



Final Project Evaluation for Ending SRGBV in Malawi

Submitted by: Imani Consultants Ltd

To: Concern Worldwide

Evaluation: Conducted in Nsanje District, Malawi for Ending SRGBV Project (Nov 2012-Oct 2015)



Table of Contents

Table of Contents	2
List of Acronyms and Abbreviations	3
Executive Summary	4
Key Findings	6
Key recommendations	7
1. Context of the Project.....	8
2. Description of the Project.....	9
3. Purpose of the Evaluation	10
4. Evaluation Objectives and Scope.....	10
4.1. Objectives	10
4.2. Scope	11
5. Evaluation Team	11
6. Evaluation Questions	11
7. Evaluation Methodology	11
8. Findings and Analysis.....	13
8.1. Effectiveness.....	13
8.2. Relevance.....	28
8.3. Efficiency.....	33
8.4. Sustainability.....	35
8.5. Impact	36
9. Knowledge Generation	38
10. Conclusions.....	41
11. Key Recommendations	42

List of Acronyms and Abbreviations

CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
COC	Code of Conduct
CP	Child Protection
CPC	Child Protection Committee
CBC	Community Based Counsellor
CBO	Community Based Organization
CSO	Civil Society Organization
DEM	District Education Manager
DEMO	District Education Management Office
DCDO	District Community Development Office
DHO	District Health Office
DSWO	District Social Welfare Officer
FAST	Friends in AIDS Support Trust
FGD	Focus Group Discussion
GBV	Gender Based Violence
ICL	Imani Consultants Limited
KII	Key Informant Interview
MoEST	Ministry of Education, Science and Technology
MoG	Ministry of Gender
MoJ	Ministry of Justice
NCE	No Cost Extension
NGO	Non-Governmental Organization
PD	Positive Discipline
PEA	Primary Education Advisor
PTA	Parent Teachers Association
SC	Student Council
SMC	School Management Committee
SRGBV	School Related Gender-Based Violence
SWO	Social Welfare Office
TfaC	Theatre for a Change
ToR	Terms of Reference
TWG	Technical Working Group
UN	United Nations
UNEG	United Nations Evaluation Group
UNTF	United Nations Trust Fund

Executive Summary

- **Introduction**

The 'Ending School Related Gender Based Violence (SRGBV) project' (the Ending SRGBV Project) was funded by the United Nations Trust Fund (UNTF) and was implemented by Concern Worldwide (Concern) in Nsanje district between May 2013 and October 2015. Nsanje is the poorest district in Malawi, with a poverty rate of 76% (and 44% of the population falling into the "ultra-poor" category); it suffers from some of the lowest literacy and education rates in the country. Research has found that the underlying social expectations of girls by parents and the wider community within this region are strongly driven by patriarchy and gendered social constructions. Consequently educational disparities in schooling, attendance and retention exist which are drawn along gendered lines.

- **The Ending SRGBV Project**

SRGBV includes any form of violence based on gender stereotypes or that targets students on the basis of their sex. It includes, but is not limited to, rape, unwanted sexual touching, unwanted sexual comments corporal punishment, bullying and verbal harassment. Girls in Nsanje suffer the highest rates of SRGBV in the country¹. Through a participatory approach involving multi- sectoral stakeholder engagement the project aimed to catalyse changes that affect the experiences of female students within the school environment; the project targeted 17 primary schools within the two educational zones of Mpasta and Mlonda.

To do this, the project revitalised dormant school institutions (Parent Teacher Association's (PTAs), School Management Committees (SMCs), Mother's groups) and introduced the Students Councils and psychosocial counsellors. At community level, men and boys were selected as community and school guardians through the establishment of Fathers groups, the community Child Protection Committee (CPC) was mobilised to coordinate with social welfare officers from the Ministry of Gender. Community based legal advisors (CBLAs) and traditional authorities were also engaged. At District level, the District Social Welfare office (DSWO), the District Education Management Office (DEMO), the District Health Officers (DHO) and the Police were coordinated through a Technical Working Group chaired by Concern. This combination of government officials was assembled to provide a formal institutional response as well as coordinate accessibility to victim support services. At national level, the project promoted gender responsive pedagogy in Teacher Training Schools.

The overall goal of the project was to encourage schools, communities and the State to actively promote the right of girls to have access to education that is free from violence and discrimination in Nsanje district. Through its activities the project aimed to successfully establish primary intervention structures, improve service delivery and strengthen institutional responses to SRGBV within the intervention area.

- **Purpose and objectives of the evaluation**

The purpose of this evaluation is to assess the *effectiveness, relevance, efficiency, sustainability, impact, and knowledge generation* of the project. The evaluation reviews the strategies utilised to address SRGBV within the intervention area and presents an assessment of the research findings, lessons learned and recommendations are highlighted.

The evaluation is centred on thematic outcomes that assess the extent to which the project activities created a safe environment for girls; the extent to which stakeholder coordination was strengthened; and, the degree of impact that the project had at a national level in terms of enhancing commitments to SRGBV response. The evaluation will be used to generate information on best practices for future programmers and interventions targeting SRGBV. Information sharing and contributions toward recommendations for advocacy and future areas for consideration are put forward and will be disseminated by Concern to inform other country programmes.

- **Methodology**

1 2007, 16 days of activism (Available at <http://www.ngogcn.org.mw/images/PDF/2007,%2016%20days%20Final%20Report.pdf>)

The evaluation was carried out in four phases (inception and preparation, data collection and fieldwork, analysis and draft report and final reporting) between October and November 2015. The team (the evaluators) was led by Yiwonda Banda, with support from Laura Courbois and Doctor Maxi Ussar.

The evaluation matrix was guided by the *UNTF to End Violence against Women Guidelines for End-line Data Collection and Final External Project Evaluations (for Cycle 16th grantees)* with specified additional questions included by the Consultants.

Data collection methods

Data was collected through desk review and data collection during field visits to Nsanje and Lilongwe.

Desk review: of legal and policy documents on SRGBV, project document analysis was carried out, it included annual project reports as well as baseline and end-line survey documents.

Field visits: to Nsanje and Lilongwe districts, focus group discussion and in depth interviews were carried out. In Nsanje, project staff, implementing partners, students, teachers, community structures, school structures, District level stakeholders and community members was reached. In Lilongwe, former staff members, implementing partners and national level stakeholders were reached. Triangulation of data took place and allowed the Consultants to verify outstanding queries from the end-line report.

Further document review: documents collected from field visits were reviewed and assessed.

Analysis, draft report and final report

The quantitative (mainly from end-line and baseline surveys) and qualitative data (interviews and focus group responses) was analysed, content analysis of project documentation was carried out and incorporated into the draft report.

Limitations: The evaluation was constrained by language variances, research and data collection was done in English, Chichewa and Sena.

- **Evaluation findings**

Project goal: The high prevalence of violence in schools makes children feel unsafe and unprotected and sometimes leads to absenteeism, increased drop-outs and decreased retention rates for schools within Nsanje district. While the project was able to make significant strides within the intervention area toward achieving the project goal; *'girls in Nsanje district have greater access to quality education free from violence and discrimination'*, SRGBV remains a prevalent issue in the district.

Effectiveness: The results indicate that utilising strategic partnerships on the ground and re-establishing pre-existing institutions was an effective approach, and project work was successful in activating and strengthening all school and community structures in the intervention area schools. The collective effort of the different approaches undertaken by the different partners contributed toward providing prevention and response mechanisms at school and community level and more importantly motivated schools, parents and communities to work together and to actively support learning for female students.

The use of fathers' groups was very successful and the project was able to increase the knowledge and attitude of men, women, boys, and girls, through community mobilization during Open Days. This allowed Student Councils and other school structures to effectively share skills and impart knowledge to the general public and fellow students on how to fight SRGBV in their schools and communities. Findings show that by mid-year 3, the project reached a total of 40,000 students, parents, teachers, and community members through Open Days, exceeding project expectations. During the project period, specific forms of violence were successfully addressed by the project, early and child marriage, unwanted sexual touching and physical and sexual violence were among the main forms of SRGBV covered by the project. Within the community, parental neglect was the main barrier to access to education and it was addressed with 2014 findings showing that 122 girls were re-admitted into school

following dropping out for reasons primarily based on parental neglect. Theatre for a Change (TfaC) and local partner Friends in AIDS Support Trust (FAST) were effective implementing partners.

Relevance: The results show that the project was highly relevant to the context with initial findings showing that violence is perpetrated by both peers and teachers and that prior to the intervention SRGBV was widely internalised as a normal occurrence and invariably previously went on without third party intervention or interference.

The holistic approach was well aligned with national priorities on gender equality and access to education. Interactive theatre methodology to promote awareness using plays and poetry to tell stories relevant to the audience's experiences of violence was an effective participatory approach.

Efficiency: The project was implemented in a cost effective manner and project activities were successfully carried out despite external factors leading to delays in funding allocations to implementing partners and staffing issues leading to delay in project kick off.

Sustainability: The project empowered students to carry out sensitisation trainings among fellow students and the community. Further, through the introduction of community structures created key links to ensure accountability and stimulate a community level response. Strategic linkages were made with DEMO and the Social Welfare Office (SWO), which stimulated district level participation and collaboration in the fight against SRGBV that was previously absent.

Impact: Overall, significant impact has been made on the lives of girls, especially around issues of early and forced marriage. Key successes include preventing forced marriages, rescuing victims of forced marriage, and introducing re-admission policies for girls that have experienced early pregnancies. Crucially, the project managed to foster significant shifts in outlook towards girl's education; beneficiaries indicated an increased appreciation of the value of girls' education.

Knowledge generation: The project benefitted from established a good working relationship with district stakeholders and the results show that grassroots policing through the police forum could be incorporated into future projects. However care needs to be taken to ensure that project participants are not put at risk of retaliation, especially when vulnerable groups are involved.

Key Findings

- While the project was able to make strides toward achieving the project goal; *'The right of girls in Nsanje district to have greater access to quality education free from violence and discrimination, is actively promoted by schools, communities and the State in Nsanje district'*, SRGBV remains a prevalent issue in the district and institutional constraints mean response mechanisms are difficult to sustain.
- Significant impact has been made on the lives of girls, especially around issues of early and forced marriage. Key successes including preventing forced marriages, rescuing victims of forced marriage, and introducing re-admission policies for girls that have experienced early pregnancies. However the prevalence physical and psychological violence was not sufficiently addressed though there have been some improvements.
- The use of fathers' groups was very successful and the project was able to increase the knowledge and attitude of men, women, boys, and girls, through community mobilization during Open Days. This also allowed Student Councils to share skills on how to fight SRGBV in their schools and communities, and findings show that mid-year 3 reached a total of 40,000 students, parents, teachers, and community members through Open Days.
- The collective effort of the different approaches undertaken by the different partners, contributed toward the project objectives. Besides this, the community response contributed toward the effort of the securing a safe, violence-free experience within the home and community, which is important because girls that come from a violent home environment are less likely to access school.

- Overall, these findings reflect that the project has significant potential for sustainability and continuity of activities undertaken by different stakeholders; however there are several limiting factors, and more needs to be done to ensure the sustainability of the project goal.

Key recommendations

The key recommendations for Concern Worldwide include;

- Work to **develop common understandings of certain concepts** and definitions including bullying, corporal punishment, and psychological violence, this will allow teachers and students to accurately identify and report the occurrence and prevalence of specific forms of violence.
- **Advocate for improved institutional capacity** to implement laws and policies to enforce laws that prosecute offenders at community and school level by using standardised procedures for collaboration the schools, police, health and judiciary.
- **Account for the primary beneficiaries perspective - female** students may not want to tell adults, they may want to tell other students what their problems are for a number of reasons that may include fear of being blamed and stigmatization, empower and educate for female students to tell adults of serious problems and take this perspective into account during programme implementation, project design should ensure students that report are protected from retaliation.
- **Provide stronger victim support** mechanisms to make the response more effective and safer for the victim at every stage of referral including confidentiality and psychosocial support services, more resources such as safe houses and social welfare amenities need to be made available for service delivery.
- **Emphasize the role of strong leadership from the Head Teacher** to guide the behaviour of other teachers on Code of Conduct and professional ethics encourage strict and mandatory discipline procedures for transgressors of Code through greater collaboration with PEA.
- **Maintain Open Days** for community mobilisation and use of Role models for awareness raising, **Interactive theatre is an effective methodology to maintain in future programming.**
- **Employ a targeted stakeholder approach - target girls** with focus on empowerment and dealing with the consequences of saying no, **target young men** within schools as the perpetrators of violence, **target mothers** as primary reporters of domestic violence.

1. Context of the Project

Malawi's development is partially hindered by its low education rates. The Government of Malawi has taken steps to address this as part of its Malawi Growth and Development Strategy II, which notes that both a strong education system and safe environment for children to learn go hand in hand as necessary for the country's sustainable growth. It acknowledges that "children in Malawi still face a number of challenges which are of social, economic, political and cultural in nature," and sets to correct some of these problems. In the document, the Government of Malawi laid out its Education Sector Wide Approach to attempt to meet the two MDG goals of achieving universal primary education promoting gender equality and contribute to women's empowerment.

SRGBV violence is ubiquitous in Malawi, and children in rural areas are greatly at risk of suffering from violence. 26.5% of children know someone who has experienced a problem while walking to school, and 19.4% have personally had problems on the way to school. Once they arrive, many still fear specific places in their schools where they feel they are likely to suffer bullying, violence, or unwanted sexual encounters. 23.8% of Malawian children claim to have been forced to have sex against their will, and over half (54%) of them were victimized in the same way more than once. In the majority of cases, the child personally knew the offender.²

Nsanje is the poorest district in Malawi with a poverty rate of 76% (44% of the population falling into the "ultra-poor" category).³ Its population of about 250,000 (2010 Data) is largely rural and agrarian. Further complicating the district's development is frequent flooding which destroys crops and the livelihoods they support. As a result of its low socioeconomic status, Nsanje suffers from below average education rates. Only 18.1% of Nsanje residents above the age of 15 have attended school at a level above primary school. 34.1% have *never* attended school (20.8% for male and 45.2% for female). This is compared to a national rate of 15.7% of Malawians lacking any formal education. Education disparities are also drawn along gender lines: in Nsanje 60.7% of women are illiterate (36% nationally), as opposed to 27.4% of men (19.5% nationally).⁴ The public health situation and low life expectancy also play a role in the education sector; 24.5% of Nsanje residents under 18 years of age are orphans. Orphans have a slightly higher rate of dropping out of school than students with both parents still alive.⁵

The intervention area is mostly composed of inhabitants belonging to the Sena and Mang'anja tribes falling under the traditional authority of Mbeje and Tengani. These two tribes observe a patrilineal social and cultural system. This social arrangement results in specific traditional practices and attitudes that have a detrimental impact on the rights of girls and women and negatively affects girls' experiences with education. The local culture reinforces the attitudes that are prevalent in SRGBV by promoting a view of women as subservient and incapable of socially and economically supporting themselves.⁶

Within this tribal context, there are two cultural practices that continue to fuel gender-based violence within the intervention area. *Kulowa Kufa*, referred to as a 'cleansing' ritual, involves sexual intercourse that is performed between a widowed woman and her deceased husband's brother or male relative, and the use of condoms is prohibited. Initiation ceremonies for girls are commonplace, some can include girls of all ages⁷ and others occur when a girl reaches puberty. Carried out in secret, they involve a period of confinement of up to four weeks in which girls are 'instructed' on how to sexually please their future husbands. At the end of the process, girls are to have sexual intercourse in a tradition called *kusasa fumbi*, exposing many young girls to HIV/AIDS and the possibility of early-unwanted pregnancy.

