



Bangladesh Nari Progati Sangha (BNPS)

Final external evaluation of 'Safe School Safe Community' project

Terms of Reference

1. Background and Context

1.1 Description of the project

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| Project title | Safe School Safe Community (SSSC) | | |
| Duration | Three years | | |
| Start date | 1 January 2014 | End date | 31 December 2016 |

Bangladesh Nari Progati Sangha (BNPS) is a leading national women rights organization in Bangladesh working since 1986 to establish equality for women from family to state level. 'Safe school safe community' is a project of BNPS supported by 'The UN Trust Fund to End Violence against Women (UNTF)' to address violence against adolescent and young girls through its unique, innovative and comprehensive intervention strategy for formal school system. With a focus of prevention of violence both in the schools and community the project aims to advance the national initiatives to prevent VAW/G with the active and socially conscious schools equipped with trained teachers, active students, community and government officials.

The overall goal of the project is to making the girls students of 80 schools in 4 district experiencing safer, empowered and violence free environment in their schools. The project aims to achieve this goal by improving knowledge, capacity, attitude and roles of teachers and students in schools along with community members and govt. officials to create safe and violence free environment, and addresses the following forms of violence:

- 1) Violence in the family including violence against girl child, harmful practices, early/child marriage and forced marriage.
- 2) Violence in the community including sexual harassment and violence in public spaces/institutions, schools and public spaces.

Primary beneficiaries of the project are 32000 students (girls and boys) from grade VI to X and 240 teachers in 80 secondary schools.

Secondary beneficiaries are parents, community members and government officials of education, women and children affairs, administration and police department.

The project is now at its last quarter of implementation and is almost nearer to achieve the goal.

1.2 Strategy and results chain

The key strategies employed in the project include 1) train the teachers on gender equality and preventing VAW/G and convey this messages and awareness to the students through classroom session and other extracurricular activities 2) making the community and relevant government offices and services active in preventing VAW/G in school and community.

Following is the detail of project goal, outcomes, outputs and relevant activities.

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| Project goal | Girl students in 80 schools of 4 districts experience safer, empowered and violence free environment in their schools | | | |
| Outcome 1 | Improved capacity and attitude of teachers and students (both male and female) in 80 schools to ensure girl student's safety and empowerment in schools. | Output 1.1 | Teachers, parents and School Management Committees are convinced to necessity of endorsing initiatives to make the schools safe for girl students. | Key activities: Project Induction Meetings with teachers, parents and School Management Committees in schools followed by signing MoU for project implementation. |
| | | Output 1.2 | Enhanced knowledge, skills and encouragement of teachers to translate ideal of women's equal rights, relevant national laws and policies (which promote equality, protect women, girls and children from violence) into actions through planned activities, and empower both male and female students to become active to end VAW/G. | Key activities: Develop teachers and counselors' manual Teachers training on imparting lesson on EVaW/G in classroom and counseling skills |
| | | Output 1.3 | Enhanced knowledge, skill of male and female students on women's equal rights, relevant laws, information on supports they can get from teachers and other sources; respectful and responsible attitude of male students towards female | Key activities: Need assessment and material development for classroom lesson and Handbook Publish Handbook on End |

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| | | | students and inspiration to prevent VAW/G | <p>VaW/G for students</p> <p>Impart lessons in classrooms and counseling by trained teachers on gender equality, different forms of VAW/G, relevant policies/laws which promote gender equality and protect girls and women from violence and information on getting support and counseling service and make complaint.</p> <p>Install Information Corner in each school where materials and information related to policies/laws on gender equality and ending VAW/G and information on different services.</p> <p>.</p> |
| | | Output 1.4 | Girl students who participated in skill camps gained self-confidence and self-defense skills. | Organize 8 martial art skill camps for girls. |
| Outcome 2: | Community peoples and government taking active roles to create safe and violence free environment for girls in schools and community. | Output 2.1 | Increased awareness of guardians, community members, local administration and relevant government official on preventing violence against girls in schools and community. | <p>Key activities:</p> <p>Organize yearly “Safe School Experience Sharing ” and “Day of Creativity to EVAW/G’ in each school.</p> <p>Observation of 16 days of activism against gender violence with schools.</p> <p>Local and district level consultations with schools, community and government stakeholders to secure their support on project activities and</p> |

