

Brief description of the project

Violent discipline, physical punishment, and bullying disrupt the education of 150 million 13-15 years-olds worldwide; Nepal is no exception. In 2015, the Government of Nepal (GoN) launched the academic year with the slogan "End GBV at School" and took active steps to address violence in schools and at home. WVIN has implemented the Avesha project in Morang district with the focus on three major components: - i) Construction of School block with two classrooms ii) Construction of Child, disability, and girl-friendly WASH facilities in 1 school and iii) Awareness raising interventions in SRGBV in 5 schools of working area.

Center for Research on Education Health and Social Science (CREHSS) carried out this evaluation for World Vision International Nepal from October 2019 to December 2019.

Purpose and Objectives:

The main purpose of this end-line evaluation was to assess the extent to which the AVESHA project achieved its goals and outcomes. Similarly, the major objectives of this evaluation were to assess the increase in the knowledge of students, parents, and teachers on correctly identifying the issues of SRGBV, to examine the change in school environment and facilities after the implementation of the project, to assess the improvement in the practice of students, parents, and teachers for reducing the GBV and to draw up lessons learned and recommendations to implementers and donors for the future programming.

Methodology:

The evaluation employed an explanatory sequential study design using mixed methods, quantitative and qualitative techniques. A total of 740 students (378 girls and 362 boys) were covered. Similarly, a total of 29 teachers, 48 parents, and 10 Key informants were interviewed. Furthermore, 5 FGDs were conducted with the concerned stakeholders. In addition, observation, reports, and document review were done to obtain needful information as per the evaluation objectives.



Quantitative data was collected in tablets/mobiles through Open Data Kit (ODK) application. SPSS software was used to analyze the quantitative data. Univariate and Bivariate analyses were performed. Thematic analysis was done to analyze the qualitative data. Baseline value was compared with the end line finding to find out the changes after the program implementation.

Relevance

Since GBV is one of the priority areas of the government of Nepal and widely reported public issues in the community, this intervention was designed per the needs of the community people and in compliance with the government's priority programs. This project was focused on the problems like gender-based discrimination and violence, lack of discipline and moral values in school, school drop-out, inappropriate parenting, and violent behavior of teachers towards students (corporal punishment) to a considerable extent.

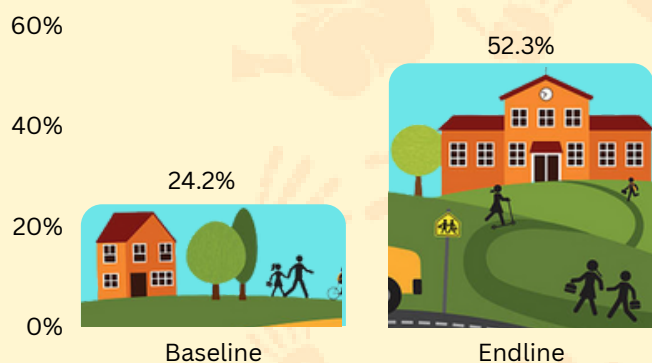
Effectiveness

The intervention was highly effective as all the indicators had shown a remarkable increment in the evaluation study compared to the baseline. All ten intervention schools had revised their School Improvement Plan (SIP) to incorporate SRGBV component. The proportion of children who perceived safety within the school had increased by more than twice. A significantly higher proportion of community people considered GBV in schools as a serious issue after the intervention. The school environment in terms of physical infrastructure (building, classrooms, toilets, and playground) was found safely constructed. Similarly, children were able to utilize improved child, disability, and girl-friendly WASH facilities in schools. Qualitative data revealed that the

intervention school's students, teachers as well as parents were found to be better equipped to identify and respond to issues of SRGBV, teachers were trained to deal with student issues in more friendly ways, and the traditional method of maintaining discipline in school using Corporal Punishments was now not existing. Parents were trained in positive parenting techniques (they are now dealing with their children's issues differently in more sensitive ways), students have been empowered to give their opinions and raise their voices to address their needs and involve actively in the School Improvement Plans. All of this evidence suggests the effectiveness of the AVESHA Project to its beneficiaries.