² Burton, Patrick. "Suffering at School: Results of the Malawi Gender-Based Violence in Schools Survey." *Institute for International Security Studies* (2005)

³ 2005 Integrated Household Survey

⁴ National Statistical Office, Welfare Monitoring Survey 2014.

⁵ Ibid.

⁶ *Cultural Practices and their Impact on the Enjoyment of Human Rights, Particularly the Rights of Women and Children in Malawi.* Malawi Human Rights Commission

⁷ even as young as six see page 37, http://medcol.mw/commhealth/publications/cultural_practices_report.pdf

Local culture has an immense impact on the social approach toward early marriage, and this emerged as having a significant impact on access to education for girls in Nsanje. The payment of *lobola* or dowry to girls’ parents is characteristically a patrilineal tribal practice that often has been seen to serve as the incentive for parents to marry off their children⁸. Oftentimes, girls drop out of school after getting married and begin to have children. In an environment in which the female is expected to take care of the household, this limits their ability to re-enter school, which perpetuates the correlation between early marriage and lack of education.

Malawi currently has legal and policy frameworks in place to both improve the education sector and to address GBV, it includes the following;

The 2008 National Gender Policy	This addresses the issues of gender, especially the issues of access to education for girls and sexual abuse. The policy advocates for educational rights for all children.
The Constitution	This guarantees education as a right for all Malawians, and safeguards the right of access to education for all children. However, the Constitution – which is the supreme law – continues to allow child marriage despite the new Marriage Act which forbids it. The inconsistencies between the Marriage Act and the Constitution have led to confusion regarding child marriage, with no definitive position on the illegality of marriage under the age 18 coming from the government.
The Childcare, Protection and Justice Act of 2010	The Act makes it the duty of society to report any caregiver that “refuses or neglects” to provide education to a child. A child may be considered in need of protection and care by the state if the parents neglect to provide them with education in addition to other basic rights including food, shelter, and health.
Marriage, Divorce and Family Relations Act 2015	A notable development in marriage law occurred while the project was underway, “subject to section 22 of the Constitution, two persons of the opposite sex who are both not below the age of eighteen years and are of sound mind may enter into marriage with each other.” The Constitution states “for persons between the age of fifteen and eighteen years a marriage shall only be entered into with the consent of their parents or guardians.” Where persons over fifteen seek a legal marriage, the legal treatment where consent has been sought will validate the marriage under the law, as it is often the case that parental consent is given, this makes this section ineffectual and difficult to enforce in practice.
The Prevention of Domestic Violence Act	This act addresses violence within the context of a domestic relationship and makes provision for issuance of court restrictive and protective court orders in order to protect victims of violence.

Overall, there is lack of awareness of the scope of SRGBV, which makes it difficult to ensure sweeping changes and enforcement of policy. Additionally, resistance to changes that stray from traditional ideas of gender within society make reducing SRGBV a daunting challenge.

2. Description of the Project

Building upon Concern Worldwide’s previous education project ‘*Promoting Equal Access to Quality Primary Education for Girls and Most Vulnerable Children in Nsanje (2010-2013)*’, Concern embarked on a three-year Ending SRGBV project. The project was funded by UNTF with a budget of USD \$1.07M and was expected to run from 1st November 2012 to 31st October 2015. However, due to staffing issues, the project did not begin fully operating until May 2013. In order to bring all activities to fruition and compensate for delays, the project asked for a No Cost Extension (NCE); however, the request was denied.

Given the high prevalence of SRGBV in Nsanje, the main objective of the project was to prevent and respond to SRGBV in the target areas through primary prevention, improved service delivery, and strengthened institutional

⁸ Key informants in Nsanje said a ‘bale’ or bundle of sugar and up to MK45,000 kwacha were common forms of payment

response. To achieve this, the project employed a holistic and multi-faceted approach working at the community, district, and national level. The project was implemented in partnership with Theatre for a Change (TfaC) and local partner Friends in AIDS Support Trust (FAST).

The project activities took place in Nsanje district and targeted 17 schools in Mlonda and Mpatsha education zones. The project aimed to reach 11,300 women and girls, as well as indirectly reach 65,180 people living in the surrounding communities in Nsanje district. The primary beneficiaries of this project were expected to be 6,300 girls attending primary school and at risk of SRGBV and 5,000 women/girls survivors of violence. Secondary beneficiaries targeted by the project include mainly educational professionals and community-based groups/members.

The overarching goal of this project is as follows, **“the right of girls to access education free from all forms of violence and discrimination is actively promoted by schools, communities, and the State in Nsanje district”**. The expected outcomes are listed below and outputs and activities can be found in Annex 1.

1. A safe learning environment for girls is ensured in 17 primary schools in Nsanje.
2. Strengthened multi-stakeholder coordination for an effective response to and prevention of GBV in schools and communities.
3. Strengthened implementation of national commitments to address SRGBV.

3. Purpose of the Evaluation

The evaluation assesses the impact of Concern Worldwide and implementing partners’ (TfaC and FAST) activities based on its relevance to the targeted beneficiaries, including primary beneficiaries (primary school students in the 17 target schools), secondary beneficiaries (community members, teachers, and other stakeholders), and communities while also exploring the levels of effectiveness and sustainability of the project. Furthermore, the evaluation was used as an exercise to draw on lessons learned, best practices, and subsequently generated recommendations for future programming around SRGBV.

As indicated in the Terms of Reference, the results and findings of this evaluation will be used to generate information on best practices in targeting and reducing SRGBV, and provide insight and recommendations into improving future interventions targeting SRGBV. Furthermore, relevant findings and lessons learned will be disseminated through Concern Worldwide to inform other country programmes, and will also be shared with all relevant stakeholders to continue to strengthen interventions and on-going initiatives.

4. Evaluation Objectives and Scope

4.1. Objectives

As stipulated by UNTF, a final external project evaluation is mandatory for all UNTF-funded projects. As a result, the end of project evaluation was undertaken to achieve the following objectives:

1. To evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability, and impact with a strong focus on assessing the results at the output, outcome and project goal levels.
2. To generate key lessons and identify promising practices for learning.
3. To identify areas for continued advocacy and intervention at the district and national levels to continue to reduce and respond to SRGBV.

4.2. Scope

The evaluation covers all areas of implementation, and all activities implemented by Concern Worldwide and its partners. The primary focus of the evaluation is on SRGBV against girls in primary schools; this attention to girls is determined by the strategic focus of Concern. Therefore while incidents of violence against boys exist, as highlighted in the baseline and end-line reports, the evaluators have greatly limited the focus of the evaluation to violence against girls.

The evaluators examined how the project has catalysed change in attitude, knowledge, skills and/or behaviour in target schools as well as surrounding communities. Adjacently, the evaluation looks at the extent of capacity building measures undertaken by project implementers, looking specifically at how these activities have strengthened response mechanisms amongst service providers. Lastly, the evaluation aims to look at whether the project was able to contribute to the national dialogue on GBV. At national level, the evaluators engaged with the Ministry of Gender as the only national level stakeholder directly engaged by the project. The Ministry of Education was engaged at district level through the District Education Management Office (DEMO), therefore representatives from the Ministry were deemed outside the scope of the project evaluation.

There were several limitations to the evaluation:

- Due to staff turnover, location, and organization issues, some key staff members⁹ who had worked on the project for substantial amounts of time were not present anymore and were therefore unable to provide input for some of the relevant project period. This information was qualified with documentary records where possible. Nevertheless, we were able to speak with the former Education Coordinator.
- Given the short duration of the evaluation and lengthy distances between schools, some as far as 2 hours away from Nsanje BOMA, the evaluation was only able to visit 4 of the 17 schools targeted by the project.
- The majority of the evaluation took place in the local languages, Chichewa and Sena. Although one of the consultants is fluent in Chichewa, the use of translators was necessary.

5. Evaluation Team

CVs for evaluation team can be found in Annex 10.

6. Evaluation Questions

Evaluation questions can be found in Annex 4.

7. Evaluation Methodology

Description of evaluation design	The end of project evaluation was conducted by Imani Consultants Limited and took place between September and October 2015. The full detailed evaluation methodology and overview of the evaluation undertaken is found in Annex 2. As set out in the evaluation ToR, the evaluation addressed the criteria of effectiveness, relevance, efficiency, sustainability, impact, and knowledge generation. It answers the key evaluations found in Annex 4. Data collection took place from October 12th-21st In Nsanje district and Lilongwe. The evaluation team visited 4 target schools and several district institutions including the DEMO, Nsanje Police Station, and One Stop Centre. The full agenda for the evaluation can be found in Annex 6.
Data sources	Data was gathered through a combination of methods:

⁹ 4 staff members, two from TfaC and two from Concern Worldwide left prematurely and as a result were not interviewed as part of the evaluation

	<ul style="list-style-type: none"> - Desk review of relevant documents, including project progress and annual reports, project proposal, and training materials among others. The full list of documents reviewed can be found in Annex 3. - End-line assessment conducted by external consultant - Key informant interviews with project staff and relevant stakeholders (the full list of stakeholders can be found in Annex 7). - Focus Group Discussions with beneficiaries, students, teachers, and other relevant stakeholders (full list of FGDs can be found in Annex 7)
<p style="text-align: center;">Description of data collection methods and analysis</p>	<p>Key Informant Interviews and Group Discussions</p> <p>The consultations took place in person in Nsanje and Lilongwe using semi-structured Key Informant interview (KII) and Focus Group Discussions (FGD). Respondents were selected based on their relevance and involvement with the project. KIIs were conducted individually or with small groups (typically two people), depending on circumstances and availability. FGDs primarily took place at the school level in order to address more complex issues and observe dynamics which could not be captured through the end-line assessment. The KIIs and FGD guidelines used a thematic discussion guide developed on the basis of the evaluation questions.</p> <p><i>Focus Group Discussions:</i></p> <p><u>Student Group Discussions</u> – the evaluation team conducted 2 FGDs with student council members, 1 FGD with mixed gender students, 1 FGD with male only students, and 2 FGDs with female students as they were the key beneficiaries of this project. Each focus group discussion consisted of groups made of up 8-12 students all above the age of 11.</p> <p><u>Teacher Group Discussions</u> – the evaluation team conducted 2 FGDs with female only teachers, 1 FGD with male only teachers, and 1 FGD with mixed gender teachers.</p> <p><u>Community Structures</u> – the evaluation team conducted 2 FGDs with mothers’ groups, 2 FGDs with fathers’ groups, 1 FGD with PTA, and 1 FGD with Child Protection Committee. The evaluation team also conducted a focus group discussion with mothers, which was not anticipated but emerged as relevant.</p> <p><i>Key Informant Interviews:</i></p> <p>Key informant interviews were undertaken with the following stakeholders;</p> <p>School level stakeholders – <i>PTA (2)/SMC (2)/Psycho-socio counsellor (1)/Head Teacher (1)</i></p> <p>Community level stakeholders – <i>psycho-socio counsellor (1)/Chiefs (2)</i></p> <p>District level stakeholders – <i>Police officers (4)/ Prosecutor (1)/PEAs (2)/DEMO (2)/SWO (2)/Nurse (1)</i></p> <p>National level stakeholders (3)</p> <p>Project Staff – <i>Concern Worldwide (4)/ TfaC (2)/FAST (1)</i></p> <p>Analysis</p>

	In order to analyze data collected, the evaluation team used several analytical methods which include content, comparative, and triangulation/validation analysis. Content analysis was used to analyze documents, interview records, field observations, and any qualitative data that emerged as a result of the project and was used to identify trends and themes for each of the evaluation criteria. Additionally, this was used to highlight gaps and opposing trends. Comparative analysis was used to examine findings across gender, schools, and changes along the project lifetime (with key documents being the baseline and end-line findings, reference was also made to monitoring and evaluation results provided by TFAC, and examples of records were examined onsite where possible (minutes of monthly meetings and School Punishment book for instance) . Triangulation and validation of findings was done through utilizing different data collection methods (document review, KIIs, FGDs) whenever possible. This was used to corroborate the quality and validity of findings.
Description of ethical considerations in the evaluation	The evaluation was conducted in accordance with the principles outlined in the UN Evaluation Group (UNEG) 'Ethical Guidelines for Evaluation', and the evaluation team adhered to ethical considerations found in Annex 5.
Limitations to the evaluation methodology	Research and Data collection was done in several different languages (English, Chichewa, and Sena). Although translators were used, only one of them spoke Sena fluently. This might explain some discrepancies in how questions were posed and as a result influencing responses though evaluators tried to mitigate interpretation discrepancies.

