitudes and behaviour among pupils, students and educational professionals have potential of high level of sustainability. Significantly increased level of information on SGBV is also highly sustainable, given that information relevant for girls and youth in general, as well as information relevant for educational professionals will remain online and therefore accessible. Sustainability of other changes - changes in school policy/practices (strategies and activity plans, approach to classes, educational plan/programs, other practices) will heavily depend on continued efforts in work with schools and decision-makers to implement introduced changes. The project also contributed to the creation of resources for carrying prevention activities, most effectively at the level of human resources, which include: female students, educational professionals, peer educators and partners organizations. In particular, partner organizations and peer educators, as well as relations established between organizations and educational institutions will remain a strong resource in communities for sustainability of prevention activities. AWC project contributed to and had a boosting effect on overall prevention efforts in Serbia.

Significant impact was achieved in the areas of contribution to ending violence against women and gender equality through changing individual attitudes and behaviour of pupils, students and educational professionals, most significantly in increasing their readiness to engage in activities that can contribute to ending VAW, as well as readiness to prevent/react on SGBV.

A significant point of impact is also the increased level of information on SGBV, as a result of youth engagement, but also through comprehensive AWC activities (in particular outstanding outreach of the "I can say no" campaign and online content which remains accessible to women and girls in a much wider scope than targeted communities).

Unintended impact was achieved in four areas: recognized and addressed need of educational professionals to understand legal and institutional framework for preventing and reacting to SGBV; recognized and addressed gender-based cyber-bullying and violence on social networks; POs introducing wider spectre of services; establishing connections between schools and CSOs (POs), which strengthens the network in community for addressing this issue, especially among youth.

In the area of women empowerment, significant impact has been achieved among girls and students; in both groups increase in readiness to react when directly exposed to violence or when others are exposed to violence has been noted.

At this point it cannot be claimed that impact has been achieved at faculties or among academic staff.

The project generated new knowledge/lessons learned to a significant extent in working with youth, educational professionals as well as in schools as institutions. The project also resulted in several emerging/promising practices: feminist organization applying feminist approach in working with boys; using social networks/online applications and games as a tool for learning for youth; creating connections between educational institutions and CSOs at community level and supporting educational professionals to understand and interact with legal and institutional framework in preventing and reacting to SGBV are among most important.

Human rights based and gender-sensitive approach was incorporated in all aspects of the project design and implementation to a very high degree.

1.5 Key recommendations

AWC should continue working on the issue for at least the following three years. The program should focus on:

- Continuing presence in advocacy process for introducing SGBV in educational system, targeting specific stakeholders, in particular, AWC should prepare for advocating of inclusion of gender equality and SGBV issue in the new Strategy for education (for the period 2020- 2030) and analysis of upcoming changes in curricula currently in process, led by Institute for Educational Development and providing proposals, suggestions, objections based on the experience of this program

- ▪ Continuation of intensive field work with schools, pupils, educational professionals and academia.

AWC should adapt program strategy as to a) focus on smaller number of communities with more in-depth approach and b) divide work with high schools and work with academia into two separate projects.

In working with the educational system at the level of high schools, AWC should develop a more in-depth approach, with more disaggregated targeting: teachers, pedagogues, psychologists (including larger number of educational professionals per school); Team for protection from Violence, Abuse and Neglect; principals and parents. In addition, AWC should develop larger number and more in-depth follow-up activities with educational professionals, directors, Teams as to achieve changes in school policies and practices, thus decreasing discrepancies between level and pace of changes achieved on individual level and policy/practice changes. AWC should also develop joint activities/meetings for these target groups as to create atmosphere that fight against GBV is a joint effort to increase safety of young people.

Further, in working with schools and community AWC should introduce:

- - Identifying focal points for each school (either individual and/or group) that would help in a) easier introducing of changes in policies and practices b) monitoring implementation of introduced changes;
- - Planned and systematic build-up of relations between schools and POs, with AWC facilitation;
- - Planned and systematic connecting schools with other institutions in the community relevant for preventing/reacting to SGBV (CSW, police, health institutions);
- - Monitoring of emergent coalitions and informal groups in schools and community and providing support as/if needed.

In working with youth, AWC should:

- - Continue education work with girls and boys, keeping feminist approach in education (80 of girls and 20% of boys at workshops) while introducing alternative/separate ways to include more boys in the program;
- - Add advocacy as a topic for education among youth;
- - Focus on implementing more frequent and continuous follow-up activities with high school pupils;
- - Introduce gatherings of girls/students from different schools and communities to strengthen women's empowerment and solidarity component;
- - Prevent dissipation of youth activists through starting from first grade of high school and recruiting those that can continue with peer education and activist approach (as those who are training participants are graduating and leaving school).

AWC also should: plan more concentrated activities with youth as well as avoid longer periods of time between education and follow up actions, thus keeping motivation/interest of youth easier;

In addition, AWC should continue comprehensive awareness-raising activities adapted to needs and communication channels of youth, parents, teachers to raise awareness about SGBV and contribute to general lower tolerance towards gender-based violence and increased readiness for reporting and support to survivors. In particular, AWC should continue *I can say no* campaign, paying particular attention to: continuing to use social networks, games, applications, vlogs etc. as they demonstrated as very effective in communicating with this age group; always mention and use examples from social networks in youth education, thus connecting education with real-life, real—time examples; analyze negative comments from boys/male public on social networks on campaign content and, in cooperation with PR agency, create content and tactics to make campaign more appealing to boys and reduce their negative reactions.

In working with academia, AWC should develop in-depth approach in working with academia, targeting: both female and male students; students' organizations; professors, assistants; faculty deans/vice-deans; university bodies.

In addition, having in mind slow pace of changes on institutional level, AWC should plan to start advocacy activities with various stakeholders as early as possible.

Finally, to enhance learning, AWC should introduce a) annual reviews with POs and stakeholders, identifying lessons learned from previous period and potential adaptations, b) monitoring implementation of adopted

changes in policies and practices and c) continuous creation of case studies on promising practices, translate and share through women's network, regional and international.

2 Context and Description of the Project

2.1 Context of the Project

Despite comprehensive legislation in place, gender-based violence in Serbia remains a serious problem and widespread among youth and against them. Research conducted by MoESTD and UNICEF demonstrated that gender-based violence is widely present in primary and high schools in Serbia; that level of exposure grows with age and forms of violence are gender-related; finally, that boys, more often than girls, justify violence in partner relationships[8]. With the development of new technologies and means of communication, violence gets new dimensions, spreading through internet and social networks as digital violence to which young girls are particularly exposed.

Problems identified in the project are numerous: gender-based violence is not recognized at an early stage by public institutions; most cases remain unreported and prejudices against women and victims of gender-based violence are widespread among professionals in all key services, including in the educational system. Sexual harassment against students at faculties is still a taboo and mostly remains unreported. Despite numerous recommendations of international bodies and state obligations[9], there are no curricula on GBV within the formal educational system of Serbia at any level. Students, future professionals addressing GBV do not gain or gain sporadically formal knowledge on gender stereotypes, discrimination and gender -based violence.

Furthermore, attitudes of young people related to gender roles and GBV is a cause for serious concern. A recently conducted research on this issue show that 44% of boys believe that sexual harassment of girls is acceptable as a joke and part of growing; 19% of boys believe that it is justified to hit a girlfriend and only 14% of adolescents in Serbia do not approve any form of GBV. More than 60% of young people blame the victim for violence and 60% of boys and 27% of girls support violence against LGBT population (Research on gender-based violence in schools in Serbia, Center for Gender Studies and politics and UNICEF, 2015).

On the other hand, ratified Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention) obliges Serbia to take the necessary legislative and other measures[10] to prevent all forms of violence (Art 12), to include teaching material on equality between women and men, non-stereotyped gender roles, information on gender-based violence against women in formal curricula and at all levels of education (Art 14) and to conduct awareness-raising campaigns and wide dissemination of information among the general public on measures available to prevent acts of violence (Art 13). Further, in 2013, UN CEDAW Committee observed the persistence of deep-rooted stereotypes and the recent trend of re-establishing traditional roles and responsibilities of women and men in the family and society (Art 20); the persistence of gender stereotypes in secondary education materials and textbooks; inadequate inclusion of education on sexual and reproductive health and rights in school curricula at all levels (Art 28). The Committee recommended to Serbia to strengthen efforts to overcome stereotypical attitudes regarding the roles and responsibilities of women and men in the family and in society; to encourage women to report incidents of domestic and sexual violence by raising awareness of the criminal nature of such act and to review and revise materials and textbooks used for secondary education to eliminate patriarchal gender stereotypes.[11]

Given that in the next few years the Republic of Serbia is obliged to harmonize domestic legislation with the Istanbul Convention, as well as to fulfil recommendations of international bodies related to prevention of

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[8] http://www.mpn.gov.rs/wp-content/uploads/2015/08/Istrazivanje_rodno_zasnovanog_nasilja_u_skolama_u_Srbiji.pdf
[9] Concluding observations on the combined second and third periodic reports of Serbia -CEDAW/C/SRB/CO/2-3 (http://www.refworld.org/docid/58e76fc14.html); ratified Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention (https://rm.coe.int/168008482e); UN Convention on the Elimination of All Forms of Discrimination Against Women (http://www.ljudskaprava.gov.rs/sh/node/1986; General Recommendation no 35. on gender-based violence against women (http://www.ljudskaprava.gov.rs/sites/default/files/dokument_file/preporuka_35_sedow_srb.pdf,
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violence, the Project was timely designed and presented an opportunity in efforts to harmonise public policies. The project addressed domestic and intimate partner's violence (physical, psychological, sexual, economic), as well as sexual violence in public spaces/institutions; it was designed to contribute to the response of the education system to young people survivors of domestic and sexual violence in schools and faculties and their prevention activities. The project is a continuation of activities conducted within the project "Integrated response to violence against women in Serbia", implemented in 2013 – 2015 by UN agencies in Serbia, supported by UNTF. Within this project, AWC was a partner of UNICEF and contributed to the "School Without Violence" programme of the MoESTD and UNICEF, addressing GBV. As part of the same project, AWC was also a partner to UNDP, implementing trainings for professionals in more than 10 municipalities in Serbia.

2.2   Description of the Project

Project duration, project start date and end date
The Autonomous Women's Center (www.womenngo.org.rs), in partnership with 14 local women's organizations implemented the project "No tolerance for gender-based violence", funded by the UNTF. The project duration is three years, from January 1, 2016 until December 31, 2018.

Description of the specific forms of violence addressed by the project
The forms of violence addressed by the project are intimate partner and non-partner violence in relationships/family (physical, sexual, emotional and psychological, economic) and violence in the community, that is, violence in schools, as well as sexual harassment and violence in public spaces/institutions. During the project implementation, another form of violence was recognized and addressed: gender-based cyber violence (most notably bullying and sexual harassment).

Main objectives of the project
The overall goal of the Project was defined as: "Young girls in 30 high schools in 15 cities and 8 faculties in Serbia experience improved safety from sexual and gender-based violence (SGBV) by the end of December 2018".

Importance, scope and scale of the project, including geographic coverage
The primary focus of the project is improved safety of young women from sexual and gender-based violence. Expected results of the project were actively engaged young people in 30 schools and 8 faculties in changing their own and attitudes of other young people against discrimination and gender-based violence and improved response of educational system in prevention of gender-based violence in 15 communities.

During implementation of the project, scope was widened as to include 34[12] high schools and 9 faculties. Planned geographical coverage was 15 cities/municipalities in the Republic of Serbia, where women CSO's from Women against Violence Network operate: Novi Sad, Zrenjanin, Sremski Karlovci, Kikinda, Pancevo, Belgrade, Kraljevo, Krusevac, Smederevska Palanka, Zajecar, Uzice, Tutin, Nis, Vlasotince, Leskovac. During the implementation, geographic coverage was increased, to 19 communities/cities in RS (adding Becej, Paracin, Crna Trava, Kragujevac) and one city in Bosnia and Herzegovina (Sarajevo)[13].

Strategy and theory of change (or results chain) of the project with the brief description of project goal, outcomes, outputs and key project activities

The project goal of increased experience of safety of young women from sexual and gender-based violence was intended to be achieved through a two-fold approach. Firstly, by contributing to the encouragement of young people (girls and boys) in 30 high schools and 8 faculties in Serbia to engage in changing their own attitudes and behaviour and those of other young people against sexual and gender-based violence, and secondly by contributing to an improved response and prevention activities of school teachers (in 30 schools) and academic staff and officials (at 8 faculties).

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[12] In two more schools, one from Belgrade and one from Pancevo, initial trainings with teachers were implemented, but without follow up activities; therefore they are not included in the evaluation.
[13] In Sarajevo AWC team delivered training for students of Faculty of Philosophy, responding to a request/call from the students. This is an additional activity and, as such, it was not directly evaluated, but it is mentioned as illustration of a) visibility of the project b) needs in the region and c) AWC flexibility in responding to the needs from the field.

Project activities are aimed at: 1) increasing the knowledge of secondary school pupils and contributing to the changes of their attitudes concerning sexual and gender-based violence and encourage local activism of young women and men concerning this topic; 2) improving the response of education institutions to gender-based violence through capacity building of education staff, improvement of the education practice, school curricula and advocacy for introduction of policies addressing sexual harassment at higher-education institutions; 3) raising awareness of decision-makers on the need to improve the legal and strategic framework addressing the protection of girls and boys from gender-based violence within the education system and encouraging the improvement of the current situation; 4) increasing awareness on gender-based violence in local communities through cooperation of youth, education institutions and NGOs.

The project is up-scaling previous activities with young people and involves the introduction of a new, comprehensive approach to gender-based violence in high schools and universities and systemic changes in the education policy, as well as development of new audio visual educational and informative materials. Besides education of young people and their teachers that contributes to changing individual attitudes and gaining applicable knowledge, follow-up and mentoring activities and public actions have been introduced to provide opportunities for applying acquired knowledge and developing skills in practice and encourage personal engagement. Focus has also been on creating opportunities for fostering coalitions and networks in the community, transfer of knowledge among youth and teachers, raising individual motivation and development of common strategies for stronger influence on decision makers. Advocacy activities focus on providing justification for the need to integrate the topic of gender-based violence into secondary school curricula, as well as school prevention activities to ensure long-term, strategic change.

Results chain (outcomes, outputs and activities)

PROJECT GOAL: Young girls in 30 high schools in 15 cities and 8 faculties in Serbia experience improved safety from sexual and gender-based violence (SGBV) by the end of December 2018	
OUTCOME 1: Young people (girls and boys) active in changing their own and attitudes and behaviour of other young people against discrimination and gender-based violence in 30 high schools, 8 faculties and 15 public forums in Serbia.	**OUTCOME 2: Response of educational system in prevention of GBV in 15 local communities improved**
Output 1.1: Young people (girls and boys) in 30 high schools and 8 faculties have knowledge about SGBV and the basic skills to transfer this knowledge to other young people in schools/faculties and local communities	**Output 2.1 School teachers and members of school teams against violence improve their knowledge about SGBV and how to prevent and respond to SGBV**
Preparatory activities (meetings with relevant stakeholders, contacts with decision makers, preparation of base line questionnaires, selection of schools and women's CSOs)	*Seminars (15) for professors and school team members against violence on GE and SGBV (2 days)*
Training for peer trainers (4 day)	*Educative materials for training participants development and dissemination*
Peer workshops (38) for young people on SGBV (2 days), and practical action planning (1 day) on the local level	**Output 2.2: School teachers improve school programs, curricula and practice on SGBV in 30 high schools**
Educative materials for training participants development and dissemination	*First round of follow-up meetings (15) with training participants for* *collection of data on existing school subjects, practices, programs and curricula on SGBV (base line study)*
Output 1.2: Youth role models in 15 towns in Serbia effectively inform peers in schools/faculties and local communities about SGBV in cooperation with local women CSOs	*Second round of follow-up meetings (15) with training participants for educational practice exchange and creating proposals for changes in school plans, programs and curricula on SGBV*
Preparation meeting with 15 women CSOs for development of the plan and strategies for engaging young people into project activities	*Third round of follow-up meetings (15) with training participants (teachers and pupils) with local women CSOs for the assessment of progress in activities implementation (midterm study)*
Two rounds of follow -up meetings of local women CSO's with training participants, for development of ideas and materials for public actions of young people	*Annual conference (2) for transfer of knowledge and experience of training participants (teachers and pupils) and advocacy of decision makers for recognizing the importance of changes of internal policies on SGBV*
Performance of local public actions by young people training participants and women CSOs in 15 towns	**Output 2.3: Academic staff and officials of 8 faculties recognize the importance of the adoption of internal policies against sexual harassment by the end of the project**
Participation of young people in annual campaigns against SGBV organized by local women CSOs	*Analysis on existing policies on sexual harassment if faculties in Serbia* *(base line study) and research on international good practice examples*
Info, promo and audio-visual materials creation and dissemination in public actions and campaigns	*Meetings with academic community and student's organizations in 8 faculties in Serbia*
	Creation of policy document- Draft Code of Conduct against sexual *harassment in faculties*
	Round table for academic community, faculty officials in 8 faculties for presentation of Code of Conduct against sexual harassment in faculties and advocacy for adoption of internal policies

Key assumptions of the project

In designing the project, AWC was led by the current situation:

- Gender-based violence is widespread among youth. However, it is not recognized as such either among youth or among relevant institutions, including educational institutions.
- Curricula in educational system in Serbia is not gender sensitive and does not include SGBV in any way.
- Sexual harassment at faculties remains taboo and unreported.

AWC assumption was that prevention and better response to violence could be achieved with comprehensive approach to actors within educational system and communities through

- Raising awareness and changing individual attitudes through information and education for youth, at the same time encouraging their activism in the field of preventing and responding to SGBV;
- Raising awareness and changing individual attitudes through Information and education for educational professionals, supporting them to identify gaps in curricula, programs and plans and suggest changes;
- Advocating for adoption of changes to national-level decision-makers;
- Raising awareness on the issue of sexual harassment on faculties and advocating for adoption of effective policies against sexual harassment.

Description of targeted primary and secondary beneficiaries as well as key implementing partners and stakeholders

Key beneficiaries (as described in the Project Document):

- 1200 women and girls - peer educators, training participants, members of women's groups, participants of local public actions, and members of school parliaments that will gain knowledge and skills and actively participate in prevention of GBV in their local communities in the future.

Secondary beneficiaries include:

- At least 2000 women and girls, participants of local public actions and campaigns that will gain information on their rights and services for protection from violence within public campaigns.

- Men and boys (140) training participants, participants of local public actions, members of school parliaments that will gain knowledge and skills and actively participate in prevention of GBV in their local communities in the future.

- 27 women CSOs, members of Women against Violence Network (young activists, volunteers and feminists) that will gather and support young people in their effort to combat violence against women in their local communities, to networking, sharing good practices, promoting activities on the local level and developing common strategies, public awareness raising and lobbying activities.

- 400 Teachers and professors of civic education, psychologists in secondary schools, School teams for protection from violence who will acquire knowledge that will be further passed to their colleagues and applicable in work with children; they will take part in creating policy actions for changing and supplementing school curricula and for preventive actions.

- Decision-makers at the national level (Ministry of Education, Ministry for Youth, National Education Council, Government Coordination Body for Gender Equality) to be included in the process of advocacy and lobbying for systematic changes in the area of education.

- Other: Local Youth Offices – through mobilizing young people on the local level for the activism in the field of GBV and Academic Community – will be included in the process of advocacy and lobbying for systemic changes in the area of education.

Partners: AWC implemented the project with participation of 14 POs, Women against Violence Network, AWC volunteers and activists, peer educators, external network of trainers, external experts.

Budget and expenditure of the project

Total cost of the project is 379,800 US$, from which 358,600 US$ is amount received from UNTF, while AWC participation is 21,200 US$. AWC received $336,100, while UNTF directly covered costs of capacity building and audit.

3 Evaluation Purpose, Objectives and Scope

3.1 Purpose of Evaluation

This is a mandatory final project evaluation required by the UN Trust Fund to End Violence against Women. It is also an evaluation of the Autonomous Women's Centre's prevention and response activities focused on improving educational response to SGBV.

The evaluation results will be used by the UN Trust Fund to End violence against Women to assess the overall impact of the project and to learn what works in the field of EVAW. In addition, they will be used by the Autonomous Women's Centre's coordination team to better understand the achieved outcomes, positive effects, obstacles, opportunities overlooked and future needs in the field of prevention of and response to gender-based violence.

The evaluation report will be used for planning future activities addressing gender-based violence and sexual harassment affecting young women and girls in Serbia. The evaluation results will especially contribute to providing input for designing future comprehensive activities based on the needs and perspectives of primary and secondary beneficiaries, as well as on lessons learnt.

Based on the evaluation results, the project team will decide on future advocacy activities in the field of prevention, strategies to ensure sustainability of achieved positive changes, as well as on best methods for dissemination of knowledge products and transferable positive practices. Recommendations, best practices, positive examples and possible models for replication will be shared with target groups.

Evaluation has covered the entire project duration (from January 2016 to December 2018) and was, for the most part, carried out during final months of project implementation. Evaluation was managed by Evaluation Task Manager and was done in accordance to ToR, including close cooperation with Evaluation Management Team and Stakeholder Reference Group.

3.2 Evaluation Objectives and Scope

Evaluation Objectives

The overall objectives of the evaluation are to:

1) Evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability, impact and the cross-cutting gender equality and human rights criteria, with a strong focus on assessing the results at the outcome and project goals;

2) Identify key lessons and promising or emerging good practices and approaches in the field of ending violence against women and girls, for learning purposes;

3) Identify project connectedness and achieved synergy with other initiatives in the country.

Evaluation Scope

The evaluation covered the entire project duration (January 2016 to December 2018). It will focus on the project impact in the target communities but will also take into account successful initiatives and practices in Serbia.

The evaluation covered the project's target primary and secondary beneficiaries, as well as key partners and stakeholders and selected external experts (e.g. partner organizations – members of the Women against Violence Network, peer educators, external experts, representatives of the Ministry of Education, Science and Technological Development) participating in project implementation.

Key limitations and challenges

As a limitation in the implementation of an external evaluation methodology, a short period of time available for the implementation of data collection and analysis was recognized. Prolonged period of approval of the Inception report caused shortening of time available for the implementation of data collection. In addition, data collection had to be conducted at the end of the year period which is also a period when New Year and Christmas breaks for schools and institutions are starting. This was overcome through intensifying data collection prior to holidays, as well as prolonging the process of data collection into January. This resulted in very intensive field work and significantly shortened period available for analysis.

Secondly, evaluation team correctly assumed certain lack of interest of representatives of some of the target groups in participating in evaluation, partially because of holiday season and partially because not all target groups understand evaluation as an important part of the process and project implementation. While for the most part this limitation was overcame with support of Evaluation Task Manager and partner organizations, extensive and appropriate information sharing on evaluation purpose, it was not possible to reach to local decision-makers and local youth offices/other CSOs from communities. In the case of local decision-makers, it was mostly lack of interest for participating in evaluation process; for local youth offices/CSOs it was partially lack of interest, and partially timing (around holidays). There is no pattern in the types of CSOs that could not be reached; those are different types of CSOs that were occasionally involved (e.g. by participating in local actions), but did not consider their role important or big enough as to be interested in the process of project evaluation.

Two other partial limitations should also be mentioned: firstly, a somewhat different approach to baseline and endline study. Baseline study covered larger number of youth and included both boys and girls; endline study included only girls and smaller number of them. Therefore, baseline and endline study were not fully comparable. Evaluation team therefore used comparison of results of baseline and endline studies wherever possible, but to a somewhat lesser degree than envisaged at the beginning of the evaluation process. In addition, evaluation team designed tools as to cover wider list of elements than baseline study, with focus on factors influencing motivation (drivers of change), which was important for assessing sustainability and support to AWC in deciding next steps. Secondly, as the evaluation was conducted during final months of project implementation, assessing project impact was recognized as a challenge, because impact, in some cases, can be properly evaluated only after certain time has passed. Evaluation team therefore identified and studied areas in which impact was achieved, as well as areas in which impact is likely, or has potential to be achieved, but there was not enough evidence to assess the extent to which it was actually achieved.

Evaluation team therefore identified areas in which impact has been achieved as well as areas for potential impact.

4   Description of Evaluation Team

Description of evaluation team

Primary Evaluation Team consists of Lead Evaluator and Evaluation Consultant; in addition, given the scope of the project and the need for highly intensified field work, evaluation team engaged second Evaluation Consultant, Zorica Raskovic.

Lead Evaluator: Aleksandra Vesic. Aleksandra holds academic degree in Development Donors Practice from London Metropolitan University and is certified trainer for CSO Management. She has over 20 years of professional experience in non-profit development practices and management and promotion of human rights in Western Balkans (WB) region, both as practitioner, a CSO activist/leader, and as professional consultant/facilitator. Aleksandra is a trained SOS Hotline Volunteer, has in-depth knowledge of framework for protection against violence against women and social protection system in Republic of Serbia and WB region. She has extensive experience in designing and conducting evaluations of organizations/institutions and programmes, including evaluations of social protection institutions, projects tackling gender equality and gender-based violence and previous experience with evaluating UNTF funded project.

Evaluation Consultant: Radmila Radic Dudic. Radmila has over 20 years of experience working in the non-profit sector as manager and consultant. She is a trained volunteer for SOS Hotline for girls. Due to her work with Civic Initiatives, one of the leading organisations in the area of democratization processes and formal

and informal education, she has in-depth knowledge of the education system in Serbia, as well as extensive monitoring and evaluation experience, including participation in evaluation of the assessment of the impact of eight years of civic education as a school subject in Serbia, and projects tackling gender-based violence.

Evaluation Consultant: Zorica Raskovic, has over 30 years of working experience in fields of social protection, public education, civil society and local government capacity building and community development. She also has over 10 years of experience as a consultant to national and local governments with key focus on social policy issues (reform of social protection system that included mentoring of town/municipal strategic planning processes and expert work on child-protection system improvements). Zorica is experienced in developing methodology and tools for assessments and evaluations, specifically in the field of social, child protection and gender issues, both in Serbia and Western Balkans region. Additionally, Zorica was UNICEF consultant on developing Serbia's Action Plan for the implementation of the Strategy for the Prevention and Protection of Children from Violence.

Description of each member's roles and responsibilities in the evaluation

The **lead evaluator** is responsible for undertaking the evaluation from start to finish, for the data collection and analysis, as well as report drafting and finalization in Serbian and English. The lead evaluator is also responsible for managing the evaluation team under the supervision of Evaluation Task Manager from the AWC, that is, for the assignment of tasks and organization of evaluation activities among team members. The lead evaluator is responsible for the end result and products of the evaluation within the defined timeframe.

Evaluation Consultants were responsible for full participation in all phases of evaluation process, and specifically for participating in data collection and analysis, field work, synthesis of data and contributing to writing report.

The evaluation team is responsible for the evaluation logistics: office space, administrative support, own travel within the country, telecommunications, translation and printing of documents, subsistence allowances, etc. All team members have qualifications as required by ToR. Detailed description of their experience, qualifications, and references is provided in CVs which were attached to Technical Offer and are available upon request. Evaluation team is attached to the NIKA Consultancy Agency.

Description of work plan of evaluation team with the specific timeline and deliverables

Activity	Deliverables	Time-Frame
Inception stage		**18/10 – 5/11/2018**
▪ Desk review of key documents		
▪ Finalizing the evaluation design and methods		18/10 – 28/10/2018
▪ Submitting Draft Inception report to Evaluation Task Manager	Draft Inception report	28/10/2018.
▪ Incorporating Stakeholder Reference Group comments and revising the Inception report		14/11 –1 9/11/2018
▪ Submitting second version of the Inception report*		19/11/2018
▪ Submitting final version of the inception report	Final inception report	27/11/2018
Data collection and analysis stage		**27/11 – 25/01/2018**
▪ Desk research		27/11 – 7/12/2018
▪ In-country technical mission for data collection		

(visits to the field, interviews, questionnaires, etc.)		27/11/2018 – 25/01/2019
Synthesis and reporting stage		**11/01 – 28/02/2019**
▪ Analysis and interpretation of findings ▪ Preparation and submission the first draft report	First draft evaluation report	11/01 – 1/02/2019
▪ Incorporating comments and preparing second draft evaluation report	Second draft evaluation report	18/02 – 2/03/2019
▪ Final edits and submission of the final report *due to delay in feedback on the first draft of evaluation report, UNTF approved AWC request for changing the date of submitting final report.	Final evaluation report	2/03 – 5/03/2019

5   Evaluation Questions

Evaluation Criteria	Mandatory Evaluation Questions
Effectiveness	1) To what extent were the intended project goal, outcomes and outputs achieved and how? 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? 3) To what extent was the project successful in motivating youth to engage in activism in the field of ending violence against women? To what extent did the project motivate youth for reacting to violence and provide support to those exposed to violence? 4) To what extent was the project successful in motivating teachers and representatives of the academic staff to initiate changes that contribute to ending violence against women and girls?
Relevance	1) To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?
Efficiency	1) To what extent was the project efficiently and cost-effectively implemented?
Sustainability	1) To what extent will the achieved results, especially any positive changes in the lives of women and girls at the project goal level, going to be sustained after this project ends? 2) To what extent have project activities contributed to creation of resources for carrying prevention activities forward after the project ends (coalition creation, human resources, etc)? 3) To what extent are project activities synergetic with similar initiatives, thus boosting effects of general prevention efforts in the country?
Impact	1) To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended or unintended impact)?
Knowledge Generation	1) To what extent has the project generated knowledge, promising or emerging practices in the field of Ending Violence against Women and Girls that should be

		documented and shared with other practitioners?
	2)	If there are any promising or emerging practices, how can these be replicated in other interventions?
Gender Equality and Human Rights	1)	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.