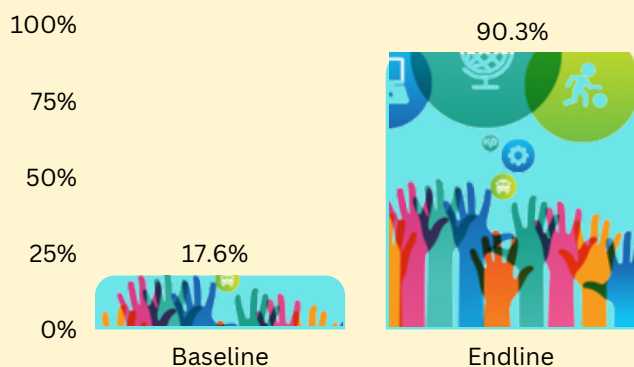
The proportion of children who perceived safety within the school environment

The proportion of children who perceived safety within the school had increased by more than twice (24.2 in baseline and 52.3 in end-line).



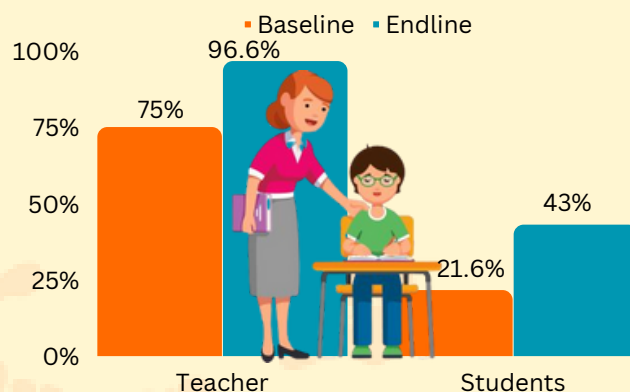
The proportion of the increase in children accessing improvised facilities in target schools

The proportion of children accessing improved facilities in school increased sharply from 18% in the baseline to 90% (88.2-92.4) in the endline.



The proportion of the increase in children and teachers able to correctly identify examples of SRGBV

Higher proportions of teachers correctly identified examples of SRGBV in the endline (97%, CI, 89.7-100) compared to the baseline study (75%). Similarly, the proportion of students who correctly identified examples of SRGBV has doubled in the endline (from 22% in the baseline to 43% (CI, 39.4-46.6) in the endline).

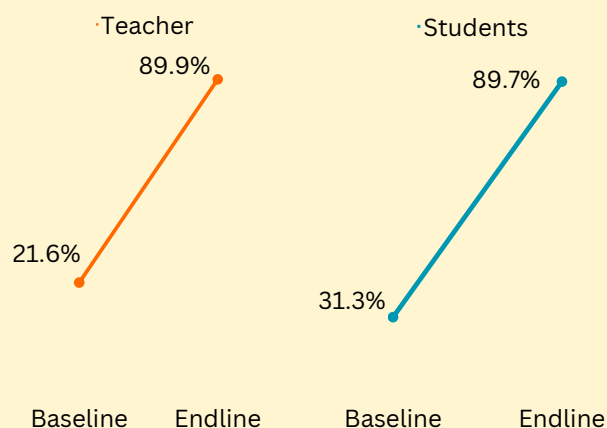


"Before getting the orientation on SRGBV, I didn't know that name-calling was also a kind of violence. Sometimes, I used those names to address my students but never thought about how they felt about it."

Teacher, Laxmi Secondary School

Percent increase in children and teachers able to identify appropriate reporting/referral mechanisms

There was a nearly three-fold increment in the percentage of teachers identifying appropriate reporting/referral mechanisms after the intervention (31% Vs. 90%). Similarly, the percentage of students identifying appropriate reporting/referral mechanisms after the intervention has also increased by more than

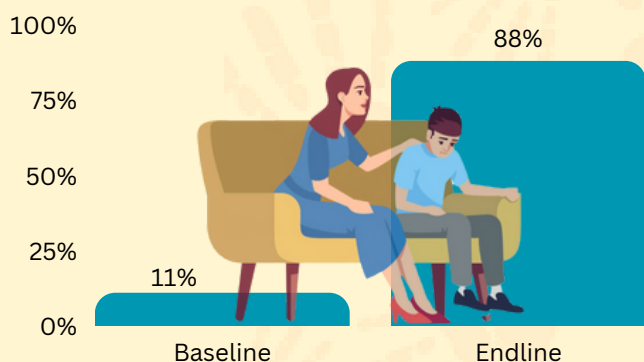


three times in the endline compared to the baseline result. (22% Vs 90%).