8. Findings and Analysis

8.1. Effectiveness

Evaluation criteria	Effectiveness
Evaluation question 1	a) To what extent were the intended project goals achieved and how?
Response to the evaluation question with analysis of key findings by the evaluation team	<p>Project goal: the project made perceptible contributions to the overall project goal. Project participants within schools and communities demonstrated knowledge, awareness, and shifts in attitude around child protection and SRGBV. Direct participants indicated that this knowledge came about as a result of project activities and that because of it they are now actively promoting ideas of gender parity and are aware of how the relationship between violence against girls and access to education operates. At the district level, through coordinating the service delivery of health, justice and social services, the project established a clear referral pathway and case management system that is now operating in the district departments.</p> <p>Access to safe education: there are strong indications that show the project influenced increases in access to safe education. A significant amount of boys and girls have been returned to school as a result of the project's support and activities. These documented dropouts were due to SRGBV ranging from child labour at home, pregnancy and parental neglect. Through district coordination, the project established a clear referral pathway and case management system, which has begun operating throughout the district.</p> <p>Behaviour and attitude change GBV: given the relatively short timeframe of the project, the extent to which the project fostered actual behavioural change among perpetrators of violence, in schools and in the community, is limited. Project participants indicated that</p>

	<p>violence continues to take place, but it has reduced. Corporal punishment has clearly become less socially desirable yet the desire to enforce severe discipline to control students is evident from the alternative use of psychological violence. Community and school engagement resulted in improvements in awareness and attitude around GBV and gender equality.</p> <p>Lack of resources: despite this, lack of resources available to school, community, and district structures (vehicles, fuel, and infrastructure for support services) and limited capacity (institutional incompetence through lack of basic levels of management and functionality), gaps in response mechanisms, and gender-based violence in schools continues to hinder girls' education. These practical factors present problems in sustaining an effective response at goal level.</p>
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	Baseline and end-line data reflect that attendance in target schools has significantly increased from 47% to 61% for girls and female, and enrolment has increased by 6% during the project lifetime.
Conclusions	<i>While the project was able to make strides toward achieving the project goal; 'The right of girls in Nsanje district to have greater access to quality education free from violence and discrimination, is actively promoted by schools, communities and the State in Nsanje district', SRGBV remains a prevalent issue in the district and institutional constraints mean response mechanisms are difficult to sustain.</i>

Evaluation criteria	Effectiveness
Evaluation question 1	b) To what extent were the outcomes and outputs achieved and how?
Response to the evaluation question with analysis of key findings by the evaluation team	<p><u>Outcome 1</u></p> <p>Assessment of safety: it has proven challenging to assess the extent to which schools have become 'safer' as a result of misconceptions and misunderstandings around what 'safety' is and entails. The evaluation found that the concept of 'feeling safe' for girls was unclear. Project documents indicate that the outcome was indicative of an environment free from discrimination and violence, measured by the indicator: the % of girls that feel safe in school. The evaluation found that 'safety' was often associated with the existence of child protection measures (such as positive discipline regulations), separate bathrooms, and teachers punishing students who have abused others. In order to further triangulate these findings, the evaluation probed questions of safety using a definition of 'safe' in the vernacular way, which probed whether female students felt protected (before the fact) rather than safe (with response mechanisms).</p> <p>Feelings of safety: some responses indicated that female students reported feeling safer when a teacher is present in the classroom; or reported feeling safe on the school ground where there are people around. Though 72% of girls reported feelings safe in school in the end-line, there were clear concerns for actual personal safety within schools. Most female students gave a realistic sense that they understood what creates a dangerous environment. For instance, in one of the focus groups, girls felt at risk being in a friend's home where a male family member had been drinking alcohol. Raising these fears exposed an acute awareness of the conditions that can leave them vulnerable, and indicates that their sense of safety is reduced to an understanding based on the expectation and normalization of violence. This corresponds with increased feelings of safety in school when someone is around and available</p>

	<p>to respond or prevent it.</p> <p>Teacher to student violence: incongruences in the data reveal an increase in violence according to students and decrease according to teachers; this makes it difficult to paint a clear picture of the actual levels of violence taking place in target schools and therefore how safe they are. Yet it appears the project had a positive impact on teacher-to-student violence; girls and boys consulted during the evaluation indicated that SRGBV experienced from teachers has greatly decreased <i>'since Concern Worldwide came'</i>. Discussions with school structures and stakeholders reflect the observation that corporal punishment against students has decreased and that there has been a positive shift in attitude toward physical and strenuous punishment.</p> <p>Student to student violence: the end-line found a decrease in the number of students experiencing sexual, physical and verbal violence from fellow students.</p>
<p>Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above</p>	<p>Teacher to student violence: girls and boys in focus groups discussed issues around sexual exploitation by teachers and despite the fact that only 20% of reported cases of sexual violence were committed by teachers, it continues to be an issue. There are positive indications that teacher-to-student violence has obvious consequences. In Chigumukire School, a <i>'troublesome teacher'</i> was transferred for passing heavy punishments after children complained to parents; he was reported to the SMC <i>'and action was taken'</i>. There is a strong sense from students and school structures that heavy punishment is something that isn't done or tolerated anymore. Instead, students reported being asked to sweep school grounds, being separated for fighting and being reported to the Headmaster in cases of more serious wrongdoing.</p> <p>Conflicting reports on occurrence of punishments: teachers' accounts indicated that they are administering far less punishments since the project began, and only 35% of teachers reported using any form of severe punishment in the past 12 months as opposed to 66% in the baseline. Interestingly, in the end-line assessment, teachers reported a 29% decrease in use of severe punishment while students reported a 6% increase. From the students' perspectives, a reoccurring theme during FGDs highlighted that as a result of the project "punishments administered are now proportional to the age and size of the wrongdoer/student", implying much more even-handed forms of punishment. Baseline and end-line data illustrate that there has been little change and even slight increases in the percentage of students experiencing the different forms of severe punishment¹⁰. While this finding could be attributed to greater awareness of violence and/or an increase in reporting on students' part, it still depicts that negative discipline remains prevalent in schools and that additional work needs to be done around reinforcing CP and PD concepts.</p> <p>Student to student violence: there has been a decrease from 46% to 32% of students having experienced some form of physical or verbal sexual violence in the previous 12 months. Girls reported feeling unsafe in the classrooms when a teacher is not present, <i>'because boys can touch their breasts and we have nowhere to run.'</i> Girls FDGs revealed that boys continue to beat girls, especially when they refuse their sexual advances. Bullying among students was also discussed, with boys forcing girls to complete their chores if they are punished; girls are too scared to refuse. There was a strong sense that 'bullying' as a form of violence was not addressed properly by the project as students felt that fighting and conflict was an inevitable part of school life, and didn't necessarily see it as harmful to them. As a result, future programming should put more emphasis on raising awareness of bullying and its consequences.</p>
<p>Conclusions</p>	<p><i>It can be concluded that the activities undertaken by the project under Outcome 1 have contributed to decreasing corporal punishment and fostering a climate that does not tolerate perpetrators, thereby providing a safer learning environment in 17 schools for girls</i></p>

¹⁰ The different forms of severe punishment include: denial of basic physical needs; restriction of movement for an inordinate length of time; any form of corporal punishment; any form of public insult or shaming by teachers, or by students on behalf of the teacher; any strenuous or heavy labour

by 2015. However, discrepancies around the prevalence of GBV between students are not fully supported by their statements of feelings of safety, though to an extent they feel protected when someone in authority is present. This makes it difficult to decipher the extent to which the project's activities have contributed to Outcome 1.

Evaluation criteria	Effectiveness
Evaluation question 1	b) To what extent were the outcomes and outputs achieved and how?
Response to the evaluation question with analysis of key findings by the evaluation team	<p><u>Output 1.1</u></p> <p>Student Councils: the evaluation found that Student Councils are active and play a central role in addressing SRGBV both within the school grounds and within the community. These groups were established in all 17 target schools through peer selection and comprised of an equal number of boys and girls of varying ages. Student Councils were established to increase participation of students in school management, challenge gendered environments in schools, and serve as peer counsellors promoting non-violent solutions and focusing on mediation and reconciliation. Student Council's capacity was built through TfaC's interactive theatre methodology. Student Councils were trained in CP, GBV, gender equality, then subsequently trained as peer counsellors. It is evident that this has had a positive impact on the knowledge and the ability of the groups to carry out their functions.</p> <p>Student council attitude toward GBV: the research found that Student Council members generally held conscientious views on the roles and responsibilities of school children and gender equitable standards. They consistently thought that boys and girls should be given the equal punishments for wrongdoing, and set high moral standards for their peers and often stated that part of their role was advising students against bad behaviour.</p> <p>Matrons and Patrons: the project selected matrons and patrons who underwent more extensive training than other teachers as they were trained in TfaC's facilitator methodology to supervise Student Councils, train peer educators, while also facilitate school wide SRGBV awareness activities. Matrons and patrons were present to address difficult or serious cases and ensure that Student Council members did not have to shoulder the emotional burden caused by serious cases. Reliance was clearly placed on them by Student Councils for monitoring and guidance. They clearly succeeded in their roles; possibly because they were more receptive and adopted the knowledge instilled through the trainings as they were targeted as enthusiastic and 'role-model' like teachers when chosen as matrons and patrons. Given the positive impact that matrons and patrons had on the project, future programming should put emphasis on training more enthusiastic teachers, using TfaC's methodology, to serve as matrons and patrons within schools.</p>
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	<p>Student councils aptitude: FGDs with Student Council members indicated that all groups have comprehensive knowledge of issues surrounding GBV and that they have been actively involved in addressing GBV. This was demonstrated through their aptitude to solve lesser problems and disputes through counselling or advising wrongdoers or victims. Additionally, all groups demonstrated awareness of which serious issues need to be reported and who best to report them to; Referrals were made to individuals/structures better suited or more capable of handling certain cases. Outside the school, student council members indicated that they often spoke to parents about the wellbeing of their children though this was not welcomed.</p>
Conclusions	<p>100% of the Student Councils have been established and are active in all 17 schools. Student Councils received training on CP, PD, gender equality, and SRGBV, and are equipped with the knowledge and skills to contribute to the fight against ending SRGBV.</p>

Evaluation criteria	Effectiveness
Evaluation question 1	b) To what extent were the outcomes and outputs achieved and how?
Response to the evaluation question with analysis of key findings by the evaluation team	<p><u>Output 1.2</u></p> <p>CP and PD guidelines aimed at teachers: although not finalized and disseminated until the last year of the project, CP and PD guidelines were developed in line with national legislation and international instruments. Head teachers and deputies were trained as trainers to cascade that knowledge onto all teachers and the guidelines generally focused on concepts of CP, child rights and SRGBV, PD, and a Code of Conduct for professional ethics guidance. This training helped shift teachers' awareness regarding corporal violence inflicted on students.</p> <p>CP and PD at School management level: the project documents indicate that majority of project stakeholders (PTAs, SMCs, CPC, and mothers' groups) were trained on CP and PD. School management bodies were utilized to create accountability for teachers and generate a response to transgressions at the school management level. All school management groups showed an appreciation for correct discipline measures but not many groups reported having to tackle problems with teachers, mainly because they generally stated GBV didn't occur at their schools anymore. Based on discussions with school structures, it seemed as though transgressions on teachers' part were dealt with by other teachers and/or the Headmaster as they felt it was their duty to handle such cases before involving PEAs; which very rarely happened. As such most of the school structures' focus seemed to be on parents and students, as opposed to on the teachers.</p>
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	<p>Knowledge of CP and PD guidelines (teachers): the end-line assessment measured a decrease from 37% to 11% in the percentage of teachers who believe it is ok for them to use physical forms of punishment. This was further validated through FGDs with teachers being able to discuss what PD is and what PD measures entail.</p> <p>Knowledge of CP and PD school management: school structures showed awareness that corporal and physical punishment was not acceptable, including knowledge of referral and response.</p>
Conclusions	<p><i>The evaluation found that all teachers in the target schools underwent training on CP and PD, and this has led to an increase in knowledge and shift in attitude toward SRGBV. However, this has not necessarily equated to a change in behaviour, as negative discipline continues to take place. Overall improvements have been achieved, but strengthened professional training from Teacher Training College level needs to take place. Strengthened supervision from the PEAs and Head teachers needs to take place to increase basic levels of teacher professionalism and create an organizational culture that has a zero-tolerance attitude and ensures that CP and PD guidelines are fully functioning in schools and avoid impunity.</i></p>

Evaluation criteria	Effectiveness
Evaluation question 1	b) To what extent were the outcomes and outputs achieved and how?
Response to the evaluation question with analysis of key findings by the evaluation team	<p><u>Outcome 2</u></p> <p>Technical working group: the activities under this outcome have made significant strides to contribute to improving and reinforcing multi-stakeholder coordination. The project was able to revitalize the GBV Technical Working Group (TWG) which raised the profile of SRGBV at district level, although this was not initially included in the project strategy. The establishment of the One Stop Centre aimed to provide physical, emotional, and legal support to victims of</p>

	<p>violence and abuse. Engaging stakeholders through TWG and the One Stop Centre fostered a ‘community of practice’ amongst actors engaged in preventing and responding to SRGBV, and has created buy-in and accountability amongst stakeholders and led to the development of clear and comprehensive channels for referral and reporting mechanism through collaborative approach amongst stakeholders.</p> <p>Gaps in response mechanisms for victims of violence</p> <p>One Stop Centre: the One Stop Centre is not fully functional but it’s aimed to strengthen coordination between the different service providers by mobilizing them in one place, and creating collaboration on addressing cases of GBV. In order to ensure the full functionality of the One Stop Centre, the project should have worked more closely with UN Women and UNICEF. UNICEF, in collaboration with the Ministry of Gender, is supporting several One Stop Centres throughout the country to provide comprehensive assistance to sexually abused women and girls. Consultations with UN Women, responsible for managing the project grant, revealed that they were not aware that the project had established a One-Stop Centre. The project should have also explored alternatives or collaborative sources of funding to ensure that they were equipped with the required resources to provide assistance to victims.</p> <p>Health and Police: there are some gaps in coordination between the DHO and the Police. There is evidence that while the role of the DHO has been effective in identifying and medically treating victims, the correlation between the amount of serious cases seen and the police prosecution is unbalanced, and very few prosecutions have occurred within the past three years. However, these are issues of judicial capacity, which lie beyond the scope of the intervention.</p> <p>Victim support: though it is clear from the findings that psychosocial counsellors played a crucial role in providing counselling following trauma and abuse and that their training and background provided them with a propensity to be effective in this role, additional support needs to be available for victims of GBV. There are no clear and stated mechanisms that protect and provide support to victims to safeguard them from exposure and the risk of stigmatization. Furthermore, aside from psychosocial counsellors, it’s clear that other groups —whom are not specialized – are frequently offering and dispensing ‘counselling’. There might be a danger that the advice being offered could be precarious and not many fully take into account the well-being of the victim, as well as adequately assuring and safe guarding privacy and confidentiality. A further gap exists in victim support response; there are no mechanisms to look after victims that have nowhere to go as a result of reporting. The police indicated that victims are allowed to stay at the Police Station if needed; however, this is a temporary and not sustainable approach to supporting victims.</p>
<p>Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above</p>	<p>TWG: The group had raised awareness and increased understanding at individual level and there was strong evidence that effectively coordinated response to SRGBV on a case-by-case basis. The group reported coordinating a response to a recent incident of severe rape and murder of a minor, the victim was buried close to the perpetrators home. The matter came to light as a result of mob justice against him, the TWG coordinated a response the perpetrator was arrested, he later died in police custody due to injuries from the mob justice incident. In another incident the TWG coordinated a response to a forced early pregnancy that the perpetrator denied, a DNA test was arranged by the TWG proving paternity.</p>
<p>Conclusions</p>	<p><i>For future programming to fully contribute to this outcome, some of the gaps identified in the analysis have to be addressed. Poor delivery of justice through the courts is a salient issue; perpetrators often go unprosecuted for their crimes. Stronger victim support mechanisms must be incorporated to make the response more effective and safer for the victim, and more resources need to be made available for service delivery.</i></p>