Description of the main evaluation criteria

Effectiveness - A measure of the extent to which a project attained its objectives / results (as set out in the project document and results framework) in accordance with the theory of change, with particular attention to positive changes in the lives of primary target group (girls).

Relevance - The extent to which the project is suited to the priorities and policies of the target group and the context; in addition, extent in which project results will continue to be relevant to the primary target group needs.

Efficiency - Measures the outputs (qualitative and quantitative) in relation to the inputs in terms of cost-effectiveness; in addition, measures efficiency of project implementation in terms of monitoring use of resources, monitoring project activities, coordination mechanisms and timeline.

Sustainability - Measuring whether the benefits of a project are likely to continue after the project/funding ends, in terms of project results, human resources and synergy with similar initiatives.

Impact - Assesses the changes that can be attributed to a particular project relating specifically to higher-level impact (both intended and unintended).

Knowledge generation – Identifies lessons learned as well as promising practices that can be shared with other practitioners, if any.

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.

6 Evaluation Methodology

Sub-sections	Inputs by the evaluator(s)
Description of evaluation design	Overall approach to evaluation was developed in line with ToR that provided a detailed guide on number of aspects of the evaluation[14] and with respect to other guiding documents which were fully considered and applied where appropriate[15]. Overall approach to evaluation and its design is therefore: ■ **Participatory,** ensuring that in addressing evaluation objectives and key evaluation questions all target groups will be included and where and when appropriate consulted regarding data collection methods ■ **Using range of data collection tools,** ensuring that both quantitative and qualitative data are collected and are appropriate, taking into account characteristics of various target groups; ■ **Gender responsive,** ensuring that data collection methods, including language used, are adjusted and disaggregated by sex ■ **Sensitive to ethical and safety considerations** regarding research and data collection from target groups, and especially for women and girls ■ **Sensitive to different cultural, ethnic and potentially religious background of target groups**, as well as other important background characteristics (disability, sexual orientation etc.) Following ToR instructions[16] evaluation design was tailored according to the evaluation objectives and characteristics of target groups: 1) **"Evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability, impact and the cross-cutting gender equality and human rights criteria, with a strong focus on assessing the results at the outcome and project goals",** combination of desk research and field work was used. More concretely, desk research, analysis and comparison of documentation established basis for evaluation report regarding relevance and strategy of the project, quantitative and qualitative data on project results (activities implemented, outputs achieved), project efficiency, sustainability, project impact and the extent to which human rights based and gender responsive approaches have been incorporated throughout the project. Findings from comprehensive analysis were matched with findings gained through direct communication with the project's target groups. Field work included techniques that enabled direct in-depth insights into perceptions, attitudes, experiences and opinions related to effectiveness, relevance,

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[14] Including Evaluation scope and objectives, key evaluation questions, process, methodology and draft workplan.

[15] WHO, "Ethical and safety recommendations for intervention research on violence against women", (2016); WHO, "Ethical and safely recommendations for researching, documenting and monitoring sexual violence in emergencies" (2007); WHO/PATH, "Researching violence against women: a practical guide for researchers and activists", (2005); UNICEF's "Child and youth participation guide" (various resources); UNEG guidance document, "Integrating human rights and gender equality in evaluations", (2011) Chapter 3

[16] ToR page 5 "The evaluation approach, process and methods should be tailored according to the evaluation objectives and characteristics of target groups."

	sustainability and impact.
	2) **"Identify key lessons and promising or emerging good practices and approaches in the field of ending violence against women and girls, for learning purposes"**. Apart from analysis of relevant documentation (primarily project reports and educational institutions' documentation), field work was crucial in exploring what were the key lessons learned and which approaches, and practices gave best results.
	3) **"Identify project connectedness and achieved synergy with other initiatives in the country"**. Analysis of data collected through desk-top research of other initiatives compared with project documentation and interviews with representatives of two initiatives provided basis for evaluating results of the Project in this area.
	The evaluation design included:
	- Pre-intervention and post-intervention results with comparison group for girls was used in assessing project goal and changes in attitude in certain aspects, relying mainly on end-line study results conducted by AWC.
	- Pre-intervention and post-intervention without comparison group was used for assessing changes in knowledge among high school pupils, students and educational professionals, relying on AWC data from knowledge tests.
	- For other target groups, post-intervention evaluation was applied.
	As to ensure effective data collection, qualitative and quantitative indicators that are relevant, reliable and measurable, have been fully developed and presented in Annexes, Section 10.2 - Evaluation Matrix. In addition, data collection methods were designed to explore the factors which influenced level of success achieved.
Data sources	Data sources included:
	1) Primary data sources – information (notes, transcripts, online content – answers to online questionnaires), collected through field work including:
	- Evaluation workshops – method designed for high school pupils, as an attempt to make the work more interesting and interactive, with varying number of participants, and questions asked through exercises, including work in small groups or pairs, games. They can include up to 20 participants.
	- Focus groups and group interviews. Both methods are, in essence, group discussions. Focus groups include between 6 – 10 participants and all participants are expected to answer the questions asked; group interviews have 5 or less participants, and not all participants are expected to answer the same question.
	- Questionnaires – directly or online, were used as additional tools to enable larger outreach and/or scaling of answers

	and/or outreach to the groups that could not be reached in any other way. They were used for high school pupils, students[17], educational professionals, peer educators, partners organizations, girls that shared content of I can say no campaign on social networks.
	- Semi-structured individual interviews with: students (as additional tool to online questionnaire), representatives of partners organizations, school directors, representatives of faculties, national decision makers, expert collaborators, project coordinator, former project coordinator, representatives of organizations that had potentially similar initiatives.
	2) **Secondary data sources – documentation, audio-video materials,** including relevant national legal and strategic framework documents (strategies, laws, protocols), project documentation (project proposal, reports, baseline and end-line surveys, specific activity reports, etc) project website, vlogs, social network content, TV shows and videos created during project and contact lists. Documentation for review includes all documents listed in ToR[18] which is broadened during evaluation. Please refer to Annexes, Section 10.6 List of supporting documents reviewed.
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.)	Data collection methods are developed for each of the relevant beneficiary/stakeholder groups. Data collection methods are designed taking into account the following: ▪ information gathered from initial analysis of available documentation ▪ evaluation matrix, more specifically indicators for each of the evaluation criteria/key evaluation questions Indicators are both quantitative and qualitative; therefore, data collection methods are designed to reflect both. **Level of precision** for methods collecting quantitative data varies depending on the availability of information. Thus, highly precise data will be collected regarding: Number of educational institutions involved; Number of workshop/training participants (girls and boys); Number of training participants (educational professionals); Number of training participants engaged in follow up activities (either youth actions or follow up meeting of educational professionals); Number of educational professionals that initiated/proposed changes; Number of documents/materials produced by AWC, external experts, educational professionals etc) and similar. However, for other type of quantitative information, assessment of AWC, project partners, external experts and other stakeholders will be used and cross-checked with available data. For example, it is not possible to find out exact number of primary beneficiary group reached through campaign or information disseminated through social networks; therefore, evaluation team will provide the best available estimation. **Value scale** used in data collection methods for collecting qualitative data is Likert scale from 1 to 5, where the meaning of each mark

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[17] As to distinguish between two different target groups within youth target groups, students that attend high schools are reffered to as "pupils" and students from faculties are reffered to as "students".
[18] ToR, p 5 and 6

depends on the question/information requested. Different examples of how Likert scale is used in different collection methods can be seen in Annexes Section 10.4.2.: Data Collection Instruments, but it follows a widely accepted practice: 1 meaning extreme negative, 5 meaning extreme positive with 3 usually as neutral mid-point.

Level of participation of stakeholders through the evaluation process was high. Stakeholders were consulted in developing evaluation design (data collection instruments were shared with implementing partner, stakeholder reference group and donor, and their suggestions were taken into account whenever possible. Further, AWC and partner organizations were consulted in all stages of preparation of inception report related to targeting and sampling. Representatives of all stakeholders' groups were included in field information phase through direct implementation of data collection instruments. Some additional consultations were conducted in writing products phase. Finally, as requested by ToR, Reference group and Donor will be involved in finalizing evaluation report.

Target group	Primary source	Secondary source
Girls (attending high schools)	▪ Evaluation workshops in 10 communities ▪ Questionnaires for ev. workshop participants	▪ results of baseline and end line study ▪ reports from educational workshops
Boys (attending high schools)	▪ Evaluation workshops in 10 communities ▪ Questionnaires for ev. workshop participants	▪ reports from educational workshops
Students (attending faculties, only female students on faculties were targeted by the project)	▪ Online questionnaire sent out to all workshop participants ▪ individual interviews with those that demonstrated high level of interest for the issue	▪ reports from educational workshops
Peer educators	▪ Online questionnaire	▪ review of the workshops design, their reports, materials
Educational professionals	▪ Online questionnaire ▪ Focus groups in 10 communities	▪ reports from trainings, ▪ reports from follow up meetings, ▪ list and descriptions of initiatives for changing curricula, programs,

			▪ plans
	School Directors	▪ Individual interviews (face to face or phone)	▪ /
	Vice deans	▪ Individual interviews (face to face or phone)	/
	National decision-makers	▪ Individual interviews	▪ National strategic documents
	Expert collaborators	▪ Individual interviews (face to face or phone)	▪ Materials, documentation
	Girls active on social networks	▪ Online questionn.	▪ /
	Partner organizations	▪ Online questionnaire ▪ Group interviews in 10 communities	▪ PO Reports ▪
	AWC Project team	▪ Group interview ▪ Individual interview with AWC expert for work with ed. professionals ▪ Individual interview with Project Coordinator ▪ Individual interview with former Project Coordinator	▪ Project proposal ▪ Project reports ▪ Financial report ▪ Audits ▪ Review of project products
	Representatives of similar initiatives	▪ Individual interviews (phone)	▪ Desk top research (web sites, other documentation)
	UNTF representative	▪ Individual interview (phone)	▪

| **Description of sampling**

• 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.) | In determining the sample, following factors were taken into account: population of all communities encompassed by the project; rural/urban background of communities; numbers related to key target groups (youth and educational professionals) from those communities (number, age and sex of pupils, students, faculty members – education professionals, PO representatives) that participated in project activities; number of decision makers and other stakeholders that were either target group or whose opinion might be relevant for the project. Sampling was done in consultation with AWC team and Evaluation Task Manager.

From the total of 19 communities that participated in the Project, 15 were originally planned to be included. Evaluation team focused on 15 communities that were targeted by original project proposal. From these 15, evaluation team, in consultation with AWC team, selected 10 which were directly visited. Criteria for selection included: urban/rural background; geographical distribution (sample of all five regions in Serbia); presence of schools and faculties. The ten selected communities are: Vojvodina region – Novi Sad, Zrenjanin, Sremski Karlovci; Central |

	Serbia – Belgrade, Kraljevo; East Serbia – Zajecar; South Serbia – Nis, Vlasotince; Western Serbia – Uzice; Sandzak – Tutin. The remainder of 5 communities was included through online surveys, individual phone interviews and other tools.

Several limitations need to be noted: both AWC and Evaluation team was not certain of targeted beneficiaries' willingness to participate in evaluation. This was overcome through using two methods for some of them (e.g. educational professionals were targeted through online questionnaire plus focus groups in 10 visited communities). Secondly, there were no direct contacts for high school pupils; therefore, evaluation team relied on Evaluation Task manager and POs to provide adequate participation of girls and boys on evaluation workshops but had no way to influence number of participants. Evaluation Task Manager and POs reached out to all high school pupils and female students of which certain percentage responded; evaluation team noted that percentage of respondents in all three cases was quite sufficient to allow for relevant and reliable findings and conclusions. Thirdly, for some groups which we considered that might be important to reach, for example girls active on social networks that were not direct participants in the project, we had no way of estimating their total number, and therefore cannot provide information on percentage of those who responded on online questionnaire compared with total number.

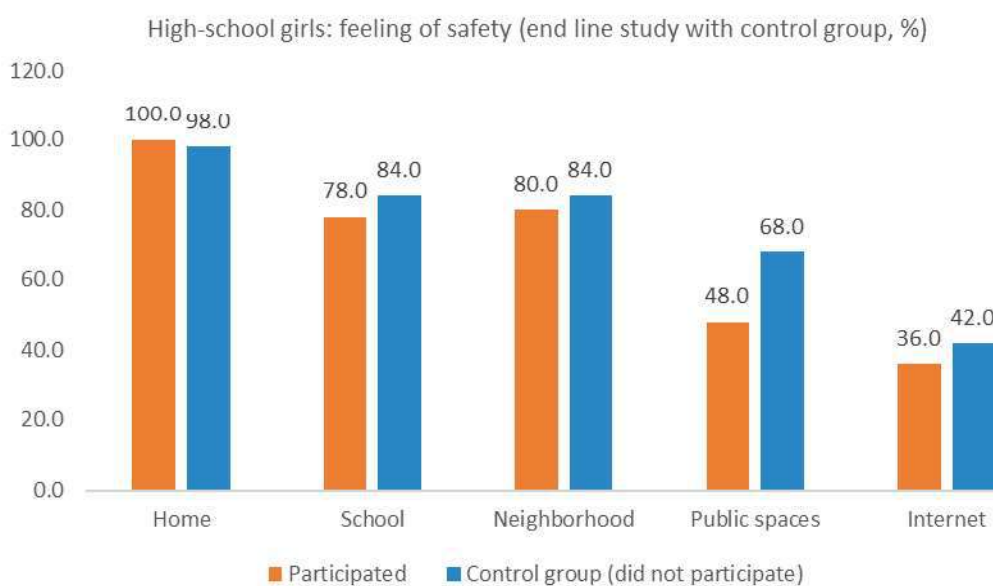| Target group	Total no.	Number of respondents	% of respon.	Criteria
Girls	583 part. education	87 (workshop)	14.9%	Reached out to all girls who participated, with this percentage responding
Boys	152 part. education	28 (workshop or individual interview)	18.4%	Reached out to all boys who participated, with this percentage responding
Students	135 part. education	38 (online) 6 (individual interview - int.ind.)	28.1% 4.4%	Reached out to all students who participated with this percentage responding
Peer educators	22	18	81.8%	Still active
Educational professionals	402 Part. education	123 (online question.) 73 (focus	30.6% 18.2%	Participated in education

			groups)		
	School Directors	34	14 (ind. Int.)	41.2%	10 directors from visited communities plus random 4
	Vice deans	8	4 (ind. Int)	50%	Random selection
	National decision-makers	8	3 (ind int)	37.5%	Relevance of institutions
	Expert collab.	18	2 (ind int)	11.1%	Relevance of contribution
	Girls active on soc. networks	N/A	5 (online)	N/A	Not possible to estimate total number, random respondents
	Partner organizations	14	14 (online) 22 part. in group interviews	100%	All
	AWC Project team	5	5 (group and ind. Int)	100%	Team members plus relevant interviewees (most important expert and former coordinator)
	Representatives of similar initiatives	4	2 (ind. Int)	50%	Willing to participate
	UNTF representative	1	1 (ind. Int)		In charge of the project
Description of ethical considerations	Evaluation took into account safety and ethical considerations, both in designing as well as in implementing data collection methods and instruments. This was done in accordance with the principles outlined in the UNEG 'Ethical Guidelines for Evaluation" as well as AWC Statement on Safety and Ethics regarding the Project. Evaluation team identified the following safety and ethical considerations and protocols: 1) Privacy and confidentiality of all participants, but particularly underaged participants and female students ▪ All online questionnaires/surveys were anonymous, that is, respondents' names were not requested.				

- In field work (workshops, focus groups, individual interviews) names of underage participants are kept by evaluation team; all adults (over age of 18) were asked and gave their permission for their names to be listed in annexes requested by form of evaluation report.

- Responses/quotes that are used in evaluation report are not attributed in a way which may divulge the identity of respondents.

- Only members of evaluation team have access to responses/notes from questionnaires and/or field work.

- Using cameras, mobile phones, or other devices for creating video or audio records by participants was not allowed.

2) Voluntary, informed, consented and officially endorsed participation

- AWC has obtained the Ministry of Education recommendation to work in educational institutions, as well as parental consent for underaged participants for this Project. Evaluation team confirmed with AWC that evaluation activities are considered as project activities, and that therefore no new permits or consent is needed. AWC, partner organizations and evaluators were available to answer any questions from potential participants. Approval was sent to UNTF during Inception phase.

- In preparing evaluation AWC/evaluators sent out jointly prepared general statement on purpose, methods and procedures of evaluation, as well as information that participation is on voluntary basis, to all schools and other stakeholders. Evaluation Task Manager shared this statement with all potential participants in evaluation process.

- Each data collection instrument contained a statement informing potential respondents on evaluation (purpose, methods, procedures); purpose of the particular instrument; how the information gathered will be used; how their privacy and confidentiality will be ensured. It was emphasized that participation is voluntary, and that with participating they consent that information they provide may/will be used in analysis and evaluation report in a way which protects their privacy and confidentiality (through consent form).

- Each interviewee/participant in workshops/focus groups/group interviews/individual interviews was asked to sign an interview consent form. In online questionnaires, if any respondent gave negative answer on any of the questions from consent form, online survey was closed with thanks for this particular participant. Consent form attached as Annex, Section 10.4.1.

3) Safe and accessible environment for implementing data collection methods/instruments

- For surveys/questionnaires: anonymous; questions designed as to be in gender sensitive language; sensitive to the issue;

- For workshops/focus groups/group interviews:

  – Separate workshops conducted for boys and girls from schools;

  – Workshops conducted with underage participants in school

|	premises only
	− Informed participants about evaluation (purpose, method etc); purpose of particular data collection instrument; how the data gathered will be used; that participation is voluntary; measures taken to ensure confidentiality of their responses regarding outside stakeholders.
	− At the beginning, agree on ways of work to be respected between participants and moderator (i.e. active participation, active listening, respect for differences).
	− Carefully observe and react to any kind of inappropriate behaviour among participants, as well as stress/discomfort recognized in posture, gestures, way of talking of interviewee/participants in workshops/group interviews/focus groups
	− Asking participants to put aside all devices that possibly can be used for making video or audio recordings.
	− No questions/exercises will ask for personal experience of violence.
	− In case that personal experience of violence is shared by participant, facilitators will use previously developed steps for dealing with the issue. Both members of evaluation team are trained SOS helpline volunteers and have knowledge on available support services.
	− Closely following discussions and ensuring space for all participants to actively participate.
	− Accessibility for all participants including those with disability will be checked prior to organizing workshop.
	▪ Individual interviews: Participants informed about evaluation (purpose, method etc); purpose of particular data collection instrument; how the data gathered will be used; that participation is voluntary, and each person can stop anytime without giving a reason; measures taken to ensure confidentiality of their responses regarding outside stakeholders.
Limitations of the evaluation methodology used	Key limitation of the evaluation methodology used was that evaluation team could not conduct exact selection of the participants in evaluation (e.g. which girls and boys, students and/or educational professionals will participate in workshops, focus groups or online questionnaires). This depended on responsiveness/willingness of these groups to participate. Lack of willingness to participate (end of the year, holidays, end of the school term, exam time at faculties) was overcome with support of Evaluation Task Manager and POs, but also with using two methods for evaluation whenever possible (e.g. for educational professionals using online questionnaire and focus groups, for students using online questionnaire plus individual interviews). Due to these circumstances, it was not possible to reach local decision-makers and local youth offices/other CSOs from communities and that might be considered for further exploration. Further, full comparison between baseline and endline study was not always possible, due to somewhat different approach in conducting studies (baseline study including both girls and boys, and larger sample, endline study including only girls and smaller

| | sample). Evaluation team used comparison between two studies to the extent possible. In addition, evaluation team designed tools as to cover wider list of elements than baseline study, with focus on factors influencing motivation (drivers of change), which was important for assessing sustainability and support to AWC in deciding next steps. |
| | In addition, as the evaluation was conducted during final months of project implementation, assessing project impact was recognized as a challenge, because impact, in some cases, can be properly evaluated only after certain time has passed. Evaluation team therefore identified and studied areas in which impact was achieved as well as areas in which impact is likely, or has potential to be achieved, but there was not enough evidence to assess the extent to which it was actually achieved. . |

7 Findings

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	**OVERALL GOAL of the project: Young girls in 30 schools in 15 cities and 8 faculties in Serbia experience improved safety from gender-based violence through peer and formal education by the end of December 2018** In answering if the project goal was achieved, two set of data were observed: perception of feeling of safety gained from end-line study (high-school female pupils/girls with control group) and perception of girls and students[19] that participated in the education (gained through evaluation). End-line study shows that the only place where larger percentage of girls who participated in the project feel safer than those who did not participate is their home, and the difference is very small (only 2%). In all other places - school, neighbourhood, public spaces and Internet girls who did not participate feel safer than those who participated. Similarly, when comparing baseline and endline study, the percentage of high school girls that feel safe in school, neighbourhood, public spaces and Internet is higher before attending workshop[20]. While this might point out that the goal is not achieved, when this data is compared with data gained from interviewed high-school girls that participated in the education/project, the difference is striking: as many as 67.5% of high school female pupils and 68.4% of female students are feeling significantly or quite safer after the project. Data are shown on two graphs below:

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[19] High school female pupils – students attending high schools, students – attending faculties.

[20] Feeling safer in a) Home: 97.5% in baseline vs. 100% in endline; b) School: 91.6% in baseline vs 78% in endline; c) Neighborhood: 86.3% in baseline study vs. 80% in endline study; d) Public spaces: 59.1% in baseline study vs. 48.0% in endline study; e) Internet 46.3% in baseline study vs. 36% in endline study.
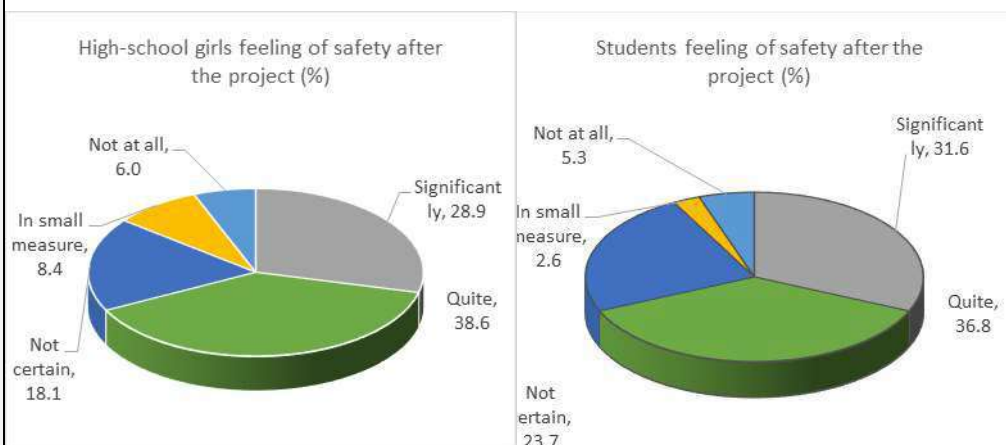
When asked for explanation, both groups responded that their feeling of increased safety comes from increased understanding and knowledge: they know how to recognize violence, they know how to respond, they are aware that they are not alone, and they know where they can get support. Those who reported that they do not feel safer, ascribed this to the fact that despite all their knowledge they *"cannot influence outside world"*. Interviews and discussions with girls revealed that they do not quite trust that school authorities will protect them adequately, and students, in individual interviews as well as through online questionnaire, almost unanimously expressed distrust toward faculty bodies in terms of recognizing and dealing with SGBV.
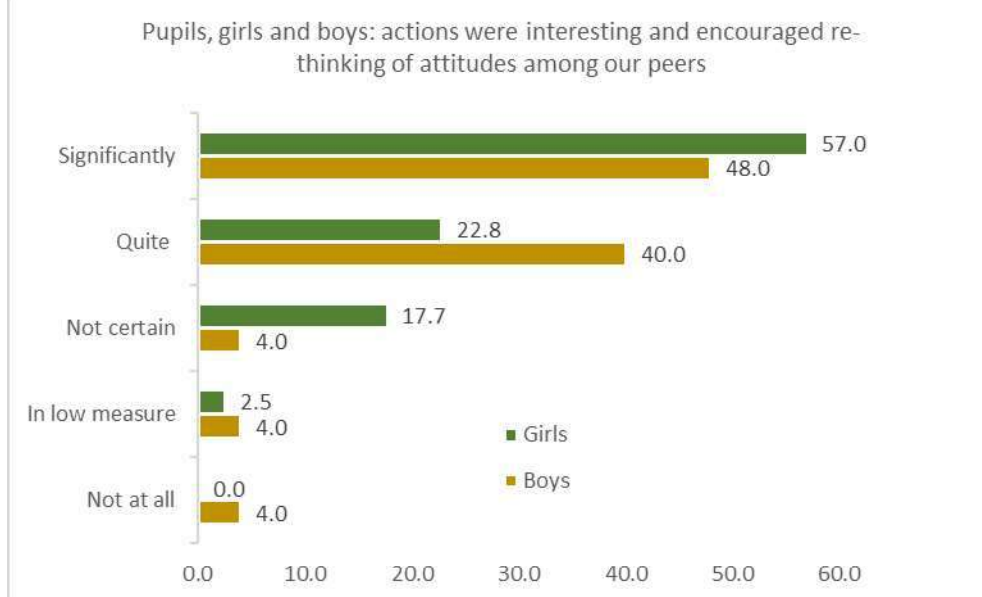
With this additional information, results of the end-line study and comparison with control group can be easier to explain: girls who participated in education have more information on prevalence of violence and are recognizing more types of behaviour as violent. Consequently, they feel less safe than those who did not have such an in-depth access to that information. Additionally, other data from end-line study confirm that girls, in majority, rely on their family/parents to protect them from violence, and not on institutions such as police or school.

In that respect, results point out that progress toward achieving project goal was certainly achieved. Results also confirm that problem of safety for girls and students is quite complex and that its solution, as AWC correctly assumed in their project strategy, demands education of girls and students as well as improved response from educational system. On the other hand, it also points out that project goal, as well as project outcome regarding to improved response of the system were quite ambitious, not fully considering slow pace in which policy-level changes can happen.

OUTCOME 1: Young people (girls and boys) active in changing their own and attitudes and behaviour of other young people against discrimination and gender-based violence in 30 high schools, 8 faculties and 15 public forums in Serbia.

As a result of the activities implemented, young people from high-schools were significantly activated in actions in changing behaviour of their peers. While their engagement took different forms, this outcome mostly relied on their involvement in post-education actions organized in communities and schools and informational campaign implemented both through the actions as well as through social networks.

According to the available data, it is estimated that around 20% of young people that were participating in educations participated in organizing actions. However, data also shows that high school pupils (both boys and girls) that did not participate in educations also took part in actions. In addition to actions, it is estimated that app. 25% of interviewed girls engaged in knowledge dissemination to their peers through leading further peer education with support of POs and school representatives. Significant percentage of interviewed youth considers that actions were effective in encouraging youth to reconsider their attitude toward SGBV in positive direction:

Pupils, girls and boys: actions were interesting and encouraged re-thinking of attitudes among our peers

As for students, it is difficult to assess their active engagement as systematic follow-up actions with them were not planned. Still, based on the interviews, it is estimated that significant percentage at least talked with their colleagues, and app. 20% engaged in talking with professors or participated in sending requests to university for changing policies on sexual harassment (SH).

Further, through the online "I can say no" campaign, young people, primarily girls and students were active in sharing content through their social networks, as well as engaged in discussions around SGBV attitudes with those who responded on published content. It is important to note that in addition to those who were participating in the project activities, sharing content on social networks also activated girls who did not participate in educations; data provided by PR agency on outreach/sharing content of "I can say no" campaign point out to outstanding reach:

PR agency data on outreach of the campaign	2017	2018
Site	9100 individual visits	37.000 individual visits
FB share	1.191	2.430
FB reach	1.6 million	3.07 million
Instagram impressions	70.000	600.000

Based on available data, it can be concluded that this outcome was fully achieved, especially when it comes to high school pupils.