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| | | | | <p>objectives.</p> <p>District level convention in participation of schools, community members, civil society, administration and other stakeholders to pursue collective support on safe school safe community initiatives.</p> |
| | | Output 2.2 | <p>National policymakers, officials of Education, Women and Children Affairs ministries are informed and conscious about working with schools on preventing VAW and gender equality.</p> | <p>Key activities:</p> <p>National level sharing /consultation on project experience and to advocacy for policy action.</p> <p>Advocacy seminar for budget allocation for teachers training on preventing VAW, support schools for counseling service and skill building activities for girls students.</p> <p>Publish Bulletin on promising practices of the schools under this project.</p> <p>Organize media visit in project areas for wide dissemination of good and promising practice of safe school safe community initiative.</p> |

1.3 Geographical coverage

The project is being implemented at 4 districts of Bangladesh namely Dhaka, Chittagong, Kushtia and Netrakona and at national level for policy advocacy. Including the district headquarters, these schools are spread over in 2 city corporations and 9 upazilas (sub-district). Schools are located in urban, rural and hard to reach areas.

1.4 Total resources

Total budget of the project is USD 626,135 of which UNTF grant support is USD 604,708. The rest USD 21,427 is BNPS contribution. Number of direct project staff is 14.

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

The project is implementing by BNPS in cooperation with of school authorities as principal stakeholders. Cooperation and support is also secured from stakeholders relevant to stop VAW/G and education like official of Ministry of Education, Ministry of Women and Children Affairs both at local and national level, local administration and National Curriculum and Textbook Board.

2. Purpose of the evaluation

2.1 Why the evaluation needs to be done

As required by the UN Trust Fund to End Violence against Women, BNPS is committed to the final external evaluation of the project as a mandatory to measure the project's effectiveness, impact and sustainability.

The evaluation will be based on evidence already collected, and new evidence to be collected by evaluators, in order to analyze the extent to which the project has achieved objectives agreed with the UNTF, as well as how it contributes to achieving BNPS program objective to contributing in end violence against women and girls in Bangladesh.

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

Results of the evaluation will be used to guide BNPS and UNTF organizational learning, and inform their relevant program strategies in the future.

Evaluation findings will be shared with all project stakeholders including school authorities, parents, community members and government official stakeholders to obtain their feedback and discuss lessons learned. Findings will also be used to identify any remaining needs and to inform strategies for future program and capacity building initiatives.

The results of this evaluation will also be shared with members of BNPS general body and executive committee and staff with a view to using the findings to better coordinate and strengthen BNPS capacity related to addressing VAW/G. The evaluation results will be used beyond the UNTF project from 2017 onward.

2.3 What decisions will be taken after the evaluation is completed

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

3 Evaluation objectives and scope

3.1 Scope of Evaluation:

This evaluation will encompass the entire project duration from 1st January 2014 to 31th December 2016. The evaluation activities will take place over a timeframe jointly agreed by the evaluation consultant and BNPS upon the approval of this term of reference and the recruitment of the external evaluation consultant. The geographic coverage will encompass two district out of four, Dhaka and Netrakona for project sites (school and community) and national level at Dhaka. These Two districts have been selected to cover 50% of project district and also to cover both rural (Netrakona) and urban (Dhaka) settings.

The evaluation will cover **primary beneficiaries** of girls and boys students and teachers in six schools (two in Dhaka and four in Netrakona district and **secondary beneficiaries** of community members, parents and relevant government officials.

3.2 Objectives of Evaluation:

The overall objectives of the evaluation are to:

- a) To evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability and impact, with a strong focus on assessing the results at the outcome and project goals;
- b) To generate key lessons and identify promising practices for learning;

Specific objectives are:

- i. To assess the results and effectiveness of the project achieved in line with the goal and outcome indicators;
- ii. Measure the change based on the baseline findings;
- iii. Identify the strength, weakness, opportunities and challenges of the program;
- iv. Appraise the overall implementation process and draw recommendation for better management and areas of improvement;
- v. Finding the key learning and promising practice;
- vi. Drawing recommendations for future program and strategies.