Evaluation criteria	Effectiveness
Evaluation question 1	b) To what extent were the outcomes and outputs achieved and how?
Response to the evaluation question with analysis of key findings by the evaluation team	<p><u>Output 2.1</u></p> <p>Joint action plans: joint action plans were developed and used at all levels of engagement. Problems were identified and analysed and each group was tasked to ensure an appropriate response and identify areas where risk reduction and prevention can take place. Follow up on actions and implementation strategy resulted in the development of the referral pathway. It is evident that action plans at group level were effective as all groups knew what to do next at each level and had a clear methodology on how to respond. It is clear the action plans were based on good practice rooted in the referral pathway. Generally all structures demonstrated clear modus operandi based on formulated action plans.</p> <p>Stakeholder engagement: the project engaged the Ministry of Gender to train relevant district stakeholders including representatives from the DEMO, child protection workers, Police, Magistrate, and DSWO as trainers on issues of child abuse, CP, SRGBV, early marriage and case management. They received additional training on case management, more specifically how to report and follow up on cases of child abuse. Later on in the project, this training was cascaded down to community members on issues. Community and school level engagement. The project established fathers' groups to address GBV at the community level and counsellors in all 17 schools and engaged pre-existing school structures such as SMCs, PTAs, and mothers' groups in the project that had been previously targeted by Concern's EQUAPEG project. Discussions with stakeholders and staff members reflect that the project has been able to empower these groups in a way that they have been given a mandate and power to play a role in ending SRGBV.</p> <p>Mothers' groups were found to be an especially essential pillar of the programme as they played a very active role in prevention and responding to GBV, mainly through encouraging girls to remain or return to school. Moreover, the Primary Education Advisors (PEAs) worked closely and directly with the mothers' groups since the beginning of the project, and this partnership effectively facilitated re-admissions and service provision for female students. The project also trained and engaged school-based and community-based counsellors as well as community-based legal advisors (CBLA) to provide counselling services to victims of GBV and to disseminate information about services available.</p>
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	<p>Strengthened coordination between stakeholders, improved service delivery: focus groups indicated that there was strengthened coordination between stakeholders at community level and school and district levels. Referrals were often made between the groups and all groups spoken to state that they often worked together with the other groups. 'Serious cases' including those involving sexual violence was referred to the district health office though the Social welfare department (DHO reporting 30 cases of abuse reported in the last year). 100% of psycho-social have counseled or made a referral in the last year indicating the effectiveness of their role.</p> <p>FDGs reported that police were often utilized in serious cases, accompanying concern staff and relevant committee members to address violence within the communities. This was particularly effective when addressing early marriage as indicated by the Chiefs who frequently used the community police unit, the police forum, to enforce law within the community. Female students indicated the understanding that access to service delivery and response for GBV can be and is sometimes pursued using these groups. But misgivings towards reporting were sometimes expressed, and female student stated a preference to report to their friends or to their mothers.</p>
Conclusions	<i>Overall the response coordination created big improvements to provision of services within the school grounds, in the community and at district level.</i>

Evaluation criteria	Effectiveness
Evaluation question 1	b) To what extent were the outcomes and outputs achieved and how?
Response to the evaluation question with analysis of key findings by the evaluation team	<p><u>Output 2.2</u></p> <p>Inclusion of men and boys: the project used FAST’s ‘Men as Protectors’ initiative to build the capacity of 600 men to enable them to play an active role in the community as well as in the schools. The men were trained on CP, the role of parents in girls’ education, SRGBV, early marriage, and the referral pathway. Many stakeholders consulted during the evaluation commented on the great success of the fathers’ groups.</p> <p>Community engagement by fathers group: the fathers group efforts around finding children not attending school and addressing parents, inquiring for reasons as to why the child was not in school, acting upon responses using counselling, and mobilizing other men or referring to other groups for a more coordinated response were successful in contributing to a response against SRGBV and was often a means for changing overall outcome of specific incidents of violence. Fathers groups frequently intervened when it was reported a father in the community intended to marry off his daughter. Many students groups stated they would report these incidents of violence to the fathers’ groups because it would be treated seriously and result in serious consequences. As men, they were generally naturally equipped with more authority and therefore more feared by members of the community that were trying to marry off their children. Fathers’ groups attributed their success to having the knowledge on how to approach the perpetrators, being men themselves. Furthermore, they became a key supporting structure for mothers’ groups, leveraging their authority in serious cases.</p> <p>Student councils: the project also engaged with boys through involving them in Student Councils. The project equipped them with the knowledge to understand the consequences of violence against women and girls, as well as with the skills to sensitize peers, especially boys, on the same subject.</p> <p>Interactive theatre, Open Days and Tisinthe Radio programme: FDGs during the evaluation cited the ‘touch-tag’ methodology during Open days as a channel through which everyone had a chance to learn about GBV, indicating that participants responded well to the use of interesting and interactive methods utilised through plays poetry and songs put on by the Student Councils. Similarly, observation of the weekly Tisinthe radio programme demonstrated the use of this same methodology, and listening clubs in schools promoted listenership. Role models – successful women from the area – played an inspiring role in educating learners on the importance of education and its long term benefits. These served to create an attitude shift in knowledge that girls can be educated.</p>
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	<p>Change in attitude: the findings showed that men’s groups were aware that their former attitudes towards SRGBV are deeply rooted in traditional notions and beliefs of the conventional role of girls and were therefore able to develop this knowledge to find ways to address the same problem in other men. Other respondents vouched for fathers’ groups effective work in preventing and responding to GBV further validated this finding. Community police forum emerged as an important institution not engaged by the project but clearly utilized by many stakeholders, especially the fathers group, when pursuing a response to SRGBV.</p>
Conclusions	<p><i>The use of fathers’ groups was very successful and the project was able to increase the knowledge and attitude of men, women, boys, and girls, through community mobilization during Open Days. This also allowed Student Councils to share skills on how to fights SRGBV in their schools and communities.</i></p>

Evaluation criteria	Effectiveness
Evaluation question 1	b) To what extent were the outcomes and outputs achieved and how?
Response to the evaluation question with analysis of key findings by the evaluation team	<p><u>Outcome 3</u> National impact: during project design, it was anticipated that the project would establish a Project Advisor Group at national level. However, the project decided against this and instead revitalized the already existing GBV Technical Working Group in Nsanje. While this did not contribute to the project’s aim to strengthen implementation of national commitments to address SRGBV, it had achievements at district level.</p> <p>National policy and advocacy networks: the project has been able to contribute to the wider discussion in GBV. This has been done through participating in different conferences and workshops, however this has had limited impact according to project staff as it doesn’t present a consistent channel for policy dialogue. Future programming needs to identify and engage strategic partners and civil society organisations already active at national level and actively support on-going national activities such as lobbying parliament.</p> <p><u>Output 3.1</u> Knowledge products: the project successfully developed the referral pathway poster, which was printed and distributed to schools and other district structures. Observations during the evaluation validate this as several of the schools displayed the poster. While the referral pathway poster was disseminated at district level, the Ministry of Education has not endorsed it. To ensure maximum benefit of access to model approached the Ministry of Education and the Ministry of Gender should endorse the referral pathway poster after it has been adapted to the nationwide context. Subsequently, the poster should be disseminated to all schools to ensure that all students are aware of where and how to report cases of abuse. Schools structures as well as community structures throughout the nation should also be trained on the poster so that they are better able to assist victims of sexual and physical abuse. As a result, future programming should coordinate with relevant ministries to support this process and disseminate the referral poster nation-wide.</p> <p><u>Output 3.2</u> Teacher Training Colleges: the project was able to fully embed the training on GBV, gender, and equality within the TTC curriculum. The project worked in 10 TTCs and trained teachers in facilitation skills and peer education, in hopes of engraining child friendly and participatory teaching skills in teacher’s practices. This has helped contribute to national-level efforts to reduce GBV in schools as the project is tackling the issues during the formative stage of teacher’s pre-service training. While the evaluation did not specifically receive feedback from teachers that benefited from this activity, TfaC’s internal M&E on the TTCs reflect that this initiative has had positive impact on teachers and learners.</p> <p>Police Training Colleges: the project ran into some challenges working with the Police training colleges. There were significant delays getting the curriculum reviewed and approved by the police-training department. While the project aimed to implement this activity in a timely manner, bureaucratic hurdles further delayed this activity. As a result, the project was unable to commence training until halfway through Year 3. While the project anticipated to train 20 Trainers in each of the 3 targeted Police Training Schools, the project was only able to train 41 police trainers on GBV, child rights, juvenile justice, and women’s rights, among other topics. It is anticipated that this training will be cascaded, however not during the lifetime of the project, there limiting impact at the national level.</p> <p>Going forward, if future programming chooses to work with Police training colleges, it’s crucial that the project start the process as early as possible and anticipate bureaucratic issues in order to implement the activities in a timely manner. The project should have a concrete plan</p>

	of action with flexible deadlines, and close relationships with high-level officials responsible for signing off on activities.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	TTC's: TfaC's 2015 TTC and Primary School end-line found that understanding of sexual rights increased from 52% to 86% and TTCs have shown considerable progress towards positively changing the attitudes of the students they work with.
Conclusions	<i>Referral pathway was used within the intervention area; however, changes in the design are recommended. Furthermore, the poster should be endorsed by the relevant ministries and disseminated nation-wide. While TTC's and Police Training Colleges' curricula have been strengthened, delays compounded by the short lifespan of the project make it difficult to quantify and assess the impact of the activities under Output 3.2.</i>

Evaluation criteria	Effectiveness
Evaluation question 2	To what extent did the project reach the targeted beneficiaries at the project goal and outcome level?
Response to the evaluation question with analysis of key findings by the evaluation team	<p><u>Project goal</u> The project aimed to change and improve the lives of 11,300 women and girls through creating greater access to quality education free from violence and discrimination. The project anticipated that the primary beneficiaries of this project would be 6,300 girls that are attending primary school and at risk of SRGBV and 5,000 women and girls survivors of violence in the two target zones in Nsanje district. Since the evaluation did not collect data on the number of beneficiaries reached by the end of the project, data from Year 3 progress report indicates that the project has been able to reach a little over ¼ of target beneficiaries. Discussions around activities undertaken in the last 6 months of the project suggest that it is likely that the project has been able to reach the desired number of beneficiaries at project level</p> <p><u>Outcome 1</u> The activities undertaken under this outcome targeted students, educational professionals and community-based groups/members. For all of these beneficiary groups the project was able to reach higher numbers of beneficiaries than expected.</p> <p><u>Outcome 2</u> The activities undertaken under this outcome targeted women and girls survivors of violence, community at large and non-traditional partners. The project over exceeded its targeted reach of 5,000 girls through the One Stop Centre and the provision of psychological services through counsellors, the project reached a total of nearly 40,000 girls and women. This reflects a significant difference. These numbers are based on data from Concern Worldwide's annual and progress reports and as a result have not been verified by the evaluation. The project had been able to reach an estimated 40,000 community members through Open Days. With additional Open Days taking place in the last six months of the project, it is likely that the project has been able to reach its target goal. The project also exceeded its goal reach of 7,320 non-traditional partners.</p> <p><u>Outcome 3</u> The project targeted government officials, educational professionals (more specifically teachers in the TTCs), and uniformed personnel (mainly police officers). The project exceeded its reach in regards to government officials and educational professionals (through the TTCs);</p>

	however, due to several factors, mainly delays in implementation caused by bureaucratic issues, the project was only able to train 41 police trainers.												
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	Outcome 1:												
	<table border="1"> <thead> <tr> <th>Beneficiary type</th> <th>Expected beneficiaries reached</th> <th>Actual # of beneficiaries reached</th> </tr> </thead> <tbody> <tr> <td>Women and girl survivors of violence</td> <td>5,000</td> <td>39,870</td> </tr> <tr> <td>Community at large</td> <td>50,000</td> <td>40,000</td> </tr> <tr> <td>Non-traditional partners (men/boys/chiefs)</td> <td>7,320</td> <td>7,680</td> </tr> </tbody> </table>	Beneficiary type	Expected beneficiaries reached	Actual # of beneficiaries reached	Women and girl survivors of violence	5,000	39,870	Community at large	50,000	40,000	Non-traditional partners (men/boys/chiefs)	7,320	7,680
	Beneficiary type	Expected beneficiaries reached	Actual # of beneficiaries reached										
	Women and girl survivors of violence	5,000	39,870										
	Community at large	50,000	40,000										
	Non-traditional partners (men/boys/chiefs)	7,320	7,680										
	Based on Year 3 Progress report data												
	Outcome 2:												
	<table border="1"> <thead> <tr> <th>Beneficiary type</th> <th>Expected beneficiaries reached</th> <th>Actual # of beneficiaries reached</th> </tr> </thead> <tbody> <tr> <td>Women and girl survivors of violence</td> <td>5,000</td> <td>39,870</td> </tr> <tr> <td>Community at large</td> <td>50,000</td> <td>40,000</td> </tr> <tr> <td>Non-traditional partners (men/boys/chiefs)</td> <td>7,320</td> <td>7,680</td> </tr> </tbody> </table>	Beneficiary type	Expected beneficiaries reached	Actual # of beneficiaries reached	Women and girl survivors of violence	5,000	39,870	Community at large	50,000	40,000	Non-traditional partners (men/boys/chiefs)	7,320	7,680
	Beneficiary type	Expected beneficiaries reached	Actual # of beneficiaries reached										
Women and girl survivors of violence	5,000	39,870											
Community at large	50,000	40,000											
Non-traditional partners (men/boys/chiefs)	7,320	7,680											
Based on Year 3 Progress report data													
Outcome 3:													
<table border="1"> <thead> <tr> <th>Beneficiary type</th> <th>Expected beneficiaries reached</th> <th>Actual # of beneficiaries reached</th> </tr> </thead> <tbody> <tr> <td>Government officials</td> <td>25</td> <td>28</td> </tr> <tr> <td>Education professionals</td> <td>5,000</td> <td>6,390</td> </tr> <tr> <td>Uniformed personnel</td> <td>2,000</td> <td>41</td> </tr> </tbody> </table>	Beneficiary type	Expected beneficiaries reached	Actual # of beneficiaries reached	Government officials	25	28	Education professionals	5,000	6,390	Uniformed personnel	2,000	41	
Beneficiary type	Expected beneficiaries reached	Actual # of beneficiaries reached											
Government officials	25	28											
Education professionals	5,000	6,390											
Uniformed personnel	2,000	41											
Based on Year 3 Progress report data													
Conclusions	<i>For the most part, the project surpassed original project targets, indicating that target beneficiaries at outcome levels were reached to a great extent. However the extent to which the project created an impact on the numbers of beneficiaries reached is difficult to determine. At national level the project failed to reach the targeted 2000 police officers. Community reach fell just short of the expected target (as of Year 3 progress report data); this can be attributed to the project starting later than expected.</i>												
Others	How many beneficiaries have been reached? The evaluation was conducted before the project year end, therefore the evaluators did not have the data required to complete the Beneficiary Data Sheet (Annex 4C) per the requirements of this section.												

Evaluation criteria	Effectiveness
Evaluation question 3	To what extent did the project generate changes in the lives of women and girls in relation to the specific forms of violence addressed by the project?