OUTPUT 1.1 Young people (girls and boys) in 30 high schools and 8 faculties have knowledge about SGBV and the basic skills to transfer this knowledge to other young people in schools/faculties and local communities

After 4-day training with 22 peer educators, total of 43 workshops were delivered in 20 communities for 870 young people from 34 schools:

Number of schools	34
Number of faculties	8 (+1, out of Serbia)
Number of communities	19[21]

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[21] With additional, unplanned one, based on direct request from students from Sarajevo

Girls	583
Boys	152
Students	135

Numbers are higher than set targets, as AWC responded to calls from schools/communities which were not originally included in the plan. For all workshops/trainings educative materials were created and disseminated.

Quality of implementation of activities was assessed as quite high by all beneficiaries and stakeholders. Thus, 94.4% peer educators interviewed through the external evaluation process assess training as very or quite satisfactory; 92.5% of girls and 92% of boys consider that workshop was interesting, adapted to their generation and encouraged thinking either quite or in significant measure; 100% of interviewed students consider that workshop was either significantly or quite useful. Materials were similarly assessed as either significantly or quite useful, clear and relevant by all students.

In terms of increased knowledge, 99.2% of high school pupils passed the post-education knowledge test with the average increase in knowledge of 50.6%; as for students, all 100% passed the test with average increase in knowledge of 19.7%.

Of those interviewed, 94.7% of respondents feels that their knowledge and skills to adequately respond to situation off violence is significantly or quite increased and same percentage feels that they are able to transfer that knowledge to other young people.

Based on the above data it can be concluded that this output is fully achieved with high quality of activities.

OUTPUT 1.2. Youth role models in 15 towns in Serbia effectively inform peers in schools/faculties and local communities about SGBV in cooperation with local women CSOs.

All planned activities were implemented under this output and in number of cases, number of activities was larger than planned. At least three preparation meetings were organized with partner's organizations (POs) instead of one, as it was correctly assessed by AWC team that increased level of support and motivation to youth is needed. Young people in cooperation with partner organizations (POs) implemented 141 actions in three years. Of this number, 88 actions were performed in schools and additional 53 in public spaces.

Year	Total number of actions	Actions in schools	Actions in public spaces	Young people participation	Estimated reach toward women and girls
2016	8	4	4	400	2,000
2017	55	38	17	6,720	4,320
2018	78	46	32	4,000	3,430
Total	141	88	53	10,880	9,750

Participation of young people differed, depending from community; but they confirm that large number of pupils that did not participated in the education, took part in the actions.

Assessment of POs is that actions were quite successful in terms of pupils' participation, citizens presence, and media interest; from various stakeholders, participation of local actors (such as institutions and local governments) was the lowest. Organizations also correctly noted that participation of young people in actions was reducing over time (some of those initially involved left for universities and in some communities, contact

with youth was limited once educations were completed).

Apart from actions, AWC designed comprehensive informational and educational campaign, named "I can say no". The campaign was designed as to encourage participation of youth, while some activities were implemented by AWC and POs. "I can say no" demonstrated as catchy and effective name, as it was often repeated by youth that participated in evaluation. Campaign included: printed, audio and video materials disseminated, Internet site, social networks (FB and Instagram posts), online applications and interactive games, (how certain real-life situations should be handled, and opinions of youth), vlog created by young female (as an external collaborator), research on sexual harassment among youth and promotion of its results. The campaign managed to attract significant attention, among young people and general public. AWC and POs appeared in media 384 times. While it is not possible to estimate outreach to general public, it is important to note that video with song created by pupils from Music School "Stankovic" was broadcasted through one of the prime TV shows in Serbia with average rating of 2 million viewers, while the film "When I say No" with girls that participated in project activities was broadcasted on TV "Prva" and had 360,000 viewers. Vice president of Serbian Government and president of Coordination Body for Gender Equality had two public statements related to information on youth gender-based violence from this project.[22] This points out that outreach to general public was more than significant.

It is interesting to note that the response of interviewed girls and boys that participated in evaluation differs in assessment of the campaign - while girls marked it with high marks (nearly 80% consider it either very or quite interesting and encouraging for further thinking) only 48% of boys feels the same, while 28% thought that it wasn't interesting and encouraging at all. Explanation is that while content could be used by both girls and boys, it nevertheless aimed to empowering girls, who adequately responded.

According to all data available, this output was fully achieved, especially with high-school pupils and girls.

OUTCOME 2: Response of educational system in prevention of GBV in 15 local communities improved

In considering if this outcome was achieved, evaluation team considered three factors: improved response from individual educational professionals, improved school policies/programs/practices and response of academic staff and officials on internal policies against SH.

As for the perspective of educational professionals on the level of their ability to prevent and respond to SGBV, nearly 40% consider that knowledge and skills in that area are completely adequate and further 43.1% consider them partially adequate[23].

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https://www.danas.rs/drustvo/zorana-mihajlovic-samar-jeste-nasilje/
http://www.politika.rs/sr/clanak/413255/Mihajloviceva-Prijavite-ako-vas-neko-seksualno-uznemirava

[23] Educational professionals were not included in baseline and endline studies. They did however had pre and post education knowledge tests; however those tests measures increase in knowledge and did not include their self-report of their knowledge, and skills, only to an extent, attitudes toward gender-based violence, through agreement/disagreement on statements. Therefore, those results could not be used here.

Educational professionals (% of respondents): are your knowledge/skills adequate to respond and prevent SGBV after participating in the project?

No, 2.4

Not certain, 14.6

Completely, 39.8

Partially, 43.1
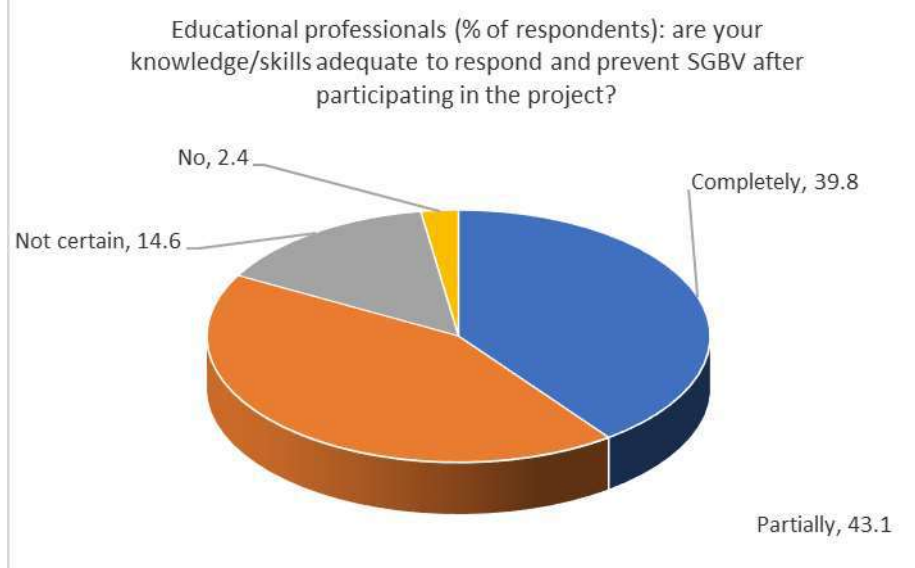
Those who feel that their knowledge and skills are completely adequate emphasize increased understanding of the problem/issue; increased knowledge on proper procedures and legal and institutional framework, understanding what adequate response is; moreover, they feel that seminars and other activities empowered them to act in responding/preventing violence. Those who consider their knowledge/skills are partially adequate feel that they need more knowledge and more experience, as well as additional support in how to deal with cases of violence; that is, they would need further education and potentially a possibility to consult in order to feel more confident that they are responding to cases of violence in adequate way. They also find that problem is quite complex and number of them emphasize that for adequate response cooperation among teachers is important, as well as that other relevant actors also need to be included.[24]

As for number and type of policy/programs/practice changes in schools, seven different types of changes were initiated and applied in total of 15 different schools:

| Change in policy/practices in schools	No of schools
Changed School development plan (strategic level)	1
Included in the school activity plan for protection against violence	3
Included in homeroom classes on regular basis (revised program of this class plus using AWC materials)	3
Included in the approach to other school subjects	9
Supported forming special clubs/sections, or included in the existing clubs (such as drama club)	2
Supported further peer-education, based on AWC model	7
Developed systematic method of informing pupils, teachers, parents	2

Changes of curricula of the subjects, or other policy level changes were quite difficult (almost impossible) to achieve; firstly, because changes of curricula is a long and demanding process, requesting cooperation and coordination among large number of stakeholders; considering the level of efforts needed, it might be a separate project. Secondly, while AWC set a base for the process through planning of biannual meetings

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[24] These results are based on self-assessment through direct questions as well as in-depth analysis of comments of educational professionals connected to each of the questions. As explained in previous footnote, there was no baseline study for educational professionals and pre and post education knowledge tests did not include questions related to personal assessment of level of knowledge and skills.

with the Ministry of Education Group for Education of Minorities, Social Inclusion and Protection from Violence and Discrimination, during the first year of implementation there was a change in attitude of MoESTD toward cooperation with CSOs, which influenced the work on policy changes and was beyond AWC control[25].

As for the faculties, suggested CoESHF is under consideration in two faculties: FASPER and UNION Law Faculty, while Faculty of Defence, although not initially included requested support from AWC in the process of considering adoption of this policy. As analysis of the interviews with representatives of academic staff demonstrated, the issue is recognized, although opinions differ if the change of policy should be introduced at the level of university, or at the level of individual faculties. The level of perceived importance of the topic, however, differs depending on the faculty.

Based on available data, it can be concluded that this outcome was achieved to a satisfactory extent, albeit not fully in all aspects. The significant improved response was achieved on individual level among educational professionals, both in terms of their increased knowledge/skills and their perception of preparedness to prevent/respond to SGBV. Given the challenges of changing curricula (elaborated above), the fact that 7 types of changes (either policy or practice) were introduced in 15 schools can be considered as quite satisfactory result. Overall response of academic institutions was, at the most, partially satisfactory and will demand further, focused work.

OUTPUT 2.1 School teachers and members of school teams against violence improve their knowledge about SGBV and how to prevent and respond to SGBV

All planned and number of unplanned activities were implemented under this output. In total, 17 seminars were delivered for 402 educational professionals; all planned educational materials were created and disseminated. In terms of quality of seminars and materials, educational professionals overwhelmingly assess them as very good.[26]

With regards to knowledge/skills gained, 100% of seminar participants passed post-seminar knowledge test, with average increase in knowledge of 21.3% based on pre and post testing on each day of training. Perception of interviewed educational professionals on change in the level of their knowledge/skills shows that 81.3% feel that their knowledge and skills were significantly or quite increased as a result of the project:

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[25] In the first year of the project implementation MoESTD stopped cooperation with another CSOs related to introducing Educational Packages on Sexual Violence against Children for pre-school, elementary and secondary schools. This, combined with media statements of the Minister, resulted in certain drop of trust among educational professionals (and schools as institutions) toward CSOs, and certain level of reluctance in introducing the issue of violence when working with pupils.

[26] Thus, 96.7% of respondents found seminars significantly or quite useful; 95.2 found information/knowledge/skills gained significantly or quite applicable; finally, 91.8% assess that methodology was adequate. Regarding materials, 94.2% assess them as useful, 96.7% as clear; 91% applicable.
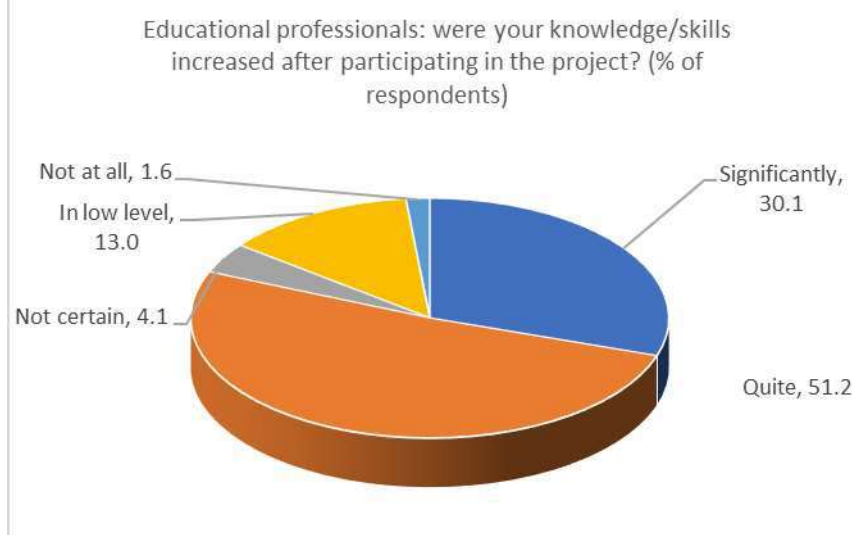
Based on the available data, this output is fully achieved with high quality of activities implemented.

OUTPUT 2.2.: School teachers improve school programs, curricula and practice on SGBV in 30 high schools

All activities under this output were achieved as planned. In total, three rounds of follow-up meetings were held in 15 communities (45 in total with 479 participants[27]). Follow up meetings were dedicated to collecting/analysing data on existing school subjects, practices and programs; creating proposals for changes in school plans, programs and curricula and assessment of progress in implementation of activities. Significant number of educational professionals were involved in developing ideas for improving policies/programs and practices; of 50 proposed ideas, 30 were accepted and found their place in manuals developed after follow-up meetings. In addition, two annual conferences were organized with 127 educational professionals. Meetings and conferences were overwhelmingly assessed as useful, applicable and with adequate methodology.[28]

It is important to note additional activities of AWC, that were introduced as a response of expressed needs of educational professionals. These include: support in resolving concrete cases of SGBV in two schools/communities and considering several others cases of violence[29]; connecting schools with local Centres for Social Work; participation in two meetings gathering school representatives and other organizations/institutions working on GBV; developing three manuals for educational professionals instead of one that was planned.[30] Two additional meetings were organised in order to present new laws concerning violence prevention.

As a result of implemented activities, various changes of policies, programs and practices

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[27] Number of 479 participants is cumulative number of educational professionals participating in follow-up meetings, not the number of unique individuals present.

[28] Interviewed educational professionals assessed follow up meetings as significantly or quite useful (89.9%), applicable (91.8%) and with adequate methodology (91.6%). As for conferences, educational professionals assessed them as significantly or quite useful for professional development (91.8%), useful for connecting with other educational professionals (95.1%) and applicable (91.8%).

[29] This was done at the request of teachers, during follow-up meetings.

[30] Developed manuals included *Why and how to include the topic of gender-based violence in the secondary school curricula*, *No tolerance for gender-based violence – Guidebook for integrating the topic of gender equality and gender-based violence into activities of secondary schools* and *Response of Education Institutions to Gender-based Violence* - a collection of expert texts concerning the appropriate prevention and intervention of schools when it comes to gender-based violence, in accordance with the national and international legal framework.

	were introduced in 15 out of 34 schools. Changes vary from strategic (introducing into School Development Plan and changing activity plans for protection against violence), changes in approach to classes (programs) to introducing new practices, such as method for systematic information dissemination, peer educations etc. AWC was even invited by the Institute for Educational development to participate in providing comments within preparation of curricula for certain subjects in grammar schools[31] . It could be assumed that this number would have been higher with stronger support of the MoESTD. At the beginning of the project implementation, AWC team's plan was to have regular biannual meetings with MoESTD representatives. However, circumstances of cooperation with educational institutions varied during project implementation, while the project was not disrupted, advocacy efforts were greatly hindered.
	AWC achieved this output to a satisfactory extent, with high quality of activities; while educational professionals were active in efforts to improve school program and practices, changes of curricula and higher-level policy changes was practically impossible, due to external circumstances beyond AWC control. This negatively influenced number of schools that considered adopting changes as well as number of changes for improvement that were adopted.
	OUTPUT 2.3. Academic staff and officials of 8 faculties recognize the importance of the adoption of internal policies against sexual harassment by the end of the project
	Within this output, AWC conducted analysis on existing policies on sexual harassment on faculties in Serbia and research on international and good practice examples, organized 10 meetings with 28 representatives of academic community, created policy document - Code on the Elimination of Sexual Harassment at Faculties (CoESHF) and organized round table for academic community, on which project activities were presented, including all documents and researches.
	While all planned activities were implemented, success of activities varied. Thus, initial meetings with representatives of academic staff were quite successful and resulted in academic staff in 8 faculties discussing and approving educations for female students. However, round table attracted representatives of only three faculties. While the meeting was excellent in terms of level of meaningful participation of faculty representatives and resulted in number of recommendations that can be used in further work, the fact that five faculties did not participate points out to some difficulties in getting academic staff to recognize importance of the adoption of internal policies. Individual interviews with representatives of 4 faculties conducted within evaluation process, shows that while there is no active opposition to adoption of internal policies, and it is recognized as an issue that will have to be dealt with, adoption of those policies is still not recognized as an issue of high importance for the faculties. AWC team commented that one of the reasons might also lie in relatively late start of advocacy activities with faculties (final year of project implementation), as well as underestimated level of effort needed to raise the level of recognition of the issue among academic staff.
	Based on available data, this output was partially achieved.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and	Primary sources of information: ▪ Workshops with girls in 10 communities (87 participants) ▪ Questionnaire for high-school girls (82 respondents) ▪ Workshops /individual interviews with boys in 9 communities (28 participants) ▪ Questionnaire for high-school boys (26 respondents) ▪ Online questionnaire for female students (38 respondents)

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[31] AWC was invited by the Institute for Educational Development to participate in the public debate on curricula of the subject Civic Education for specific grades of elementary school and grammar schools. AWC shared its comments focusing on the integration of gender equality and prevention of gender based violence. Prior to this, AWC reacted on the missed opportunity for stronger integration of gender equality and GBV into the curriculum of the first grade of grammar school.
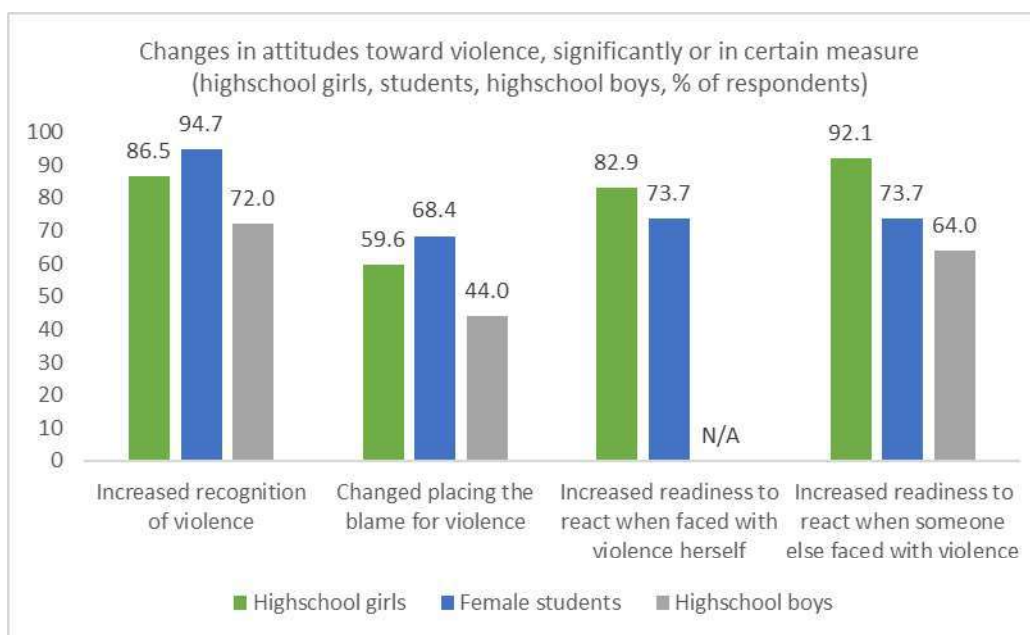
analysis above	■ Semi-structured interviews with female students (6 students)
	■ Online questionnaire for girls that shared content of I can say no campaign on social network (5 respondents)
	■ Semi-structured interview with external experts (2 respondents)
	■ Semi-structured interviews with national decision-makers (3 respondents)
	■ Online questionnaire for educational professionals (123 respondents)
	■ Focus groups with educational professionals in 10 communities (73 participants)
	■ Semi-structured interviews with directors of 14 schools
	■ Semi-structured interviews with 4 vice deans
	■ Online questionnaire with peer educators (18 respondents)
	■ Online questionnaire with POs (14)
	■ Group interview with AWC team
	■ Individual interviews with project coordinators (first and second)
	■ Semi structured interview with UNTF representative
	Secondary sources of information:
	■ Project reports
	■ Base-line and end-line study
	■ Results of knowledge tests (boys, girls, students, ed. professionals)
	■ Reports from workshops (schools and faculties)
	■ Reports from seminars for educational professionals
	■ Reports from follow up meetings with educational professionals
	■ Desk-top research of online content (Web site, social networks)
	■ Analysis on existing policies on SH
	■ Research on SH among youth
	■ Audio-video materials (products of AWC, media and actions)
	■ Report from PR agency on the outreach and implementation of I can say no campaign
	■ Press-clipping
Conclusions	AWC made quite satisfactory progress toward achieving overall goal (girls and students experience improved safety) in schools and communities in which they worked.
	AWC also completely achieved outcome regarding young people active in changing their own and attitudes of other young people against discrimination and SGBV and to a certain extent achieved improved response of educational system in prevention of SGBV in targeted communities.
	These results are based on complete achievements of three outputs: young people have knowledge about SGBV and skills to transfer that knowledge; young people being effective in informing peers and local communities about SGBV; increased knowledge /skills of educational professionals about SGBV and ways to prevent/respond SGBV. Further, quite satisfactory progress was made in encouraging school teachers to improve school programs and practices on SGBV in 15 schools; while changes were not initiated in full number of schools (34), this was in large part due to outside circumstances which were beyond AWC control. Output that regards academic staff to recognize importance of the adoption of internal policies against sexual harassment was partially achieved.
	Overall, AWC implemented all planned activities, but also number of unplanned activities as response to the needs identified on the field. Quality of implementation of activities was perceived as very high by both direct and indirect beneficiaries and stakeholders and AWC performance as very professional. The set of activities in which AWC performance could have been better are advocacy activities on faculties and among academic staff. Underestimating level of effort needed to achieve changes in the faculties, AWC started advocacy relatively late in the project timeline (final year of implementation).

Evaluation Criteria	Effectiveness

Evaluation Question 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?
Response to the evaluation question with analysis of key findings by the evaluation team	Considering this question, the evaluation team identified different type of changes that project generated and that have the potential to bring positive changes in the lives of women and girls. These include: • Changes of policies and practices in schools and faculties • Changes in personal attitudes/beliefs and reactions to SGBV among girls and in their immediate environment (boys, educational professionals) • Changes in communities/general environment As identified in the first section on effectiveness, it is important to note that in 15 different schools, various changes of policies and practices were adopted. Changes of school policies (e.g. introducing SGBV in formal strategic/planning documents) means placing SGBV officially on the agenda of the schools for the foreseeable future. Changes of practices, such as introducing SGBV in classes/school subjects means opening space for continuing discussion and change of attitude and behaviours among pupils; further, peer education and introducing issue in the work of school clubs is keeping pupils active in informing their peers; and methods for continuous informing various actors on SGBV is not only keeping the space for further discussion and networking open, but also includes parents. These changes have positive effect in the lives of girls. Evaluation team considers that key changes generated in the lives of targeted groups of girls/women are those in personal attitudes and beliefs toward and about violence. There is a general change of attitude toward violence among targeted groups in positive direction: Pupils and students: do you consider that VAW is violation of women's rights more, the same or less than before project (% of respondents) When looking at the comments of those who participated in education, this change was brought about not only due to new knowledge on SGBV, but also because of increased understanding of how prejudices/stereotypes lead to discrimination and discrimination leads to violation of rights through violence. Moreover, in looking at the changes in attitudes, there are specific attitudes/beliefs that were changed through the project. These can be identified as: • Increased level of recognition/understanding of violence, what is violence, types of violence and recognizing different sort of behaviours that are in effect violent,

although they might be construed by environment as "nothing important" or "no big deal". This is the first step toward changing the attitude that violence is acceptable. *"After education I've learned what is violence, that there really are lots of types of violence that I didn't know about." "There were situations that before the education I didn't realize were harassment, now I understand the psychological pressure behind it."*

▪ Increased understanding and changed perspective on where the blame for violence lies once when it happens: answers show that there is shift of blame from victim to perpetrator. *"Before, I thought that the person that is exposed to violence must be somewhat responsible for what is happening; after education I've realized that it is not so."* As a confirmation/illustration of the change in attitude, a findings from baseline and endline studies can be used: responding to a question if a girl wearing short skirts/tight shirts should be blamed if attacked, 35.5% of girls in baseline study responded with yes; in endline study, only 2% of girls that participated in education responded in same way.

▪ Increased readiness[32] of girls to react when exposed to violence, to defend themselves and/or ask for support; this shows changed attitude in what they are ready to accept as "normal" and empowerment to react. *"I would defend myself, because I've learned what are my rights." "I would react because I know where to ask for support."*

▪ Increased readiness to react when woman/girl from their environment is faced with violence as it demonstrates increase in solidarity among girls/women and again empowerment to react on violence. *"I am ready to react when I see violence, because I understand now that if we don't react, it is going to happen again." "I am ready because I understand how this can happen to everyone and how to react."*

Changes in attitudes toward violence, significantly or in certain measure (highschool girls, students, highschool boys, % of respondents)

 End-line study confirms these findings: when it comes to changes in attitudes concerning gender-based violence, **changes regarding recognition of violence and lowered tolerance to it, are evident in responses to each question**. At the same time, it seems that workshops also helped in **strengthening attitudes**, bearing in mind the fact that the percentage of those who are unsure is significantly higher among girls who did not attend workshops compared to the group of girls who attended workshops.

Evaluators chose to include responses from high school boys in the graphs, because they

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[32] Result based on self-reports; this question was not asked in baseline/endline study.

	are in the girls' immediate environment; as such, changes in their attitudes and behaviour also influences changes in the life of girls. It is interesting to note that while percentages of boys in terms of recognition and readiness to react are lower when compared to those of the girls they are still high. However, they are lower when it comes to considering GB violence as violation of women's human rights. It is also interesting to note that when it comes to the question of changing attitude on where the blame for violence lies, in the case of all three groups, percentages of those that changed their opinion are lower than in other aspects; this is especially true for boys. Reasons for this difference are reflected in comments, which are quite similar with both girls and boys: *"Someone who is not directly involved cannot know who is to blame"; "when violence happens it is important to hear both sides and then see who is to blame." "Both sides can be blamed, nothing is absolute and there are lot of types of violence", "My opinion did not change, although it did encourage me to think more about this."* This points out that the belief of where the blame for violence lies is deeply ingrained in society and is something that needs additional attention in future education and activities. Given the depth of the belief, continuous efforts need to be sustained (in the future activities); additionally, in education designed for girls and boys greater attention should be paid to this aspect (more time on the topic, plus deeper discussion on issue of blame. Also, the issue of blame should be pointed out to teachers, asking/helping them to find ways to address the issue through everyday work. Furthermore, changes in the knowledge/skills of educational professionals and their ability to prevent/respond to SGBV (output 2.1 and outcome 2) will have positive influence on lives of girls in the schools (given that this influences girls' immediate environment). Change in communities that will have positive effect on both targeted and untargeted women and girls is closer relation between CSOs and schools, as it strengthens networks against violence. As elaborated in the Section on Sustainability, Question 2, majority of partner's organizations (11 out of 14) consider that the most important aspect in strengthening their capacities is established cooperation with educational institutions in their community, because they can continue to use this relationship to work against GB violence. Additionally, change that have positive effect on both targeted and untargeted women and girls is increased visibility of the issue raised through I can say no campaign and particularly, level of available information on SGBV. Information on violence, types of violence and where they can ask for support, disseminated through education, various actions but mostly through wide and diverse tools in 'I can say no" campaign, is important because it will remain a resource for women/girls to find help and support when needed.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	Primary sources of information: ▪ Workshops with girls in 10 communities (87 participants) ▪ Questionnaire for high-school girls (82 respondents) ▪ Workshops with boys in 9 communities (28 participants) ▪ Questionnaire for high-school boys (26 respondents) ▪ Online questionnaire for female students (38 respondents) ▪ Semi-structured interviews with female students (6 students) Secondary sources of information: ▪ Project reports ▪ PO reports ▪ Base-line and end-line study ▪ Desk-top research of online content (Web site, social networks) ▪ Audio-video materials (products of AWC, media and actions)
Conclusions	The project generated significant positive changes in the lives of targeted women/girls through education, primarily in changing attitudes and behaviour about SGBV. Those

<table>
<tr><td></td><td>changes can be summarized as: increased level of attitude/realization that VAW is violation of women's human rights; increased level of understanding what is violence (various types of violence and different understanding of what is acceptable); increased readiness to react when faced with violence either personally or when other women/girls are exposed. Another important change is, albeit in smaller measure, change in understanding where the blame for violence lies, that is shifting blame from victim to perpetrator in all three groups.