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 | <ol style="list-style-type: none">1) To what extent were the intended project goal, outcomes and outputs achieved and how?2) To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached?3) To what extent has this project generated positive changes in the lives of |

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| | <p>targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes.</p> <p>4) What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How?</p> <p>5) To what extent was the project successful in advocating for policy change? If it was not successful, explain why.</p> <p>6) In case the project was successful in setting up new policies, is the policy change likely to be institutionalized and sustained?</p> |
| Relevance | <p>1) To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls?</p> <p>2) To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?</p> |
| Efficiency | <p>1) How efficiently and timely has this project been implemented and managed in accordance with the Project Document?</p> |
| Sustainability | <p>1) How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?</p> |
| Impact | <p>1) What are the unintended consequences (positive and negative) resulted from the project?</p> |
| Knowledge Generation | <p>1) What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls?</p> <p>2) Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions?</p> |

5. Evaluation Methodology

The evaluation will be based on participatory methodology wherein the involvement of major stakeholders in the organization, school, community, government official of local and national level is fully ensured. The approach will aim at putting the project beneficiaries/target group at the center and involve a collective process of reflection, discussion and consultation with all major stakeholders in the Project.

Primary data will be collected from following sources:

- Primary beneficiaries: Students (girls and boys) and teachers
- Secondary beneficiaries: Parents, SMC members, community members, and relevant government official at local and national level identified.
- Organization staff: Project staff in center and district level and BNPS senior management team.

Primary data will be collected through semi-structured interview and FGD with students, semi-structured interview with teachers, parents, community members and government officials, discussion and participatory exercise with BNPS staff. Primary data will be collected through field visit in 2 districts.

A desk review of the document pertaining to the project such as the project proposal, baseline report, progress reports, monitoring records, publications, training modules, training reports, intervention records in schools is required to be undertaken prior to, during and post the Evaluation to develop a clear understanding of the project. BNPS will provide all the required documents to the evaluators.

The methodology details may change or adjust upon more detailed design discussions with the evaluation consultants.

6. Evaluation Ethics

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

It is imperative for the evaluator(s) to:

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

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

- World Health Organization (2003). Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women. www.who.int/gender/documents/violence/who_fch_gwh_01.1/en/index.html
- Jewkes, R., E. Dartnall and Y. Sikweyiya (2012). Ethical and Safety Recommendations for Research on the Perpetration of Sexual Violence. Sexual Violence Research Initiative. Pretoria, South Africa, Medical Research Council. Available from www.svri.org/EthicalRecommendations.pdf
- Researching violence against women: A practical guide for researchers and activists November 2005 http://www.path.org/publications/files/GBV_rvw_complete.pdf
- World Health Organization (WHO), 'Ethical and safety recommendations for researching documenting and monitoring sexual violence in emergencies' 2007, http://www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf

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: English) | <p>The inception report provides BNPS and the evaluators with an opportunity to verify that they share the same understanding about the evaluation and clarify any misunderstanding at the outset.</p> <p>An inception report must be prepared by the evaluators 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.</p> <p>The inception report must include a proposed schedule of tasks, activities and deliverables, designating a team member with the lead responsibility for each task or product.</p> <p>The structure must be in line with the suggested structure of the annex of TOR.</p> | 30/11/2016 |
| 2 | Draft evaluation report (language of report: English) | <p>Evaluators must submit draft report for review and comments by all parties involved. The report needs to meet the minimum requirements specified in the annex of TOR.</p> <p>The grantee and key stakeholders in the evaluation must review the draft evaluation report to ensure that the evaluation meets the required quality criteria.</p> | 31/01/2017 |
| 3 | Final evaluation report (language of report: English) | <p>Relevant comments from key stakeholders must be well integrated in the final version, and the final report must meet the minimum requirements specified in the annex of TOR.</p> <p>The final report must be disseminated widely to the relevant stakeholders and the general public.</p> | 28/02/2016 |

8. Evaluation team composition and required competencies

8.1 Evaluation Team Composition and Roles and Responsibilities

The Evaluation Team will be consisting of 1 international consultant (herein the Lead Evaluator) and 1 national consultant (herein the Associate Evaluator). 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 BNPS, for the data collection and analysis, as well as report drafting and finalization in English. The Associate evaluator will work under the guidance of the Lead consultant.

8.2 Required Competencies

Lead Evaluator

- Evaluation experience at least 10 years in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods.
- Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls.
- Specific evaluation experiences in the areas of ending violence against women and girls.
- Experience in collecting and analyzing quantitative and qualitative data.
- In-depth knowledge of gender equality and women's empowerment
- A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used.
- A strong team leadership and management track record, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used.
- Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts.
- Regional/Country experience and knowledge: in-depth knowledge on Bangladesh country context is required.
- Prior experience in working in Bangladesh would be an asset.
- Language proficiency: fluency in English is mandatory.