<p>Response to the evaluation question with analysis of key findings by the evaluation team</p>	<p>Sexual violence and abuse: the project raised awareness on sexual violence and abuse among girls though it may not have impacted their experiences of it. Further, there has been little change on the views of girls that are victims of sexual violence as they continue to believe that they are to blame; this was highlighted in the FGDs and the end-line assessment. The table below highlights that the majority of sexual violence is still committed by fellow pupils although there has been a significant decrease. During FGDs, girls discussed sexual violence from boys as an issue. This included touching of breasts, and beatings for refusing sexual advances as discussed earlier on. Girls also discussed sexual exploitation by teachers, threatening girls with negative education consequences if denying sexual advances. Male students further validated this and were described teachers seeking to be alone with girls to seduce them. Lastly, there has been a rise in the percentage of offences committed by adult community members. This strongly shows that awareness of SRGBV needs to be addressed with adult members in the wider community.</p> <p>Early marriage and forced marriage: some crucial achievements have been made in addressing early and forced marriage. There is a shift in perspective that has placed the value of education higher than the cultural and social significance of marriage. Parents too have experienced shifts in attitude regarding early marriage and many parents are said to be changing their minds, placing the importance of girls' education equal to the importance that of boys. They also have begun accepting that girls can provide economic security to aging parents through education instead of through marriage. This attitude shift has generated great changes in the lives of some girls, and this is shown through increased attendance and retention rates. However the evidence shows that change is limited to a case-by-case basis so far, and as a result it is difficult to comment on impact in general. And, in some cases, the girls wanted early marriage themselves and voluntarily dropped out of school to marry.</p> <p>Physical violence and abuse, corporal punishment: there have been positive changes in attitude toward physical violence and corporal punishment from both female students and teachers. However, this has not made changes in their experiences of it as severe punishment is still widely reported by students. Being humiliated in public, name-calling and threats were also widely reported and has increased according to students and school structures. There is a concern that some forms of corporal punishment have turned into psychological violence that's harder to identify and report. Though there has been a positive shift in teachers' attitudes toward physical violence as an acceptable punishment, this has meant that physical punishment on girls is used to a lesser extent, but that boys are experiencing the same level as before.</p> <p>Boys were not specifically targeted by the project (training): violence against girls has seen a slight reduction as a result of project activities, but it is clear from the findings that various forms of abuse are still prevalent and are perpetrated mainly by other boys. The extent to which male students were specifically targeted as perpetrators is minimal. Qualitative findings showed that male students didn't receive any training specifically aimed at and attended by just them. Apart from activities under the fathers group, men and boys were not specifically targeted with separate learning activities to highlight the impact of their violence and the consequences of inequalities.</p> <p>Parental neglect: parental neglect was a specific form of violence that was experienced by school going female students, with the failure of parents to meet the child's basic needs within the home causing many children to drop out and stop coming to school. As a result, the mothers' groups and fathers' groups conducted outreach and followed cases of reported drop-outs. The project was able to effectively assess the domestic conditions of the child involved and responded by engaging parents to make changes that would necessitate the re-admission of the child into school. Orphans were also pin pointed as a vulnerable group in this regard. However mothers' groups indicated that more work was needed to generate the financial support required to support the case of an orphan re-entering school.</p>
---	---

<p>Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above</p>	<p>Attitude toward early marriages: there is a perceptible shift in perspective among some girls which has placed the value of education greater on top of the cultural and social significance of marriage. Parents too have seen tremendous shifts and many parents are said to be changing their minds placing the importance of a girls education equal to the importance of that of boys, and accepting that girls to can provide economic security to aging parents through education instead of through marriage. This has attitude shift generated great changes in the lives of some girls. However the evidence shows that change is limited to a case-by-case basis so far, it is difficult to comment on impact in general. . Girls in FGDs indicated that pressure to get married comes from all sides: home, school, and peers.</p> <p>Perpetrators of sexual violence:</p> <table border="1" data-bbox="363 548 1156 863"> <thead> <tr> <th>Perpetrators</th> <th>Baseline</th> <th>Endline</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Fellow students</td> <td>61%</td> <td>39%</td> <td>↓ 22%</td> </tr> <tr> <td>Young community members</td> <td>15%</td> <td>12%</td> <td>↓ 3%</td> </tr> <tr> <td>Teachers</td> <td>15%</td> <td>16%</td> <td>↑ 1%</td> </tr> <tr> <td>Adult family members</td> <td>6%</td> <td>9%</td> <td>↑ 3%</td> </tr> <tr> <td>Adult community members</td> <td>0-2%</td> <td>18%</td> <td>↑ 18%</td> </tr> </tbody> </table> <p>Enrollment of girls:</p> <table border="1" data-bbox="363 926 1156 1016"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Enrolment of girls</td> <td>6426</td> <td>6429</td> <td>6806</td> </tr> </tbody> </table>	Perpetrators	Baseline	Endline	Change	Fellow students	61%	39%	↓ 22%	Young community members	15%	12%	↓ 3%	Teachers	15%	16%	↑ 1%	Adult family members	6%	9%	↑ 3%	Adult community members	0-2%	18%	↑ 18%		2013	2014	2015	Enrolment of girls	6426	6429	6806																																	
Perpetrators	Baseline	Endline	Change																																																															
Fellow students	61%	39%	↓ 22%																																																															
Young community members	15%	12%	↓ 3%																																																															
Teachers	15%	16%	↑ 1%																																																															
Adult family members	6%	9%	↑ 3%																																																															
Adult community members	0-2%	18%	↑ 18%																																																															
	2013	2014	2015																																																															
Enrolment of girls	6426	6429	6806																																																															
<p>Conclusions</p>	<p>Overall, significant impact has been made on the lives on girls, especially around issues of early and forced marriage. Key successes including preventing forced marriages, rescuing victims of forced marriage, and introducing re-admission policies for girls that have experienced early pregnancies. However physical and psychological violence was not adequately addressed though there have been some improvements.</p>																																																																	
<p>Others</p>	<p>Table showing readmission achievements:</p> <table border="1" data-bbox="375 1310 1435 1839"> <thead> <tr> <th>Reason for drop out</th> <th>Number of cases</th> <th>% of all cases</th> <th>Number of students readmitted</th> <th>% readmitted</th> </tr> </thead> <tbody> <tr> <td>Bullying</td> <td>3</td> <td>1.6</td> <td>3</td> <td>100</td> </tr> <tr> <td>Child Labour</td> <td>11</td> <td>6.0</td> <td>11</td> <td>100</td> </tr> <tr> <td>Corporal punishment</td> <td>1</td> <td>0.5</td> <td>1</td> <td>100</td> </tr> <tr> <td>Defilement</td> <td>1</td> <td>0.5</td> <td>1</td> <td>100</td> </tr> <tr> <td>Emotional Abuse</td> <td>10</td> <td>5.5</td> <td>10</td> <td>100</td> </tr> <tr> <td>Forced marriage</td> <td>18</td> <td>9.8</td> <td>18</td> <td>100</td> </tr> <tr> <td>Ignorance</td> <td>2</td> <td>1.1</td> <td>2</td> <td>100</td> </tr> <tr> <td>Not interested in school</td> <td>12</td> <td>6.6</td> <td>12</td> <td>100</td> </tr> <tr> <td>Orphan</td> <td>6</td> <td>3.3</td> <td>6</td> <td>100</td> </tr> <tr> <td>Parental care</td> <td>69</td> <td>37.7</td> <td>63</td> <td>91.3</td> </tr> <tr> <td>Poverty</td> <td>38</td> <td>20.8</td> <td>25</td> <td>65.8</td> </tr> <tr> <td>Pregnancy</td> <td>12</td> <td>6.6</td> <td>11</td> <td>91.7</td> </tr> </tbody> </table>	Reason for drop out	Number of cases	% of all cases	Number of students readmitted	% readmitted	Bullying	3	1.6	3	100	Child Labour	11	6.0	11	100	Corporal punishment	1	0.5	1	100	Defilement	1	0.5	1	100	Emotional Abuse	10	5.5	10	100	Forced marriage	18	9.8	18	100	Ignorance	2	1.1	2	100	Not interested in school	12	6.6	12	100	Orphan	6	3.3	6	100	Parental care	69	37.7	63	91.3	Poverty	38	20.8	25	65.8	Pregnancy	12	6.6	11	91.7
Reason for drop out	Number of cases	% of all cases	Number of students readmitted	% readmitted																																																														
Bullying	3	1.6	3	100																																																														
Child Labour	11	6.0	11	100																																																														
Corporal punishment	1	0.5	1	100																																																														
Defilement	1	0.5	1	100																																																														
Emotional Abuse	10	5.5	10	100																																																														
Forced marriage	18	9.8	18	100																																																														
Ignorance	2	1.1	2	100																																																														
Not interested in school	12	6.6	12	100																																																														
Orphan	6	3.3	6	100																																																														
Parental care	69	37.7	63	91.3																																																														
Poverty	38	20.8	25	65.8																																																														
Pregnancy	12	6.6	11	91.7																																																														

Evaluation criteria	Effectiveness
Evaluation question 4	What internal and external factors contributed to the achievement/failure of the intended project goal, outcome and outputs?
Response to the evaluation question with analysis of key findings by the evaluation team	<p data-bbox="412 394 984 422"><u>Factors Contributing to Achievement/Failure of Goal</u></p> <p data-bbox="412 457 1429 743">Cultural factors: cultural attitudes play a significant role in the lives of girls. Parents support male children more than they support their female children. Cultural beliefs including initiation ceremonies play a huge role in girls' lives, particularly when they reach puberty and often prevent girls from gaining access to education. Culture is difficult to change but small strides where taken in the intervention area through the passing of traditional by-laws which promoted girls' education and rights. Additionally, some detrimental behaviour is accepted by men and women in communities because of accepted the social norms that state men are socially superior to women. These norms are difficult to address and therefore affect achieving change of behaviour, by both men and women.</p> <p data-bbox="412 747 1429 869">Government policies: on access to education are not supported by political will and changes in enforceable legislation. Typically, in Malawi, government workers are not fired for wrongdoing and this is often seen in the case where teachers carry out misconduct with impunity.</p> <p data-bbox="412 873 1429 1129">Poverty: costs associated with sending children to school affected the achievement of this goal. Even though primary education is free, parents still have to supply uniforms, shoes, books and pens. Children also have to be fed and the family should be able to bear the economic cost of sending the child to school (instead of making the child work). This reinforces the fact that poverty has a great impact on access to education. Further programming should support financial fundraising opportunities and initiatives for mothers' groups to support female students in their basic needs, as this is something already informally happening under the project but needs further support.</p> <p data-bbox="412 1134 1429 1453">Chiefs and development of by-laws: the project engaged with chiefs through developing their capacity and awareness, and facilitated the development of by-laws to govern issues of child abuse and GBV. This commitment of the chiefs' behalf represents a strong statement on the position of traditional authorities' stance on SRGBV. The by-laws are radical and innovative and go against traditionally held views on early marriage and girls' education. The by-laws include penalties for violating children's rights, and more importantly ban parents from allowing their children to undergo any cultural practices that might be harmful to the child. The by-laws are now locally enforceable outside village level through District Commissioner; this visible support through senior traditional administration authorities has an effect on the impact of this project by changing and enhancing customary law at community level.</p> <p data-bbox="412 1457 1429 1810">Nsanje floods: flooding occurred in Nsanje in January 2015. As a result many project activities were halted and focus diverted to assisting victims of the flood. This was the worst flooding the region had experienced in 20 years with nearly 150 killed and tens of thousands of households displaced. 7 of the project's 17 schools were affected. In the aftermath of the floods, Concern Worldwide leveraged the resources under the programme to implement protection activities in the camps for displaced people. They used project stakeholders, such as the matrons and patrons and counsellors to increase awareness of GBV and the referral systems through community mobilization. Furthermore, the project embarked on a short-term project trying to prevent and respond to human rights violations amongst 19 camps hosting displaced people. In total, the project reached an estimated 10,200 displaced individuals through community mobilization activities.</p> <p data-bbox="412 1814 1429 1862">Feeding project: the UN agency World Food Programme also targeted schools in the intervention area through their school-feeding programme. This may have contributed to</p>

increased attendance rates as validated during consultations with stakeholders. After the floods, WPF scaled up assistance to Nsanje district. This may have contributed to increased attendance rates as validated during consultations with stakeholders.

Factors Contributing to Achievement/Failure of Outcome and Outputs

Outcome 1

Effective training methodology: a lot of the Student Councils' successes and achievements in preventing and responding to SRGBV can be attributed to TfaC's peer facilitation training methodology which taught students how to organise their own activities as well as tackle ingrained attitudes around GBV and gender norms. This was shown to be very effective, and praised by the participants themselves and contributed to their ability to communicate sensitive messages.

Late dissemination of CP and PD guidelines: the CP and PD manual was not finalized and disseminated to the target schools until late in the last year of the project. This resulted from delays in development of the manual compounded by delays in procurement. The manual was developed collaboratively through the TWG which took some time for all the relevant stakeholders to agree on the design of the manual. Further, the manual had to be piloted and amended which prolonged delays. The project anticipated that by the end of the project, teachers and children would be conversant with their school's CP and PD guidelines. While this has been achieved to an extent – as depicted through an increase in knowledge and attitude toward SRGBV – this hasn't necessarily translated into practical changes in behaviour. This can have a further impact on achieving intended outcomes because the teachers trained on CP and PD could face transfer of office; this frequently occurs within the primary school education system.

Sex disaggregated structures: male, female and mixed groups were made available through school structures so that female and male students were given the ability to reach out to whomever they felt most comfortable bringing their issue to. This was validating during discussions with psycho-social counsellors. They explained that if a student felt uncomfortable discussing a specific issue with a male psycho-social counsellor, his female counterpart would be called upon to handle the matter at hand.

Outcome 2

Lack of coordination between the justice system and communities: there was a lack of capacity building of the justice sector. Communication between community and justice department was limited. One of the police prosecutors interviewed had never seen a copy of the Childcare and Protection Act and the Marriage and Divorce Act. Despite widely reported prevalence of forced and early marriage there have been no convictions within the Nsanje area. Many parents withdrew cases from prosecution usually after the parties had discussed the matter between themselves either in the school or at community level and upon agreeing on a settlement. There is evidence of lack of trust in the justice system with misunderstandings around issues of bail. In some cases it's seen as if the police themselves are corrupt and stakeholders indicated that one policeman had also been a perpetrator. Other practical reasons such as distance to courts and transportation costs affected this. The development of by-laws could be utilised to better address this problem, advocating adjudication in local courts can be a good starting point to accessing formal legal redress.

Outcome 3

Impractical design of knowledge products and bureaucracy: knowledge products were designed but they were developed late in the project and were not designed for practical everyday use. Bureaucratic and institutional delays contributed towards the failure of reaching police training schools in due time, as further discussed in the efficiency section.