The project also generated changes in girls' immediate environment: certain change of attitude in positive direction among boys when it comes to all these issues as well as increase of knowledge and ability of educational professionals to prevent/react on SGBV.

The project also generated different type and level of changes in 15 schools regarding policies and practices which will have positive effect on girls in those schools.

Finally, strengthened relations between schools and CSOs and increased level of information on what is violence, how to react and where to ask for support is a positive change in lives of both targeted and untargeted women and girls. While first change strengthens network against SGBV, the second enables significant number of women and girls to have access to information needed to learn, prevent and react on SGBV.</td></tr>
</table>

Evaluation Criteria	Effectiveness
Evaluation Question 3	To what extent was the project successful in motivating youth to engage in activism in the field of ending violence against women? To what extent did the project motivate youth for reacting to violence and provide support to those exposed to violence?
Response to the evaluation question with analysis of key findings by the evaluation team	In answering this question evaluation team looked at the level of youth motivation and perception on what factors influence their motivation to be engaged; percentages of participants engaged in activities after education; types/depth of activities undertaken. Findings in this section are based on self-assessment of interviewees since the issues analyzed were not considered in baseline/endline studies. Asked to assess their own level of motivation for activism, interviewed girls, boys and students have different answers: High-school girls and boys and faculty students: Post-project level of motivation to engage in activities to prevent and react to violence (% of respondents) **Significantly motivated** — Girls: 39.0, Boys: 7.8, Students: 34.2 **Quite motivated** — Girls: 33.8, Boys: 53.8, Students: 52.6 **Not certain** — Girls: 15.5, Boys: 11.5, Students: 13.2 **Low level of motivation** — Girls: 7.8, Boys: 15.4, Students: 0.0 **Not motivated** — Girls: 3.9, Boys: 11.5, Students: 0.0

It is noticeable that in responses, girls feel most significantly motivated, boys are motivated, although approximately one-fourth of interviewed boys are feeling low level of motivation or are not motivated at all. Students seem to be similarly motivated as girls.

For girls, factors that motivate include: realization how important this problem is and that it is even more important to inform others that it exists; to provide support to those who go through situation of violence, new knowledge (how to help and what to do); realization that girls should have a choice and should not be exposed to violence; realization that violence is happening in their immediate environment, around them, and being able to defend themselves. What demotivates them is complexity of the problem and not being confident enough that they can face/handle the situation of violence.

Boys are mostly motivated by importance/seriousness and prevalence of the problem; for number of them realization of number of girls and women that survive violence was motivating. On the other hand, refusal of acceptance from their close friends, and some mentioned lack of support from teachers were demotivating factors.

Partner organizations believe that open discussion, realization that they are not alone were motivating factors for girls. On the other hand, they see the relatively weak institutional reaction/response as de-motivating factor for both girls and boys.

In terms of factors that (de)motivate them, students are motivated mostly by feeling of solidarity with other women/girls, and because they think it is important to inform others; around 10% are motivated by possibility to help someone. The only answer in terms of what is demotivating factor was that women groups seem somewhat "closed", and that might be difficult to join them.

As an additional assessment of success of the project to motivate youth on activism, evaluation team looked at type/depth of engagement. As noted earlier, according to available data from POs in 15 communities, around 20% of young people that participated in education, engaged in planning and implementing follow-up actions with partner's organizations. However, interviewed girls and boys provide answers that show higher level of engagement. Difference in percentages can be explained by the fact that in a number of communities, girls and boys organized actions within schools but without POs.

High-school girls and boys: what I did after education (%of respondents)
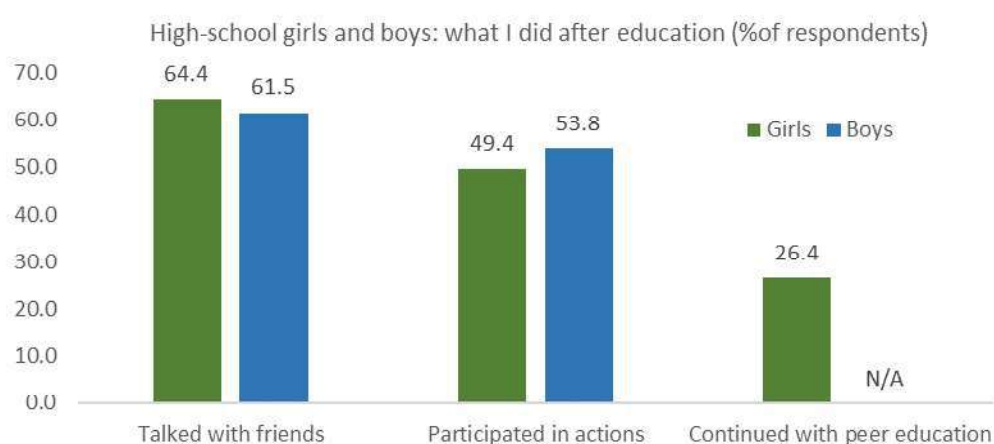
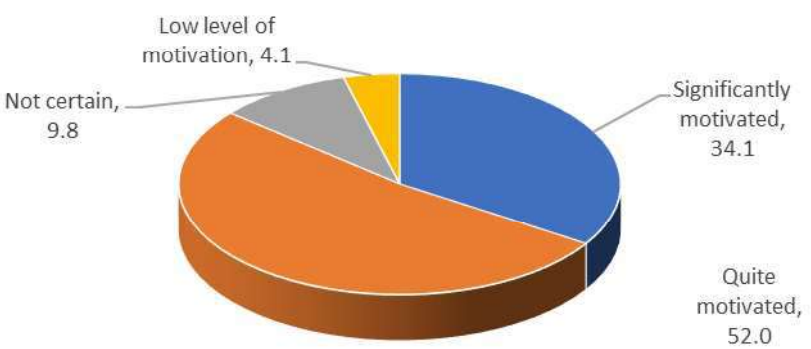In that respect, there are differences between communities in terms of both, level of engagement as well as duration of engagement, which at some level are reflection of the work of PO, but also level of readiness of young people to initiate actions on their own.

On level of 15 targeted communities, actions/activism in which they engaged after the program can roughly be divided in three different types:

1) Informational/performances type of activism - app. 60% of actions

2) Peer-education, with support of PO or school authorities – app. 35% of actions

3) Mini-advocacy actions – app. 5% of actions

Percentages are estimated according to the available data (from POs as well as evaluation field visits).

There is wide range of examples of actions undertaken by pupils, either through guidance of peer educators and POs, but also on their own. As UNTF representative noted: *"The students took the opportunity to take it to other level to express in their own way how they look to the issue."*

Examples of activism among high school pupils:

- In Belgrade, in Music school girls and boys recorded a song, titled "I can say no", on consent, which can be viewed on Youtube https://www.youtube.com/watch?v=YkNrBHTHpr0 which on Youtube alone had over 4,400 views, while, when broadcasted on prime TV show had estimated 2 million viewers.
- In Novi Sad, girls prepared performance that explained different types of violence; they've asked actress from National Theater to help them and held performances in public youth spaces (for peers, friends, parents and other who were interested);
- In Kraljevo and Zajecar, pupils organized peer-education according to their program which was partially based on the education they received;
- In Nis, Novi Sad, Zrenjanin, Tutin, accompanied by their peer educators from the project, girls shared newly gained knowledge from workshop with peers from their own and other schools in town. In the same manner, they held presentations with some local institutions.
- In Smederevska Palanka, girls successfully requested from school to request school police-officer from local police.
- In another school in Smederevska Palanka, girls requested from school to obtain locks on toilets, as they did not feel safe; school authorities complied with this request. Similar action was implemented in Zajecar.
- In Zajecar, school authorities created and published a poster with dress code rules; girls decided that these go against what they had learned at the education and organized mini-advocacy for removal of the posters and rules; school authorities accepted their protest and withdrew the poster from the notification board.

As for students, from 38 respondents, they mostly talked with colleagues (92.1%), while 15.8% talked with professors, and 5.3% sent mails to university; that is, around 20% became directly engaged.

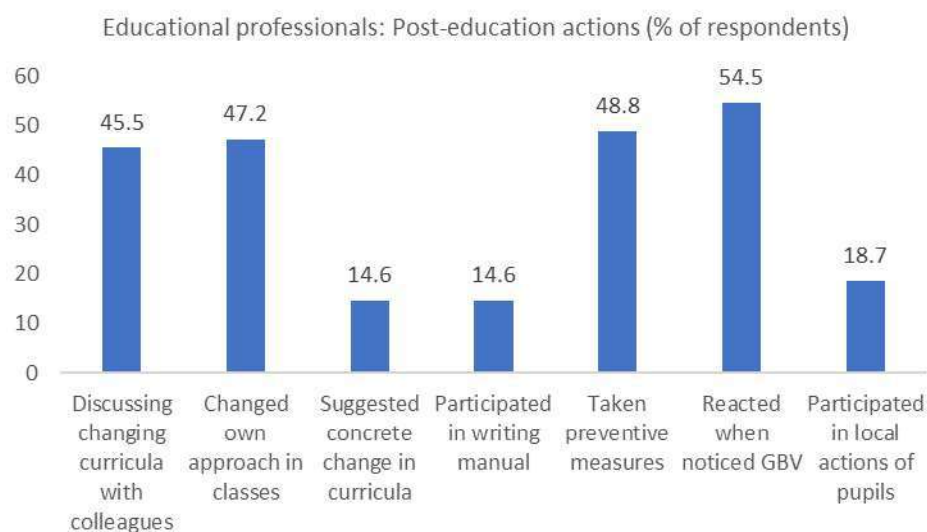Graph below shows readiness to react on violence and support those that are exposed:

Changes in readiness to react on violence, significantly or in certain measure (highschool girls, students, highschool boys, % of respondents)

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	**Primary sources of information:** ▪ Evaluation workshops for girls (10 communities, 87 participants) ▪ Questionnaire for girls (10 communities 82 respondents) ▪ Evaluation workshops with boys (9 communities, 28 participants) ▪ Questionnaire for boys (9 communities, 26 respondents) ▪ Online questionnaire for students, 38 respondents ▪ Online questionnaire for POs (14 organizations) ▪ Semi structured interview with UNTF representative **Secondary sources of information:** ▪ Project reports ▪ PO reports
Conclusions	The project was quite successful in motivating girls and students to become engaged in activism; while similar percentage of boys felt significantly or quite motivated, it must be noted that around one-fourth were not motivated. The level and depth of engagement of two target groups (high school pupils and faculty students) is an obvious reflection of the level of effort invested in working with each of the group: with high-school pupils there were organized follow-up (actions in schools and community, support from POs and teachers). Female students were invited to join some of the actions AWC organized, but no systematic follow-up support in engagement was planned. In all three groups, prevalent type of engagement was informing others, which is understandable as a first step. With high-school pupils, more in-depth engagement was achieved through girls' involvement in peer-education and organizing mini-advocacy actions. It is important to note differences between boys and girls - not only in level of motivation, but factors that motivate/demotivate them: while girls feel motivation in informing and helping others, as they recognize what happened to them or to their friends, they are demotivated by lack of confidence in their ability to handle difficulty of the problem. Boys on the other hand are motivated by prevalence and importance of the problem. Demotivating factor for them is feeling of negative pressure from their peers who did not attend education. There is significant increase in all three groups in readiness to react to violence.

Evaluation Criteria	Effectiveness

Evaluation Question 4	To what extent was the project successful in motivating teachers and representatives of the academic staff to initiate changes that contribute to ending violence against women and girls?
Response to the evaluation question with analysis of key findings by the evaluation team	In answering this question, evaluation team looked at the perceived level and factors of motivation among educational professionals, as well as in type/depth of engagement and results in terms of initiated changes.

Asked about the level of motivation, very high percentage (86.1%) feels significantly or quite motivated; none of interviewees responded that they are not motivated.

Educational professionals: Post-education level of motivation to initiate changes as to contribute to reducing/ending GBV (% of respondents)

Low level of motivation, 4.1
Not certain, 9.8
Significantly motivated, 34.1
Quite motivated, 52.0

In terms of factors that influence educational professionals' motivation, educational professionals emphasized: a need to prevent violence, that is to support/help their pupils (35%); new knowledge and information that they gained through education (22.8%), often combined with the fact that they think they will have support from AWC/institutions; awareness that violence is on the rise in the society and in schools (13.8%). For them, AWC project responded to their personal need to understand how to work with pupils exposed to peer and/or domestic violence and how to avoid doing harm in that process.

> **Motivating:**
> *"Need to change things, to prevent violence; school needs to be safe place."*
> *"By finding out new information [on training] I realized that the role of teachers in the process of solving this problem is very important and that pupils will come to us for help, we need to know how to react".*
> *"Relevant information; finding out how much is violence present and how many women/girls are affected."*
> **Demotivating**
> *"I don't have enough time, what with all other obligations."*
> *"Chaos in institutions, educational and others";*
> *"Bad implementation of the legal framework".*
> *"I wouldn't know how to start."*

Other factors include personal experience and reaction to injustice. Those who felt low level of motivation or are not sure that they are motivated, are influenced by lack of time (4.9%), as they are engaged in more than one school; lack of belief that something can be changed due to apathy and/or non-functional institutions (4.9%) and feeling that they are still not competent enough to engage in the issue (2.4%).

Focus groups with educational professionals revealed that highest level of motivation is observed with homeroom teachers, who are often first to whom girls are coming for support related to various issues, including GBV in school or at home. Until the education, they lacked concrete knowledge on how to provide support. Also, high level of motivation is observed with educational professionals who already had some

information and/or previous cooperation with women CSOs.

As for the type of engagement:

Educational professionals: Post-education actions (% of respondents)

Out of interviewed educational professionals (123), as many as 94.3% engaged in at least one way in initiating changes. As demonstrated in the graph above, the type of actions ranged from raising the issue with colleagues, change in their own approach, to proposing concrete changes in curricula and preventing/reacting on GBV. Proposing changes was obviously more difficult for teachers. As UNTF representative noted based on conversations with teachers during monitoring visit to Serbia, teachers commented that: *"They said that it was hard to include GBV and that they have different approaches, they said that in small town they don't have the feel of global significance of the issue."* That might be contributing to the fact that in some schools their engagement was not noticeable; as one of the pupils commented, *"teachers don't care, we didn't even know that they were on education. If I were the principal, I would make them all go through this education."* This corresponds with findings of both baseline and end-line studies in which small percentage of pupils considered that school/teachers care about their safety: namely, 9.4% in baseline study, 8% of participants in education and 2% of girls from control group in endline study. The fact that percentages did not change significantly when comparing baseline and endline studies, demonstrates the need for further work with educational professionals as trust can be built only through continuous demonstration of concrete actions that fight GBV. Also, some progress might be made through increasing visibility of the efforts that school/teachers invest in fighting this issue, e.g. promoting the fact that teachers went through specific education in order to help their pupils to feel safer.

All interviewed directors unanimously expressed interest in further work. Their high motivation is threefold: one, the project raised their awareness of GBV as important part of school policies against peer violence that was not highlighted enough until now. Secondly, number of them said that they see this as important part of *"preparing pupils for life, which is integral part of our role as educational institutions."* Finally, they are legally obligated to make schools safe environment for the pupils.

As for faculty management staff, interviews with representatives of four faculties point out that, while the issue is recognized and there is motivation for further activities, the level of interest among wider academic staff varies, and only younger members of faculty staff would be interested in engaging in this type of activities. As one of the interviewed stated: *"Older generations of professors are near retiring and are not motivated to be educated on the issue, or to work on improving the situation."* Younger academic staff, however, is aware that the issue surfaced (there were reported cases of

	sexual harassment in one of the faculties, which demanded response from the faculty), and therefore that something will have to be done. Some of the interviewed vice-deans also consider that younger women from academic staff are personally motivated to engage in contributing to preventing/reacting /ending SGBV. On the other hand, information available demonstrates that faculties are ready to consider introducing CoESHF. In that respect, there is certain level of interest and motivation from faculty management.

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	**Primary sources of information:**
	  ▪ Online questionnaires for educational professionals (123 respondents)
	  ▪ Focus groups with educational professionals in 10 communities (73 participants)
	  ▪ Semi-structured interviews with school directors (14 interviewees)
	  ▪ Semi-structured interviews with faculty vice deans, or their representatives (4 interviewees)
	  ▪ Semi- structured interview with UNTF representative
	Secondary sources of information
	  ▪ Project reports
	  ▪ Baseline and end-line study
	  ▪ Notes from round-table with representatives of academic staff

Conclusions	The project succeeded to a significant extent to motivate educational professionals to start initiating changes that could contribute to preventing/reacting SGBV. This is confirmed by significant percentage of those who initiated at least one type of change after education. It is noticeable that motivation is highest when it comes to individual approach and practice (changing own approach in classes, reacting when faced with the problem, taking prevention measures, discussing changes with colleagues). Motivation is lower when it comes to taking steps that demand changing the system (e.g. proposing concrete curricula/program changes). This corresponds with findings on factors that motivate/demotivate educational professionals. Motivating factors are personal (personal wish to prevent violence, knowledge and skills gained, need to react to rising violence); demotivating factors relate to environment: other obligations, and, more importantly, lack of belief in a functional system/institutions. Apart from schools, the project partially succeeded in motivating representatives of academic staff to initiate changes. As noted in earlier sections, part of the reason is the level of planned efforts/activities directed toward this group, which was significantly lower; in addition to this, it was noted that the level of motivation depends also on other factors, such as age group (younger academic staff more motivated).

Evaluation Criteria	Relevance
Evaluation Question 1	To what extent do 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	The main results of the project include young people who have increased knowledge on GBV and significant percentage of them with skills to transfer that knowledge to their peers; young people effective in informing their peers about SGBV; increased knowledge and skills of educational professionals to prevent and respond to SGBV; partially improved school programs and practice in number of schools; and representatives of academic staff aware of the need to consider introducing policy changes in regards to SGBV (SH) in faculties. On the level of outcomes, the results also include increased number of young people who are active in changing their own and attitude of their peers and somewhat improved response of educational system in prevention on GBV.

Evaluation team considers that all the results are relevant to the needs of girls/students; for the most part results will continue to be relevant to the needs of women and girls, albeit in different measure; in answering this question, perception of beneficiaries and stakeholders were taken into account.

Perception of relevance high-school pupils: how relevant (needed) the results/changes are and will continue to be in the future for you, your female friends and colleagues? (% of respondents)

	Girls	Boys
Significantly relevant	68.4	36.0
Quite relevant	25.3	36.0
Not certain	2.5	24.0
Low level of relevance	1.3	4.0
Not at all	2.5	0.0
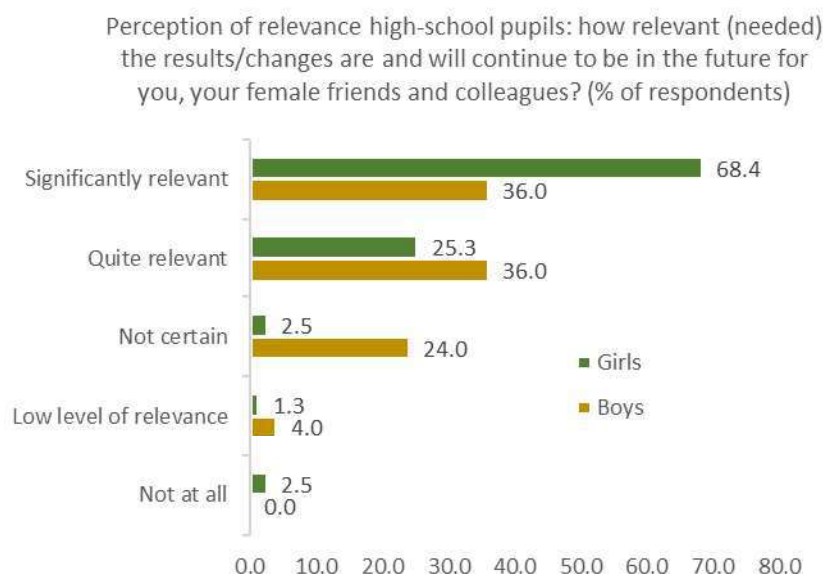
Majority of girls and boys (pupils from high schools) feel that the changes/results are and will remain either significantly or quite relevant. Some of the answers from the girls illustrate that the new knowledge, perspectives and attitude is what makes the results of the project of continuous relevance.

> *"This is needed for all girls because we needed to know to recognize violence and that we do not have to put up with it."*
> *"It helped us to learn so many things and most importantly how to help someone who faces violence."*
> *"It will remain with us because we understood that we all have rights, and that violating our rights is violence and that we can be supported, as we are empowered to ask for help."*
> *"I appreciate myself more and I will know now what to do if i find myself in a situation of violence".*
> *"I think that this whole story is very important for our future and also for our children, when we have them."*

As for boys[33], continuous relevance for them lies in the changes on individual level, changes in new understanding and knowledge: *"I can see the situation from the point of view of girls who did experience or could experience violence"*, *"It is important for my personal development"*. Other important perspective was offered by the boys who said, *"In our community violence was not the topic that people talked about, nor they knew much about it, and that is changing now"*. *"Gender based violence is not something that was a topic in our family. This is why this was important for me."* Those comments point out that continuous relevance of the project results lies in opening the discussion that until now was off the table, both in community as well as in families.

Students from faculties consider education highly relevant for those who participated.

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[33] Boys' perspective is important because, as noted before, they are in immediate environment of girls and their attitude and behavior matters to the needs of girls and women.

Changes in personal views and attitudes, increased knowledge and skills and their applicability are considered as having permanent relevance.[34] Those who participated in interviews added changed attitude toward women solidarity as something that will remain relevant: *"I highly appreciate that it encouraged us to have solidarity with other women. I think we asked ourselves about our personal courage, how much we think about others and how tolerant we are toward differences. Both in my private and professional life that reminder to look at the things from different perspectives will remain important."* On the other hand, they feel that lack of concrete changes at the faculty is something that leaves a gap in the relevance of the project results for the future.

As for other stakeholders, perception of continued relevance differs, although larger percentages consider that project results will continue to be relevant:

Perception of relevance for girls: educational professionals, school directors, partner's organizations? (% of respondents)
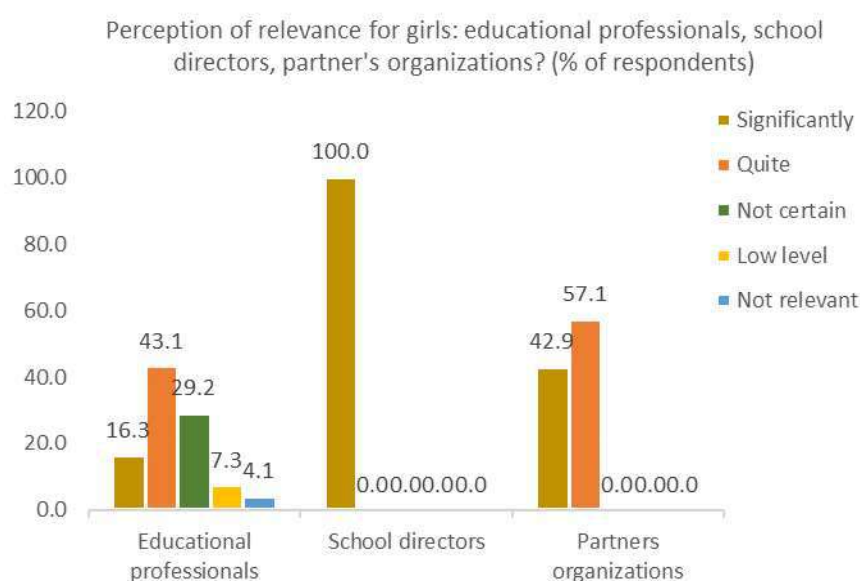
Educational professionals mostly consider that relevance lies in girls' understanding and recognizing violence much better than before; further, they observe that girls are more open to talk about it when faced with violence, to ask for support, and to have less tolerance for situations of violence. However, those who are not certain or feel that continuous relevance is low, feel that for the results to stay relevant, more is needed in the sense that the whole system needs to act/react and provide support and that systemic work on the issue is yet ahead: *"Girls now react to violence and are more confident, but the school management is still uncertain in its support"*.
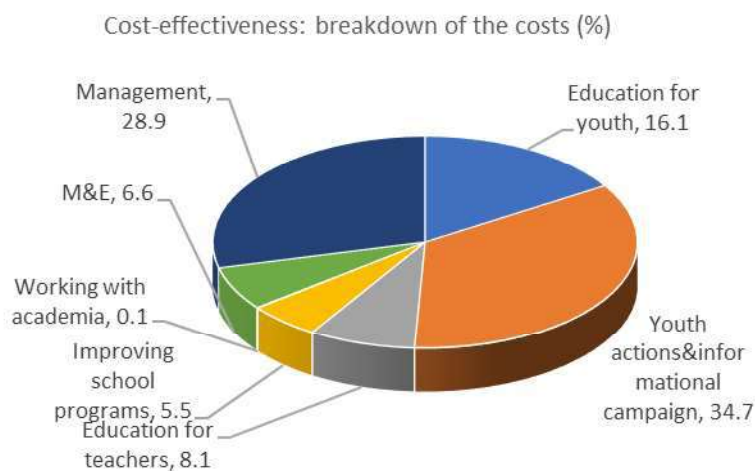
It is important to note that educational professionals consider their increased knowledge and skills as highly relevant for themselves. In that respect, since they are the ones that should be responsible for supporting girls, reacting and preventing the situation of violence, this project result positively influences relevance to the needs of the girls in the future. Focus groups pointed out that increased knowledge and skills were especially considered relevant among teachers that teach specialized subjects (those who are engineers, agricultural specialists and similar), because they felt that they needed additional knowledge to feel fully prepared for work in schools.

Interviewed school directors are unanimous in their assessment that project results will continue to be relevant for the girls, for several reasons: firstly, that SGBV as an issue entered schools and became separate issue within wider discussion on peer violence.

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[34] Of those that responded to the questionnaire, 94.7% consider that education and what they gained from it was significantly or quite relevant; 81.6% feel that information/knowledge/skills gained are significantly (highly) applicable in various life situations and 18.4% that they are quite applicable.

	Secondly, they consider that continuation of relevance is somewhat ensured since teachers, pedagogues and school psychologists as well as pupils went through education. One of directors commented: *"AWC project gave answered some of the dilemmas that teachers had, how to approach the situation of violence; members of Team for Protection of Violence, Abuse and Neglect participated. We've increased the number of teachers that can provide support and help and know what additional steps they can take."*. Partner organization perception is rather positive. They dominantly consider that project (results) are relevant for girls and will remain relevant because of increased awareness of girls about the issue, increased level of information, knowledge and skills, as well as increased confidence in talking/reacting to violence. National decision-makers, while believing that the project itself and project results are relevant, consider this issue from the point of view of the educational system. For representative of MoESTD, there is no doubt that educations are needed and relevant; further that project results are important for implementation of future potential changes of laws and regulations relevant for the area. Faculty representatives consider that factor for continuous relevance is the level of information available to students as well as their increased knowledge on the issue; additionally, they consider that results (developed CoESHF) will continue to be relevant for opening the issue of formal regulation of SH at faculties, and consequently to the needs of female students. Various stakeholders also emphasized that in the current context in Serbia, where *"violence is often accepted as normal behaviour"*, this project provides a different perspective and will therefore remain relevant.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	Primary sources of information ▪ Responses of girls on questionnaire (82 respondents) ▪ Responses of boys on questionnaire (26 respondents) ▪ Online questionnaire for educational professionals (123 respondents) ▪ Focus groups for educational professionals (73 respondents) ▪ Semi structured Interviews with school directors (14 respondents) ▪ Online questionnaire for students (38 respondents) ▪ Online questionnaire with partner organizations (14 respondents) ▪ Semi- structured interviews with faculty representatives (4 respondents) ▪ Semi-structured interviews with national decision-makers (3 respondents)
Conclusions	Practically all project results both at the level of outputs and outcomes will remain relevant to the needs of girls. This particularly include significant percentages of youth that changed attitude and became active in changing attitude of other youth as well as increased knowledge and skills of educational professionals to prevent and respond to SGBV. Improved school programs and practice in app. half of the schools and representatives of academic staff aware of the need to consider introducing policy changes regarding SGBV (SH) in faculties will also remain relevant in measure in which they are achieved. Perception of beneficiaries and stakeholders confirm that changes at individual level will remain most relevant: understanding/recognition of violence, practical knowledge on what to do in a situation when they are faced with violence, understanding that violence should not be tolerated and increased confidence in acting/reacting to situations of violence. Furthermore, individual changes of educational professionals (recognizing, acting, initiating some changes) will also remain relevant. Continuous relevance also lies in higher numbers of teachers that have gained knowledge and skills, because it increases strength of the school as an institution to adequately prevent/respond to SGBV. On the other hand, slow pace of policy level changes of educational system, both in

	schools as well as in faculties are somewhat reducing the level of relevance of the project results, which are otherwise quite high.