Associate Evaluator

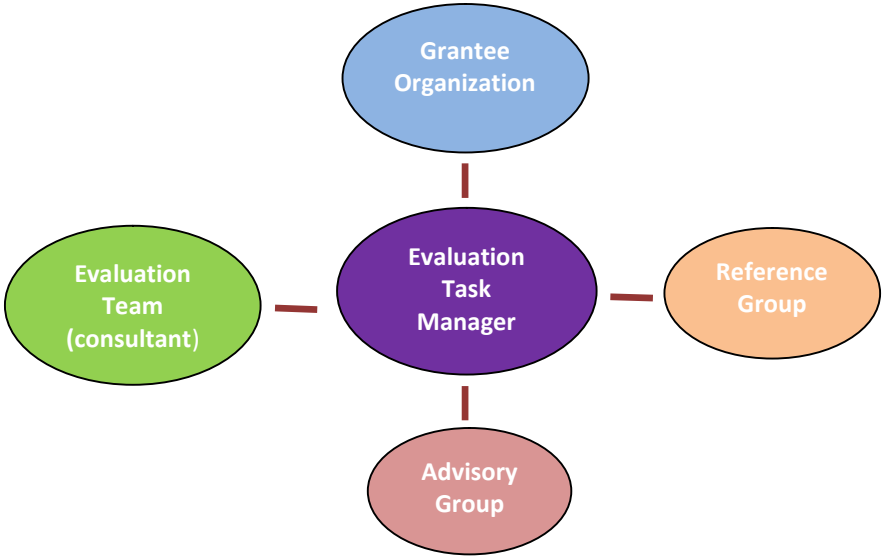
- Evaluation experience at least 8 years in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods.
- Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls.
- Specific evaluation experiences in the areas of ending violence against women and girls.
- Experience in collecting and analyzing quantitative and qualitative data.
- In-depth knowledge of gender equality and women's empowerment
- A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used.
- A strong team leadership and management track record, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used.

- Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts.
- Proven work experience in Bangladesh is a must.
- Language proficiency: fluency in English and Bangla is mandatory.

9. Management Arrangement of the evaluation

| Name of Group | Role and responsibilities | Actual name of staff responsible |
|-----------------------------------|---|---|
| Evaluation Team | External evaluators/consultants to conduct an external evaluation based on the contractual agreement and the Terms of Reference, and under the day-to-day supervision of the Evaluation Task Manager. | Lead evaluator |
| Evaluation Task Manager | <p>The project manager and Monitoring officer of BNPS will manage the entire evaluation process under the overall guidance of the senior management, to:</p> <ul style="list-style-type: none"> - lead the development and finalization of the evaluation TOR in consultation with key stakeholders and the senior management; - manage the recruitment of the external evaluators; - lead the collection of the key documents and data to be share with the evaluators at the beginning of the inception stage; - liaise and coordinate with the evaluation team, the reference group, the commissioning organization and the advisory group throughout the process to ensure effective communication and collaboration; - provide administrative and substantive technical support to the evaluation team and work closely with the evaluation team throughout the evaluation; - lead the dissemination of the report and follow-up activities after finalization of the report | Faisal Bin Majid Coordinator (PME) BNPS |
| Commissioning Organization | Senior management of BNPS – responsible for: 1) allocating adequate human and financial resources for the evaluation; 2) guiding the evaluation manager; 3) preparing responses to the recommendations generated by the | Mahfuzul Bari Chowdhury Director, BNPS |

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| | evaluation. | |
| Reference Group | Primary and secondary beneficiaries, partners and stakeholders of the project who provide necessary information to the evaluation team and to reviews the draft report for quality assurance | <ul style="list-style-type: none"> - Student and teachers of sampled school. - Selected parents and SMC members - Community members - Government official of Dept. of Education, Women and Children Affairs, Administration, Police - BNPS Staff - Official of National Curriculum and Text Book Board |
| Advisory Group | A focal point from the UN Women Regional Office and the UN Trust Fund Portfolio Manager to review and comment on the draft TOR and the draft report for quality assurance and provide technical support if needed. | <p>Mahtabul Hakim Program Coordinator (EVAW) UN Women Bangladesh Office</p> <p>Lorna Mesina-Husain Asia and the Pacific Portfolio United Nations Trust Fund to End Violence against Women UN Women</p> |