	Socio-political environment: the socio-political environment may have influenced implementation of goals at National level. Project staff stated a good working relationship with the senior police staff at the beginning of the project that created a promising starting point on the intention to incorporate gender responsive material into police training materials. However, on movement of staff based upon political appointments and a shift in the national gender focus based on political leadership may have influenced implementation of goals at National level.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	Justice: Parents withdrew cases from prosecution usually after the parties had discussed the matter between themselves either in the school or at community level and upon agreeing a settlement. There is evidence of lack of trust in the justice system with misunderstandings around issues of bail. In some cases its seen as if the police themselves are corrupt and one policeman was actually a perpetrators, perpetuating mistrust. Other practical reasons such as distance to courts and transportation costs affected this failure of justice seeking at the end of the referral pathway.
Conclusions	<i>When combined, the collective effort of the different approaches undertaken by the different partners, each using different approaches, contributed toward this project outcome. Besides this, the community response contributed toward the effort of securing a safe, violence-free experience within the home and community, which is important because girls that come from a violent-free -homes are more likely to access school. However prevailing external factors continue to negatively impact the achievement of project goals</i>

8.2. Relevance

Evaluation criteria	Relevance
Evaluation question 1	To what extent was the project strategy and activities implemented relevant (to national and Concern policy and strategy) in responding to the needs of women and girls and what evidence substantiates the need for the project?
Response to the evaluation question with analysis of key findings by the evaluation team	<p><u>Project goal</u></p> <p>Nsanje district, poverty: the project strategy and activities had high contextual relevance to needs of the girls in Nsanje district. Nsanje has some of the lowest rates of literacy and highest rate of drop out and absenteeism. Negative cultural practices such as early and forced marriage have been identified as greatly hindering access to education. Economic factors, patriarchy of Sena and Manganja tribes, and payment of dowry for marriage are some of the driving forces behind early marriages. Socio-cultural factors fuelled by traditionally rooted gendered views, which have to do with ensuring the future of the girl as well as maintaining the respect of the girl's family (in the event that she becomes pregnant) play a role in preserving this practice and outlook.</p> <p>Holistic approach: the project strategy was designed to respond to occurrences of SRGBV within the intervention area using the following three approaches: primary prevention, improving service delivery and strengthening the institution response. These align with national gender strategies presented by the 2012-2016 Malawi Strategy and the Ministry of Gender. Fundamentally, these approaches provide that for active prevention to take place it requires action at the point before violence takes place, responses after the violence takes and longer term responses to address the more lasting effects of violence.</p> <p><u>Outcome 1</u></p> <p>Primary prevention through Student Councils: peer education and facilitation of the Student Councils allowed the project to spread beyond the core participants especially because students were constantly on the ground with other students. Moreover, peer counselling</p>

proved to be highly relevant to the project context. Peer support was found among female students to be an important element of help seeking. Student Councils had a high awareness of what constitutes SRGBV and were able to identify a range of behaviours. Additionally, they were mandated to address difference types of violence and were frequently ‘the first on the scene’.

Targeting teachers: addressing teachers’ attitudes, behaviours and levels of knowledge on SRGBV was highly relevant to the project. Prior to the project, less than half of the teachers had seen a copy of the Code of Conduct and very few showed a clear understanding of the reporting procedure for transgressions. Teachers themselves also held gendered belief reflected in the wider community that certainly influenced their attitudes toward female students.

Outcome 2

Stakeholder coordination: lack of coordination between stakeholders is underscored in the baseline, “although GBV pathways exist and encompass institutions such as the police victim support unit, the department of social welfare, the Ministry of Health and the District Education Management office, lack of coordination, capacity, and of clear roles and responsibilities hinders effectiveness of GBV prevention and response capacity”. Therefore coordination and stakeholder strengthening was relevant to the project.

Community level: key individuals and agencies from different sectors were relevant in filling gaps in service delivery identified during the baseline. Community structures involved in the project addressed SRGBV occurring within the home, with emphasis being placed on parenting, the provision of basic needs required for school attendance, and policing the road to and from school. At school level, school management structures provided a platform for preventing, addressing and responding to SRGBV.

Training of community members and district stakeholders was relevant to the project outcome but didn’t necessarily improve service delivery at district level. However the mediation and reconciliatory approach was relevant to the socio-cultural context and was a successful way of resolving small disputes and addressing conflict. The project approach, which engaged multi-sectoral stakeholders at different levels, built on existing interventions by government at school and community level, introduced new structures for primary response as well as utilized them to carry out awareness and empowerment campaigns at school and community level, was relevant to responding to the needs of girls.

Referral pathway: the disconnect between the actual resources available for ensuring access to justice at the district level and the building of expectations at community level through the referral pathway was not properly addressed by the project. The referral pathways practical use is hard to determine as the visual representation of the response agents does not clearly reflect the type of help that can be sought there, further it does not clearly state how the victim will be protected at each stage of referral. The referral design also means that victims may find themselves repeating the story more than once, which can add to trauma and feelings of embarrassment. Lastly it can be asserted that the image of the judge at the end of the pathway is misleading, as access to justice, especially in rural areas, is difficult to achieve in any case.

The development of a referral pathway was highly relevant as the baseline indicates that “within schools, the lack of established reporting pathways, and ignorance about professional conduct and reporting procedures is a barrier to safe schools.” Additionally, before the project started, none of the schools had any formal reporting documentation or system in place to record and follow through upon cases of SRGBV. Moreover, the baseline shows that pathways for reporting abuse did not take into consideration all of the necessary linkages between schools, CPCs, the police, judiciary and victims. Hence the need to ensure that mechanisms are in place for victims to report cases of violence to the appropriate parties and to ensure that these parties subsequently handle the cases in the most effective manner.

Engagement of Chiefs mid-project: the project conducted a Barrier Analysis during the second

	<p>year of the project and found that Chiefs and community leaders in the area have a very strong influence on girls' attendance in school. Although not originally part of the initial activities planned, the project realized the relevance and importance of Traditional Authorities (TAs) pushing and encouraging girls' education. As a result, the project organized a two day chiefs meeting for 20 Chiefs and Group Village Heads from targeted zones. During this meeting, the chiefs developed by-laws which would allow them to fine parents who withdraw their girls from school to marry them off, as well as penalize perpetrators of GBV in their areas, and enforce the legal marriage of age. This is especially relevant as the provision that stipulates that children should not be forced into marriage is not widely known. Additionally, the project held intensive workshops with chiefs and group village heads around SRGBV/GBV, as a way of increasing awareness on the issue and hopefully cascading that knowledge onto the communities.</p> <p>Interactive theatre methodology: the project used TfaC's interactive radio and theatre methodology to break down barriers between decision makers and create a platform for communication and dialogue. As reflected in baseline findings, it was clear there were gaps in knowledge around what was considered acceptable behaviour by others. Radio is widely used in Malawi and is an effective medium to create national awareness. Furthermore, Zodiak, the channel that disseminates the show, is a frequently used radio station with programming carried out in the vernacular targeting grassroots listenership.</p> <p>Men and boys: the continuing dominant patriarchal context reinforces attitudes that are prevalent in SRGBV by promoting a view of women as subservient and incapable of socially and economically supporting themselves¹¹. In- depth discussions with stakeholders at the school and community level during the evaluation reinforced the idea that girls are "weak-minded". While there does not seem to be any traditions or cultural practices that prohibit girls from attending school, the evaluation found there was a common consensus from community members that parents did not perceive education as something that will support a girl in the future and support them as parents. Men and boys are thought to hold more power and influence than women and girls, this was validated through a group village headwoman explaining that the "social hierarchy puts men at the top and family members are afraid of them so they have a huge role to play."</p>
<p>Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above</p>	<p>Nsanje District: is in the bottom two districts with the lowest enrolment rates in the country. Furthermore, the literacy rate for children (of at least five years of age) is about 64 percent across the country, which is about the same as the literacy rate for boys in Nsanje. However, the literacy rate for girls in the district is just under 42 percent, showing a wide disparity.¹²</p> <p>Economic advantages of early marriage: in FGDs, girls reported a friend being married off. She was 17 years old and in Standard 5, 'she <i>didn't want to but people, her relatives and her parents told her she was lucky</i>'. Poverty related factors also contribute to excessive workload for girls at home and has been identified as a factor that affects school attendance, often placing girls at risk of punishment for late arrival at school.</p>
<p>Conclusions</p>	<p><i>The project was relevant to the socio-economic context of the intervention area compounded by the low access to educational levels of girls in the district.</i></p> <p><i>The creating of Student Councils was relevant in addressing violence between students and provided a link between the students, teachers and school management.</i></p> <p><i>Findings reflect that community engagement has been relevant to addressing GBV as SRGBV cannot be tackled in isolation from violence in wider society. Behaviour change methodologies used on the community were relevant to the project because by sharing real life experiences and suggesting changes to dialogue that will develop a safer and healthier outcome, the project actively engaged in encouraging behavioural change. This was particularly relevant to men and boys as perpetrators. Establishing guidelines on</i></p>

¹¹ Cultural Practices and their Impact on the Enjoyment of Human Rights, Particularly the Rights of Women and Children in Malawi.' Malawi Human Rights Commission

¹² National Statistical Office. "Population and Housing Census 2008"

strengthening GBV response was relevant to providing local authorities with model approaches for reducing GBV but implementation at district level was sometimes ineffective for practical reasons. Behavior change methodologies used on the community were relevant to the project because by sharing real life experiences, and the suggesting changes to dialogue that will develop a safer and healthier outcome, the project actively engaged in encouraging behavioral change. This was particularly relevant to men and boys as perpetrators.

Evaluation criteria	Relevance
Evaluation question 2	To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?
Response to the evaluation question with analysis of key findings by the evaluation team	<p><u>Project Goal</u> Access to quality education: evidence shows that violence denies children’s education rights in several ways. The most salient of which are denial of access to education, quality and consistent education, and the right to safety, respect, and non-discrimination. SRGBV leads to drop-out or absenteeism, and is directly linked to school violence. As a result, SRGBV has detrimental effects on attendance, participation, performance, learning outcomes and most importantly creates obstacles to gender equality in school and wider society. Shifting the attitudes of community members and teachers continues to be relevant to the needs of women and girls, but changing their behaviour has emerged as increasingly more important, as it is clear from the findings that violence against girls still prevails. The results achieved indicate that there have been positive changes in viewpoints of key participants, but more intervention is required to ensure the results are widespread and further ingrained.</p> <p><u>Outcome 1</u> Improving rights awareness and empowerment continues to be highly relevant but is not enough as findings show that although knowledge has increased refusal of unwanted sexual advances is does not always take place. One key recommendation therefore is that focus should be on empowering girls to say no and not to be seduced by the perceived gain in monetary or social status sometimes associated with falling into relationships. On the other hand girls reported threats of violence for refusing sexual advances, this indicates that girls are saying no to some extent but are possibly dealing with grave consequences for doing so; this could leave them exposed and vulnerable and must be adequately addressed by the project. Student Councils were very active and contributed to a great extent to responding to SRGBV. They reported that fighting and punishments in schools still take place and that often they are tasked with addressing violence among students. Teachers are more aware that physical punishment is wrong but the findings show there has not been significant reductions in violence.</p> <p><u>Outcome 2</u> Stakeholder strengthening, coordination and improved perspectives on attitude: coordination and stakeholder strengthening was relevant to the project and the project results achieved a shift in stakeholders’ attitudes. Stakeholders believed the project has changed awareness and attitudes toward SRGBV to a great extent. Stakeholders stated clear plans of action for responding to SRGBV and activities undertaken included offering counselling, advice, preventing fights, reporting incidents and making referrals for SRGBV. At the school level, FGDs frequently stated that perpetrators are now afraid to carry out SRGBV, and therefore are less likely to do it. At school structure level all stakeholders hold the view that many people’s minds are changing though in some people attitudes are harder to change</p>

	<p>than in others, never the less challenging community members that create resistance usually come around. At district level, the DEMO indicated perceiving changes in awareness but lack of ‘seriousness’ by some key stakeholders in implementing disciplinary procedures under the Code of Conduct for teachers.</p> <p><u>Outcome 3</u></p> <p>National engagement on specific forms of violence observed continues to be relevant: the scale of the results indicates a pressing need for continued national engagement in the response to SRGBV, specifically in reference to early marriages, violence among students, sexual exploitation by teachers and violence within the home. Engagement of the Ministry of Justice is tremendously relevant to the gap observed in delivery of justice in Nsanje.</p> <p>Referral pathway: the referral pathway poster has the potential to serve as an model approach for needs of girls, but has to be refined visually and practically to accurately reflect the services available on the ground, as well it should include a victim support element that incorporates support for the consequences of reporting</p> <p>Gender responsive pedagogy: teachers are central to the learning process and gender responsive pedagogy continues to be relevant to the needs of girl’s attendance and experiences in school, their interaction with teachers and their active participation in learning. There is a danger that teachers come into the classroom holding gendered views; baseline findings found this to be the case within the intervention area. If teachers are trained to be gender responsive they can better understand and respond to the specific needs of girls in the classroom.</p>
<p>Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above</p>	<p>The quantitative and qualitative surveys found that the types of violence and abuse identified in the project primarily take place in the school setting, with corporal punishment, physical violence and sexual violence being of highest occurrence.</p> <p>Teachers, reporting and the code of conduct: lack of adherence to the code of conduct through inflicting corporal punishment, and neglecting reporting procedures is a barrier to safe schools, high occurrences of violence do not correlate with low levels of teachers reporting.</p>
<p>Conclusions</p>	<p><i>While the project has been able to reduce SRGBV to an extent, it continues to hinder girls’ access to quality education as violence still takes place in schools. By the end of the project, 32% of students still reported having faced some form of sexual violence or discrimination in the last 12 months.</i></p> <p><i>The evaluation found that the activities undertaken under outcome 1 continue to be relevant to the needs of girls in classrooms and within schools where violence is still prevalent. However, teachers have to be targeted to understand that their actions and demeanour strongly influence feelings of safety amongst students. Additionally, the lack of adherence to the Code of Conduct means more work needs to be done. Further the use of psychological violence needs to be addressed. Student Councils had a high awareness of what constitutes SRGBV and were able to identify a range of behaviours. They were mandated to address different types of violence and were frequently ‘the first on the scene’. Because of this, their role continues to be relevant to the project. Furthermore as female students need to be specially targeted; the role of the Student Councils is well suited to doing that.</i></p> <p><i>Generally all respondents referred to changes in SRGBV occurring since the coming of Concern. Therefore coordination and stakeholder strengthening was relevant to the project. As previously mentioned there are difficulties surrounding strengthening mechanisms for reporting and responding to GBV and these are mainly brought about by the gaps that exist, and serve to further aggravate the issue of SRGBV. As a result, it is imperative to continue to create partnerships and alliances with stakeholders at community level who can serve as</i></p>

	<i>actors in developing a more effective system. The project continues to be relevant to the results, particularly to address violence in the home and affecting behaviour change in community members. A robust national level response continues to be extremely relevant at implementation level and at policy level.</i>
Others	<p><u>Additional question - what data was consulted to design the project activities and were the indicators' used effective and appropriate (can they be improved?)</u></p> <p>Poor indicators: some project indicators were poorly designed and didn't align with the activity as stated in the project log frame. Some of the indicators didn't present a direct correlation with the outcome and oftentimes were indicative of a specific activity as opposed to the outcome. For instance the indicator under outcome 1 '% of teachers witnessing a violation of the Code of Conduct and reporting it' is more specifically indicative of output 1.1. Another example is indicator "% of teachers who can accurately state where to report a violation of the Code of Conduct" under Output 2.1: Joint action plans revised and implemented by all stakeholders to prevent and effectively respond to SRGBV, thereby improving service delivery. There is not a strong correlation between the two.</p> <p>Monitoring and evaluation indicators: during the project lifetime only three indicators were used: attendance, retention and dropout rate. These can be perceived as part of the shortcomings of the monitoring conducted. The project failed to track qualitative data that may have been relevant during the lifetime of the project. It would have been interesting to collect data assessing changes in awareness and knowledge. On-going monitoring of girls perception and accounts and actual occurrence rates of SRGBV would have also been very useful throughout the project.</p> <p>Reporting: furthermore, it is unclear the extent to which the social and cultural consequences of reporting were taken into account by the logical framework. It is recommended that future programming explicitly target stigmatization associated with women who report, and support messages that state that women who report should not be blamed or stigmatized but should be supported.</p>

8.3. Efficiency

Evaluation criteria	Efficiency
Evaluation question 1	How efficiently and timely has this project been implemented and managed in accordance with the project documents? Specifically have resources been used well and strategies to implementation been appropriate
Response to the evaluation question with analysis of key findings by the evaluation team	<p><u>Cost Effectiveness</u></p> <p>Staff and pooling resources: the project was able to keep non-activity costs relatively low by hiring local staff, aside from one international staff member. Additionally, the project was able to significantly bring down certain costs (especially costs associated with bringing in international consultants) by hiring local consultants instead, and carrying out some of the activities in-house. To further decrease overhead costs, TfaC staff was hosted in Concern's office and was able to use Concern cars for activities. Furthermore, funding from Concern and Concern USA covered some staff and administration costs. The project was also able to cut down on printing and production costs by using cheaper alternatives.</p> <p>Training methodology: TfaC's approach of bringing out change through interactive radio broadcasting and engagement in the TTC has also proven to be highly cost effective, by building upon a pre-existing programme, the project's monetary contribution has remained low and helped cover some of the logistical costs. The Tisinthe Radio programme has an average listenership of 500,000 and has recorded nearly 7,993 participants texting or calling in</p>

to participate.