Evaluation Criteria	Efficiency
Evaluation Question 1	To what extent was the project efficiently and cost-effectively implemented?
Response to the evaluation question with analysis of key findings by the evaluation team	In answering this question, the evaluation team looked at the breakdown of project costs and ratio of the number of beneficiaries vs. spent resources; existence of control mechanisms for the use of resources; quality of monitoring/reporting mechanisms; organizational structure, coordination mechanisms and managerial support; timeline of activities, and finally, perspectives of project partners and other stakeholders about the efficiency of coordination mechanism. Graph below shows overview of the project costs[35]: Half of the funds (50.8%) were directed towards working with youth, which is understandable having in mind the level of outreach, which was significant: based on available data, the number of direct beneficiaries was 10,783, while the total number of beneficiaries was estimated to an impressive 56,903. Furthermore, 13.6% was directed to working with educational professionals and only app. 0.1% with academia. Costs of monitoring and evaluation are 6.6% which is reasonable for a project of this scale and management costs (indirect costs, equipment and personnel costs) are 28.9%. In terms of cost effectiveness, if we look at the number of beneficiaries directly reached through project, cost per capita is $35.22; if we look at total estimated number of beneficiaries, cost per capita is $6.7[36]. Given the importance of the project and achieved result, project can be considered highly cost-effective. There were several budget reallocations, all of which justified and approved by UNTF in advance. These included program changes suggested to answer the newly identified needs on the field (e.g.: increased number of meetings with POs; introducing new manual/informing teachers on legal framework. Funds used were those that were saved on other activities. Funds for campaign were started to be used in first year with

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[35] Calculated based on the funds received by AWC.
[36] Both numbers calculated based on total value of the Project, including AWC contribution.

approval of UNTF (formally approved).

A control mechanism for use of resources was established and duly implemented in all stages of project implementation. Mechanism involved obligatory consideration of three offers for every budget item/line; selecting the lowest offer; acquiring accompanying documentation (bills, receipts). Each bill had three signatures (Project Administrator submission of the bill/receipt, Project coordinator approval and Financial officer verification). For budget items with value of over $5,000 tenders were published. In addition, partner's organization that received grants had budgets agreed by the contract and were obliged to send six-months narrative and financial reports; Financial reports were accompanied with scanned documentation which was then checked by admin assistant and project coordinator; clarifications if needed were asked for immediately. Financial reports were prepared on a six-month basis. AWC went through UNTF audit with satisfactory report. Project was also subject to AWC regular organizational audits in 2016 and 2017, which were unqualified[37].

In terms of monitoring mechanisms, AWC has developed extensive monitoring tools per outputs/outcomes. They included standard reporting forms for all separate activities on the project. Forms are clear, comprehensive and contain all relevant information. Completed reports were reviewed by project coordinator and clarifications/improvements, if needed, were requested immediately. Partner's organizations, peer educators and trainers confirmed that they were satisfied with developed mechanisms and their implementation.

Coordination mechanisms established by AWC were clear, and support to partners organizations and educators was on high level. Partners' roles and obligations were clearly defined by mutually agreed contract which contributed to efficiency of activities. Representatives of partner organizations emphasize clear, timely and comprehensive information sharing, professional communication, excellent preparation. Both POs and peer educators claim that AWC provided a high level of support and demonstrated readiness to provide solutions for any issues as/if they arose, as well as readiness to listen to suggestions and advice from local organizations. Asked what was particularly good, POs emphasize *"continuity in project monitoring; availability of information; freedom for local organizations to act according to context; communication"; "Good organization and planning resulted in us being well-prepared, timely informed and supported throughout the process" "Professional management of the project, excellent communication, respecting the context in local communities and trust; Transparency of information."*

Asked what could be better, POs suggested avoiding activities in June and September, due to end/start of the school year. They also pointed out that more concentrated activities and avoiding longer periods of time between education and follow-up actions could make motivating youth easier; this schedule of activities demanded greater effort from the side of local partners.

All planned activities were completed within the set project timeframe; AWC team introduced a number of unplanned activities (such as additional educations in communities/schools/faculties, creating more manuals for teachers, extremely extensive informational campaign etc). However, activities with representatives of academia, mostly meeting with students' organizations and advocacy for changing internal policies on faculties were started rather late (in the final year of project implementation), which in a certain measure influenced efficiency regarding this output.

Donor's representative emphasizes that it was important that AWC was partner on the project previously supported as that certainly helped them gain experience needed to manage the project of this scale. She stressed that AWC as a partner is *"responsive and*

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[37] Unqualified audit report means that auditors had no objections, that is that audit is highly satisfactory.

	responsible, both from financial and management side… communicates clearly, with good understanding of how to implement the project". While there was change in project management, (first project coordinator leaving for personal and professional reasons after one year), donor's representative considers that the transition was smooth and did not reflect in any way in project management and implementation.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	Primary sources of information: ■ Online questionnaire for partners organization (14) ■ Interviews with partner's organization representatives (22) ■ Online questionnaire for peer educators ■ Semi-structured interview with donor's representative (1) ■ Group interview with AWC team ■ Individual interviews with current and former Project Coordinator (2) Secondary sources of information: ■ Project Proposal Budget ■ Annual Project Reports ■ Project Financial reports ■ Audit reports ■ AWC Monitoring tools package
Conclusions	Project was highly cost-effective and implemented in an efficient way, with well-prepared and implemented monitoring and report mechanisms, good managerial structure and high level of support to partner's organizations and collaborators. Professionalism in preparation and excellent communication, responsiveness and reliability of the project team, were emphasized by different stakeholders. Project team also demonstrated significant level of flexibility. AWC team managed to implement all planned and unplanned (additional) activities within the project timeframe; rather late start with advocacy activities on faculties, however, slightly negatively influenced efficiency in realizing this output.

Evaluation Criteria	Sustainability
Evaluation Question 1	To what extent will the achieved results, especially any positive changes in the lives of women and girls at the project goal level, going to be sustained after this project ends?
Response to the evaluation question with analysis of key findings by the evaluation team	As noted before, achieved results, in terms of positive changes in the lives of women/girls at the project goal level (improved safety) can be divided into: ■ Changes in personal attitudes/beliefs and reactions to SGBV among girls and in their immediate environment (boys, educational professionals) ■ Changes of policies and practices in schools and faculties ■ Changes in communities/general environment Changes that happened at individual level, both girls and boys, in terms of recognizing what is violence, understanding that it is violation of their rights, perception of who is to blame, and changes in behaviour when faced with violence are most likely to be sustainable. Asked if there is something that they will never forget, 60.9% of interviewed girls pointed out some of the knowledge/understanding gained at the workshop, including: *"what is violence" "different types of violence" "difference between jealousy and caring", "boundaries", "that women are not to be blamed", "what to do if someone acts violently" "how to defend myself" "that we need to help others and how"…* Around 65% of interviewed boys also pointed out learning about violence as something that they will never forget, saying *"I became aware of violence", I will never hit a woman", "how to react when I see violence".* Number of both boys and girls also pointed out discrimination/realization that those who are different are often discriminated against,

including those who have different sexual orientation, and those who are *"poor"* is something that will stay with them.[38]

Factor that has the potential to influence sustainability of these changes among girls and boys is family, that is attitude of certain percentage of parents. While approximately half of the girls and boys reported in workshops that they discussed the issue with their parents, and many found support, there were cases in which parents reacted negatively[39]: *"When I said at home that I have the right to say no, my father responded, what, will you now become a feminist? Yours is to go to school and not to think about these things."* One of the boys commented *"My family is very traditional, this is not something that will be accepted in my home."* In that respect, parents should be considered as target group in the future.

Over 70% of educational professionals feel that individual changes in girls' attitudes and behaviour are sustainable in significant measure (11.7%) and quite sustainable (58.3%). Partner organizations dominantly feel that those changes are either significantly sustainable (14.3%) or quite sustainable (71.4%).

Educational professionals feel that changes in their own and their colleagues' behaviour are quite sustainable; they also think that changes in policies/practices are sustainable. However, qualitative analysis of their comments as well as discussions at focus groups clarify that sustainability highly depends on the next steps and continuation of the work: *"If the work continues"*, *"further and continuous activities can influence sustainability"*; *"permanent work is necessary'"*. School directors also feel that for sustainability, further work is necessary. As it was pointed out: *"Violence is something that is deeply rooted in our society. Changes need time, in schools as well."* Similarly, one of other directors said: *"it is not realistic to expect sustainability after one education and several meetings, but we will continue to work with our teachers to achieve that."*

As for students, they are less enthusiastic when assessing sustainability of changes. From those that participated in evaluation, over 50% feel that changes on individual level (recognition of violence, changes in attitude and behaviour) are either sustainable in significant measure (16.2%) or quite sustainable (35.1%). When asked about changes in the immediate environment, that can influence their lives, they are less certain that any changes happened (over half of them are not certain that anything changed either among their professors, or on the faculties). Consequently, students feel that it is difficult to assess sustainability of changes. Their comments show that they feel that there is not enough interest among professors, or faculty bodies. Faculty representatives think that individual changes in students that attended workshops are sustainable, but that for any other changes, further work and with wider number of academic staff as well as male students is necessary.

Changes of policies and practices that AWC worked on with schools and educational professionals *have a potential* for ensuring sustainability of results. That includes (as noted in section on effectiveness) range of changes (school development plan, school activity plans, inclusion of issue in homeroom classes on regular basis, changed approach to other school subjects, further peer education, methods of informing stakeholders on the issue etc.). However, in order to asses if they brought positive changes in the life of girls and women on longer-term, they need to be continuously implemented. Continuous implementation, as educational professionals noted, will depend on continuation of AWC work in schools and with various target groups.

Out of other changes, increased level of information will remain available (online

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[38] Follow up actions and engagement of pupils and students are also an indicator of sustainability; this is elaborated in detail in the next section which addresses sustainability aspect in terms of creation of resources for carrying prevention activities forward after the project ends

[39] This issue was not considered in baseline/endline studies.

	content, manuals for educational professionals, etc.), and therefore sustainable.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	Primary sources of information: ■ workshops with girls in 10 communities (87 participants) ■ workshops/ individual interviews with boys in 9 communities (28 participants) ■ online questionnaire for educational professionals (123 respondents) ■ online questionnaire for students (38 respondents) ■ Interviews with students (6 participants) ■ focus groups with educational professionals (73 participants) ■ semi-structured interviews with school directors (14) ■ semi-structured interviews with faculty representatives (4 interviewees) Secondary sources of information ■ Desk-top research – website, social networks content ■ Manuals created for educational professionals
Conclusions	Achieved results on individual level, that is: change in attitudes, behaviour among girls, boys and students toward violence, including understanding/recognition of violence, readiness to react to SGBV, increased understanding of discrimination etc, have potential of high level of sustainability. Similarly, changes on individual level among educational professionals, especially increased level of knowledge and skills to prevent and react to SGBV also have reasonable chance to remain sustainable. Significantly, increased level of information on SGBV is also highly sustainable. This is primarily because for young people, a significant amount of information is available online and will remain accessible anytime. For educational professionals, three manuals, that are created will remain a continuous source of knowledge and information. Other changes - changes in school policy/practices (approach to classes, educational plan/programs, other practices) as well as implementation of CoESHF in faculties will depend on continuity of work. In other words, sustainability of those changes will heavily depend on further work of AWC with schools as institutions, faculties and students' organizations and continued pressure on decision-makers to allow/introduce policy-level changes.

Evaluation Criteria	Sustainability
Evaluation Question 2	To what extent have project activities contributed to creation of resources for carrying prevention activities forward after the project ends (coalition creation, human resources, etc)?
Response to the evaluation question with analysis of key findings by the evaluation team	In answering this question, the evaluation team looked at the creation of coalitions, but also emergence of informal groups/cooperation examples; human resources in terms of percentages of different beneficiary groups/stakeholder readiness to continue to be engaged in activities that can contribute to preventing/responding/ending SGBV. In 9 out of 15 communities, cooperation or spontaneous emergence of informal groups occurred. Thus, in Vlasotince, coalition and cooperation around actions and issue emerged between various CSOs that are working in the community. In Pancevo, Krusevac, Nis Vlasotince and Zajecar, informal groups of educational professionals emerged, with the idea to work further on this issue. In Novi Sad, Leskovac and Uzice, informal youth groups emerged; in Zajecar group of girls decided to organize regular informal gatherings in school, where every girl could come and at which they would have the opportunity to exchange experience. Their suggestion was accepted by school authorities and space for their gatherings was secured. In Zajecar, Zrenjanin, Nis,

Kraljevo, Novi Sad, Tutin groups of peer educators were formed and continued to work with other students. In the Novi Sad Medical School in a section named "I can say no", was formed.

These groups, albeit informal, are certainly a potential for sustaining results of the education and project. As experience shows, these types of coalitions, or informal groups are based on motivation and commitment of individuals. However, as one of the representatives of partner organization commented: *"with time, motivation for sustaining these groups was slowly declining."* Therefore, for them to remain a factor of sustainability, external support would be necessary, both from partner organizations and school authorities.

In terms of human resources, two factors were considered in terms of sustainability: readiness to continue to be engaged in contributing to ending VAW/GBV and increased level of knowledge/skills to work on the issue.

Significant percentages of interviewed girls and boys stated that they feel motivated to continue to engage (elaborated at Effectiveness Question 3), and according to their answers, have changed in attitudes and behaviour toward violence. However, at this point, having in mind that they will leave the schools for university, or experience other significant life changes, it is difficult to assess or consider them as a sustainable human resource for carrying out prevention activities in their communities in any organized way.

On the other hand, female students, educational professionals, peer educators and partner organizations are all beneficiaries/stakeholders that should be considered as potential sources of sustainability in terms of strengthened human resources.

Thus, more than 75% of female students that responded to the online questionnaire stated that they will continue to be engaged in working on this issue and over 94% consider that their knowledge/skills to transfer information and knowledge to others is significant or quite adequate.

Further, more than 60% of educational professionals state that they will continue to be engaged in contributing to reducing/ending VAW/GBV. Educational institution representatives, school directors and some of the professionals from focus groups consider that points of sustainability are Teams for Prevention of Violence, Abuse and Neglect, given that their members participated in education as well as that they are the link in school's structure in charge of planning activities to prevent/respond to violence including SGBV.[40]

Over 80% of peer educators will continue to be engaged in working on this issue. *"I emerged as stronger, more confident and mature due to the project and women from AWC and local organizations helped me with sharing their experiences. I am certain that I will continue to work on eliminating VAW."*

From the point of sustainability in carrying out prevention activities, it is important to consider organizational changes. Majority of partner's organizations (11 out of 14)

> *"We entered the schools! That is the most important step. The school system recognized CSOs as partners. We will surely continue some kind of cooperation. Thanks to this project we started working with students' dormitory as well."*
>
> *"The project brought awareness how important it is to work parallel with educational professionals; this is significant, as for the first time we united work with schools with work with young people"*

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[40] At the same time, it was emphasized that strongly motivated individuals are still the most important when it comes to carrying out prevention activities, especially because Teams were not included as separate/specific target group within the project.

	consider that they increased their capacities in areas such as strengthening relations with educational institutions in their community, new knowledge, new beneficiaries (young people) and increased visibility in the community. In that respect, they can be considered a significant resource for carrying prevention (but also response) activities in the communities. Representatives of those organizations consider that the most important aspect in that regard is cooperation with educational institutions.
	As for faculties, younger representatives of academic staff can be considered as points for sustainability. They are motivated to work on preventing and reducing SH at faculties. They can be considered as focal points and supporters for AWC in future work on ending SGBV at universities. It is certain that this issue will gain importance in the future and AWC has positioned itself as a partner to academia in future activities.
	Finally, representative of UNDP that coordinates the project "Integrated response to violence against women and girls in Serbia (second phase), made an observation regarding sustainability that confirms this analysis: *"Sustainability is not only about the system, but about individuals, because in the end, the system is made up of people."*
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	Primary sources of information: ▪ Online questionnaire and interviews with partners organizations (14). ▪ Workshops with girls in ten communities (87 participants) ▪ Workshops/individual interviews with boys in 9 communities (28 participants) ▪ Online questionnaire with female students (38 respondents) ▪ Online questionnaire with educational professionals (123 respondents): ▪ Online questionnaire for peer educators (18 respondents) ▪ Focus groups with educational professionals (73 participants); ▪ Semi-structured interviews with school directors (15 interviewees) ▪ Semi-structured interview with institutions representatives (3 respondents) ▪ Semi-structured interview with UNDP representative (coordinator of the project "Integrated response to violence against women and girls in Serbia (second phase)".
Conclusions	Project activities contributed to the creation of resources for carrying prevention activities forward after the project ends most strongly at the level of human resources, which include: female students, educational professionals, peer educators and partners organizations. In terms of individual actions, most likely to continue carrying out those activities are strongly motivated individuals (among students and educational professionals). On the level of organizational response, partner organizations and peer educators that work with them, as well as relations established between organizations and educational institutions are strongest resource in communities for sustainability of prevention activities.
	Regarding coalitions and/or informal groups that emerged during project implementation, their continuation of prevention activities, while having potential, will strongly depend on external support - either from AWC, partners organizations and/or school authorities in each of the communities. Similarly, school Teams for prevention from violence, abuse and neglect are potentially focal points for carrying out prevention activities, but their engagement will highly depend on the attitude of school directors, given that MoESTD attitude to this issue is rather passive.

Evaluation Criteria	Sustainability
Evaluation Question 3	To what extent are project activities synergetic with similar initiatives, thus boosting effects of general prevention efforts in the country?
Response to the evaluation question with	Mapping of initiatives that could potentially have connection/synergy four projects/programmes were identified:

analysis of key findings by the evaluation team	- UNICEF - Schools without violence - UNDP Integrated response to violence against women and girls (II phase) - WAVE campaign Step Up! - E8 - organization that works with youth In terms of work with UNICEF, AWC project is, in significant measure, based on lessons learnt and work done within UNICEF Schools without Violence project implemented in the period 2013 - 2015. At the beginning of the project AWC coordinator had a meeting with UNICEF programme officer and presented plan for implementation, ensuring that there is no overlap of activities, as well as that lessons learned from previous cooperation with UNICEF are incorporated in the implementation of this project. UNDP program "Integrated response to violence against women and girls is mostly concerned on support to women organizations members of network Women against Violence, and in particular on SOS Hotlines. The project does not target directly educational institutions or work with youth/educational professionals. On the other hand, some of the partner organizations that cooperated with AWC are also supported through UNDP program. In that respect, synergy, in terms of effects on prevention efforts, is reflected in strengthening capacities of local organizations that work on the issue of GBV. Further, UNDP project focuses on institutional response to violence; at the same time AWC was engaging educational system as an important actor in prevention and response to GBV. In that respect, projects have synergy in terms of enhancement of knowledge of those employed in institutions whose obligation is to react and respond adequately to GBV. There were no opportunities for direct cooperation however. AWC joined Women against Violence Europe (WAVE Network) Step up! campaign. In cooperation with WAVE and within campaign of 16 days of activism, AWC launched call for the best youth video; video Silent life of the authors Dejan Terzic (25) and Aleksandar Dadic (21) from Novi Sad, won the title of the best youth video on the national level and won third place at European level. In 2017, WAVE launched competition for the best youth mem on the issue of VAW. Fenomena, AWC partner on this project joined the campaign, announced the competition at national level and the winner was the boy from Kraljevo who participated in AWC education. E8 is CSO from Serbia that is primarily focused on work with boys and young men, in raising awareness on gender, gender roles, as well as GBV. Their flagship program is wide-ranged project known under title "Be a man" which includes both schools and community-based educations with follow-up activities; program is supported mostly by CARE International. AWC and E8 cooperated within UNDP project "Integrated response to violence against women and girls first phase" in the period 2014 - 2015; During implementation of AWC project, there was no direct cooperation. AWC focused primarily on GBV and focused on both girls and boys with higher participation of girls; AWC also worked with educational professionals. In the same period, E8 was focused primarily on working with boys/young men and introduced working with girls and in pilot program work with teachers since end of 2017/beginning of 2018. While both organizations are working on similar issues, they have a different approach, with AWC strongly applying feminist approach to GBV. According to available information, there was no overlap among communities in which they worked in this period. Regardless, work of both organizations has boosting effects on prevention efforts in Serbia. This synergy could be increased with coordination of activities.
Quantitative and/or qualitative evidence gathered by the evaluation team to support	Primary sources of information: - Semi-structured interview with UNDP representative, coordinator of the project "Integrated response to violence against women and girls in Serbia, phase II" - Semi structured interview with representative of CSO E8 - Semi structured interview with former coordinator of AWC project

the response and analysis above	▪ Group interview with AWC team Secondary sources of information: • Project reports • Desktop research of similar projects implemented in Serbia in the period 2016 - 2018
Conclusions	From all available information, AWC project was contributing and had boost effect on prevention efforts in Serbia. Certain level of synergy was achieved where possible, but there was no opportunity for direct cooperation between different projects.
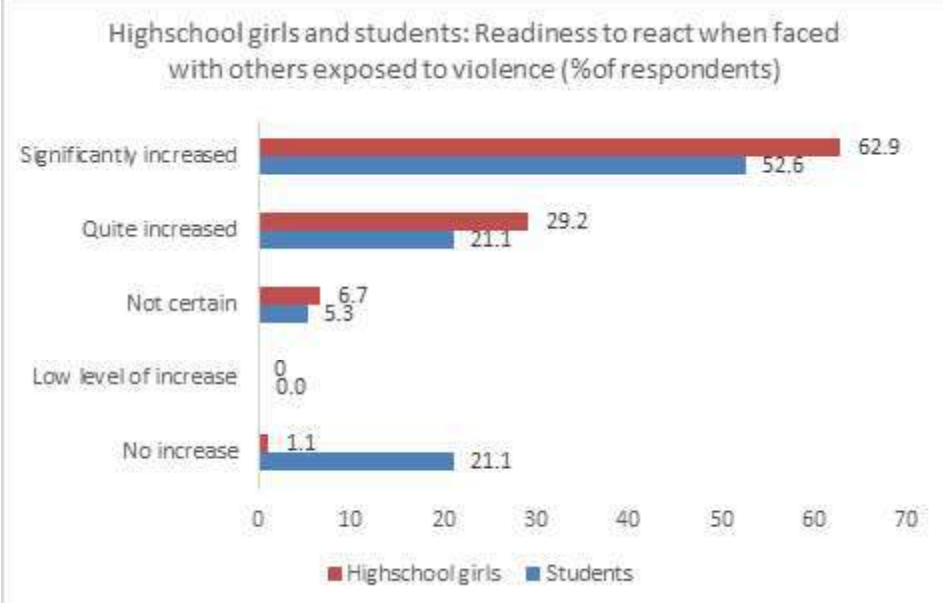
Evaluation Criteria	Impact
Evaluation Question 1	To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended or unintended impact)?

Response to the evaluation question with analysis of key findings by the evaluation team	Given that at the time of project evaluation, project was still being implemented, and that impact, in some cases, can be properly evaluated only after certain time has passed, evaluation team provides potential points of impact in the areas of contribution to ending violence against women, gender equality and women's empowerment. Identified points of impact are:
	
	Policy and practices:
	
	    ▪ Introducing strategy/activity plans in schools: in one school, prevention of SGBV was introduced in School development plan; in three schools, SGBV was included in the plan of activities for protection of violence as separate category.
	
	    ▪ Changes in programs/practices in schools: Included in homeroom classes on regular basis (revised program of this class plus using AWC materials) – 3 schools; Included in the approach to other classes – 9 schools; Supported forming special sections, or included in the existing sections – 2 schools; Supported further peer-education, based on AWC model – 7 schools; Developed systematic method of informing pupils, teachers, parents – 2 schools.
	
	It has to be noted though that impact will depend on the level of implementation of these changes in practice .
	
	Changes in individual attitudes and behaviour that concern readiness to react/prevent SGBV, both among educational professionals as well as pupils and students.
	
	Increased level of information on SGBV
	
	    ▪ Increased level of available information on SGBV, as a result of youth engagement, but also through comprehensive AWC activities, in particular outstanding outreach of the "I can say no" campaign and online content which remains accessible to women and girls in a much wider scope than targeted communities. This also enables possibility to provide direct psychological and social support to youth through social networks (in Serbia and WB countries that use Serbian/Bosnian/Croatian language). Developed materials for educational professionals, including three manuals will also remaining accessible and contribute to the level of available information.
	
	Unintended impact was achieved in four areas:
	
	    ▪ recognized and addressed need of educational professionals to understand legal and institutional framework for preventing and reacting to SGBV, through follow-up meetings and additional materials developed,
	
	    ▪ recognized and addressed gender-based cyber-bullying and violence on social networks through "I can say no" campaign,

- POs introducing wider spectre of services; seven out of 14 POs introduced new activities as result of the project, while three introduced new services that respond to identified needs of young girls. Their understanding and capacities to work with this particular target group, are strengthened.

- Establishing connections between schools and CSOs (POs), which strengthens the network in community for addressing this issue, especially among youth.

Points of impact regarding women empowerment:

- Increased feeling of safety. 67.5% of interviewed girls and 68.4% of students report increased feeling of safety after the project, due to the fact that they know to better recognize violent behaviour and how to react.

- Changed attitude toward violation of women's rights. Girls' and students' attitude toward understanding SGBV as violation of women's human rights also changed: 65.8% of high school girls and 79% of students state that they consider SGBV violation of women's human rights in larger measure than before the project.

- Changed attitude toward reacting to violence:

It should be noted, that number of students that marked answer 'no change', noted in comments, that they were ready to react before as well, so there was no increase.

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	Primary sources of information: ▪ workshops with girls in ten communities (87 participants) ▪ questionnaire for girls (82 respondents) ▪ workshops with boys in 9 communities (28 respondents) ▪ questionnaire for boys (26 respondents) ▪ online questionnaire for educational professionals (123 respondents) ▪ focus groups with educational professionals (73 participants) ▪ online questionnaire for partners organizations (14 respondents) ▪ semi structured interview with UNTF representative Secondary sources of information: ▪ report from PR agency on I can say no campaign ▪ desktop research of internet content (web site, social networks)
Conclusions	Significant impact was achieved in the areas of contribution to ending violence against women and gender equality through changing individual attitudes and behaviour of pupils, students and educational professionals, most significantly in increasing their readiness to engage in activities that can contribute to ending VAW, as well as readiness to prevent/react on SGBV. Significant point of impact is also an increased level of information on SGBV (recognizing, reacting, support) as a result of youth engagement, but also through comprehensive AWC activities significantly contributed (and will continue to contribute) to ending VAW, given extensive outreach and availability of information. Changes in policies and practices in 15 schools remain potential point of impact, which will depend on the level of implementation of these changes. While this was a consequence of changed circumstances in the attitude of MoESTD, it was also due to AWC somewhat underestimating level of effort needed for achieving this type of change at faculties. At this point, some significant impact with academic staff was not achieved. Unintended impact was achieved in four areas: recognized and addressed need of educational professionals to understand legal and institutional framework for preventing and reacting to SGBV; recognized and addressed gender-based cyber-bullying and violence in digital space; POs introducing wider spectre of services; establishing connections between schools and CSOs (POs), which strengthens the network in community for addressing this issue, especially among youth.

	In the area of women empowerment, significant impact has been achieved among girls and students; in both groups increase in readiness to react when directly exposed to violence or when others are exposed to violence has been noted.

Evaluation Criteria	Knowledge Generation
Evaluation Question 1	To what extent has the project generated knowledge, promising or emerging practices in the field of Ending Violence against Women and Girls that should be documented and shared with other practitioners?
Response to the evaluation question with analysis of key findings by the evaluation team	Knowledge generated through project: ■ Data/Knowledge gained from baseline study, analysis and research produced through the project implementation, those related to youth attitudes/behaviour, documenting experience of sexual harassment as well as systematization of knowledge and analysis related to educational professionals. ■ Content and way of work with young people that provided significant results and was assessed as adapted to their generation. Significant percentage of pupils (92.5% of girls and 92% of boys) felt that workshops were interesting, fun and age-appropriate. ■ Lessons learned about the need for deeper and more frequent follow-up engagement of youth. While pupils in significant percentage assessed actions as interesting and adapted to their generation, AWC team, peer educators, POs and even young people themselves commented that follow-up after education should be more thorough and continuous. As UNTF representative commented, during her visit to Serbia, pupils were continuously saying *"education was really good, but what happens after that?"* ■ Lessons learned about the need to include advocacy as an issue. As noted in the report, in several schools, young people identified issues that could be solved through mini-advocacy actions directed to school authorities. Some of these actions were designed in cooperation with peer educators, but others were taken by young people on their own. This points out that, if some basic knowledge on how to advocate school authorities were included in the workshop, it could result in more very concrete actions resolving important issues, but also remain as knowledge for the future. ■ Better/deeper understanding of needs of educational professionals. Education and follow-up meetings enabled AWC to get an insight in the gaps in teachers' knowledge/skills and obstacles that they face in preventing and reacting to SGBV. In that respect, this knowledge can help in designing more comprehensive and better adapted education program, including more focused and frequent follow up for educational professionals; ■ Lessons learned about the level of efforts needed to introduce change of practices in schools; while in app. half of the schools some changes in practices were achieved, AWC team noted that "spreading" activities on large number of communities and schools, somewhat influenced depth of efforts that could be invested in working in each of the schools. In that respect, achieving deeper and larger number of changes was not possible through this project, but could be achieved with intensifying work, while focusing on smaller number of communities and schools. ■ Lessons learned about level of efforts needed to make policy-level changes in schools as well as faculties when it comes to preventing and reacting to SGBV; while lower level of cooperation from the side of MoESTD was outside of AWC reach, AWC team pointed out that they expected easier/faster changes at faculties, having in mind good response they got after first contact with

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<tr><td></td><td>faculties' representatives. This also points out to a lesson learned that schools and academia should be approached through separate projects.