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) |
|--|--|---|---------------------------------|---|
| Prepare and finalize the TOR with key stakeholders | Prepare and finalize the TOR with key stakeholders | BNPS and evaluation task manager | 11 days | 24/09/2016 – 07/10/2016 |
| | Compiling key documents and existing data | | 14 days | 20/09/2016 – 07/10/2014 |
| | Recruitment of external evaluator(s) | | 14 days | 10/10/2016 – 31/10/2016 |
| Inception stage | Briefings of evaluators to orient the evaluators | Evaluation Task Manager | 0.5 day | 17/11/2016 |
| | Desk review of key documents | Evaluation Team | 2 Person/day | 20/11/2016 – 21/11/2016 |
| | Finalizing the evaluation design and methods | Evaluation Team | 1.5 Person/day | 22/11/2016 – 23/11/2016 |
| | Preparing an inception report | Evaluation Team | 1.5 Person/day | 23/11/2016 – 24/11/2016 |
| | Review Inception Report and provide feedback | Evaluation Task Manager, Reference Group and Advisory Group | 4 days | 27/11/2016 – 30/11/2016 |
| | Submitting final version of inception report | Evaluation Team | 0.5 Person/day | 31/11/2016 |
| Data collection and analysis stage | Desk research | Evaluation Team | 2 Person/day | 11/01/2017 – 12/01/2017 |
| | In-country technical mission for data collection (visits to the field, interviews, questionnaires, etc.) | Evaluation Team | 7 Person/day | 13/01/2017 – 15/01/2017 and 18/01/2017 – 21/01/2017 |
| Synthesis and reporting stage | Analysis and interpretation of findings | Evaluation Team | 3 Person/day | 22/01/2017 and 25/01/2017 |
| | Preparing a draft report | Evaluation Team | 4 Person/day | 26/01/2017 |

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| | | | | and 29/01/2017 - 31/01/2017 |
| | Review of the draft report with key stakeholders for quality assurance | Evaluation Task Manager, Reference Group, BNPS Senior Management, and Advisory Group | 5 days | 01/02/2017 – 10/02/2017 |
| | Consolidate comments from all the groups and submit the consolidated comments to evaluation team | Evaluation Task Manger | 2 days | 11/02/2017 – 15/02/2017 |
| | Incorporating comments and revising the evaluation report | Evaluation Team | 2 Person/day | 15/02/2017 – 22/02/2017 |
| | Submission of the final report | Evaluation Team | 0.5 Person/day | 23/02/2017 |
| | Final review and approval of report | Evaluation Task Manager, Reference Group, Commissioning Organization Senior Management, and Advisory Group | 3 days | 25/02/2017 – 28/02/2017 |
| Dissemination and follow-up | Publishing and distributing the final report | BNPS led by Evaluation Manager | 14 days | 01/03/2017 – 20/03/2017 |
| | Prepare management responses to the key recommendations of the report | Senior Management BNPS | 14 days | 21/03/2017 – 09/04/2017 |
| | Organize learning events (to discuss key findings and recommendations, use the finding for planning of following year, etc) | BNPS | 15 days | 10/04/2017 – 30/04/2017 |

11. Budget

The total budget for this evaluation is USD 25,400 including consultant fees, international and local travel and per diem. Following is the breakdown of the budget:

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| Consultant(s) fee (24 person/day) | USD 12000 (including tax as of now 25% for Bangladeshi national and 45% for any foreign national*) |
| Local travel and per diem | USD 2400 |
| International travel** | USD 11100 |
| Total | USD 25500 |