Low financing and the ‘no money approach’: activities around students and community groups require little to no financing, aside from resources spent on initially training and refreshments, and a no money approach is actively promoted by project staff.

TTC’s: the majority of resources allocated for this activity have been spent on printing curriculum and IEC materials, a one-time expense that will require little to no additional funding. This activity is highly cost effective in the sense that through working in the TTCs, the project has been able to expand impact of the project throughout the country. So far in the project, 6590 teachers had been reached.

Timeliness

Late Project Start: in Year 1, activities were well behind schedule and objectives unable to be met due to initial delays in project implementation and staffing issues. Key staff positions such as project manager and programme coordinator were not filled until six months after the initial start date of the project. Furthermore, in the first year of the project, three out of the five project staff recruited terminated their contract within just a couple of months of when their employment had begun as a result of not being able to cope with the challenging environment.

M&E officer: a key position that remained vacant for a significant amount of time was the M&E position. As a result, this created a delay in meeting M&E goals. Priority was put on speeding up implementation of activities in the second half of the first year, and delaying M&E activities until the following year. Throughout the remainder of the project, M&E activities were undertaken as planned although the effectiveness was limited, as discussed in the effectiveness section.

Resourcing and logistics: timely implementation of the activities was hindered by project resources and systems. Given the small number of TfaC staff members working on the ground in Nsanje, the project decided that TfaC staff members would be hosted in Concern’s office and share transportation means. While this day-to-day partnership created an enabling environment for synergies and informal sharing, as indicated by project staff members, this sparked miscommunications around logistical issues. With the majority of activities highly reliant on transport, the limited number of vehicles often impacted the timely implementation of activities.

Delayed disbursements of funds to project partners: furthermore, issues around financial capacity also affected the timeliness of some of the activities. FAST, one of the implementing partners indicated that the funds for activities were given in tranches and delays in procurement of funds took place often. Given the low organizational capacity of FAST, they were unable to carry out activities as planned without funding. As a result, the implementing partner was unable to conduct monthly meetings in August and September of Year 3 due to financial procurement issues.

Floods: one highly relevant factor that also impacted on the timeliness of the project was the severe floods that affected Nsanje in January 2015. Three of the project schools were closed, following by low attendance once schooling resumed due to loss of learning materials, or because several schools were used as shelter. As a result, the project concentrated their efforts on providing assistance to displaced people during that time and postponed planned activities until the situation got better.

Procurement: timeliness issues throughout the project were further exacerbated by procurement challenges. Miscommunications and unclear roles in procurement led to delays on some of the activities. As a result, the team became aware that moving forward, a realistic timeline needs to be negotiated between programme staff and procurement team in advance to ensure that all staff members are aware of the steps necessary and the urgency of each stage. The environment and location of Nsanje also compounded issues of procurement in the area. Discussions with staff members indicate that in the future, for continued work in the

	<p>area, it would be advisable to have a staff member permanently based in Blantyre to handle all procurement issues.</p> <p>Alignment of timing with local context: for some of the activities, the original timetable for the project proved to not be feasible based on the dates of funding. Given that the academic year in Malawi does not align with the timeline of the project, certain activities did not start until the end of the first project year. This is especially the case for activities implemented with the Teacher Training Colleges. However, each of the TTCs targeted by the project was able to run GBV-focused open days and objectives set by the project relating to engagement with TTCs were eventually achieved on time. However, the same does not apply to activities with national police training. The project aimed to reach 3 PT schools by the end of the project; however this did not materialize as they were setbacks and delays in incorporating GBV materials into the police training curricula, due to strict protocols. Despite this, in Year 3, the project was able to train 41 police trainers who will then carry out this training with new police officers.</p> <p>No cost extension: although the majority of activities in Year 2 were on track to be achieved by the end of the project, the timeliness of implementation of activities in Year 3 was hindered by several factors. The most salient being that Concern anticipated being awarded a No Cost Extension of six months, therefore operating on a revised work plan that included an additional six months to wrap up and finalize implementation. However, the NCE was refused. While the project attempted to accelerate activities where feasible in the last 6 months of the project, some activities were rushed and quality of delivery limited. While some trainings did not take place, the project instead decided to focus on its exit strategy and reiterate to all beneficiaries and project participants how they can continue to prevent and respond to SRGBV after the project phases out and oversight from Concern is gone.</p> <p>Implementing partners: the project saw great efficiency through strategic selection of implementing partners who already had an established presence on the ground. The partners specialised qualifications added to the efficiency of implementation of project activities.</p>
<p>Conclusions</p>	<p><i>Considering the challenging working environment in rural Nsanje, the evaluation has found that the project has been implemented in a cost-effective manner and has utilized resources in an appropriate manner as well as implemented most activities according to plan, and achieve its objectives despite delays and logistical barriers.</i></p>

8.4. Sustainability

Evaluation criteria	Sustainability
<p>Evaluation question 1</p>	<p>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>
<p>Response to the evaluation question with analysis of key findings by the evaluation team</p>	<p>Student Councils, SMCs, PTAs, Matrons and Patrons, Psychosocial counsellors: after the programme phases out, students will still be equipped with the necessary skills to continue to facilitate peer education and transfer their knowledge onto others. The same applies to matrons/patrons, as they have been trained in facilitation, they will be able to continue overseeing the smooth functioning of student councils if need be while also continuing to train new ones. This is further validated by the fact that they do not require monetary support, and school structures are present to support student councils.</p> <p>Self-management: toward the end of the project, student councils in some of the schools took the lead in facilitating Open Days, which reflects their ability to, self-manage and function under little to no supervision However, sustainability is limited in so far as the different committees and stakeholders were highly reliant on Concern Worldwide for resources, especially transport. While psychosocial counsellors have had a positive impact on the project,</p>

	<p>the sustainability of their role was not particularly taken into account during project design, and their benefits might cease to exist once the project ends as the project only trained 34 of them. It is hoped that they will continue upkeep their role once the project phases; however, there are no mechanisms in place (training, funding) to ensure that they remain active in schools. They were benevolent and received no funding. Furthermore, they underwent extensive training supported by Concern, and it is unlikely that other community members/teachers would be equipped with the necessary skills for this role without attending such training.</p> <p>PEA: the project was also able to ensure sustainability through building the capacity of PEAs. PEAs and school structures monitor and ensure that action plans put in place in the schools are being implemented and followed. Additionally, the PEAs were active in cascading cross sectoral training to communities, and transferring knowledge so a wider audience. The strategy put in place provided training and refresher training to PEAs and SWO to ensure that by the end of the project they would be able to take on their training role. As a result, once the project phases out, the PEA will continue to monitor the schools and ensure that cases are being reported accordingly.</p> <p>By-Laws: the creation of by-laws helped ensure that penalties for perpetrators of GBV can be dealt with in a sustained manner. Although the police should be responsible for handing cases of GBV and abuse against children, this is neither reliable nor sustainable due to lack of resources, long distances, and inefficiencies at the judicial level. Hence, the importance of empowering chiefs and providing them with the capacity to deal with GBV cases once the project phases out.</p> <p>Teachers and Police training: if effectively carried out, strengthening national teacher training and police training and embedding GBV materials into the curriculum is a sustainable way to go about ensuring that future teachers will be equipped with the necessary knowledge and skills to refrain from abusing children (whether physical, emotional, or psychological abuse)</p> <p>Capacity building vs. service provision: as stated in the project proposal, to ensure sustainability, “the project does not provide services; rather it strengthens capacity and improves conducive systems for the required services to be provided by local stakeholders.”</p>
Conclusions	<p><i>Overall, these findings reflect that the project has significant potential for sustainability and continuity of activities undertaken by different stakeholders; however there are several limiting factors, and more needs to be done to ensure the sustainability of the project goal.</i></p>

8.5. Impact

Evaluation criteria	Impact
Evaluation question 1	<p>What are the unintended consequences (positive and negative) that resulted from this project?</p>
Response to the evaluation question with analysis of key findings by the evaluation team	<p><u>Positive Unintended Consequences</u></p> <p>Education valued as part of life: education is being valued as part of life and this can be attributed to the ‘Journey of Life¹³’. Attitudes towards education have seen a shift within the school and the wider community, ‘people are seeing the importance of school.’ Furthermore, the use of role models appears to have had a tremendous impact on the attitude of female students. One girl at Chigumukire School stated that she wanted to leave school soon and ‘marry a man with a car’. However, the role models have helped her change her perspective and she now wants to stay in school. More and more men in the community also reported to have changed their minds on aspects of traditional gendered views regarding girls’ education; this is evidenced by the parents that want to marry off young girls changing their minds after</p>

13 The Journey of life series is a standard Ministry of Gender training program teaches participants to pinpoint problems faced by children and assess what can be done to alleviate the problems identified

intervention. Of further significance is the number of dropout's re-entering school and the revival of the re-admission policy for girls that drop out due to pregnancy.

Men and boys believe they can prevent SRGBV: men and boys play a positive active role in both prevention and response to SRGBV. This is demonstrated through the work of the Student Councils in the schools and crucial emergence of fathers' groups as the muscle of the project.

Unveiling the culture of silence through increased awareness: in Malawi, it is very common for parents and relatives to remain silent as opposed to exposing that violence is taking place in their homes, especially against their own children. As a result, the project has increased awareness around the existence of disciplinary rules and the Code of Conduct to hold teachers accountable and ensure that children report cases. The project has had a positive impact in this regard, providing a space in which matters surrounding SRGBV can be openly addressed, questioned and followed up.

Tackling cultural difficulties: positive impact on tackling the strong and overarching cultural context in which the violence occurs is evidenced through change and evolution of traditional law within T/A Mbenje and T/A Tengani. Penalizing parents for harm caused through cultural traditional ceremonies and practices is an immense positive impact.

Mothers reporting domestic violence: the household was frequently mentioned as a place where violence takes place. This included being deprived of food, 'meanness', being made to carry out hard labour, and physical violence. The evaluation found that mothers were in fact one of the main reporters of domestic violence against children, often perpetrated by their spouse or other family members. Oftentimes, they sought out help from the mothers' groups to figure out how to best deal with certain cases.

Unintended Negative Consequences

Negotiated settlements: counselling at school level has had the unintended consequence of leading to negotiated settlements leading to issues not getting past a certain point. This in fact had positive consequences and negative consequences. Positive consequences are reflected through matters being settled amicably and easily, and negative consequences are reflected through parents accepting token payments for settling cases. Though there is no direct evidence of this, there is an implication that parties are reaching settlements and cases of serious violence aren't being followed through or are being withdrawn from full prosecution. Furthermore, this is propounded by the gaps between expectations on the part of the victims, parents, as well as other stakeholders and the Police. Gaps include suspected corruption, lack of trust of Police by community members, lack of faith in the legal process due to frequent delays, and distrust around bail.

Within the Police service there appears to be a limited knowledge of child protection legislation, yet this knowledge is essential to providing legal remedies for protection and relocation orders for victims and vulnerable children. As a result, more sensitization needs to be done within schools and communities around the police, and police need to undergo re fresher courses on new acts and legal procedures.

Threats of violence: mothers' groups and Student Councils reported facing threats from community members as well as students. This could be because they are the vulnerable groups within the response structure (women and children) and therefore are easier to intimidate and threaten.

Inability to transition to secondary school following completion of primary school: one thing not considered by the project was the long-term effects of keeping girls in school. This was brought up a lot throughout the evaluation in terms of sustaining girls who are able to go on to secondary school. Given the short span of the project, it did not anticipate these implications. As a result, several stakeholders had to utilize their own means to support some girls' secondary education. Ironically, while this is an indication of project success, access to secondary education is outside the scope of the project. Future programming should seek partnerships with NGOs already on the ground that are responsible for access to secondary

	<p>education.</p> <p>Parents using covert means to marry off children: some of the findings have shown that parents are now resorting to marrying off their children in secret, simply stating that their child has been sent away or has transferred schools when in fact she has been married off. Fathers groups and mothers groups can be used to raise awareness of the dangers of this, particularly emphasizing the dangers of isolation that can be associated with being sent away in this manner.</p> <p>Psychological violence instead of physical violence: in cases where teachers feel the social desirability of physical violence has decreased, it is evident from the findings that they may be resorting to psychological violence instead.</p>
Conclusions	<p><i>There is a sense among project beneficiaries that education is being valued as part of life, Journey of life training had a huge positive impact on this. This attitude towards education is seen as a shift within the school from the wider community, 'people are seeing the importance of school.' Of further significance is the number of dropout's re-entering school and the revival of the re-admission policy for girls that drop out due to pregnancy.</i></p>

9. Knowledge Generation

What are the key lessons learned that can be shared with other practitioners on ending VAWG? Are there promising practices? What outstanding advocacy and implementation priorities still require action and commitment from district and national-level stakeholders?