Emerging/promising practices:

Feminist organization working with both girls and boys. While AWC is not the first organization to include boys in education about gender roles, gender equality and/or gender-based violence, they are the first feminist organization to do so on this scale and to include specifically violence in youth partner's relationship as an issue. Reaction from both girls and boys point out that this is a good practice that ensures better, more sustainable results, since it is not only empowering girls, but also provides safer immediate environment and allies among boys.
Using social networks, applications, online games and vlog as a way of learning for young people about types of gender-based violence, proper reactions and receiving support. I can say no campaign included number of innovative tools that found their way to young people, and girls in particular.
Identified and addressed issue of gender-based cyber-bullying and violence on social networks through "I can say no" campaign.
Identified and addressed lack of knowledge of educational professionals about legal and institutional framework for preventing/reacting to the SGBV in schools. Manual that was unplanned but created as a result of the flexibility and expertise of AWC expert collaborators, is a significant and continuous resource for educational professionals.
Connecting schools with Centres for Social Work in communities. In several cases, AWC expert collaborator that was working on follow-up meetings, identified the need and used expertise in connecting teachers with local CSWs, while in one case, school was included in local institutional network for protection of women and children from violence.
Peer education among educational professionals. In some schools, teachers or other members of school collectives organized education for all teachers from the same school, or other schools in the same community.
Method of systematic information dissemination on SGBV in school among teachers, pupils and parents, developed in one school in Novi Sad.
Partnering with local organizations, thus creating not only local support for project implementation, but as an unintended impact, initiating cooperation between local CSOs and schools; in the future, this connection can be powerful link in preventing and reacting to SGBV among youth.
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<tr><td>**Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above**</td><td>Primary sources of information:

workshops for girls (87 participants)
workshops with boys (26 participants)
questionnaires for girls (82 respondents)
questionnaires for boys (26 respondents)
online questionnaire for educational professionals (123 respondents)
focus groups with educational professionals (73 respondents)
online questionnaires for partners organizations (14)
interviews with partner organizations (22 interviewees)
online questionnaires for girls that shared social network content through their accounts and were not involved in the project (5 respondents)
Semi-structured interview with expert collaborator/vlog creator (1)
Semi-structured interview with AWC expert collaborator/trainer for educational professionals (1)
Group interview with AWC team
Semi-structured interview with UNTF representative

Secondary sources of information:

All products (baseline study, analysis, researches) produced through project
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	▪ Design, materials, reports - workshop with youth and educational professionals ▪ Manuals created during the project for educational professionals ▪ Desktop research of web sites, social networks ▪ Report from PR agency on I can say no campaign
Conclusions	Project generated significant new knowledge/lessons learned and improved access to relevant information in working with both youth, well as educational professionals and in schools as institutions. It can be said that wide and diverse activities that engaged number of beneficiaries/actors served not only to create changes/impact in preventing and reacting to SGBV, but also mapped good practices, identified gaps and needs for future work. The project also resulted in several emerging/promising practices, among which are: feminist organization working with boys, using social networks/online applications and games as a tool for learning for youth, creating connections between educational institutions and CSOs at community level, and supporting educational professionals to understand and interact with legal and institutional framework in preventing and reacting to SGBV are among most important.

Evaluation Criteria	Knowledge Generation
Evaluation Question 2	If there are any promising or emerging practices, how can these be replicated in other interventions?
Response to the evaluation question with analysis of key findings by the evaluation team	Promising/emerging practices identified and ways for replication: 1) Feminist organization working with both girls and boys. The in-depth analysis of the practice and adapting educational program for youth accordingly will help AWC but also other feminist organizations to introduce this as regular practice in their work with youth. 2) "I can say no" campaign, and in particular using social networks, applications, online games and vlog. Detailed case study on "I can say no" campaign, tools used, and results achieved should be created and translated on other languages. This case study could be shared through AWC connections with other organizations in the region, using UN local agencies networks as well as WAVE network. 3) Identified and addressed lack of knowledge of educational professionals about legal and institutional framework for preventing/reacting to the SGBV in schools. Through the project, AWC expert collaborator identified this gap and addressed it through creating manual, as well as through connecting schools with Centres for Social Work in some communities, while in one case school became part of the institutional network for fighting VAW. In that respect, detailed case study on place of the school as an institution in the system of preventing/responding SGBV should be created, translated and shared through AWC connections with other organizations in the region, using UN local agencies networks as well as WAVE network. 4) Peer education among educational professionals. While this emerged spontaneously, in the future, when planning the activities with educational professionals, able and motivated individuals should be identified and prepared to work as peer educators among teachers. This could also be turned into case study and shared with other organizations.

	5) Connection between POs and educational institutions. Since this was an unplanned effect of the work with local organizations, in-depth analysis should be made of the cases/communities in which those links demonstrated as most successful and again shared with other organizations.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	Primary sources of information: ■ workshops for girls (87 participants) ■ workshops with boys (26 participants) ■ questionnaires for girls (82 respondents) ■ questionnaires for boys (26 respondents) ■ online questionnaire for educational professionals (123 respondents) ■ focus groups with educational professionals (73 respondents) ■ online questionnaires for partners organizations (14) ■ interviews with representatives of partner organizations (22) ■ online questionnaires for girls that shared social network content through their accounts and were not involved in the project (4 respondents) ■ Semi-structured interview with expert collaborator/vlog creator (1) ■ Semi-structured interview with AWC expert collaborator/trainer for educational professionals (1) ■ Group interview with AWC team ■ Semi-structured interview with UNTF representative Secondary sources of information: ■ All products (baseline study, analysis, researches) produced through project ■ Design, materials, reports - workshop with youth and educational professionals ■ Manuals created during the project for educational professionals ■ Desktop research of web sites, social networks ■ Report from PR agency on I can say no campaign
Conclusions	All identified promising or emerging practices should be subject of in-depth analysis and presented in the form of case studies which then can be translated into other languages and shared through AWC network and international networks of women groups. In addition, identified practices should be added in the process of planning of continuation of this particular project.

Evaluation Criteria	Gender Equality and Human Rights
Evaluation Question 1	Cross cutting criteria: the evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated throughout the project and to what extent.
Response to the evaluation question with analysis of key findings by the evaluation team	The project was designed to be responsive to gender and human rights. Project goal, outputs and outcomes were defined to increase the awareness and improve response on SGBV, thus also addressing women's human rights. In addition, Project team took great care to incorporate human rights based and gender sensitive approach to all activities. As one of the POs commented: *"The best thing is that AWC brought in SGBV topics into schools in a comprehensive way, connecting human rights, prejudices, stereotypes and feminist approach".* The designed approach was then reflected throughout the implementation. Thus, in selecting communities, the project team took into account ethnic diversity in Serbia, and included communities from different regions, thus ensuring inclusion of targeted groups from different ethnic and religious background (schools/participants from

	province of Vojvodina, and Sandzak). Partner's organisations were selected as to include Roma organization, organization of women with disabilities. Partners organization selected all have values/policies against discrimination. Peer educators included Roma girls as well as those with sexual orientation different from heterosexual, thus ensuring diversity of those who are working directly with high school pupils and students from the faculty.
	Further, education for both pupils and students was designed as to include issues on prejudices/stereotypes as well as discrimination, and why it is necessary to be aware of those issues. Within the exercises designed to educate about human rights and discrimination, attention was paid to explain marginalization, prejudices and stereotypes toward various groups such as Roma, persons with disabilities, persons with low income, LGBT persons, minorities etc. The pupils were also introduced to the Universal Declaration of Human Rights.
	In discussing participation of pupils with schools, project team asked specifically from schools to include participants with diverse background, thus ensuring that Roma pupils, pupils with disabilities were included. There were cases in education when some of the pupils came out as LGBT.
	As for teachers' education, gender discrimination and women human's rights were extensively addressed, and discrimination based on other grounds as needed in different schools. The component of prejudices and discrimination on other grounds could be strengthened by introducing it on separate session within education. Structure of participants reflected demographics of communities in which education was held.
	Feedback from pupils at evaluation workshops demonstrates that this issue was important for them. Asked what was the thing that they will never forget, a number of them said discrimination, stereotypes and prejudices. As one of the girls commented: *"Discussion on prejudices and stereotypes helped me understand myself better and others. It means a lot to me. Now I understand that I discriminated against others, but also that I was discriminated against too."*
	It is also important to note that Roma partner's organization established excellent relationship with the school in Nis, and that director noted that they will be continuing cooperation with them. This is important not only in the light of continuing work on the issue of SGBV, but also as a confirmation of opening a space for Roma organization to work with educational institution.

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	Primary sources:
	  ▪ workshops with girls in ten communities (87 participants)
	  ▪ workshops with boys in ten communities (28 participants)
	  ▪ semi-structured interviews with school directors (14)
	  ▪ Interviews with representatives of POs (22 interviews)
	Secondary sources:
	  ▪ Design and materials of the workshop for pupils and students
	  ▪ Design and materials of the education for teachers
	  ▪ Project reports

Conclusions	Human rights based, and gender-sensitive approach was incorporated in all aspects of the project design and implementation in a very high degree. Such comprehensive approach demonstrated very good results, especially with pupils.

8 Conclusions

Evaluation Criteria	Conclusions

Overall	Project outputs and outcomes have been achieved to the significant extent.
	Young people in targeted communities increased their understanding and knowledge of SGBV in significant measure (Output 1.1.); they were also effective in informing their peers and communities about SGBV (Output 1.2.). These results, combined with AWC comprehensive informational/learning campaign on SGBV significantly contributed to youth in targeted communities becoming active in changing attitudes against discrimination and SGBV in positive direction.
	Knowledge/skills of targeted educational professionals in the area of preventing/responding to SGBV were significantly increased (Output 2.1). To a certain extent, project helped teachers to improve school programs and practices in limited number of schools. (Output 2.2.). To a lower extent, awareness of the issue on sexual harassment and recognition of importance of this issue at targeted faculties was achieved (Output 2.3). In that respect, Outcome 2 - improved response of educational system in prevention of SGBV has been achieved, albeit not fully.
	Project goal – young girls experiencing improved safety from SGBV in targeted communities – was therefore partially achieved. Two main factors influenced such result: a) external factors beyond AWC control (MoESTD changed attitude toward cooperation with CSOs early in the project implementation) hindered achieving changes in policies and practices. b) quite ambitious project plan aiming for significant changes at different levels of educational system and AWC underestimating the level of efforts and time needed to achieve policy changes in the faculties. Nevertheless, project made an important progress in tackling the issue of young girls' safety.
	Most importantly, project managed to design and test comprehensive feminist and human rights based approach to the issue of preventing and reacting on SGBV among youth and within educational system. Successful practices, promising/innovative practices and gaps/obstacles within educational system and in working with youth are now thoroughly mapped and an excellent base for further work on this issue has been established, not only for AWC, but for other organizations that want to tackle this issue.
Effectiveness	▪ In addition to a significant level of achievement of planned outcomes, outputs and progress made toward achieving project goal, all planned, and number of unplanned activities were implemented with high quality, flexibility and high level of responsiveness toward specific needs identified in the field. Project implementation could have been better in advocacy activities at faculties and among academic staff, primarily in terms of level of effort invested and their timing (main part of advocacy activities was started in the last year of implementation).
	▪ The project generated positive changes in the lives of targeted women/girls to a significant extent in several ways:
	– Changing girls' (pupils and students) attitudes and behaviour about SGBV including awareness that VAW is violation of women's human rights; increased level of understanding of the nature and types of SGBV, increased readiness to react when faced with violence either personally or when other women/girls are exposed, and, to somewhat lesser extent, understanding of where the blame for violence lies.
	– Contributing to a more supportive environment for preventing and reacting to SGBV, thus generating positive change in the lives of girls in targeted schools through certain level of changes in attitudes of boys regarding SGBV (toward VAW, understanding of prevalence of SGBV, and knowledge on SGBV) and

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increased ability of educational professionals to react/prevent SGBV and changes of certain number of policies and practices in targeted schools.

− Established connections between local CSOs (POs) and schools which contribute to strengthening community network against SGBV.

− In addition, increased level of information on what violence is, how to react and where to ask for support is a positive change in lives of both targeted and untargeted women and girls; given that information will remain available online, significant number of women and girls have and will continue to have access to them. (This includes increased visibility of the issue of GBV in early partner relationships among youth included through the project and beyond through communication channels adapted to the needs and interests of youth.)

▪ Project was successful to a significant extent in motivating youth to engage in activism in the field of ending violence against women. Interviewed students feel significantly or quite motivated to engage in information sharing (highest type of engagement among all targeted groups), in peer education (high school girls) to organize or participate in advocacy actions (certain number of high school pupils and to a much lesser extent, students). Readiness to react to SGBV/provide support to those exposed to violence increased significantly among all targeted groups, with girls influenced to the greatest extent.

▪ Project was successful to a significant extent in motivating educational professionals to initiate change that contribute to ending VAW. As many as 94.3% interviewed teachers were engaged in initiating at least one type of change, which vary from informational activities, changing their own approach in teaching to prevention/reaction to SGBV. However, project was only partially successful in motivating academic staff to initiate changes.

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<td>**Relevance**</td>
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All achieved results are highly relevant to the needs of women and girls. Their continued relevance depends on the result and further steps.

Thus, changes on individual level among youth and educational professionals will remain most relevant, in terms of increased knowledge/skills, ability to transfer information/knowledge, increased ability and readiness to work to prevent and/or react to SGBV. Those are changes achieved on behavioural level and therefore have continued relevance, which can be increased with ensuring continued work.

Increased number of educational professionals that changed their attitude and established connection between schools and local organizations are highly relevant. Their will remain relevant at the extent in which those changes continue to be nurtured. Similarly, increased recognition of the issue of sexual harassment among certain number of academic staff will remain relevant only with continued work.

Partially improved school plans and practice in number of schools are all relevant and will remain relevant if their implementation is continued.

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<td>**Efficiency**</td>
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Project was highly cost-effective and implemented in an efficient way, with well-prepared and implemented monitoring and report mechanisms, good managerial structure and high level of support to partner's organizations and collaborators. AWC coordinator, team and external collaborators, all demonstrated professionalism in preparation, excellent communication, responsiveness and reliability. Despite a rather ambitious plan, AWC team managed to implement all planned and unplanned (additional) activities within the project timeframe although somewhat better fit between project activities and schools' schedules might have made implementation easier. Only the rather late start with advocacy activities at faculties somewhat negatively influenced efficiency in realizing this output.

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Sustainability	▪ Achieved results (positive changes generated in the lives of girls) related to individual changes in attitudes and behaviour among pupils, students and educational professionals have a potential of high level of sustainability. Significantly increased level of information on SGBV is also highly sustainable, given that information relevant for girls and youth in general, as well as information relevant for educational professionals will remain online and therefore accessible. Sustainability of other changes - changes in school policy/practices (strategies and activity plans, approach to classes, educational plan/programs, other practices) will heavily depend on continued efforts in work with schools and decision-makers to implement introduced changes. ▪ Project has contributed to creation of resources for implementing prevention activities, which are strongest at the level of human resources, which include: female students, educational professionals, peer educators and partners organizations. In particular, partner's organizations and peer educators, as well as relations established between organizations and educational institutions will remain a strong resource in communities for sustainability of prevention activities. ▪ AWC project was contributing and had boosting effect on prevention efforts in Serbia. Certain level of synergy was achieved where possible, but there was no opportunity for direct cooperation between different projects.
Impact	Given that at the time of project evaluation, the project was still being implemented, evaluation team provides potential points of impact in the areas of contribution to ending violence against women, gender equality and women empowerment. Points of impact can be summarized as: ▪ Policy and practice changes: introducing SGBV in School Development plan in one school; introducing SGBV school' activity plan against violence in three schools. To some extent changes of practices in a limited number of schools can also be a point of impact. The level of achieved impact will depend on the level of implementation of adopted changes in practice. ▪ Changes in individual attitudes and behaviour among pupils, students and educational professionals, most significantly in changing of their readiness to engage in activities that can contribute to ending VAW, as well as readiness to prevent/react on SGBV. ▪ Increased level of information on SGBV (recognizing, reacting, support) which happened as a result of youth engagement, but also through comprehensive AWC activities/informational campaign significantly contributed (and will continue to contribute) to ending VAW, given extensive outreach and availability of information. Unintended impact was achieved in four areas: recognized and addressed need of educational professionals to understand legal and institutional framework for preventing and reacting to SGBV; recognized and addressed gender-based cyber-bullying and violence on social networks; POs introducing wider spectre of services; establishing connections between schools and CSOs (POs), which strengthens the network in community for addressing this issue, especially among youth. In terms of women's empowerment, the most important impact was made in significantly increased readiness among girls and students to react on violence (either when personally facing it, or when other women/girls are exposed to it). At this point it cannot be claimed that impact has been achieved at faculties or among academic staff.
Knowledge	Project generated new knowledge/lessons learned to a significant extent in working

Generation	with youth, educational professionals, as well as in schools as institutions. Wide and diverse activities that engaged number of beneficiaries/actors served not only to create changes/impact in preventing and reacting to SGBV, but also mapped good practices, identified gaps and needs for future work.
	The project also resulted in several emerging/promising practices: feminist organization working with boys; using social networks/online applications and games as a tool for learning for youth; creating connections between educational institutions and CSOs on community level and supporting educational professionals to understand and interact with legal and institutional framework in preventing and reacting to SGBV are among most important.
Gender Equality and Human Rights	Human rights based and gender-sensitive approach was incorporated in all aspects of the project design and implementation in a very high degree. Such comprehensive approach demonstrated very good results, especially with pupils.
Others (if any)	

9 Recommendations

Evaluation Criteria	Recommendations	Relevant Stakeholders (Recommendation made to whom)	Suggested timeline (if relevant)
Overall	Continuing presence in advocacy process for introducing SGBV in educational system, targeting specific stakeholders. More specifically: ▪ Intensive preparation for advocating of inclusion of gender equality and SGBV issue in the new Strategy for education (for the period 2020- 2030). This could start with Presentation of results of evaluation and need for integration of a gender-based approach to peer violence in school to Inter-Ministerial Body for Prevention of Peer Violence, headed by MoESTD ▪ Continuous monitoring of upcoming changes in legal framework that concern education and providing comments and recommendations ▪ Analysis of upcoming changes in educational programs currently in process by Institute for Educational Development and providing proposals, suggestions,	AWC/relevant stakeholders: MoESTD MoESTD, National Educational Council Institute for Development of Education AWC in cooperation with all other stakeholders	At least next three years **Note:** continuation of activities and applying all recommendations is recommended on the three year-period as it demonstrated as good timeframe for implementing project of this scale. This will depend on AWC's ability to raise funds for continuation of the work.

	objections based on the experience from this program ▪ Permanent "soft campaigns" for raising public awareness on importance of preventing/responding/ending SGBV in schools/educational system ▪ Continuing program of working on this issue on the field (schools, faculties, communities)	AWC, schools, University	
Effectiveness	Adapt program strategy in following ways: ▪ Focus on smaller number of communities/schools with more in-depth approach. Lesson learned and pointed out by AWC team was that spreading of activities on large number of communities and schools, influenced their ability to intensify in-depth work in each of the schools/communities. Therefore, focusing on smaller number of communities, while including larger number of stakeholders/target groups within community can increase effectiveness (as well as impact and sustainability). ▪ Divide work with high schools and work with academia in two separate projects. Working with high schools and working with academia demands somewhat different approaches, given the difference in target groups. Moreover, level of effort for each is significant. Therefore, effectiveness would increase if AWC uses results already achieved as a starting point and then applied lessons learned through this project to design two separate projects.	AWC POs High schools University, faculties	
	Increasing number of target groups addressed, by disaggregating and adding those that were not included in this project. Through the project, various groups were included under one "umbrella" as educational professionals, (teachers, pedagogues, psychologists,	AWC, Educational professionals School directors Parents	

| | members of Team for Protection from Violence, Abuse and Neglect, school directors). Throughout the evaluation, however, interviewees mentioned them as separate groups, and specifically referred to some of them as points for further work (such as Teams, or directors).

In addition, evaluation pointed out that parents (which were not targeted through this project) are important part of the effort.

Therefore, approach should be adapted as to plan for working with following groups separately:

- Teachers (also increase number of participants in each school)

- Pedagogues, psychologists

- Team for protection from Violence, Abuse and Neglect, as separate group

- School directors (as separate group)

- Parents (add activities which would include parents) | | |
| | In-depth approach to education/activities with these groups which would include:

- Continuing education but increase number and frequency of follow-up meetings.

- Using follow-up meetings to address the areas which could not be addressed in detail through education; to respond to the needs expressed by teachers, providing support for reacting to cases of violence that emerge, discussing real or hypothetical cases and possible reactions; pointing out to teachers, pedagogues, psychologists specific areas that they should pay particular attention to in working with pupils. One of the issues that emerged is issue of who is to blame for violence and it should | AWC

Teachers

Pedagogues, psychologists

School directors

Parents | |

	be addressed specifically through follow up meetings. ▪ Working with Teams to introduce special measures for fighting GBV in their overall plans for fighting Violence in schools ▪ Working with school directors from all schools, identifying challenges and finding solutions for introducing policy level changes in the schools and influencing body of teachers and parents ▪ Working with parents to introduce the issue, as well as to influence them to adopt more friendly attitude toward fighting GBV. As it is, parents, for lack of information as well as ingrained prejudices, may have negative influence on attitude change that was achieved through working with teachers and children. This approach, apart from increasing effectiveness, would also reduce/positively influence the tensions and discrepancies between pace and level of changes on individual level, and policy/practice changes in schools. Targeting specific groups in this way would simultaneously increase critical mass as well as critical connections between stakeholders needed to achieve faster changes in policy/practices. In addition, this would also positively influence motivation of teachers, especially those who pointed out that slow pace of institutional changes demotivates them. Active inclusion of school directors, as well as all other stakeholders may help in ensuring them that they are not alone in efforts to create change.		
	Further, while working with each of these groups separately, AWC should include joint activities for all of them (such as for example meetings and/or events), that would enable exchange of information, sharing concerns and discussing possible solutions. In this way, fighting GBV could become joint effort, directed to	AWC Teachers Pedagogues, psychologists School directors Parents	

	increasing safety of children; this would also influence reducing resistance that might exist among some of these groups. These meetings/events, as well as other types of work/education with each of the target groups) should be promoted (made visible) among pupils and in community, thus increasing potential for building trust among pupils that their elders (teachers, schools, parents) are recognizing the issue and are investing some efforts in trying to respond to a problem.		
	Continuing work with girls and boys, keeping feminist approach in education (80 of girls and 20% of boys on workshops), because it empowers girls while leaving the space for boys to be included as well. Include Pupils Parliaments as a separate target group, working with them to reinforce messages from education At the same time, alternative ways for including more boys should be searched for. Thus, separate, short workshops for boys could be introduced in which some points could be stressed and discussed in-depth, enabling them to voice their concerns and assuage their feeling that they are under some sort of "attack". For example, short workshop on prevalence of violence which demonstrated as motivating factor for those who participated in education; or short workshop on explaining what kind of behaviour girls find threatening and why; etc. While boys are not primary beneficiaries, girls are influenced by their behaviour, and investing efforts in increasing number of their allies among boys will have overall positive effect on girls' lives.	AWC Peer educators	
	Include advocacy as separate topic in education for youth. As results achieved demonstrated, in some schools successful advocacy actions achieved concrete changes (e.g. removing dress code, or increasing safety), but also contributed to the feeling of empowerment among girls. Therefore, basic education on what is advocacy and how it is implemented could increase		

	effectiveness of the education. youth		
	Increasing depth of the work with academia, through increasing number of target groups, thus organizing education and activities for: ▪ Both female and male students should be included in education, with organized follow up activities (similar to acti8ons in high schools but age appropriate). ▪ Students' organizations, working with their representatives to include issue of GBV/sexual harassment in the list of issues they address with faculty bodies ▪ Professors, assistants, organizing educations, and focusing particularly on younger staff which reportedly has higher level of motivation. Use those that demonstrate motivation and interest as focal points/groups for initiating and monitoring activities in each of the faculties. ▪ Faculty deans/vice-deans, though for example organizing joint meetings of deans/vice deans from different faculties, to discuss addressing issue of GBV/sexual harassment present in faculties, ▪ University bodies, organizing meetings to present CoESHFs, and discuss improvement and/or introducing clear policies and procedures for fighting GBV and sexual harassment	AWC	
Relevance	Continue comprehensive awareness-raising activities adapted to needs and communication channels of youth, parents, teachers to raise awareness about SGBV and contribute to general lower tolerance towards gender-based violence and increased readiness for reporting and support to survivors.	AWC	
	In particular, I can say no campaign should be continued as part of raising awareness and providing information to youth. In continuing the campaign, three	AWC External experts	

	important points should be taken into account: • Continue to use social networks, games, applications, vlogs etc. as they demonstrated as very effective in communicating with this age group • Always mention and use examples from social networks in youth education, thus connecting education with real-life, real—time examples • Create content so that the campaign reaches out to both girls and boys.		
	Ensure continued work in schools, among educational professionals and other relevant target groups	AWC	
Efficiency	Introduce more frequent and regular meetings with partner organizations as check-up, exchange and additional monitoring of activities, early identification of potential problems	AWC POs	
	Careful planning of activities according to high schools' schedules (vacations, end of terms, holidays)	AWC	
	Planning more concentrated activities with youth as well as avoiding longer periods of time between education and follow up actions, thus keeping motivation/interest of youth easier		
	Starting advocacy activities with various stakeholders as early as possible. As evaluation demonstrated, late start of advocacy activities, particularly with academia influenced both effectiveness and efficiency, due to greater efforts needed and slow pace of institutional changes. Thus all advocacy activities, should be started as early as possible in the project implementation timeline.	AWC	
Sustainability	Potentially identifying focal point for each school (either individual and/or group) that would help in a) easier introducing of changes in policies and practices b) monitoring implementation of introduced changes. While in many schools this could be homeroom teachers, their work and attitudes should	AWC POs	

	be assessed prior to delegating them that role, because not all homeroom teachers are positively inclined toward the issue.		
	Planned and systematic build-up of relations between schools and POs, with AWC facilitation Planned and systematic connecting schools with other institutions in community relevant for preventing/reacting on SGBV (CSW, police, health institutions) Monitoring of emergent coalitions and informal groups and providing targeted support as/if needed, through providing opportunities for additional education on topics that they chose to address, connecting them to similar groups in other communities, introducing them to additional sources of information (e.g. websites, social networks, similar youth groups in other countries in the region and internationally), pointing out potential funding for youth groups etc.	AWC POs Schools CSW, police, health institutions AWC/POs	
	Prevent "dissipation" of youth activists and counteract the effect of those who leave for faculty through starting activities from first grade of high school and targeted "recruiting" of those that can and want to continue with peer education and activists' approach (as those who are educated are graduating and leaving school) .	AWC	
	In-depth mapping of similar programs, initiatives at the beginning of next program Coordination meetings before starting implementation and identifying points of potential cooperation, or at least coordination of activities	AWC Expert collaborators Other international and local organizations working on similar issues	
Impact	Monitoring implementation of adopted changes in policies and practices, primarily on national level	AWC	
	Focus on implementing concentrated and continuous follow-up activities with ▪ High school pupils ▪ More and more in-depth follow up activities with educational professionals, directors, Teams as to achieve changes in school policies and practices	AWC POs Pupils organizations	

	Introduce gatherings of girls/students from different schools and communities as to strengthen women empowerment and solidarity component	AWC POs	
Knowledge Generation	Introduce annual reviews with POs and stakeholders, identifying lessons learned from previous period and potential adaptations	AWC POs Other stakeholders	
	Create and/or update knowledge materials to be used as tools for youth for carrying out advocacy aiming to prevent gender-based violence, and for teachers aiming to integrate the topic of SGBV into prevention and teaching.	AWC	
	Create case studies on promising practices, translate and share through women's network, regional and international	AWC	2019
Gender Equality and Human Rights	Introduce general discrimination (prejudices, stereotypes, human rights) in education for educational professionals. While this topic is mentioned, at this point it is not designed as separate session for teachers' education in a way that is included in education for youth, and this should be corrected.	AWC	

10 Annexes

10.1 Final Version of ToR

No tolerance for gender-based violence

Terms of Reference for External Evaluation of the Project

1. *Background and Context*

1.1 Description of the project

As part of efforts to contribute to the prevention of violence against women, the Autonomous Women's Center (www.womenngo.org.rs), together with 14 local partners - women's organizations, is implementing the project "No tolerance for gender-based violence".