"We organize different SRGBV related events and programs through our child club in our school and also in the community after getting the training from the AVESHA project." President, Child Club, Laxmi Secondary School

The proportion of parents able to correctly identify examples of SRGBV

The proportion of parents able to correctly identify examples of SRGBV rose significantly from 11% in the baseline to 88% (CI, 79.8-95.8) in the endline.



Efficiency

The project was observed to be efficient in terms of cost, time, and resources as it utilized a limited budget for the completion of several activities in a short period using highly skilled human and technical resources. The total cost of the project was \$225874. So, the average per-person cost of the project was US\$42.4.

"I liked the training because trainers were very convincing and we understood the content well. I would love to attend more training like this."

Teacher, Janata Secondary School

Sustainability

Key informants were found optimistic about the sustainability of the intervention basically in three major areas i) Incorporation of SRGBV component in School Improvement Plan and ii)

Formulation of Child Protection Guidelines and commitment from local government.

The formation and strengthening of child clubs and their active involvement in different activities and programs to address issues of SRGBV was also another important factor that can make the intervention sustainable.

Impact and Changes

The major positive impact brought by the project was a reduction of school drop-outs due to a conducive school environment and motivating factors for students like coloring, distribution of school dress, bags, and other educational materials. Students were empowered to raise voice against any kinds of violation of rules and regulations. Similarly, another important impact brought by the project was the behavior change of teachers in dealing with students as teachers no more practiced corporal punishment to maintain discipline in school.

"The distribution of educational materials (school bags, raincoat, copies, geometry box, and raincoat) was a strong reinforcing factor for students to attend school. The attendance of students has increased due to distribution of these materials."

Teacher, Laxmi Basic School

Recommendations:

- It would have been better if all school students rather than only members of child clubs were included in the orientation.
- A flexible work plan should be made for implementers to get rid of the heavy work burden.
- The project implementation period should be made longer as desired by beneficiaries.
- Commitment from the local government should be strengthened.



Conclusion

The intervention brought notable changes in most of the project indicators, which provide evidence of the success of the intervention to a larger extent. There was an increment in the knowledge of students, parents, and teachers who could correctly identify the issues of SRGBV and awareness about the existing reporting and referral mechanisms to address such issues. The school environment has been positively changed with improved facilities (existing WASH facilities were upgraded, child, disability, and child-friendly toilets were constructed). The major impact brought by the project was the reduction of school drop-outs, student empowerment, and behavior change of teachers due to a conducive school environment. Overall, the evaluation team found the project successful and replicable in a similar context.

	Indicators		Baseline (%)	Endline (%) (95%CI lower and upper)
G1.1	Project intervention schools report that the incorporating school-based GBV improvement plan has been fully implemented		0	100
G1.2	The proportion of children who perceive increased safety within the school environment		24.2	52.3 (48.8-55.8)
O1.1	The proportion of children accessing improved facilities in target schools		17.6	90.3 (88.2-92.4)
O2.1	The proportion of increase in children and teachers able to correctly identify examples of SRGBV	Teacher	75	96.6 (89.7-100)
		Student	21.6	43 (39.4-46.6)
O2.2	% increase in children and teachers able to identify appropriate reporting/referral mechanisms	Teacher	31.3	89.7 (72.4-96.6)
		Student	21.6	89.9 (87.7-92)

	Indicators	Baseline (%)	Endline (%) (95%CI lower and upper)
O2.3	The proportion of School Improvement Plans revised to include SRGBV being implemented	0	100
O2.4	The proportion of complaint handling mechanisms properly functioning	0	100
O2.5	Child clubs and students will able to identify SRGBV issues in schools	24	85.5 (83-87.8)
O2.6	Children are able to link the case to Focal Person in the school.	0	44.9 (41.2-48.8)
O3.1	Proportional of increase in parents able to correctly identify examples of SRGBV.	10.8	87.5 (79.8-95.8)
O3.2	% increase in community members citing SRGBV as an issue of concern	28.4	81.2 (67.3-89.6)



Recommended Citation:

WVI Nepal and CREHSS (2020). **Final Evaluation of AVESHA Project, Morang district, Nepal. Research Brief.** Kathmandu Nepal