12. Annexes

Annex One: Key stakeholders and partners to be consulted

List of key stakeholders and individual to be consulted

| Group/Person(s) to be consulted | Affiliation | Contact information |
|---|---|---|
| Project staff and Management team of BNPS | Implementing organization | Rokeya Kabir Executive Director, BNPS Phone: +880 2 9142110, 9143477 Email: bnps@bangla.net.bd |
| Students and teachers of 6 schools in 2 districts [Dhaka 2, Netrakona 4 (2 in Netrakona sadar and 2 in Kalmakanda upazila)] | Primary beneficiaries/target group | Responsible contact person: Kazi Robiul Alam Project Manager, BNPS Phone: +880 2 9142110, 9143477 Email: robiul.bnps@gmail.com |
| Parents and SMC members of 6 schools in 2 districts (Dhaka 2, Netrakona 4) | Secondary beneficiaries/target group | |
| Community members of 6 school adjacent communities (Dhaka 2, Netrakona 4) | Secondary beneficiaries/target group | |
| District Education Officer, Netrakona | Govt. stakeholder from Ministry of Education | |
| Upazila Education Officer, Kalmakanda | Govt. stakeholder from Ministry of Education | |
| Upazila Women Affairs Officer, Netrakona sadar | Govt. stakeholder from Ministry of Women and Children Affairs | |
| Upazila Nirbahi Officer, Kalmakanda | Govt. stakeholder from Administration | |
| Superintendent of Police of Netrakona district | Govt. stakeholder from Police administration | |

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| Mayor, Netrakona municipality | | |
| Shahnewaz Dilruba Khan (Deputy Secretary), Additional Director, Dept. of Women Affairs | Government stakeholder: Dept. of Women and Children Affairs | |
| Chairman, National Curriculum and Textbook Board | Government stakeholder, NCTB | |

Annex Two: Documents to be consulted

- Relevant national strategy documents:
 - National Women Advancement Policy 2011
 - National Child Policy 2011
 - High Court’s Guideline to Prevent Sexual Harassment, 2009
 - National Plan of Action against Sexual Abuse and Exploitation of Children including Trafficking, 2001
- Strategic and other planning documents:
 - SSSC project proposal
 - BNPS organization profile
- Baseline survey report
- Monitoring plans, indicators and summary of monitoring data
- Progress and annual reports of the project
- Project publications and knowledge products:
 - Student handbook(s) on gender and EVAW/G
 - Safe School Safe Community Bulletin(s)
 - Flip chart and Flash card for classroom session material
 - Flyers and other campaign material
- Media clippings (print and electronic)

Annex Three: Required structure for the inception report

1. Background and Context of Project
2. Description of Project
3. Purpose of Evaluation
4. Evaluation Objectives and Scope
5. Final version of Evaluation Questions with evaluation criteria
6. Description of evaluation team, including the brief description of role and responsibilities of each team member
7. Evaluation Design and Methodology
 - Description of overall evaluation design [*please specify the evaluation is designed from: 1) post-test only without comparison group; 2) pre-test and post-test without comparison group; 3) pre-test and post-test with comparison group; or 4) randomized control trial.*]
 - Data sources (accesses to information and to documents)
 - 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)

- Description of sampling (area and population to be represented, rationale for selection, mechanics of selection, limitations to sample); reference indicators and benchmarks, where relevant (previous indicators, national statistics, human rights treaties, gender statistics, etc.)
 - Limitations of the evaluation methodology proposed
8. Ethical considerations: a) Safety and security (of participants and evaluation team); and b) Contention strategy and follow up
 9. Work plan with the specific timeline and deliverables by evaluation team (up to the submission of finalized report)
 10. Annexes
 - a. Evaluation Matrix [see Annex 4A for the template]
 - Data collection Instruments (e.g.: survey questionnaires, interview and focus group guides, observation checklists, etc.)
 - List of documents consulted so far and those that will be consulted
 - List of stakeholders/partners to be consulted (interview, focus group, etc.)
 - Draft outline of final report (in accordance with the requirements of UN Trust Fund [see Section 4.4 of this guideline document])

Annex Four: Required structure for the evaluation report

1. Title and cover page

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

2. Table of Content

3. List of acronyms and abbreviations

4. Executive summary

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

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

5. Context of the project

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

6. Description of the project

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

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

7. Purpose of the evaluation

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

8. Evaluation objectives and scope

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

9. Evaluation Team

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

10. Evaluation Questions

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

11. Evaluation Methodology

| | |
|---|----------------------------|
| [The template below must be used for this section.] Sub-sections | Inputs by the evaluator(s) |
| Description of evaluation design | |
| Data sources | |
| 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.) | |
| Description of sampling <ul style="list-style-type: none"> • Area and population to be represented • Rationale for selection • Mechanics of selection limitations to sample • Reference indicators and | |
| Description of ethical considerations in the evaluation <ul style="list-style-type: none"> • Actions taken to ensure the safety of respondents and research team • Referral to local services or sources of support • Confidentiality and anonymity protocols • Protocols for research on children, if required. | |
| Limitations of the evaluation methodology used | |

12. Findings and Analysis per Evaluation Question

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

13. Conclusions