The project has a national and local scope and is implemented in Serbia. The project duration is three years, from January 1, 2016 until December 31, 2018. It is currently in its final implementation phase and ends at the end of December 2018.

The forms of violence addressed by the project are intimate partner and non-partner violence in the family (physical, sexual, emotional and psychological, economic) and violence in the community, namely, violence in schools, as well as sexual harassment and violence in public spaces/institutions.

The primary project focus is improved prevention of violence against women and girls through changes in behaviour, practices and attitudes. The key results aimed to be achieved by the project are: 1) education institutions (school, university etc.) improve practices, the curriculum, policies or services to prevent and/or address violence against women and girls, 2) community, youth and other groups mobilize people to change behaviour, attitudes and practices with regard to women's and girls' legal/human rights and take action to prevent violence against women and girls, 3) individuals have improved attitudes and behaviours with regard to women's and girls' legal/human rights and take action to prevent violence against women and girls and 4) women and girls have improved confidence and/or are equipped with knowledge to report unwanted sexual activity and/or violence.

Strategies used in project implementation are prevention of violence through employing information, education and communication; changing individual attitudes; awareness raising and advocacy activities.

The primary beneficiaries of the project are women and girls in general (adolescents aged 10-19, young women aged 20-24 and adult women) in urban and rural settings. The secondary beneficiaries are members of civil society organizations (approximately 27), education professionals (teachers, educators,

approximately 400), government officials (decision-makers, policy implementers, approximately 40), men and boys (approximately 140).

1.2 Strategy and theory of change

The project goal is to increase the experience of safety of young women from sexual and gender-based violence. This is intended to be achieved through a two-fold approach. Firstly, by contributing to the encouragement of young people (girls and boys) in 30 high schools and 8 faculties in Serbia to engage in changing their own attitudes and behaviour and those of other young people against sexual and gender-based violence, and secondly by contributing to an improved response and prevention activities of school teachers (in 30 schools) and academic staff and officials (in 8 faculties). Project activities are aimed at:1) increasing the knowledge of secondary school pupils and contributing to the changes of their attitudes concerning sexual and gender-based violence and encourage local activism of young women and men concerning this topic; 2) improving the response of education institutions to gender-based violence through capacity building of education staff, improvement of the education practice, school curricula and advocacy for introduction of policies addressing sexual harassment at higher-education institutions; 3) raising awareness of decision-makers on the need to improve the legal and strategic framework addressing the protection of girls and boys from gender-based violence within the education system and encouraging the improvement of the current situation; 4) increasing awareness on gender-based violence in local communities through cooperation of youth, education institutions and NGOs.

The project is up-scaling previous activities with young people and involves the introduction of a new, comprehensive approach to gender-based violence in high schools and universities and systemic changes in the education policy, as well as development of new audio visual educational and informative materials. Besides education of young people and their teachers that contributes to changing individual attitudes and gaining applicable knowledge, follow-up and mentoring activities and public actions have been introduced to provide opportunities for applying acquired knowledge and developing skills in practice and encourage personal engagement. Focus has also been on ensuring networking and opportunities for fostering coalitions and networks between youth, teachers and local women's organizations, transfer of knowledge among youth and teachers, raising individual motivation and development of common strategies for stronger influence on decision makers. Advocacy activities focus on providing justification for the need to integrate the topic of gender-based violence into secondary school curricula, as well as school prevention activities to ensure long-term, strategic change.

1.3 Geographic context

The project is implemented at national and local level (in 15 cities) in Serbia.

1.4 Total resources allocated for the intervention

The total budget for the project is 379,800 USD, with support from the UN Trust Fund to End Violence against Women (UNTF) in the amount of 358,600 USD and contribution by the Autonomous Women's Center in the amount of 21,200 USD.

1.5 Key partners

The following women's/youth organizations participate in the project as local partners:

1.SOS Women's Center, Novi Sad	2. "...From circle -Vojvodina", Novi Sad
3.Women's Association "Femina", Smederevska Palanka	4. Zajecar Children's Center, Zajecar
5. Center for Women's Support, Kikinda	6. Women's Peace Group, Pancevo
7. Zrenjanin Education Center, Zrenjanin	8. Uzice Women's Center, Uzice
9. Association "Fenomena", Kraljevo	10. Alternative Center for Girls, Krusevac
11. SOS Vlasotince, Vlasotince	12. Association "Impulse", Tutin
13. Women for Peace, Leskovac	14. Roma Women's Association "Osvit", Nis

A recommendation letter was obtained from the Ministry for Education, Science and Technological Development for the implementation of the
project activities with education institutions.

2. Purpose of the evaluation

This is a mandatory final project evaluation required by the UN Trust Fund to End Violence against Women. It is also an evaluation of prevention activities of the Autonomous Women's Center.

The evaluation results will be used by the UN Trust Fund to End violence against Women to assess the overall impact of the project. In addition, they will be used by the Autonomous Women's Center's coordination team to better understand the achieved outcomes, positive effects, obstacles, opportunities overlooked and future needs in the field of prevention of gender-based violence.

The evaluation report will be used for planning future activities addressing gender-based violence and sexual harassment affecting young women and girls in Serbia. The evaluation results will especially contribute to providing input for designing future comprehensive activities based on the needs and perspectives of primary and secondary beneficiaries, as well as on lessons learnt.

Based on the evaluation results, the project team decide on future advocacy activities in the field of prevention, as well as on strategies to ensure sustainability of achieved positive changes, as well as on best methods for dissemination of knowledge products and transferable positive practices.

3. *Evaluation objectives and scope*

3.1 Scope of Evaluation

The evaluation should cover the entire project duration (January 2016 to December 2018). It should focus on the project impact in Serbia, but should also take into account successful initiatives and practices in the region.

This evaluation should cover the project's target primary and secondary beneficiaries, as well as key partners and stakeholders and selected external experts (e.g. partner organizations – members of the Women against Violence Network, peer educators, external experts, representatives of the Ministry of Education, Science and Technological Development) participating in project implementation.

3.2 Objectives of Evaluation

The overall objectives of the evaluation are to:

1. Evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability, impact and the cross-cutting gender equality and human rights criteria, with a strong focus on assessing the results at the outcome and project goals;
2. Identify key lessons and promising or emerging good practices and approaches in the field of ending violence against women and girls, for learning purposes;
3. Identify project connectedness and achieved synergy with other initiatives in the country.

4. Evaluation Questions

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

Evaluation Criteria	Mandatory Evaluation Questions

Effectiveness	1) To what extent were the intended project goal, outcomes and outputs achieved and how? 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. 3) To what extent was the project successful in motivating youth to engage in activism in the field of ending violence against women? To what extent did the project motivate youth for reacting to violence and provide support to those exposed to violence? 4) To what extent was the project successful in motivating teachers and representatives of the academic staff to initiate changes that contribute to ending violence against women and girls?
Relevance	1) To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?
Efficiency	1) To what extent was the project efficiently and cost-effectively implemented?
Impact	1) To what extent will the achieved results, especially any positive changes in the lives of women and girls at the project goal level, going to be sustained after this project ends? 2) To what extent have project activities contributed to creation of resources for carrying prevention activities forward after the project ends (coalition creation, human resources, etc)?
Knowledge Generation	3) To what extent are project activities synergetic with similar initiatives, thus boosting effects of general prevention efforts in the country?

5. Evaluation Methodology

The evaluation **approach**, **process** and **methods** should be tailored according to the evaluation objectives and characteristics of target groups. Besides focusing on project outcomes and impact, it is also important to identify examples of good practices and give recommendations for the revision of implemented and introduction of new further activities. The evaluation approach and methods must be gender responsive and disaggregated by sex.

The evaluator(s) should propose the evaluation design and methodology in their proposal.

The evaluation **process** should include the following phases: d*eveloping evaluation design, secondary data analysis, field information, writing products.*

Evaluation **methods** should include:

- content analysis of the collected data, documents and literature (including data collected during the process of project implementation, such as youth survey results, reports of follow-up meetings, progress and annual reports);
- field visits - focus groups and interviews with different groups of beneficiaries and stakeholders;
- case studies illustrating examples of good practice. Two types of good practices should be identified and illustrated. One is connected with the systematic prevention work within the school (involving activities with teachers, parents, pupils). The second type should be a good example of encouraging youth activism through cooperation of pupils, schools and local non-governmental organizations. Success/failure indicators should also be identified, as well as the factors influencing the level of success.

The existing information sources include (but are not limited to):

- Relevant national legal and strategic framework document*:* Law on Prevention of Domestic

        Violence, Law on Education System Foundations, Protocol of Action in Education Institutions on the Protection of Pupils from Violence, Abuse and Neglect, National Strategy for Gender Equality, National Strategy for Youth, etc.

- Project document
- Annual and Progress Reports
- Baseline and end-line survey on perception of youth on gender-based violence and safety
- Analysis of internal documents of universities for protection of students from sexual harassment and survey of public awareness on sexual harassment
- Case studies concerning youth actions
- Peer educator reports from peer trainings
- Analysis of secondary school curricula from the aspect of possibilities for integration of the topic of gender-based violence
- Draft collection of lesson plans and texts by teachers participating in project activities and texts prepared for teachers concerning the implementation of the framework for protection of pupils from violence and harassment
- Project website
- Contact list of project partners to interview/collect information from
- Contact list of primary project beneficiaries to interview/collect information from
- Contact list of secondary project beneficiaries to interview/collect information from

Once the evaluator is selected the grantee organization will share the list of key stakeholders/institutions to be consulted; documents to be consulted and required structure for the inception and final report and templates for presenting evaluation findings and process.

6. Evaluation Ethics

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

The evaluator(s) must put in place specific safeguards and protocols to protect the safety (both physical and psychological) of respondents and those collecting the data as well as to prevent harm. This must ensure the rights of the individual are protected and participation in the evaluation does not result in further violation of their rights. The evaluator(s) must have a plan in place to:

- Protect the rights of respondents, including privacy and confidentiality;
- Elaborate on how informed consent will be obtained and to ensure that the names of individuals consulted during data collection will not be made public;
- Consider additional risks and the need for parental consent in implementing activities with children (under 18 years of age);
- The evaluator(s) must be trained in collecting sensitive information and specifically data relating to violence against women and select any members of the evaluation team on these issues;
- Data collection tools must be designed in a way that is culturally appropriate and does not create distress for respondents;
- Data collection visits should be organized at the appropriate time and place to minimize risk to respondents;
- The interviewer or data collector must be able to provide information on how individuals in situations of risk can seek support (e.g.referrals to organizations that can provide counseling support).

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

- WHO, "Ethical and safety recommendations for intervention research on violence against women", (2016) http://www.who.int/reproductivehealth/publications/violence/intervention-research-vaw/en/

- WHO, "Ethical and safely recommendations for researching, documenting and monitoring sexual violence in emergencies" (2007) http://www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf

- WHO/PATH, "Researching violence against women: a practical guide for researchers and activists", (2005) http://www.path.org/publications/files/GBV_rvaw_complete.pdf

- UNICEF's "Child and youth participation guide" (various resources) https://www.unicef.org/adolescence/cypguide/resourceguide_ethics.html

- UNEG guidance document, "Integrating human rights and gender equality in evaluations", (2011) Chapter 3 http://www.unevaluation.org/document/download/2107

7. *Key deliverables of evaluators and timeframe*

	Deliverables	Description of Expected Deliverables	Timeline of each deliverable (date/month/year)

1	Evaluation inception report (language of report: Serbian and English)	The inception report provides the grantee organization and the evaluators with an opportunity to verify that they share the same understanding about the evaluation and clarify any misunderstanding at the outset. An inception report must be prepared by the evaluators before going into the technical mission and full data collection stage. It must detail the evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods, proposed sources of data and data collection/analysis procedures. The inception report must include a proposed schedule of tasks, activities and deliverables, designating a team member with the lead responsibility for each task or product. The structure must be in line with the suggested structure of the annex of TOR.	**15/11/2018**
2	Draft evaluation report (language of report: Serbian and	The report needs to meet the minimum requirements specified in the annex of TOR.	**15/01/2019**
3	Final evaluation report (language of report: Serbian and	Relevant comments from key stakeholders must be well integrated in the final version, and the final report must	**28/02/2019**

8. Evaluation team composition and required competencies

Evaluators must be independent from any organizations that have been involved in designing, executing, managing or advising any aspect of the project that is the subject of the evaluation and any other UN Trust Fund-funded projects.

8.1.   Evaluation Team Composition and Roles and Responsibilities

The Evaluation Team will be consisting of 1 national lead evaluator and 1 national evaluation consultant. The

lead evaluator will be responsible for undertaking the evaluation from start to finish and for managing the evaluation team under the supervision of evaluation task manager from the grantee organization, for the data collection and analysis, as well as report drafting and finalization in Serbian and English.

The lead evaluator should provide the relevant information on the qualifications of team members. The lead evaluator is responsible for the assignment of tasks and organization of evaluation activities among team members. The lead evaluator is responsible for the end result and products of the evaluation within the defined timeframe.

The evaluation team will be responsible for the evaluation logistics: office space, administrative support, own travel within the country, telecommunications, translation and printing of documents, subsistence allowances, etc. The evaluators are also responsible for the dissemination of all methodological tools such as surveys. The grantee organization will provide support in communication with representatives of beneficiaries and stakeholders to be interviewed and will organize and cover costs of meetings with stakeholders within the evaluation process. Payment to the evaluator(s) will be made in installments upon delivery of each stage of the evaluation process (1-inception, 2-draft report and 3-final report).

8.2.   Required Competencies

Lead Evaluator

• Evaluation experience at least 5 year in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods,

• Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls

• Specific evaluation experiences in the areas of ending violence against women and girls

• Experience in collecting and analyzing quantitative and qualitative data,

• In-depth knowledge of gender equality and women's empowerment,

• A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used,

• 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/Country experience and knowledge: in-depth knowledge of the education system in Serbia and framework for protection against violence against women and social protection system is required,

• Language proficiency: fluency in Serbian and English is mandatory.

<u>Evaluation consultant</u>

• Evaluation experience at least 3 year in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods,

• Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls

• Specific evaluation experiences in the areas of ending violence against women and girls

• Experience in collecting and analyzing quantitative and qualitative data,

• In-depth knowledge of gender equality and women's empowerment,

• A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used,

• Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts,

• Regional/Country experience and knowledge: in-depth knowledge of the education system in Serbia and framework for protection against violence against women and social protection system is required,

• Language proficiency: fluency in Serbian and English is mandatory.

9. *Management Arrangement of the evaluation*

Name of Group	Role and responsibilities	Actual name of staff responsible
Evaluator(s)/Evaluation Team	External evaluators/consultants to conduct an external evaluation based on the contractual agreement and the Terms of Reference, and under the day-to-day supervision of the Evaluation Task Manager.	External evaluators
Evaluation Task Manager	Manage the entire evaluation process under the overall guidance of the senior management, to: • 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;	Marina Ileš, Project Coordinator

	• 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 evaluation management group and stakeholder reference 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; • lead the dissemination of the report and follow-up activities after finalization of the report	
Evaluation Management Team	Project staff, Monitoring and evaluation staff and senior management of the organization who commissions the evaluation (grantee) – responsible for: 1) guidance of the evaluation process; 2) provision of support with logistics; 3) preparing responses to the recommendations generated by the evaluation.	Slobodanka Macanovic, Director Tanja Ignjatovic, Program Coordinator Sanja Pavlović, Project Assistant
Stakeholder Reference Group	Primary and secondary beneficiaries, partners and stakeholders of the project who provide necessary information to the evaluation team and review the draft report for quality assurance	Biljana Lajovic - Representative of the Ministry of Education, Science and Technological Development Ivana Zelic – peer educator and representative of partner organization "From circle Vojvodina" Bojana Peric Prkosovacki – pedagogue of the Secondary Medical School in the City of Novi Sad Atifa Šaljić – representative of partner NGO „Impuls" Mildred Garcia – UN Trust Fund Portfolio Manager

10. Timeline of the entire evaluation process

Stage of Evaluation	Key Task	Responsible	Number of working days required	Timeframe (dd/mm/yyyy - dd/mm/yyyy)
Inception stage	Briefings of evaluators to orient the evaluators	Evaluation Task Manager	9 working days	First week
	Desk review of key documents	Evaluation Team		First week
	Finalizing the evaluation design and methods	Evaluation Team		Second week
	Submit draft Inception report	Evaluation Team		By 25/10/2018
	Review Inception Report and provide feedback	Evaluation Task Manager, Evaluation Management Team, Stakeholder Reference Group and UNTF	5 working days	By 1/11/2018
	Incorporating comments and revising the inception report	Evaluation Team	3 working days	By 15/11/2018
	Submitting final version of inception report	Evaluation Team		
	Review final Inception Report and approve	Evaluation Task Manager, Stakeholder Group and UNTF	5 working days	By 15/11/2018
Data collection and analysis stage	Desk research	Evaluation Team	10 working days	By early January 2019
	In-country technical mission for data collection (visits to the field, interviews, questionnaires, etc.)	Evaluation Team	6 weeks (depending on travel)	
Synthesis and reporting stage	Analysis and interpretation of findings	Evaluation Team	2 weeks	By 21/1/2019
	Preparing a first draft report	Evaluation Team		
	Review of the draft report with key stakeholders for quality assurance	Evaluation Task Manager, Stakeholder Group and UNTF	15 working days	By 8/2/2019
	Consolidate comments from all the groups and submit the consolidated comments to evaluation team	Evaluation Task Manager		

	Incorporating comments and preparing second draft evaluation report	Evaluation Team	10 working days	By 22/2/2019
	Final review and approval of report	Evaluation Task Manager, Stakeholder Group and UNTF	5 working days	By 27/2/2019
	Final edits and submission of the final report	Evaluation Team	1 working day	By 28/2/2019

11. Annexes

11.1. Expected outline of inception report

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) 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.

Work plan 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 – UNTF template).

•   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.

11.2. Expected outline of draft report

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 defined mandatory questions)

IV. Evaluation methodology (based on UNTF

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 (based on UNTF

template) VII. Conclusions per evaluation criteria (based on UNTF template)

VIII. Recommendations per evaluation criteria (based on UNTF

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

10.2 Evaluation Matrix

Evaluation Criteria	Mandatory Evaluation Questions	Indicators	Data Sources and Data Collection Methods
1. Effectiveness	1. To what extent were the intended project goal, outcomes and outputs achieved and how?	1.1.1. % of girls that report increased feeling of safety (through workshops or completed questionnaire) 1.1.2. % of part. trained (youth) that pass the knowledge test on GBV and the skills required to transfer knowledge 1.1.3. % of part. trained (educational profess.) that passed the knowledge test on SGBV and the skills required to transfer knowledge 1.1.4. Perception of youth on adequacy and level of their knowledge and skills to react and transfer knowledge to other young people 1.1.5. Perception of educational professionals on adequacy and level of their knowledge and skills to respond and prevent SGBV 1.1.6. # of applied changes in school activities (curricula plus prevention activities) 1.1.7. # and types of policy reforms of internal policies on SH enacted during the project 1.1.8. # and type of youth public actions implemented during the Project 1.1.9. Estimated # of youth informed on various forms of GBV in 15 communities and Serbia (through project activities including campaign	Data Sources: Project document; Annual and Progress Reports; baseline and end-line survey (by implementing organization), internal documents of universities; school curricula, available lessons plans, initial survey results; transcripts/notes from interviews/focus groups/workshops/, project partners meeting Data Collection Methods: Analysis of documentation; project partners workshop; interviews with relevant stakeholders; workshops with high-school pupils and faculty students; initial survey and focus groups/group interviews with teachers and educators;
	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	1.2.1. Change in recognition of what violence is 1.2.2. Change of perspectives of trained young people in attitude towards various forms of GBV 1.2.3. Change in the perception of the blame for violence 1.2.4. Change in behaviour when faced with	Data Sources: Baseline/end line study; Transcript/notes from workshops, focus groups and interviews Data Collection Methods: Analysis of baseline/end line study; Initial survey results workshops with targeted girls and women; workshops with untargeted girls and

	Indicators	Data Sources / Methods
women and/or girls?	situation of violence 1.2.5. Change in the placing responsibility for safety (recognizing who is responsible)	women (if possible); interviews with women CSOs that work with women and girls; focus groups with teachers/educators;
3. To what extent was the project successful in motivating youth to engage in activism in the field of ending violence against women? To what extent did the project motivate youth for reacting to violence and provide support to those exposed to violence?	1.3.1. % of training participants engaged in follow up activities to encourage other young people to change their attitudes and behaviour on SGBV (AWC IND) 1.3.2. Type/depth of their engagement (to list possibilities and ask for other forms 1.3.3. Level of motivation 1.3.4. Perception of what of the project activities motivated them to be included or not	Data Sources: Transcript/notes from workshops and interviews; Annual and progress reports; Data/reports from women and youth CSOs/informal groups that worked on engaging young people Data Collection methods: Analysis of documentation; Workshops with young people that participated in the project; interviews with women and/or youth CSOs and/or informal groups that engaged young people in this field
4. To what extent was the project successful in motivating teachers and representatives of the academic staff to initiate changes that contribute to ending violence against women and girls?	1.4.1. % of professors and school teams, that participate in follow up meetings and data collection (AWC IND) 1.4.2. # and types of changes in school programs, curricula and practice in 30 schools, proposed by professors (AWC IND) 1.4.3. Number (%) of educational professionals that initiated any type of changes that can contribute to ending violence against women and girls 1.4.4. Types/Level of engagement of educational professionals in changes that can contribute to ending violence against women 1.4.5. Perception of what (related to project actions) motivated them to be included or not 1.4.6. # of faculty Management staff/officials that responded to AWC's initiative/Initiated change (AWC IND)	Data Sources: Project documentation (annual and progress reports, internal documents of universities; school curricula, available lessons plans; Results from initial survey; Transcript/notes from focus groups, interviews Data Collection Methods: Analysis of documentation, analysis of results of initial survey; focus groups with teachers/educators; focus groups/ group interviews with pupils/students, on line questionnaire for teachers, focus groups/group interviews with teachers/educators/school officials, interview with school directors, group interview with faculty students

	1.4.7. Perception of what (related to project actions) motivated faculty management staff to be included or not	
2. Relevance 1. To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?	2.1.1. Perception of relevance by women and girls that participated in the project 2.1.2. Perception of relevance among educational professionals and academic staff 2.1.3. Perception of relevance among boys/men 2.1.4. Perception of relevance of local officials, school/faculty officials (directors, deans) and decision-makers 2.1.5. Statistical data (if available) or data from women CSOs that address GBV	Data Sources: data from women groups that work with women and girls experiencing violence, transcript/notes from workshops and interviews, initial survey among educational professionals; interviews with decision-makers; Data Collection Methods: analysis of relevant documents, analysis of available statistical data and data from women CSOs; workshops with girls, workshops/group interviews with boys, workshop with partner CSOs, interviews with school directors/deans, decision makers
3. Efficiency 1. To what extent was the project efficiently and cost-effectively implemented?	3.1.1. Ratio of the number of services / activities, users vs. spent resources 3.1.2. Existence of monitoring mechanisms/ control mechanisms of the use of resources 3.1.3. Quality of provided mechanisms for reporting and monitoring project activities and outputs 3.1.4. Characteristics of organizational structure, managerial support and coordination mechanisms established by the AWC 3.1.5. Perception of project partners and stakeholders on the effectiveness of coordination mechanism	Data Sources: Project Document, Annual and Progress reports; Financial reports; Transcript/notes from interviews with implementing organization and project partners Data Collection Methods: analysis of relevant documents; interviews with AWC and project partners
4. Sustainability 1. To what extent will the achieved results, especially any positive changes in the lives of women and girls at the project goal level, going to be sustained after this project ends?	4.1.1. Number and type of changes (including potential policy changes) that are likely to continue after the project ends without additional financing 4.1.2. Perception/opinion of sustainability of identified changes by women and girls, project partners and CSOs, as well as other	Data Sources: Project Document, Annual and Progress reports; internal documents of universities; school curricula, available lessons plans; Reports from women/youth CSOs; Transcript/notes from workshops with women and girls that participated; interviews with project partners, focus groups with

		stakeholders (decision-makers)	teachers/educators
			Data Collection Methods: Analysis of documentation; focus groups with teachers/educators, interviews with women/youth CSOs; workshops with girls; workshops/group interviews with boys, workshops with partner CSOs, interviews with school directors/deans, interviews with other target groups
2.	To what extent have project activities contributed to creation of resources for carrying prevention activities forward after the project ends (coalition creation, human resources, etc)?	4.2.1. Emergence of youth groups, coalitions, teachers/educators groups (formal/informal) that became active in the field of violence against women and girls 4.2.2. Number (%) of young people (girls and boys that got engaged in the field (and will likely to continue to be engaged) 4.2.3. Number (%) of teachers/educators that got engaged in the field (and will continue to be engaged) 4.2.4. # of faculty Management staff/officials that responded to AWC's initiative/Initiated change and will continue to be engaged 4.2.5. Perception of change in knowledge/skills relevant and contributing to ending violence by youth (girls and boys) 4.2.6. Perception of change in knowledge/skills relevant and contributing to ending violence by teachers/educators/academic staff	Data Sources: Annual and Progress reports; transcript notes from interviews with project partners and potential youth initiatives/groups, focus groups with teachers/educators; workshops with youth; Data Collection Methods: Analysis of documentation; workshops with youth (girls/boys), focus groups with ed. Professionals; online questionnaire with teachers interviews with school directors/deans,
3.	To what extent are project activities synergetic with similar initiatives, thus boosting effects of general prevention efforts in the country?	4.3.1. Level of synergy measured through overlaps and gaps between the Project and potential similar initiatives in areas: - Target groups covered - Areas of intervention - Geographical distribution - Level of intervention (e.g. services, advocacy, campaigns, national or	Data Sources: list and descriptions of other initiatives with similar activities/focus; project documentation; transcript/notes of interviews with project partners and interviews with other stakeholders involved in similar initiatives Data Collection Methods: desk-top research of other initiatives; analysis of data collected through desk-top

		(local scope)	
		4.3.2. Number, type of measures taken to achieve synergy and avoid overlaps	research and interviews with project partners; group interview with AWC team;
5. Impact	1. To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended or unintended impact)?	5.1.1. Number, scope and nature of potential changes in policies of educational institutions as result of the project 5.1.2. Number, scope and nature of potential changes in practices of educational institutions as result of the project 5.1.3. Number, scope and nature of potential changes in the work of women CSOs that participated in the project regarding fighting GBV among women and girls 5.1.4. Perception of the level of increased safety among girls participating in the project due to mechanisms/measures resulting from the project 5.1.5. Change in availability of information regarding GBV and services/support for girls/students 5.1.6. Change in readiness to be personally engaged among youth 5.1.7. Change in readiness to be personally engaged among educational professionals 5.1.8. Media coverage (potential changes in quantity and quality of media coverage on GBV)	Data Sources: annual and progress reports, reports from women CSOs working with women and girls; curricula, lessons planned, policies in schools/faculties, press-clipping; reports from social networks reaction; baseline and end-line survey; transcript/notes from workshops with girls, boys/men; focus groups with teachers/educators, interviews with decision-makers, interviews with project partners Data collection methods: analysis of documentation, workshops with girls, boys; focus groups with teachers/educators, interviews with decision-makers, interviews with project partners; interviews with youth engaged in social networks online questionnaire with teachers interviews with partner CSOs, directors/deans,
6. Knowledge Generation	1) To what extent has the project generated knowledge, promising or emerging practices in the field of Ending Violence against Women and Girls that should be documented and shared with other practitioners?	6.1.1. Number and type of promising or emerging practices in the field of ending violence against women and girls	Data Sources: annual and progress reports; other type of reports from AWC and project partners; transcript/notes from interviews with project partners Data Collection Methods: analysis of documentation, workshops with girls/boys; interviews with project partners focus groups/group interviews with teachers, group interviews with AWC

		2) If there are any promising or emerging practices, how can these be replicated in other interventions?	*No indicators; recommendations based on analytics of data collected*
7.	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.	7.1.1. Gender and human rights responsive approaches designed and implemented 7.1.2. Perception of target groups (youth, educational professionals) on the appropriateness of approaches incorporated in each of the activities throughout the project	Data Sources: project documentation on activities, notes/transcriptions from interviews and workshops Data Collection Methods: analysis of documentation, workshops with girls/boys; interviews with project partners focus groups/group interviews with teachers, interviews with decision-makers; group interviews with AWC