Key Lessons Learned	
Leverage local capacity	<p>Project staff experienced difficulties living and working in Nsanje District; as a result it is necessary to employ individuals with a contextualized understanding and awareness of the area, however effective recruitment in Nsanje can be quite a difficult task given scarcity of educated and qualified people on the ground. Additionally, it has proved impactful to employ individuals native and familiar to the language and culture in the intervention area.</p> <p>The project has found that it's important to target grassroots policing to mitigate cases of SRGBV through already existing police forum found in communities.</p>
Engage district level actors to ease implementation	<p>Working with and establishing a good rapport with district service providers (Social Welfare and DEMO, DHO and Police) made the project easier to implement and created buy-in to the project and provided institutional support.</p>
Strengthen monitoring and evaluation during the lifetime of the project	<p>Monitoring and evaluation was limited to indicators measuring attendance and retention, within project lifetime, M&E should measure qualitative data to assess actual behavioural changes, though this is challenging, qualitative data on attitude change and time invested in building relationships would be useful to assess.</p>
Safety issues	<p>Care must be taken to ensure that project activities do not put participants at risk. Mothers' groups and Student Council reported receiving threats and intimidation from parents within the community. The context etiquette must be taken into consideration during planning, particularly if it involves children addressing adults in the Malawian context.</p>

Including beneficiary perspective and cultural context in strategy development	Misunderstanding of the symbols used in the initially referral pathway by girls during pilot phase reflected that it is crucial to ensure that implementation strategies adapt to the cultural context of the area and includes beneficiaries' perspectives of how institutions manifest themselves.
	Some girls indicated that they would rather tell a friend about incidents of abuse, this should be taken into consideration, specifically, appropriate responses among friends which include making further referral must be taught, especially in cases of sexual violence.
Good partnerships lead to effective project implementation	Key partnerships with TfaC and FAST were essential to the success of the project, leveraging work already been done with proven track record was a key lesson learnt for future programming.
Length of project lifetime	Three years is a short period of time for a project of this nature and size, all participants including project staff indicated they would have benefited from more time
Promising Practices	
Interactive theatre methodology and trainings on facilitation and peer education	TfaC's interactive theatre methodology has proved to be highly effective in bringing about a change in knowledge and attitude.
Cascading training within schools, teachers and Student councils	Cascading training was a cost efficient and effective method, further it institutionalized the trainings as they became part of regular school activities which in the long term can create sustainability and ownership
Use of 'Role Models' during awareness campaigns	Bringing role models to Open Days had a tremendous impact on community members and students as it encouraged girls to stay in school.
Involvement of men and boys	Engaging and putting men and boys at the forefront of responding to SRGBV has proved highly impactful. Through the creating of fathers' groups, men, former perpetrators, have been to leverage their power and authority to prevent early marriages. Boys have also played a significant role in the prevention of SRGBV through raising awareness and changing attitude of their peers regarding SRGBV.
One Stop Centre	Having a fully functioning One-Stop Centre fills gaps in the system by ensuring that victims have access to all the required services as it combines health, justice, and psychological support services. The integration of these services significantly accelerates the process of handling cases of violence against children and women; and further decreases victimization
Involving the chiefs	Due to long distances, victims' apprehension to report cases to the police, and their influential role within society, chiefs and TA are often called upon to handle issues of cases of GBV. However, the majority do not have the adequate knowledge to effectively and appropriately handle cases of GBV. As a result, the project trained village headmen on GBV, and facilitated the creation of by-laws to enforce penalties for perpetrators of GBV in their respective areas. This has been especially impactful and future programming should continue to include chiefs as 'agents of change'.
Outstanding advocacy and implementation priorities	

Developing and strengthening legislation to address gender based violence	Early marriage is still in a contentious issue, the Constitution contradicts the Marriage law, this should be harmonised in to present a definitive position on the approach toward early marriage
Zero-tolerance of violence within schools	Though changes have been made with the elimination of corporal punishment, physical punishment is still widely accepted, Teachers Code's of Conduct and government policy should promote Zero-Tolerance approach to violence within schools
Alternative methods of access to justice for people in rural areas	Access to justice for Malawi's rural poor is a country wide problem
More involvement on national level for One-stop Centre	Ensure that the financial and technical support for one stop centre is robust and sustainable through advocating full government engagement at the Ministry of Gender
Increase support for victims of GBV	The government has limited institutional capacity and lack of support structures A lot of victims indicated that they do not report cases for fear of continued victimization and loss of support. As a result, more should have been done around ensuring that victims receive support and a safety mechanism should be incorporated into the referral pathway. A lot of victims, especially those who testified against their parents or relatives found themselves shunned from their families with nowhere to go. Police officers indicated that victims are able to sleep at the police station until they are safe. However, this is temporary and not a sustainable solution As a result, there should be increased advocacy around the need to establish 'safe havens' for victims of violence to ensure their protection and rehabilitation.
Countrywide institutionalization of school structures	The institutionalization of school structures and compulsory reporting and collaboration with zone PEA
Building capacity of law enforcement	The government must ensure that all police officers receive trainings or refresher trainings on new laws/acts that come into effect. This is especially necessary as it was observed during the evaluation, that there was a lack of knowledge on the Childcare and Protection Act amongst police officers. Additionally, more work should be done around prosecutors and magistrates, as well as the promotion of grades so that more areas can have more courts.
Advocate for development of protection policies in schools	Apart from teachers code of conducts Child Protection Policy documents that ensure safe and secure learning environments and hold perpetrators accountable for incidents of violence under the policy should be advocated for and implemented in all schools.

Advocate for 'gendered legislation'	Current legislation sees children as genderless and generally characterises vulnerable children as children 'in need of care and protection'. Advocate for legislation and policy that reflects and understands that gender norms affect boys and girls differently, and takes into consideration that girls may be more vulnerable in the domestic and school set up and more susceptible to sexual violence.
-------------------------------------	--

10. Conclusions

Evaluation Criteria	Conclusions
Overall	The effects of violence and abuse on girls' access to education as well as persistence in school can clearly be observed. Through the project activities several key achievements have been made, specifically the coordinated effort of the multi-sectoral stakeholders at different levels has worked to raise the awareness of the importance for education for girls. The project lifetime has seen an increase in the enrolment and attendance rates, including a high degree of female pupil retention. In 2014 over 122 students were readmitted after dropping out of school, the large majority of these cases were girls, five cases dropped out due to forced marriage, twelve due to marriage and 12 due to pregnancy.
Effectiveness	The project was effective in implementing activities at school and at district level, with key achievements being the revitalisation of the TWG. At school level more needs to be done to engage teachers and promote professional ethics. At district level, the quality of services provided needs to be examined, as well as securing a tighter link between cases of serious sexual violence encountered by the DHO and the prosecution of offenders; while the One Stop Centre has been established to fill this gap, lack of resources are currently hindering its functioning. The project's activities around training and sensitisation enabled project beneficiaries to be aware of whom to report incidents to, and the referral pathway was developed to serve as a visual aid. However, it wasn't always an accurate reflection of services available and while it contributed to knowledge of reporting it, it did so to a lesser extent than the trainings. Nevertheless, the evaluation found that its most vital function was that it operated as a basis for the stakeholders to collaborate and identify and clarify exact roles and responsibilities within the pathway
Relevance	The project was found to be highly relevant to the needs of girls in Nsanje and more work needs to be done. Specific forms of violence identified continue to be present and are fuelled by deep-rooted social and cultural attitudes that are ingrained in a largely patriarchal society, but important strides are being made toward deconstructing these viewpoints. The development of by-laws that include rules banning early marriages and marrying off children, initiation ceremonies that put children at risk of harm, fining parents that don't look after their children and fining both the male child and the female child when an early pregnancy occurs are all strong messages to the surrounding committees that practices concerning violence against children based upon cultural and social types of behaviour are not tolerated and must change

Efficiency	The project was cost efficient and managed to implement most project activities despite sometimes-hostile conditions in Nsanje. Outputs were efficiently delivered under outcome 1 and 2 and the no money approach at school and district level was key to efficient implementation as school and community structures were able to function independently and therefore project inactivity due to lack of resources was rare. Through the project encouraging a no money approach and ownership and the local level, participants were encouraged to use creativity to develop alternative solutions to factors that were hindering them in carrying out their tasks and promoting girls. An example of this was the mobilisation of the community to construct extra classrooms using local materials in Nyantchiri School and other schools in the intervention area.
Sustainability	The project managed to instil a deep sense of ownership of the problems and this was particularly observed among the school and community structures. At the school management level before the project activities the connection between the school management and the zone PEA was dormant and limited to the basic administrative requirements. The established communication between the PEA and the school structures such as mothers' groups is of equal importance and will encourage sustainability of the response. The project recognised a champion for ending SRGBV in the ground, Village Headwoman Ngoni has been playing active role and is a strong advocate for the work carried out under the project, her commitment will go some way to ensure sustainability. Further the existence of TWG shows positive indications that it will continue to function beyond the project life span, levels of accountability and convening meetings using their own initiative and their own funds.
Impact	The project has been especially impactful in gradually changing the general attitude that a girls place in the home and that they should focus their attention on aspiring to be good mothers and wives. There is strong evidence that the project stimulated discussion on this at the school level, and reports indicated that these conversations are now taking place within the communities. In the community, parents particularly fathers, are showing that they adapt this idea by actively and consistently sending their children to school and choosing to provide the resources and support needed for girls in the household to go school.
Knowledge Generation	The project generated knowledge and key lessons learned in important areas for future programming. The use of Role models stood out as a useful illustration of what can be achieved through female education. Further the engagement of district actors to implement activities that require district support was essential to the success of the project.

11. Key Recommendations

Evaluation Criteria	Recommendations	Relevant stakeholders
Overall	Advocate for improved institutional capacity to implement laws and policies to enforce laws that prosecute offenders at community and school level by using standardised procedures for collaboration the police, health and judiciary.	Government
	Train community structures throughout the nation on the referral poster so that they are better able to assist victims of sexual and physical abuse. Future programming should coordinate with relevant ministries to	Project implementers in collaboration with

	support this process and disseminate the referral poster nation-wide.	Ministry of Gender and/Education
	Identify orphans as a vulnerable group for access to education; provide support for re-entering and accessing education.	Project implementers/gov ernment
Effectiveness	At inception, joint action plans should include long-term strategies that ensure that project activities continue to take place after project closure.	Project implementers
	Work to develop common understandings of certain concepts and definitions including bullying, corporal punishment, and psychological violence, this will allow teachers and students to accurately identify and report the occurrence and prevalence of specific forms of violence.	Project implementers
	Address some gaps identified in poor delivery of justice by promoting justice seeking through by-laws in traditional courts, district level endorsement means that enforceability of by-laws can be achieved through adjudication in the chiefs courts and through fourth and third grade magistrates courts accessible to the rural poor.	Project implementers
	Provide stronger victim support mechanisms to make the response more effective and safer for the victim at every stage of referral including confidentiality and psychosocial support services, more resources such as safe houses and social welfare amenities need to be made available for service delivery.	Project implementers/collaboration with district stakeholders
	Expand learning for male students and teachers to positively influence their behaviour towards women and girls to eliminate gender biases and learned discriminatory behaviours.	Project implementers
	Emphasize the role of strong leadership from the Head Teacher to guide the behaviour of other teachers on Code of Conduct and professional ethics, encourage strict and mandatory discipline procedures for transgressors of Code through greater collaboration with PEA.	Project design, Project implementers
	Utilize trained legal advisors for role's requiring legal skills – future programming needs to utilize qualified paralegals to inform communities on rights and formal criminal justice system. Additionally, there is a need to develop a user-friendly manual covering laws dealing with early marriage and GBV, translated in relevant dialects, then disseminated in communities.	Project implementers
	Maintain Open Days for community mobilisation and use of Role models for awareness raising, Interactive theatre is an effective methodology to maintain in future programming.	Project implementers
	Expand role of patrons and matrons to other include teachers that are recognisably and naturally enthusiastic about teaching within the school to over see discipline among students and to encourage positive discipline among teachers.	Project design, project implementation

Relevance	Account for the primary beneficiaries perspective - female students may not want to tell adults, they may want to tell other students what their problems are for a number of reasons that may include fear of being blamed and stigmatisation, empower and educate for female students to tell adults of serious problems and take this perspective into account during programme implementation, project design should ensure students that report are protected from retaliation.	Project implementation
	Targeted stakeholder approach - target girls with focus on empowerment and dealing with the consequences of saying no, target young men within schools as the perpetrators of violence, target mothers as primary reporters of domestic violence.	Project design, project implementation
	Maintain support and strengthened school management structures and promote good school governance through student and community participation, calling on parents to be involved in reinforcing appropriate behaviour in schools should be encouraged to share responsibility of education and discipline.	Project design, project implementation
	Nationally address cultural practices that cause harm to girls - cultural practices that encourage discrimination and cause actual harm should be addressed through awareness campaigns and criminalisation of procedures that contravene the Penal code.	Government
Efficiency	Expand project lifetime - Three years is a short period of time for a project of this nature and size, all participants including project staff indicated they would have benefited from more time.	Project implementers
	Align the local context with the project; local staff that speak the local language and that can survive the local conditions and concomitant difficulties.	Project implementers
	Disburse funding on time – some project activities were carried out late because project funds were disbursed late, future programming should ensure project implementers receive funding on time.	Donors
Sustainability	Empower girls to say no and not to be seduced by the perceived gain in monetary or social status sometimes associated with falling into relationships	Project implementers
	Promote development of communities of practice among actors engaged in preventing and responding to SRGBV to create buy-in and accountability amongst stakeholders	Project implementers
	Future programming should continue to address issues of SRGBV through TTCs , dealing with the issue at the formative stage of teachers' pre-service training to ensure that teachers begin their professional careers as teachers equipped with the knowledge and awareness around CP, PD, good teaching practices/something along those lines	Government/projects

	Conduct legal/procedural sensitization within schools and communities around the police, conduct refresher course for police on new acts and legal procedures.	Project implementers
Impact	Discourage negotiated settlements for serious cases of sexual violence but counter with active and robust access to justice, instead promote formal legal redress and sanctions through local courts and by-laws	Project implementers
	Robustly target parents that marry off their children in the community through mothers group and fathers group, emphasize consequences of secretly marrying of children	Project implementers
	Look at transition between primary school and secondary - findings indicate that it is not enough to focus on access to education in primary school, to ensure sustainability of the intervention long-term considerations that come into play once a girl leaves primary and seeks entry into secondary must be taken into consideration and address barriers and constraints that girls encounter through key partnerships with NGOs already active on the ground and refer cases of girls that are struggling to transition to them.	Project implementers/Government
Knowledge generation	Promote zero-tolerance policy for violence in schools, professional, ethical standards and school management should carry ethos that maintains a violence free school environment	Project implementers/Government
	Strengthen monitoring and evaluation during the lifetime of the project, measure actual levels of violence within schools (annually/quarterly) and measure behavioural change and stakeholder perspectives	Project implementers