10.3 Beneficiary Data Sheet

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	*Estimated 250 girls (of participants in education and actions)*
Lesbian, bisexual, transgender	*Estimated 180 girls (of participants in education and actions)*
Women/ girls with disabilities	*Estimated 90 girls (of participants in education and actions)*
Women/ girls living with HIV/AIDS	
Women/ girls survivors of violence	*Estimated 970 girls (of participants in education and actions)*
Women prisoners	
Women and girls in general	740 (22 peer trainers, 583 secondary school pupils, 135 female students) + 8260 (women training and youth action participants)
Other (Specify here:)	2017 – 9,100 unique website visitors 2018 - 37,000 unique website visitors
TOTAL PRIMARY BENEFICIARIES REACHED	Estimated: 55,100 (of which 9,000 directly)
Type of Secondary Beneficiary	**Number**
Members of Civil Society Organizations	42 (+4 AWC team)
Members of Community Based Organizations	
Members of Faith Based Organizations	
Education Professionals (i.e. teachers, educators)	424 (402 teachers-training participants F-354, M-57) 22 faculty representatives, F-18, M-4)
Government Officials (i.e. decision makers, policy implementers)	8
Health Professionals (doctors, nurses, medical practitioners)	
Journalists / Media	
Legal Officers (i.e. Lawyers, prosecutors, judges)	
Men and/ or boys	1,282 (152 pupils of secondary schools and 1130 participants of youth actions)
Parliamentarians	
Private sector employers	
Social/ welfare workers	
Uniformed personnel (i.e. Police, military, peace keeping)	
Other (Specify here:) External collaborator Social workers (not targeted)	 18 5
TOTAL SECONDARY BENEFICIARIES	1,783
Indirect beneficiaries reached	**Number**
Other (total only)	20 (female journalists)
GRAND TOTAL	Estimated 56,903 (of which 10,783 directly)

Note: General public: not possible to provide realistic estimation; for certain one-off activities there is significant outreach (e.g on TV show with video spot made by pupils was seen by 2 mill. people; VICE TV Network film "When I say no" was seen by 384,000 people. Additionally, FB shares (both years) 3,621; est. FB reach for both year 4,67 million; Instagram impressions both years, 670,000 It should also be added that general public (women and men, and youth not directly involved in project) was also reached through distribution of 10000 stickers, 12000 flyers and 450 posters on recognizing different forms of gender-based violence

10.4 Additional methodology-related documentation

10.4.1 Interview Consent Form

Interview Informed Consent Form

Respondent's name, organization, and position

_____

		Tick the box, please
1	I confirm that I have been informed about the aim of the Evaluation Study and have had the opportunity to ask questions.	☐
2	I agree to take part in the Study/interview.	☐
3	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	☐
4	I agree to the interview being audio recorded. I know that the information I give is confidential and available only to the research team.	☐
5	I agree to the use of anonymised quotes in the Evaluation Report and/or the Project related publications and/or reports.	☐

_____   _____   _____

Respondent's name   Date   Signature

_____   _____   _____

Interviewer's name   Date   Signature

10.4.2 Data Collection Methods

Design of the workshop for girls

Participants: high   school
students

Place: school

Duration: 90 minutes + questionnaire

Objective of the workshop: To get information in changes of knowledge, skills and attitudes of girls who participated in the project

Time min	Activity	Key issues	Methods
10	Introduction	Welcome Mutual presentation Presentation of the workshop objective Presentation of the program Agreement on the working mode	Presentation - a game related somehow to the project
20	Key knowledge from the workshop 1.2.1 – 1.2.5.	What of the things I learned at the workshop I will never forget and why it is important to me? Discuss - what are some groups of the most important knowledge and why exactly that was the most important?	Post it (to write one thing on each) Classify Discuss (15)
20	Engagement and motivation for engagement 1.3.2. 1.3.4.	Did you do something / continue to do after the workshop and what? FC is filled with: - nothing - I talked with friends / company - I talked to my parents - I participated in the action organization - I participated in the implementation of the action - I continued peer education - on the profiles of my social networks now I'm posting (MORE OFTEN) about the rights of women Why? Did the workshop help? How it was important to you to continue to do something? What encouraged or discouraged you to continue to deal with this topic? And your peer/friends?	To stain coloured dots in addition to what they did / did not do
15	Changes and sustainability 4.1.1 i 4.1.2	Did something change at school after the workshops and if so what changed? (among girls, boys, teachers, at classes, at school in general ...) Do you think it will take time to keep this change? Why?	Brainstorming – write down what they say Then discuss durability

20	New knowledge and practices 6.1.1	What is the best thing that happened / changed it school after the workshops, what do you think could be transferred to other schools?	10 in pairs (or groups) 10 discussions
	Evaluation of the	If this project were an Instagram status (photo), how	To write a number

5	project The game for the end	much likes it would get?	e.g. on FC
		Filling the questionnaire	

Questionnaire for girls

1. (IND 1.2.1.) Has and how much has your understanding / recognition of what is violence against women and girls as a result of this project changed? Use the scale of 1-5 (1- Nothing has changed 2-Small changes; 3 - I'm not sure 4-Certain level of change; 5 - Significant change)

1	2	3	4	5

Why (please explain your answer)?

2. (IND 1.2.2.) Do you think that gender-based violence threatens the rights of women and girls:
   - more than before the project
   - less than before the project
   - similar to what you thought

   earlier? Why (please explain

   your answer)?

3. (IND 1.2.3.) Has the project somehow changed your understanding of who is really "guilty" if violence occurs? Use the scale of 1-5 (1- No change; 2-Small changes; 3 - I'm not sure 4-Yes to a greater extent; 5 - Significant change)

1	2	3	4	5

How did it change? Why?

4. (IND 1.2.4. and 5.1.6.) Are you and how much are you readier to react (I would defend myself, I would ask someone to help me, report to school or to police) if you think that something happens to you that is the violence because you are a girl? Use the scale of 1-5 (1- No change; 2-Small changes; 3 - I'm not sure 4- In greater extent, 5 - Significant change)

1	2	3	4	5

Why (please explain your answer)?

5. (IND 1.2.4. and 5.1.6.) After the project, do you feel safer and more willing to support friends, relatives, other girls or women if they are exposed to violence? Use the scale of 1-5 (1- I'm not ready; 2 - I'm thinking about it; 3 - I'm not sure; 4- I'm more prepared, although I'm afraid to make a mistake; 5 - I feel completely prepared)

1	2	3	4	5

Why? If you are readier, and you would support them, in what way? If not, what discourages you?

6. (IND 1.2.4. and 5.1.6.) Have you tried to talk with friends, parents, someone in your surrounding about what you learned? What were the reactions? Has the workshop helped you to learn and how to convey what you think is important? How do you react if your surrounding does not agree with your opinion?

7. (IND 1.2.5.) Has your understanding of who is responsible to protect you (or your friends, maybe your mum, relatives) have changed if you find out or see a situation that you think is violence?
   - Yes
   - Not
   - I'm not sure

What did you think who was responsible before and what do you think now, after the project? Would you and who would you address?

8. (IND 1.3.3. and 5.1.6.) Has, and how much, the participation in this project encouraged you to continue to engage in the prevention of violence against girls? Use the scale (1 – not at all 2 - to a small extent 3 - I'm not sure 4 - to a greater extent, 5 to a significant extent)

1	2	3	4	5

Why? Which of the project activities / knowledge have influenced you to engage or not to engage?

9. (IND 2.1.1) When you look back, do you think this project was necessary for you and your friends? Will some changes remain important for you and your companions in future? Use the scale (1 - no, 2 - to a small extent 3 - I'm not sure, 4 - to a greater extent, 5 - yes to a significant extent)

1	2	3	4	5

Why? What is it that will remain important for you, for you all?

10. (IND 1.1.1. and 5.1.4.) Do you feel safer after participating in this project? Use the scale (1- no 2 - I feel safer to a lesser extent 3 - I'm not sure 4-I feel safer to greater extent 5 - I feel significantly safer)

1	2	3	4	5

Why?

11. (IND 7.1.1 and 7.1.2) Were the various activities interesting and amusing for you and in what extant? Do you think they were adjusted to your generation? Did they encourage you to think? (mark 1 to 5: 1 - not at all, 2 - to a small extent 3 I'm not sure 4 - to a greater extent 5 - to a significant extent)

-	Workshop	1	2	3	4	5
-	Action	1	2	3	4	5
-	Website Mogu da neću (MDN)	1	2	3	4	5
-	FB statuses MDN	1	2	3	4	5
-	Instagram posts	1	2	3	4	5
-	Something else (what)	1	2	3	4	5

Why? What could be improved?

12. Please add anything you consider important, but we did not ask you.

Design of the workshop for students – boys

Participants: high school students

Place: school

Duration: 70 minutes

Objective of the workshop: To get information in changes of knowledge, skills and attitudes of girls who participated in the project

Duration Minutes	Activity	Method	
10	Introduction	Welcome, Presentation of the workshop objective Presentation of the program Agreement on the working mode	
15	Key knowledge from the workshop 1.2.1 – 1.2.5.	What of the things I learned at the workshop I will never forget and why it is important to me? Discuss - what are some groups of the most important knowledge and why exactly that was the most important?	Post it (to write one thing on each) Classify Discuss (15)

15	Engagement and motivation for engagement 1.3.2. 1.3.4.	Did you do something / continue to do after the workshop and what? FC is filled with: - nothing - I talked with friends / company - I talked to my parents - I participated in the action organization - I participated in the implementation of the action - I continued peer education - on the profiles of my social networks now I'm posting about the rights of women Did the workshop help? How it was important to you to continue to do something? What encouraged or discouraged you to continue to deal with this topic? And your peers / friends?	To stain colour dots in addition to what they did / did not do
15	Changes and sustainability 4.1.1 i 4.1.2	Did something change in school after the workshops and if so what? (among girls, boys, teachers, at classes, at school in general …) Do you think it will take time to keep this change? Why?	Brainstorming – write down what they say, discuss durability
10	New knowledge and practices 6.1.1	What is the best thing that happened / changed at school after the workshops, what do you think could be transferred to other schools?	10 in pairs (or groups) 10 discussions
5	Evaluation of the project, the game for the end	If this project were an Instagram status (photo), how much likes it would get?	To write a number e.g. on FC
		Filling the questionnaire	

Questionnaire for students – boys

This questionnaire is made to evaluate the success of the project "I can say no", or to collect information about your personal benefits in relation to knowledge, skills and attitudes on the RZNS. At the same time, this will be a source of information about the needs for future school activities.

1. IND 1.2.1. Has and how much has your understanding / recognition of what is violence against women and girls as a result of this project changed? Use a scale of 1-5 (1- Nothing has changed 2- Small changes; 3 - I'm not sure 4-Certain level of change; 5 - Significant change)

1	2	3	4	5

Why?

2. IND 1.2.3; 1.2.5? Do you understand a smaller number than before the project, a larger number than before the project or the same number of behaviours towards girls as being unacceptable in relation to girls and women. Use a scale of 1-5 (1- Less than before; 2-Same; 3 - I'm not sure 4- Larger than before; 5 - Significantly larger than before)

1	2	3	4	5

Why?

3. IND 1.2.3. Has the project somehow changed your understanding of who is really "guilty" if violence occurs? Use a scale of 1-5 (1- No change; 2-Small changes; 3 - I'm not sure 4-Yes to a greater extent; 5 - Significant change)

1	2	3	4	5

How did it change? Why?

4. (IND 1.2.4. and 5.1.6.) After the project, do you feel safer and more willing to support friends, relatives, other girls or women if they are exposed to violence? Use the scale of 1-5 (1- I'm not ready; 2 - I'm thinking about it; 3 - I'm not sure; 4- I'm more prepared, although I'm afraid to make a mistake; 5 - I feel completely prepared)

1	2	3	4	5

Why? If you are readier, and you would support them, in what way? If not, what discourages you?

5. IND 1.2.4. After the project, are you readier to report to school / police the violence about which you have reliable knowledge? Use the scale of 1-5 (1- I'm not ready; 2- I started thinking about it; 3 - I'm not sure; 4 - I'm ready; 5 – I firmly decided to report)

1	2	3	4	5

6. (IND 2.1.1) When you look back, do you think this project was necessary for you and your friends? Will some changes remain important for you and your companions in future? Use the scale (1 - no, 2 - to a small extent 3 - I'm not sure, 4 - to a greater extent, 5 - yes to a significant extent)

1	2	3	4	5

7. (IND 1.3.3. and 5.1.6.) Has, and how much, the participation in this project encouraged you to continue to engage in the prevention of violence against girls? Use the scale (1 – not at all 2 - to a small extent 3 - I'm not sure 4 - to a greater extent, 5 to a significant extent)

1	2	3	4	5

Why? Which of the project activities / knowledge have influenced you to engage or not to engage?

8. (IND 7.1.1 and 7.1.2) Were the various activities interesting and amusing for you and in what extant? Do you think they were adjusted to your generation? Did they encourage you to think? (mark 1 to 5: 1 - not at all, 2 - to a small extent 3 I'm not sure 4 - to a greater extent 5 - to a significant extent)

- Workshop	1	2	3	4	5
- Action	1	2	3	4	5
- Website Mogu da neću (MDN)	1	2	3	4	5
- FB statuses MDN	1	2	3	4	5
- Instagram posts	1	2	3	4	5
- Something else (what)	1	2	3	4	5

Why? What could be improved?

9. Please add anything you consider important, but we did not ask you.

Guide for the interview with the female students

1. What is your opinion on the project "NO tolerance to gender-based violence" relevance? How necessary and useful was is for students ?
2. How would you judge quality of the workshop that was organized for students? What was the most useful and what the least? What about your personal insight about value of the workshop for you? Why?
3. How would you use gained knowledge and skills? Any knowledge transferring activities?
4. Have you participated in any action related to GBV after the workshop and which one? Do you consider being active at some way in this area in the future?
5. Have you heard and how about the project intention to influence the institutional frame for actions regarding the prevention and protection from SGBV at the faculty? Adoption of the Code of conduct in the cases of sexual harassment was the objective. What do you think about it?
6. What changes do you expect once this Code of conduct is in place in terms of official reaction on the cases of sexual harassment?
7. What would you recommend as future actions needed in the field of SGBV?

Guide for the interview with the University vice deans /contact person for the Project

In depth, semi structured personal/telephone or Skype interview with vice-deans and teaching staff who were contact persons for faculties involved in the project" No tolerance to gender-based violence" will be organised with at least 4 university professors.

Selection criterion: Faculties of various sizes, geographical position and the phase of the Faculty regarding the project implementation. Duration: 30 minutes

1. Your opinion on the project" No tolerance: gender-based violence"? Is it necessary/ a priority for faculties as educational facilities? To what extent are planned and/or published activities in the Faculty relevant for your institution and your students?

2. Your assessment of the interest for the project and its activities from the standpoint of:

   a) Male / female students

b) Teaching staff

c) Faculty management

Auxiliary tool – scale from 1 to 5; illustrations

Which were, to your knowledge, factors that affected the degree of their (lack of) interest?

3. To your knowledge, did and to what extent, the project contributed to the following:

- Female students were better informed about SGBV ?

- Increased knowledge and skills about violence and reaction to violence?

- Change in the attitude towards sex violence?

- Change in behaviours?

    Auxiliary tool – scale from 1 to 5; illustrations

4. To what extent has the Project influence the national framework for activities related to SGBV at the Faculty regarding:

- Adopting the Code of practice for cases of sexual harassment? The attitude of your Faculty on this specific matter?

- The motivation of key actors – teaching staff, faculty management, to regulate this issue and act on the adopted regulations?

- Were female students actively involved and what was their attitude towards these topics?

- What are the odds to implement the SGBV protection system? What increases the odds and what decreases them?

- Making the issue of SGBV more visible – more available information to students and teaching staff on the need to regulate this area in the Faculty?

- Apply the Policy, make it more visible, promote and/or improve it?

5. What is, in your opinion, the degree of motivation for dealing with the issue of SGBV between the female and male students? The Project offered the possibility to female students who attended the training to propose activities on increasing the awareness and get the support in the implementation by the AWC. Are they interested in this activist aspect and to what level? Factor that influenced their orientation? Illustrate. What could have been done differently?

6. Your opinion on the degree of trust female students have in the conduct of the institution/Faculty in the cases of reporting the sexual harassment? Factors that influence the degree of (dis)trust? Ways to improve that?

7. Your opinion on the role of AWC and/or partner organizations with whom you communicated during the project in the part that covered activities at the Faculty? What was good and what could be improved?

Your suggestions for future activities in the SGBV – sexual harassment at the Faculties? What would be the most useful or of the highest priority to be done in this regard

Guideline for interviews with teachers

Objective of the group interview with teachers is to clarify or confirm results gotten from on- line questionnaires for teachers. Questions will be modified according to finding from questionnaires. Duration – 60-90 minute

IND 1.1.5. Did and how the project contributed to teachers' and other professional staff skills and knowledge to respond adequately to avert and prevent cases of GBV at schools? (examples and illustrations)

IND 1.2.1 – do 1.2.5. How the project influenced girls? What changes have you noticed, both positive and negative? Subquestion/clarification: What about recognizing what violence is? What about changes in

attitude? Are they ready to react for themselves and others? Who is to be blamed for violence? Who is responsible for their safety ? What influences that change ?

How the project influenced boys? (changes with boys influence girls); ? (examples and illustrations)

IND 1.4.4. What were the forms of your engagement at school related to GBV topic? (examples and illustrations)

IND 1.4.5. i 5.1.7. What about motivation of school teachers and other professional staff ? Has the motivation increased in terms of dealing with GBV issue at school? To be engaged personally ? If yes, what were the factors? If not, what were the reasons? (scale if appropriate)

IND 4.1.1 i 4.1.2 (could be used for5.1.1 i 5.1.2 too) What are, according to your opinion the most important lasting changes that had happened at school? Preventive activities, changes of curricula, changes at girls' behaviour, changes at boys' behaviour, changes at professional staff behaviour? (examples and illustrations) to what extend you expect changes to sustain after project completion?

IND 4.1.1. i 4.1.2. Have you discussed that the topic of GBV could be integrated into school Development plan? Is there any other separate school document about GBV elimination?

IND 6.1.1 What are examples of new knowledge, best practices that you would like to highlight to be possibly shared with other schools?

Recommendations: What would you recommend for future work on similar projects? What had to be done differently? Which activities were good for teacher, for girls and boys, parents, as well as for school as institution? What approaches would possible produce better effects, sustainable changes and who should be included?

Guidelines for the meetings with school directors

Duration: up to 30 minutes

Objectives: a/ to get insight about perception of school principals about project implementation about school plans for further work on GBV

IND 2.1.4. Project has the goal to initiate changes related to GBV at schools. What would you say about its relevance for pupils, teachers, educational professionals and for school as a whole ?

IND 4.1.2. Have you notices any changes related to GBV as the result of the project ? Any changes at practices, attitudes, approaches noticed? Have you heard about them from pupils, teachers, psychologists ? What do you think if the changes will last without project activities?

IND 4.1.2; 5.1.1; 5.1.2. Have you already worked, or you intend to work on formal steps to be taken at adjusting official school documents in order to eliminate GBV (School development plan, Code of conduct)? Current Law on high school educations proscribes that Development plan as obligatory document that includes school plans for protection from violence, as well as cooperation among pupils, parents, schools... Do you think that GBV should be part of that regulations?

IND 4.1.2. What do you think about chances that GBV is included at school approach as „cross curriculum" way? Alternatively, as additional school activity?

IND 4.2.6. What do you think if teachers and other professional staff gained new skills and knowledge that can help in stopping and prevention of GBV?

IND 5.1.2. What are plans for the future? What is important for raising awareness/decreasing and elimination of GBV at school at work with pupils, teachers and other professional staff, as well as with parents?

Anything else you want to share ?

Evaluation workshop with Partner organizations

Workshop objectives: To collect initial data that are relevant for the project implementation on the local level; To assess the role of Partner organizations at project planning and implementation of activities; To analyse mayor project interventions and to analyse flow of the implementation and management of the project.

Timing	Session	Method
11.00 – 11.10	Introduction – Presenting Project evaluation plan	Presentation , Q &A
11.10 – 11.25 15 min	Mapping of the most significant experiences-highlights that Partner organizations gained during the project implementation	Individual work, summarising and group reflecting
11.25 – 11.55	Project from the perspective of the relevance of the project activities	Group discussion
11,55 – 12, 45	Project from the perspective of results achieved, impact made and sustainability	Small groups discussions, summarizing and final reflections
12.45 – 13. 00	Break	
13.00 - 13,50	Active engagement of pupils and teachers after education - motivation and factors	Group discussion and best practices identification
13,50 – 14.00	Final evaluation cycle Open issues to be more elaborated during field evaluation	Individual reflections of participants

Guide for interview with Partner organizations

Objective of the group interview with partner organizations is to clarify or confirm results gotten from on-line questionnaires for teachers. Questions will be modified according to finding from questionnaires.

Duration – 60-90 minutes

I Positive outcome, bright side, critical points, failures and lessons learned from the aspect of your local community. What was the role of your organization in the project?

IND 2.1.5 Please evaluate the project in regard to the situation and needs, primarily related to girls at your local community? To what extent were the project target and tasks relevant to your community? Examples and illustration.

IND 1.1.4–1.1.7; 3.1.4 The most significant results (planned and not planned) achieved in your community regarding: Girls as primary focus group; Boys; Teaching staff; Broader community; Other actors (which?)IND 1.1.8. What effects of local actions have you noticed? Examples and illustration.

IND 1.3.1. To what extent the project was successful in motivation youth to be engaged in local actions related to GBV? What tools for motivation were the best?

IND 4.2.1. Have you noticed any new groups of young people (formal and informal) or even teacher, some coalitions among organizations in your city that were engaged in fighting GBV? Examples and illustration.

IND 5.1.5. To what extend Project was successful in terms of accessibility of GBV related information, especially for girls and boys?

IND 1.4.4. - 1.4.5.   To what extend the project was successful in motivation teachers to deal with GBV? What would you say about type and quality of changes that teacher introduced at schools?

II Project sustainability
IND 4.1.2 Which of the achieved results/ changes have the greatest sustainability potential in your community? How?

IND 4.1.2 How many local allies did you have amongst institutions, government bodies, citizens during the project implementation? Who supported you and how or took part? Please evaluate their potential further engagement after the project?

III Quality of the management mechanisms, resources, reporting and monitoring

IND 3.1.4.   Related to your role in the Project, please evaluate is all contracts/agreements were clear? How would you assess coordination mechanisms from AWC side, organisational structure of the project, as well as support that you have received within that process? Any delays or misunderstanding noted during project implementation and why?

IND 3.1.2. What about mechanisms and practices for monitoring of resources spending?   What was good and what could have been better? To what extend was the project implemented on Cost – effectiveness principles.

IV Lessons learned and recommendations
IND 6.1.1 Is there anything that was especially successful – practices or knowledge that could be shared with other communities, organizations and schools?

 Give us some recommendation for AWC in terms of future actions / how to achieve even better results in terms of project coordination, management, monitoring and resources? What would you do differently about this project in terms of obtaining better effects and higher sustainability? Lessons learned.

Guide for individual interviews with key actors

Semi-structured individual interviews done with the key actors on the national level or with the representatives of the relevant state institutions which are mandatory involved in the project "No tolerance for the gender-based violence": Ministry of education, science and technology Ministry for sports and youth affairs, National education council of the Republic of Serbia, Coordination body for gender equality of the Republic of Serbia (4 people).

Note: Focal point of this interview will be adjusted for each individual conversationalist and his/her position in the system, knowledge of the project and his/her authority in the system. Therefore, it can also be considered as the base for the interviews with the local decision makers. Interview duration: 20 minutes.

Interview objectives:

- ▪   Identify the scope of their knowledge and their attitude towards the results of the project "No tolerance towards gender-based violence" and to what extent the project contributes to obeying the law and strategic commitment of the state in the prevention and protection of women from sexual and gender-based violence

- ▪   Identify the plans for future activities of the institutions /bodies where the interviewees work in regards the improvements in the prevention and protection of women from sexual and gender-based violence. Assess sustainability factors. Obtain recommendations for further engagement

Provisional interview questions:

1.   Are you familiar with the project „No tolerance for the gender-based violence" and to what extent? Your opinion on the project? To what extent is it important or a priority for schools and universities as educational facilities at this point? How useful is it for teaching staff and the girls?

2.   Are and to what extent planned and published activities in schools and universities relevant from

the standpoint of your institution/Ministry/body? Do they and in what level support and complement your work?

3. In what level does the project contribute to obeying the Law and strategic commitment of the state in the area of prevention and protection of women from sexual and gender-based violence? In what part does it correspond to your measures and/or needs you identified?

4. What is, in your opinion, the long-term impact of this project? Please specify some positive and, in your opinion, the important effects of this project.

5. Please share with us plans for future activities of the institutions /bodies where you work in regards the improvements in the prevention and protection of women from sexual and gender-based violence. Do you and to what extent see the synergy with Autonomous women center and efforts of their network to increase the safety of young women from sexual and gender-based violence?

6. Educational institutions are involved in this project. Do you believe that these institutions are open to the idea of improvements /changes in the way their professionals treat the subject of protection from gender-based violence? Please, based on the information available to you, share with us your perception to what extent has the project contributed to the changes in the institutions?

7. Were adequate strategies used in the approach towards institutions? What could have been better?

8. Do you believe that the positive changes (if any) have the potential to last/remain regardless of the social support/project support? If yes, how? If no, why?

9. Your suggestions, proposals for future activities of nongovernment sectors regarding the SGBV, especially in the part cooperation with institutions? Your suggestion what would be the most useful and with the highest priority to be undertaken in this area

Guide for phone interview with UNTF representative

1. General observations on strategic place of the project „No tolerance for the gender-based violence

   a. How do you see it's fit with UNTF approaches/policies, other programmes that are funded (are similar programmes funded in other countries)?

   b. How would you assess its importance for the context in Serbia and wider region?

   c. How would you assess its relevance regarding the region and needs of the primary target group (girls, students)?

2. What is your opinion about project strategy/methodology chosen and implemented related to
   a. particular target groups (girls/students, boys, educational professionals, decision-makers)

   b. achieving outcomes and outputs?

3. What in your opinion are the most important results of the project (goal, outcomes)? What would you say was the overall impact of the project? (From reports and monitoring visit)

4. What (in terms of activities/results was especially good and what could have been better in your opinion? Why?

5. In terms of what you consider achieved results/changes/impact, what are chances of sustainability in your opinion? Why?

6. Did you notice any promising/innovative practices emerging? If yes, what were they?

7. AWC as implementing organization: What is your opinion on their way of operating? How responsive they were towards requests and inputs from the donor side? What do you think of quality of implementation? Monitoring/reporting? Cost effectiveness of the program?

8. Are you aware of similar programs implemented in Serbia at the same time and if yes, what do you think about synergy? Were efforts invested to avoid overlap or increase effects?

9. What would be your recommendations to AWC for continuation of the project? Issues, target groups, activities)?

10. Your opinion on the project replicability potential elsewhere?

11. Please add anything that you think is important and we haven't asked you?

Guide for AWC group interview

Note: these questions are main questions asked in group interview. There were number of occasions where clarifications and additional information was asked regarding data or specific areas, but those are not listed here.

I Project: overall strategy, achievements, changes, impact, synergy with others/replication, lessons   learned

▪ Please evaluate the project as a whole? Your opinion on the project structure/strategy? Was the project coherent?

▪ Please evaluate level of achievement of outcomes and outputs (scale). Please explain why and particular challenges. What was especially useful/good, what could be better.

▪ What are the most important results/achievements/long-term results of the project? In your opinion, to what extent did this project generate positive changes with the primary target group?

▪ Were there any unexpected changes in the project implementation and why?

▪ Were there similar projects implemented, and if yes, what was your communication/cooperation with them? Synergy level? Potential replication.

▪ What would you do

differently?

▪ II Efficiency

▪ What was the Project management structure? Can you evaluate the project management/coordination mechanism? Please describe the management support to the rest of the

team and the partners?

- Set up and functioning of the monitoring and reporting system on project activities from the aspect of quality, effectiveness, and efficacy? What were the positive sides, why? What were the negative sides, why?

- Please evaluate the partners' involvement in the project? Was the cooperation of project partners functioning during the project realization? Were there any changes, difficulties or setbacks in the implementation? Please give examples?

- How was the usage of resources monitored and controlled? Was the project implemented on the efficiency principles and cost – effectively?

- Was the project implemented according the original plan, regarding contents of activities, time frame, and users? Were there any circumstances, during the project, which required alterations of the planned activities and agreements? Why and how were the changes made? What was their reflection on the financial side of the project?

- Were there any actions which required alterations with the purpose of effective use of project resources? Could the project, have been implemented with fewer resources in the way not to decrease the quality or quantity?

III Project sustainability

- Do you believe that project results will be able to maintain /survive regardless of the external support? /project support? Which of the results achieved has the biggest sustainability potential? How? If not, why not?

- Please comment on the sustainability of improved policies and practices in educational institutions. What are the possibilities and challenges? How do you evaluate general social and political context and readiness of the institutions for the changes?

Please add anything that you think is important and we haven't asked you?

Note: All online questionnaires are annexed as separate documents in pdf format